

BULLETIN OF INFORMATION

UNDERGRADUATE PROGRAMS | 2012-2013

Table of Contents
General Information
First Year of Studies
School of Architecture
College of Arts and Letters
Mendoza College of Business
College of Engineering
College of Science
Faculty
Course Catalog
Index



2012–13

Bulletin of Information

University of Notre Dame

Undergraduate Programs



Vol. 108, No. 2, August 2012

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:

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TABLE OF CONTENTS

Table of Contents

3	President's Leadership Council	31	<i>Paris, France Program</i>	60	<i>Senior Thesis/Honors Track</i>
4	Board of Trustees	31	<i>Perth, Australia Program</i>	60	<i>Program of Arabic Languages and Culture</i>
5	Trustees Emeriti	31	<i>Puebla, Mexico Program</i>	60	<i>Major in Arabic</i>
6	Academic Calendar	31	<i>Rome, Italy Program</i>	60	<i>Minor in Mediterranean/Middle East Studies</i>
10	Mission Statement of the University of Notre Dame	31	<i>Rome, Italy ICCS</i>	60	<i>Syriac Studies</i>
10	The University of Notre Dame	31	<i>Salvatore Da Bahia, Brazil Program</i>	61	<i>Study Abroad</i>
11	Notre Dame's Vision for Undergraduate Education	32	<i>Santiago, Chile Program</i>	61	East Asian Languages & Cultures
11	Student Life	32	<i>São Paulo, Brazil Program</i>	61	<i>Program in Chinese</i>
14	Important Information About Campus Security and Fire Safety	32	<i>Shanghai, China Program</i>	61	<i>The Honors Track in Chinese</i>
14	The Spirit of Inclusion at Notre Dame	32	<i>St. Andrews, Scotland Program</i>	62	<i>Program in Japanese</i>
14	Academic Profile	32	<i>Tokyo, Japan Program</i>	62	<i>The Honors Track in Japanese</i>
14	14 <i>Degrees and Academic Programs</i>	32	<i>Toledo Program</i>	62	<i>Program in Korean</i>
15	University Requirements	32	<i>Washington Program</i>	62	<i>Asian Studies Minor</i>
17	Graduation Rate	33	Physical Education and Wellness Instruction	62	<i>East Asian Languages & Cultures Study-Abroad Programs</i>
17	Grading System	33	Information Technologies	62	Economics
18	Academic Code of Honor	34	The Career Center	63	<i>Major in International Economics</i>
18	Notre Dame NetID Student Policy	35	Holy Cross Seminary Formation	64	<i>The Minor in Business Economics</i>
18	Academic Regulations		The First Year of Studies	64	English
18	Academic Resources	36	First-Year Curriculum	65	Film, Television, and Theatre
19	Admission	36	First-Year Requirements	66	<i>Film Concentration</i>
19	19 <i>Academic Preparation</i>	36	University Requirements	66	<i>Television Studies Concentration</i>
20	20 <i>Application Process</i>	36	Course 1—University Seminar/Writing & Rhetoric	66	<i>Theatre Concentration</i>
20	20 <i>Decision and Notification Plans</i>	37	Course 2—Mathematics	67	German and Russian Languages and Literatures
20	20 <i>The Selection Process</i>	37	Course 3—Science	67	<i>The German Program</i>
21	21 <i>Students with Disabilities</i>	38	Course 4—University Requirement or Elective: History, Social Sciences, Philosophy, Theology, Literature, Fine Arts, and Languages	68	<i>The Russian Program</i>
21	21 <i>International Students</i>	39	Course 5—Program Requirement or Elective	69	History
21	21 <i>Transfer Admission</i>	40	Physical Education or Reserve Officers Training Corps Program	70	Irish Language and Literature
21	21 <i>Fees and Expenses</i>	40	Voluntary Courses	71	Mathematics
22	Student Financial Aid	40	Credit and/or Placement by Examination	72	Medieval Studies
24	24 <i>Financial Aid Programs</i>	41	College Credit from Other Institutions	73	Music
24	24 <i>Scholarships/Grants</i>	42	Peer Advising Program	74	Philosophy
24	24 <i>Student Employment</i>	42	Learning Resource Center	74	74 <i>Philosophy and Theology Joint Major</i>
24	24 <i>Loans</i>	42	Learning Strategies Program	75	Political Science
25	25 <i>Other</i>	42	Tutoring Program	76	<i>Departmental Honors in Political Science</i>
25	Standards of Progress for Recipients of Financial Aid	42	Collaborative Learning Program	78	Program of Liberal Studies
26	Center for Social Concerns	42	First-Year Goals	79	Psychology
27	Reserve Officers Training Corps Programs		School of Architecture	80	Romance Languages and Literatures
27	27 <i>Military Science</i>	46	Student Awards and Prizes	80	<i>Program in French and Francophone Studies</i>
27	27 <i>Naval Science</i>	46	Student Organizations	81	<i>Program in Italian Literature and Culture</i>
28	28 <i>Aerospace Studies</i>	47	Advisory Council	82	<i>Program in Iberian and Latin American Studies</i>
28	Office of International Studies		College of Arts and Letters	82	<i>Major in Romance Languages and Literatures</i>
29	29 <i>Angers, France Program</i>	49	Student Awards and Prizes	83	<i>Major in International Economics</i>
29	29 <i>Athens, Greece Program</i>	51	Service Awards	83	Sociology
29	29 <i>Beijing, China Program</i>	52	Special Arts and Letters Requirements	85	Theology
29	29 <i>Berlin, Germany Program</i>	52	Arts and Letters Programs	86	<i>The Theology Program University of Notre Dame</i>
29	29 <i>Bologna, Italy Program</i>	52	Double-Counting	87	<i>Philosophy and Theology Joint Major</i>
30	30 <i>Cairo, Egypt Program</i>	52	Majors	87	Supplementary Majors, Minors, and Special Programs
30	30 <i>Cambridge Undergraduate Program</i>	53	Minors	87	<i>Center for Asian Studies</i>
30	30 <i>Dakar, Senegal Program</i>	53	Electives	87	<i>The Supplementary Major in Asian Studies</i>
30	30 <i>Dublin, Ireland Program</i>	53	Africana Studies	88	<i>Gender Studies Supplementary Major and Minor</i>
30	30 <i>Fremantle, Australia Program</i>	54	American Studies	88	<i>The Glynn Family Honors Program</i>
30	30 <i>Hong Kong, China Program</i>	56	Anthropology	88	<i>Arts and Letters Pre-health Studies</i>
30	30 <i>Jerusalem, Israel Program</i>	57	Art, Art History, and Design	89	<i>Computer Applications Program</i>
30	30 <i>Kampala, Uganda Program</i>	57	<i>The Studio Art and Design Major</i>	90	<i>Technology, Business, and Society—Complementary Skills Program</i>
30	30 <i>London Undergraduate Program</i>	58	<i>Studio Art and Design Concentrations</i>	90	<i>Dual-Degree Program with the College of Engineering</i>
31	31 <i>Moscow, St. Petersburg, and Vladimir, Russia Programs</i>	58	<i>The Art History Major</i>	91	<i>Education</i>
31	31 <i>Nagoya, Japan Program</i>	59	<i>Departmental Honors in Art History and the Senior Thesis</i>	92	Interdisciplinary Minors within the College
31	31 <i>Oxford Undergraduate Program</i>	59	Classics	92	<i>Catholic Social Tradition</i>
		59	<i>Majors in Classics</i>		
		60	<i>Minors in Classics</i>		

TABLE OF CONTENTS

92	<i>Constitutional Studies</i>	171	Advisory Council
93	<i>Education, Schooling, and Society</i>	172 Faculty	
94	<i>Gender Studies Minor</i>	Course Catalog	217
94	<i>Hesburgh Program in Public Service</i>	First Year of Studies	218
96	<i>International Development Studies</i>	School of Architecture	221
97	<i>John W. Gullivan Program in Journalism, Ethics, and Democracy</i>	College of Arts and Letters	227
97	<i>Latino Studies</i>	227	Africana Studies
98	<i>Liturgical Music Ministry</i>	243	Arts and Letters Nondepartmental
98	<i>Medieval Studies</i>	246	College Seminar
99	<i>Peace Studies</i>	246	American Studies
99	<i>Philosophy and Literature</i>	275	Gallivan Program in Journalism, Ethics, and Democracy
100	<i>Philosophy, Politics, and Economics</i>	276	Anthropology
100	<i>Philosophy within the Catholic Tradition</i>	290	Art, Art History, and Design
100	<i>Poverty Studies</i>	306	Center for Asian Studies
102	<i>Religion and Literature</i>	316	Computer Applications
102	<i>Science, Technology, and Values</i>	319	Center for Social Concerns
104	Area Studies Minors	323	Classics
104	<i>Asian Studies</i>	339	Economics
104	<i>The Minor in Asian Studies</i>	346	English
104	<i>The Minor in European Studies</i>	390	University Writing Program
104	<i>Irish Studies</i>	391	Film, Television, and Theatre
105	<i>Latin American Studies Program</i>	407	Gender Studies
105	<i>Russian and East European Studies</i>	418	Hesburgh Program in Public Service
106	<i>Courses in Russian and East European Studies</i>	441	History
107	Officers of the Administration	485	Irish Language and Literature
108	Advisory Council	490	Irish Studies Program
Mendoza College of Business		506	International Development Studies
109	Programs of Study	515	Latin American Studies
110	Curriculum for the Degree of Bachelor of Business Administration	526	East Asian Languages and Cultures
111	International Study Programs	535	German and Russian Languages and Literatures
111	Student Awards and Prizes	545	Romance Languages and Literatures
112	Student Organizations and Activities	561	Medieval Studies
113	Accountancy	580	Music
113	Finance	593	Philosophy
114	Management	605	Program of Liberal Studies
115	Marketing	607	Political Science
115	Non-Departmental Courses	628	Psychology
115	Collegiate Sequence in International Business	637	Sociology
116	Officers of Administration	647	Program in Science, Technology, and Values
117	Advisory Council	661	Poverty Studies
College of Engineering		662	Theology
118	Programs and Degrees	699	Catholic Social Tradition
121	College Awards and Prizes	704	Religion and Literature
122	Departmental Awards	Mendoza College of Business	709
122	Student Organizations and Activities	709	Accountancy
123	Aerospace and Mechanical Engineering	710	Business (Nondepartmental)
126	Chemical and Biomolecular Engineering	715	Finance
127	Civil and Environmental Engineering and Earth Sciences	718	Management
128	<i>Civil Engineering</i>	720	Marketing
129	<i>Environmental Geosciences</i>	College of Engineering	722
130	<i>Environmental Engineering</i>	722	Aerospace and Mechanical Engineering
131	<i>Environmental Earth Sciences</i>	724	Chemical and Biomolecular Engineering
132	Computer Science and Engineering	728	Civil and Environmental Engineering and Earth Sciences
132	<i>Program in Computer Engineering</i>	735	Computer Science and Engineering
132	<i>Program in Computer Science</i>	740	Electrical Engineering
133	<i>Computer Engineering Program</i>	744	Engineering (Nondepartmental)
133	<i>Computer Science Program</i>	College of Science	745
134	Electrical Engineering	745	Applied and Computational Math and Statistics
135	Interdepartmental Engineering	748	Biological Sciences
135	Dual Degree Programs	756	Chemistry and Biochemistry
135	<i>Dual Degree Program with the College of Arts and Letters</i>	760	Preprofessional Studies
136	<i>Dual Degree Program with the Mendoza College of Business</i>		
137	Officers of Administration		
138	Advisory Council		
College of Science			
139	Departments of the College of Science		
139	Undergraduate Education		
140	Curricula and Degrees		
141	University and College Requirements		
141	Student Organizations and Activities		
141	Student Awards and Prizes		
142	Special Opportunities		
143	Applied and Computational Mathematics and Statistics		
143	<i>Bachelor of Science with a Major in Applied and Computational Mathematics and Statistics</i>		
144	<i>Bachelor of Science With a Major in Statistics</i>		
145	<i>Supplementary Major in Statistics</i>		
145	<i>Supplementary Major in Applied and Computational Mathematics and Statistics</i>		
145	<i>Honors in ACMS</i>		
146	Biological Sciences		
146	<i>Bachelor of Science with a Major in Biological Sciences</i>		
149	<i>UNDERC Field Biology Programs</i>		
149	<i>Minor in Sustainability</i>		
150	<i>Biological Sciences Honors Program</i>		
151	Chemistry and Biochemistry		
151	<i>Bachelor of Science with a Major in Chemistry</i>		
152	<i>Bachelor of Science with a Major in Biochemistry</i>		
154	Environmental Sciences		
154	<i>Bachelor of Science with a Major in Environmental Sciences</i>		
155	<i>Environmental Sciences as a Second Major</i>		
157	Mathematics		
157	<i>Bachelor of Science with a Major in Mathematics</i>		
159	<i>Minor in Actuarial Science</i>		
159	Physics		
159	<i>Bachelor of Science with a Major in Physics</i>		
162	<i>Honors Program in Physics</i>		
162	Preprofessional Studies		
163	<i>Bachelor of Science with a Major in Preprofessional Studies</i>		
164	<i>Collegiate Sequence Programs</i>		
164	<i>Bachelor of Science with a Major in Science-Business</i>		
165	<i>Science-Computing Collegiate Sequence</i>		
165	<i>Bachelor of Science with a Major in Science-Computing</i>		
166	<i>Science-Education Collegiate Sequence</i>		
166	<i>Bachelor of Science with a Major in Science-Education</i>		
167	Special Programs		
167	<i>Double Majors in Science</i>		
168	Dual Degree Program with the Mendoza College of Business		
168	Nondepartmental Courses		
169	Science Degree Credit		
171	Officers of Administration		

PRESIDENT'S LEADERSHIP COUNCIL

761 Science (Nondepartmental)

763 Mathematics

769 Physics

The University

775 Aerospace Studies (ROTC–Air Force)

777 Institute for Educational Initiatives

788 Institute for International Peace Studies

812 Institute for Latino Studies

822 Military Science (ROTC – Army)

823 Naval Science (ROTC – Navy)

824 Physical Education and Wellness Instruction

A Index

775

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ACADEMIC CALENDAR

**UNIVERSITY OF NOTRE DAME AND SAINT MARY'S COLLEGE
JOINT ACADEMIC YEAR CALENDAR FOR 2012-2013**

FALL 2012 SEMESTER

Aug. 13-15	Mon – Wed	Orientation for international students at Notre Dame
Aug. 16-18	Thur - Sat	Orientation and counseling for new students at Saint Mary's College
Aug. 16	Thursday	Orientation, advising, and registration for readmitted and new transfer students at Notre Dame
Aug. 17	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. 18	Saturday	Residence halls open at 9:00 a.m. for Saint Mary's College
Aug. 18-19	Sat - Sun	Orientation and advising for freshmen at Notre Dame
Aug. 19	Sunday	Undergraduate halls open for upperclassman move-in beginning at 9:00 a.m. for ND
Aug. 20	Monday	Classes begin for Law and Graduate Business Classes begin for Saint Mary's College
Aug. 21	Tuesday	Classes begin for Notre Dame Mass - formal opening of school year at Notre Dame
Aug. 28	Tuesday	Last date for all class changes
Sept. 3	Monday	Labor Day - classes are in session
Sept. 21	Friday	Last date to drop a class at Saint Mary's College
Oct. 12	Friday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Oct. 13-21	Sat - Sun	Mid-Term break
Oct. 16	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Oct. 26	Friday	Last day for course discontinuance at Notre Dame
Nov. 12-28	Mon - Wed	Registration for the Spring 2013 semester at Notre Dame and Saint Mary's College
Nov. 21-25	Wed - Sun	Thanksgiving Holiday
Nov. 27-Dec. 9	Tues - Sun	Course Instructor Feedback administered at Notre Dame
Dec. 6	Thursday	Last class day
Dec. 7-9	Fri - Sun	Reading days (no examinations)
Dec. 10-14	Mon - Fri	Final examinations
Dec. 15	Saturday	Undergraduate halls close at 2:00 p.m.
Dec. 17	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
Dec. 18	Tuesday	All grades due in PRISM by Noon at Saint Mary's College
Jan. 6	Sunday	January graduation date (no ceremony)

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>
August	1	2	2	2	2	9
September	4	4	4	4	4	20
October	4	4	4	3	3	18
November	4	4	3	4	4	19
December	1	1	1	1	0	4
Total	14	15	14	14	13	70

ACADEMIC CALENDAR

SPRING 2013 SEMESTER

Jan. 13	Sunday	Undergraduate halls open for move-in beginning at 9:00 a.m. for Notre Dame
Jan. 14	Monday	Orientation, advising, and registration for new students Classes begin for Law and Graduate Business Classes begin for Saint Mary's College
Jan. 15	Tuesday	Classes begin for Notre Dame
Jan. 22	Tuesday	Last date for all class changes
Feb. 15	Friday	Last date to drop a class at Saint Mary's College
Feb. 15-17	Fri - Sun	Junior Parents Weekend at Notre Dame
Feb. 28	Thursday	Deadline for 2013/2014 financial aid applications at SMC (for returning students)
Mar. 8	Friday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Mar. 9-17	Sat - Sun	Mid-Term break
Mar. 12	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Mar. 20	Wednesday	Registration begins for the 2013 Summer Session at Notre Dame
Mar. 22	Friday	Last day for course discontinuance at Notre Dame
Mar. 29-Apr.1	Fri - Mon	Easter Holiday
Apr. 15-24	Mon -Wed	Registration for the Fall 2013 semester at Notre Dame
Apr. 15-26	Mon - Fri	Registration for the Fall 2013 semester at Saint Mary's College
Apr. 23-May 5	Tues - Sun	Course Instructor Feedback administered at Notre Dame
April 25	Thursday	Deadline for 2013/2014 financial aid applications at ND (for returning students)
May 1	Wednesday	Last class day for Notre Dame
May 2	Thursday	Last class day for Saint Mary's College
May 2-5	Thur - Sun	Reading days for Notre Dame (no examinations)
May 3-5	Fri - Sun	Reading days for Saint Mary's College (no examinations)
May 6-10	Mon - Fri	Final examinations
May 11	Saturday	Undergraduate halls close at 2:00 p.m.
May 13	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
May 14	Tuesday	All grades are due in PRISM by Noon at Saint Mary's College
May 17-19	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	3	3	3	2	13
February	4	4	4	4	4	20
March	3	3	3	3	3	15
April	4	5	4	4	4	21
May	0	0	1	0	0	1
Total	13	15	15	14	13	70

2013 SUMMER SESSION

First Class Day - June 17; Last Class Day - August 2; Graduation Date (No Ceremony) - August 7

NOTE: Summer Session classes will not be held on July 4 for most programs

To [Table of Contents](#)

ACADEMIC CALENDAR

**UNIVERSITY OF NOTRE DAME AND SAINT MARY'S COLLEGE
JOINT ACADEMIC YEAR CALENDAR FOR 2013-2014**

FALL 2013 SEMESTER

Aug. 19-21	Mon – Wed	Orientation for international students at Notre Dame
Aug. 22-24	Thur - Sat	Orientation and counseling for new students at Saint Mary's College
Aug. 22	Thursday	Orientation, advising, and registration for readmitted and new transfer students at Notre Dame
Aug. 23	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. 24	Saturday	Residence halls open at 9:00 a.m. for Saint Mary's College
Aug. 24-25	Sat - Sun	Orientation and advising for freshmen at Notre Dame
Aug. 25	Sunday	Undergraduate halls open for upperclassman move-in beginning at 9:00 a.m. for ND
Aug. 26	Monday	Classes begin for Law and Graduate Business Classes begin for Saint Mary's College
Aug. 27	Tuesday	Classes begin for Notre Dame Mass - formal opening of school year at Notre Dame
Sept. 2	Monday	Labor Day - classes are in session
Sept. 3	Tuesday	Last date for all class changes
Sept. 27	Friday	Last date to drop a class at Saint Mary's College
Oct. 18	Friday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Oct. 19-27	Sat - Sun	Mid-Term break
Oct. 22	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Nov. 1	Friday	Last day for course discontinuance at Notre Dame
Nov. 18-Dec.4	Mon - Wed	Registration for the Spring 2014 semester at Notre Dame and Saint Mary's College
Nov. 27-Dec.1	Wed - Sun	Thanksgiving Holiday
Dec. 3-15	Tues - Sun	Course Instructor Feedback administered at Notre Dame
Dec. 12	Thursday	Last class day
Dec. 13-15	Fri - Sun	Reading days (no examinations)
Dec. 16-20	Mon - Fri	Final examinations
Dec. 21	Saturday	Undergraduate halls close at 2:00 p.m.
Dec. 23	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame All grades due in PRISM by Noon at Saint Mary's College
Jan. 5	Sunday	January graduation date (no ceremony)

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>
August	0	1	1	1	1	4
September	5	4	4	4	4	21
October	3	4	4	4	3	18
November	4	4	3	3	4	18
December	2	2	2	2	1	9
Total	14	15	14	14	13	70

ACADEMIC CALENDAR

SPRING 2014 SEMESTER

Jan. 12	Sunday	Undergraduate halls open for move-in beginning at 9:00 a.m. for Notre Dame
Jan. 13	Monday	Orientation, advising, and registration for new students Classes begin for Law and Graduate Business Classes begin for Saint Mary's College
Jan. 14	Tuesday	Classes begin for Notre Dame
Jan. 21	Tuesday	Last date for all class changes
Feb. 14	Friday	Last date to drop a class at Saint Mary's College
Feb. 14-16	Fri - Sun	Junior Parents Weekend at Notre Dame
Feb. 27	Thursday	Deadline for 2014/2015 financial aid applications at SMC (for returning students)
Mar. 7	Friday	Mid-Term deficiency reports submitted through insideND by 3:45 p.m. at Notre Dame
Mar. 8-16	Sat - Sun	Mid-Term break
Mar. 11	Tuesday	Mid-Term deficiency reports due in PRISM by 8:00 a.m. at Saint Mary's College
Mar. 19	Wednesday	Registration begins for the 2014 Summer Session at Notre Dame
Mar. 21	Friday	Last day for course discontinuance at Notre Dame
Apr. 7-24	Mon -Thur	Registration for the Fall 2014 semester at Notre Dame
Apr. 14-23	Mon - Wed	Registration for the Fall 2014 semester at Saint Mary's College
Apr. 18-21	Fri - Mon	Easter Holiday
Apr. 22-May 4	Tues - Sun	Course Instructor Feedback administered at Notre Dame
April 25	Friday	Deadline for 2014/2015 financial aid applications at ND (for returning students)
April 30	Wednesday	Last class day for Notre Dame
May 1	Thursday	Last class day for Saint Mary's College
May 1-4	Thur - Sun	Reading days for Notre Dame (no examinations)
May 2-4	Fri - Sun	Reading days for Saint Mary's College (no examinations)
May 5-9	Mon - Fri	Final examinations
May 10	Saturday	Undergraduate halls close at 2:00 p.m.
May 12	Monday	All grades submitted through insideND by 3:45 p.m. at Notre Dame
May 13	Tuesday	All grades are due in PRISM by Noon at Saint Mary's College
May 16-18	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	3	3	3	3	14
February	4	4	4	4	4	20
March	4	3	3	3	3	16
April	3	5	5	4	3	20
May	0	0	0	0	0	0
Total	13	15	15	14	13	70

2014 SUMMER SESSION

First Class Day - June 16; Last Class Day - August 1; Graduation Date (No Ceremony) - August 6

NOTE: Summer Session classes will not be held on July 4 for most programs

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 credal 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 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 two-tiered, mixed board of lay and religious trustees and fellows. 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, the Institute for Church Life, 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, an independent 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, men's lacrosse, men's and women's

fencing, and hockey, all of which ranked number one in the country at some point during the past six seasons. Since 2001, Notre Dame has won national championships in women's basketball ('01), women's soccer ('04 and '10) and fencing ('05 and '11).

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 and field, 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 Purcell Pavilion 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.

Family Programming is an integral part of the RecSports programming package. With roots tied deeply to Notre Dame's mission, Family Programming seeks to meet the recreational needs of Notre Dame's families in order to help families grow stronger physically, mentally, and spiritually. Even Fridays is one of our main family programs. Even Fridays occurs on the second and fourth Friday of every month. These are traditional family recreation opportunities such as bowling, swimming, game nights, and bike rides. All Even Friday events are from 5:30–7:30PM and are designed to reach a wide range of family ages and abilities. Family FIRST (Fitness Instruction, Recreation, & Sports Training) is our other main family program. Family FIRST classes focus more specifically on the fitness needs of families. Typical classes are yoga, martial arts, cardio, fixed cycling, and rock climbing.

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

STUDENT LIFE

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 a 9,149-seat basketball/volleyball arena (Purcell Pavilion) but also a field house containing a two-lane track, 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.

Purcell Pavilion at the Joyce Center opened for the 2009-10 season. The arena was redone including the installation of chair-back seating throughout the arena. The construction encompasses a new three-story structure at the south end that includes a three-story lobby, the Notre Dame ticket operations, additional area for restrooms and concessions, a varsity shop to sell apparel and souvenirs, in addition to a club seating and hospitality area.

Melissa Cook Softball 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 148-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 football, 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 opened in 1987, 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 and upgraded in 2011 via a remodeled clubhouse.

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

Recently completed new facilities include:

Alumni Soccer Stadium—Notre Dame opened the Alumni Soccer Stadium (men’s and women’s soccer) in 2009. The approximately 3,000-seat facility, which sits side by side with the new Irish lacrosse stadium, features a natural grass field, fully-equipped locker rooms, restrooms and concession areas, an expanded press box and a state-of-the-art light and sound system.

Outdoor Track and Field Complex—The new nine-lane track is located southeast of the Joyce Center and is the competition and practice site for the men’s and women’s track and field teams. Throwing and jumping events are provided in two directions, and a warm-up area is located at one end of the track.

Arlotta Lacrosse Stadium—Arlotta Stadium is the new home for men’s and women’s lacrosse programs. Located east of the Joyce Center, Arlotta Stadium features over 2,000 permanent seats with additional seating available on a grass berm opposite of the stands, lights, an artificial-turf field, locker rooms, player lounges, a press box with over 20 seats for media and support staff along with three broadcast booths, restrooms and concession areas. The first event in the new stadium was held Oct. 16, 2009, as the men’s lacrosse team played the Iroquois National team in an exhibition contest. Women’s lacrosse held its first event in the new stadium on March 7, 2010 vs Dartmouth.

Compton Family Ice Arena—Construction of this new, two-sheet ice facility began in March 2010. It is located just north of Angela Boulevard and just west of Leahy Drive. The ice surface (200’ x 90’) in the main arena (capacity ~5,000) is named the Charles W. “Lefty” Smith Jr. Rink, while the auxiliary rink is Olympic dimensions (200’ x 100’). The facility includes offices, locker rooms, strength, cardio and other training areas for the Notre Dame hockey

program as well as locker rooms, service and support staff and areas necessary to operate campus and community hockey, skating and other recreational ice sport usage. For Irish games and other hospitality functions, O’Brien’s, a club area with adjacent premium seating is available on the mezzanine level. The facility opened on Oct. 18, 2011, and Notre Dame played its first hockey game in the new building Oct. 21 vs. RPI.

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 the job have tended to vary with the priorities 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.

Important Information About Campus Security and Fire Safety

The security of all members of the campus community is of paramount concern to the University of Notre Dame. The University publishes an annual report outlining security and fire safety information and crime statistics for campus. This document provides suggestions regarding crime prevention strategies and important policy information about emergency procedures, reporting of crimes, law enforcement services on campus, fire safety, 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. You may view the document on the web at: <http://ndsp.nd.edu/crime-information-and-clery-act/safety-brochure-clery-act>. A printed copy of this brochure is available by sending an email request to ndsp@nd.edu or by writing to: Office of the Director, University Security Police, 204 Hammes Mowbray Hall, Notre Dame, IN 46556.

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 College of 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 2011–2012 academic year, students enrolled in the College of Arts and Letters topped the undergraduate enrollment figures with 2,191. There were 1,894 business students, 1,239 science students, 985 in engineering, and 164 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
 - Classics
 - Greek and Roman Civilization
- East Asian Languages & Cultures
 - Chinese
 - Japanese
- Economics
- English
- Film, Television, and Theatre
- German and Russian Languages and Literatures
 - German
 - Russian
- International Economics
- Irish Language and Literature
- 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 and Computational Mathematics and Statistics
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
Statistics

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. A program leading to two undergraduate degrees is distinct from a program 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). Students should refer to the dual degree policies which are explained in each college's section of this Bulletin.

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 College of First Year of Studies and are assigned an advisor from its faculty. The **First Year of Studies** offices are located at 219 Coleman-Morse Center. During their first year all students will receive the advising from their First Year of Studies advisor. Students will select the college in which they want to pursue their undergraduate degree by the end of their first year and will be directed to speak with an advisor in their intended college during their sophomore year. **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 faculty to students at all levels—undergraduate, graduate, and professional.

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 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 three-week subsessions.

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
Writing and Rhetoric	1
*Mathematics	2
*Science	2
*History	1
*Social Science	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.” via the online Class Search can be used to fulfill a University requirement. These courses can be viewed for a particular academic term by selecting the “Class Search” 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; Writing & Rhetoric course; two semester courses in mathematics; two semester courses 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. Three credits in a social science course (excluding economics) and three credits in a College of Arts & Letters course (excluding economics) are required in the Mendoza College of Business.
- Satisfactory work in a major or a concentration program of study.

UNIVERSITY REQUIREMENTS

- (e) A minimum cumulative average of 2.000.
- (f) Completion of a minimum of 50% of the degree credit hours at the University (not less than 60 credit hours) and a minimum of 75% of the degree credit hours (not less than 90 credit hours) must be earned after high school graduation through college and university courses.
- (g) Enrollment in the last semester on the main university campus. Under extraordinary circumstances this requirement can be waived by the dean (or the dean's designee) of the student's college.

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.

Writing and Rhetoric. This requirement 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 the analysis and exposition of information, but also 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 among 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.

Graduation Rate

Of the students entering a full-time, first-year, bachelor degree-seeking program in the fall of 2005, 96 percent graduated within six years. The complete IPEDS Graduation Rate Survey may be found in the Office of Strategic Planning and Institutional Research. (<http://ospir.nd.edu>)

Honors at Graduation. In the undergraduate colleges, a degree will be granted with highest honors (summa cum laude) if 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 Catholicum 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, 300 Grace Hall, Notre Dame, IN 46556.

Grading System

Letter Grade	Point Value	Description	Explanatory Comments
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.

Letter Grade	Grades assigned by the Registrar; i.e., not to be given by the faculty
W	Discontinued with permission of the student's dean (or the dean's designee). A student may withdraw from a course only in cases of serious mental or physical illness per Section 6.5.1 of the Academic Code.
NR	Final grade(s) not reported by the instructor because of extenuating circumstances. No final grade reported for the course. It will revert to an "F" if not resolved by the beginning of final week in the next semester for which the student is enrolled. See the Academic Code for details.
F*	No final grade reported for an individual student. Assigned when the instructor has failed to report a grade for either an individual student or an entire class. It reverts to "F" if not changed within 30 days after the beginning of the next semester in which the student is enrolled. See the Academic Code for details.

Letter Grade	Grades that may be given but are not included in the computation of the average
P	Junior or senior undergraduates may file with their academic dean (or the dean's designee), during the first six class days of the semester, the decision to take one elective course per semester, not to exceed four credit hours, outside the student's major department and not required by the student's program, on a pass/fail basis. See the Academic Code for details.
S	Satisfactory work (courses with zero credit hours, as well as research courses, departmental seminars, colloquia or directed studies; workshops; field education and skill courses). See the Academic Code for details.
U	Unsatisfactory work (courses with zero credit hours, as well as research courses, departmental seminars, colloquia or directed studies; workshops; field education and skill courses). See the Academic Code for details.

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) 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 on the dates and times announced by the University Registrar." (Academic Code 5.1) 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 the electronic version of the *Faculty Handbook*.

Academic Resources

Faculty. In 2011–12, Notre Dame's instructional faculty numbered 1013 full-time and 114 part-time. Other faculty, such as administrative, professional specialists, librarians, and research fellows, numbered 373 full-time and 64 part-time. Ninety-two percent of the full-time instructional faculty have terminal degrees; 89 percent of them have doctorates. Ninety-eight percent of the full-time instructional faculty are lay persons. (The faculty to student ratio is 1:11.)

Hesburgh Libraries. The Hesburgh Libraries system consists of 9 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 29,000 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.

Hesburgh Libraries system libraries include:

Theodore M. Hesburgh, C.S.C., Library
(574) 631-6258
<http://www.library.nd.edu>

Architecture Library
117 Bond Hall
(574) 631-6654
<http://architecture.library.nd.edu/>

Thomas Mahaffey Jr. Business Information Center
Mendoza College of Business
(574) 631-9098
<http://bic.library.nd.edu>

Chemistry-Physics Library
231 Nieuwland Science Hall
(574) 631-7203
<http://chemistry.library.nd.edu/>

Engineering Library
149 Fitzpatrick Hall of Engineering
(574) 631-6665
<http://engineering.library.nd.edu/>

O. Timothy O'Meara Mathematics Library
001 Hayes-Healy Center
(574) 631-7278
<http://mathematics.library.nd.edu/>

Radiation Chemistry Data Center
105 Radiation Research Building
<http://radlab.library.nd.edu/>

The Kellogg/KROC Information Center
318 Hesburgh Center for International Studies
(574) 631-8534
<http://kkic.library.nd.edu>

Art Image Library
110 O'Shaughnessy Hall
(574) 631-4273
<http://artimage.library.nd.edu/>

Separately administered libraries include:

Kresge Law Library
Law School Building
(574) 631-7024
<http://www.nd.edu/~lawlib/>
(Administered as a unit of the Law School)

Julian Samora Library
230 McKenna Hall
(574) 631-4440
<http://latinostudies.nd.edu/archives/>
(Administered as a unit of the Institute for Latino Studies)

The University maintains a membership in the Center for Research Libraries, which makes available more than five million publications, archives and collections and three million pages of digital resources 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/

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 Institute for International Studies, the Joan B. Kroc Institute for International Peace Studies, the Keough-Naughton 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

ADMISSION

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; the Center for Ethics and Culture; 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 \$119 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, 317 Main Building; 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.

More information is available by calling the Snite Museum of Art at 574-631-5466, or by visiting their website at sniteartmuseum.nd.edu.

Admission

This year we expect more than 16,500 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 2,000 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-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

ADMISSION

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 or 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 or via our website: 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.

Evaluation. The Office of Undergraduate Admissions requires two letters of evaluation from every applicant. We do not encourage additional letters of recommendation. Your guidance counselor will complete a counselor evaluation, which helps us gauge your performance in your high school environment. Usually guidance counselors will include a short personal letter of evaluation. It will assess your performance in class as well as your character and personality. You may choose any high school teacher to write your letter of evaluation, as long as he or she has taught you in an academic subject area (math, science, English, social science, or foreign language) and knows you well.

Testing. All applicants are required to take the SAT 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 Subject Tests, 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 or ACT.

Anyone who wishes to continue the study of French, German, Italian, or Spanish at Notre Dame can take the SAT 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 Subject 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 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.

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 based on their other outstanding academic and personal accomplishments.

Personal Qualities. The lifeblood of Notre Dame resides in its people: faculty, staff, and students.

FEES AND EXPENSES

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.

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. 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) or IELTS. The SAT or the 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, 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 a minimum of 50% of the degree credit hours at the University (not less than 60 credit hours) and a minimum of 75% of the degree credit hours (not less than 90 credit hours) must be earned after high school graduation through college and university courses. Please consult the Academic Code for details. 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 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.

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 2012–13 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 2012–13 ranges from \$27,452.50 to \$27,702.50 per semester. This fee entitles the 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 and DeBartolo Performing Arts Center; 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 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 30 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*

STUDENT FINANCIAL AID

upon graduation or departure from the University after review and approval by the Office of Student Accounts.

Off-Campus Student. The tuition and fees for the full-time off-campus student is \$21,485.50 per semester for the academic year 2012–13, 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, 2012.

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 2012–13 academic year is \$1,886.

Payment Regulations. IRISHPAY is the University's online student account statement and payment system available to both students and their authorized payers. Statements are generated on a monthly basis. The fall semester student account statement is issued in mid-July; the spring statement is issued in early December. These statements list basic semester charges for tuition, fees, and room and board. Additional statements for personal charges, including bookstore, health services, laundry and other miscellaneous charges are issued on a monthly basis. All fees and required deposits are to be paid in advance of 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 Tuition Payment 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 9-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. For more information on the Tuition Payment 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 (CSS) of the College Board and the National Association of Student 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.

STUDENT FINANCIAL AID

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. The estimated average 2012–2013 Notre Dame undergraduate student expense budget includes:

Direct Costs	
Tuition and Fees	\$42,971
Room & Board*	11,934
Total	\$54,905

Annual increases in costs should be anticipated. In addition to the direct costs listed above, each student should plan for the cost of books, supplies, transportation, and personal expenses. Further details may be obtained from the Office of Financial Aid website.

**Typical residence hall accommodations provide for housing with one or more roommates. The current cost of a single room (no roommate) is approximately \$500 more annually.*

Because of its national student body traditionally enrolled at the University, the transportation allowance will generally range currently from a minimum of \$500 to about \$1,000 with \$750 representing the approximate midpoint.

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.

Financial Need. Financial need is the difference between the estimated cost of attendance for the school year and the estimated family contribution. Because several factors in this evaluation are subject to change from one year to the next, this evaluation is made annually for each student who applies for financial aid.

Notre Dame is committed to offering a financial aid package that is designed to meet the demonstrated financial need of a student through our need-based aid programs. In most cases this may include opportunities for scholarships, loans, and/or work. The total financial aid received by a student may not exceed the total cost of attendance.

Financial Aid Application Process. The CSS/Financial Aid PROFILE Application and the Free Application for Federal Student Aid (FAFSA) serve as the official applications for need-based financial aid, including University and Club scholarship programs. Unless otherwise noted, additional applications are not required to be considered for all scholarship/grant programs the Office of Financial Aid administrators.

A student should not wait for an admission decision before submitting the FAFSA and PROFILE. Applications for financial aid must be properly filed every year.

The FAFSA is available at fafsa.gov and should be filed between January 1 and February 15 for prospective first-year students, January 1 and April 25 for continuing students, and January 1 and March 31 for prospective transfer students. The federal school code for identifying Notre Dame on the FAFSA is 001840.

The PROFILE is available at collegeboard.com and should be filed between January 1 and February 15 for prospective first-year students, January 1 and April 25 for continuing students, and January 1 and March 31 for prospective transfer students. Notre Dame's CSS code for the PROFILE is 1841.

The University of Notre Dame participates in the College Board's *Institutional Documentation Service (IDOC)* which allows students to submit one packet of supporting documentation to IDOC rather than mailing individual documents to each participating institution to which a student has applied for admission.

CSS/Financial Aid PROFILE applicants will receive communication directly from IDOC regarding the

submission of supporting documentation. Families should be prepared to submit this supporting documentation to IDOC. The priority deadline for prospective students is March 1, and April 30 for continuing students and prospective transfer students.

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.

Verification. Federal regulation 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. The Office of Financial Aid reserves the right to request additional documentation and/or clarification of a family's financial situation. For purposes of verification, the University currently participates in the Federal Quality Assurance Program.

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 Office of Financial Aid is treated as confidential.

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 Office of Financial Aid of all other forms of educational assistance from financial aid sources other than those directly administered by the office.

International Students. Financial aid opportunities for first-year international students are limited and at present, there is no funding to assist international transfer students. 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 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. The International Student Certification of Finances is available from the Office of Undergraduate Admissions website at admissions.nd.edu.

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. 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

STUDENT FINANCIAL AID

be reviewed along with the student's application for admission. These documents should be submitted to the Office of Undergraduate Admissions.

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 University's Office of Financial Aid.

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 first based on demonstrated financial need, and then 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.

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 Clubs by signing a Scholarship Information Release Form (SIRF). In addition, students agree to write a letter of appreciation to their scholarship donor(s), upon request.

Notre Dame Club Scholarships. All applicants who complete the FAFSA and the PROFILE are considered for club scholarships. Students will be advised by participating clubs if any additional steps (e.g., interview, essay) might be required by the local club.

Similar to University scholarships, club scholarships are awarded on the basis of demonstrated financial need. Since Notre Dame meets the demonstrated financial need of the student, the receipt of any club scholarship not listed in the Award Letter will likely

result in an adjustment to the financial aid award. A revised Financial Aid Award Letter will be sent to the student noting receipt of the club scholarship and any adjustment to the student's financial aid award.

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 University's Office of Financial Aid. In 2012–13, the grants range from \$600 to \$5,550.

Federal SEO Grant. The Federal Supplemental Opportunity Grant (SEOG) assists students demonstrating exceptional financial need in accordance with guidelines and funding allocations established by the Department of Education and the Office of Financial Aid. SEOG awards range from \$100–\$4,000 annually.

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 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 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. The receipt of any scholarship or grant not listed in the original Award Letter must be reported to the Office of Financial Aid as soon as the student is notified of the award. Since Notre Dame meets the student's demonstrated financial need, the receipt of funds not listed in the Award Letter may result in an adjustment to the financial aid award. If appropriate, a revised Award Letter will be sent to the student noting receipt of the additional award and the adjustment to the student's financial aid award.

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 intended to help the student pay for personal and other related educational expenses.

The amount of employment eligibility indicated in the Award Letter is an estimate of potential earnings and not a guarantee of employment or earnings. Student employees average 10–12 hours of work per week.

Hourly rates vary depending on the job requirements. The basic hourly wage for the 2012–13 academic year is \$7.40. Students are paid on a biweekly basis via a direct deposit to their personal checking account for the number of hours worked.

Students interested in securing part-time employment are encouraged to visit "Obtaining a Student Job" on the Office of Student Employment website at studentemployment.nd.edu. The online JOBboard is updated as new positions become available.

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

STANDARDS OF PROGRESS FOR RECIPIENTS OF FINANCIAL AID

upon entering and 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 interest rate is fixed 5% and there are no origination fee or insurance fees. The loan is interest free while the student is enrolled in school on at least a half-time basis and during the nine-month grace period following enrollment. 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. There is a \$5,500 annual loan limit; and \$27,500 maximum aggregate undergraduate borrowing limit; the University typically limits the annual award to \$4,000.

Perkins borrowers are eligible for loan cancellation for teacher service at low-income schools and under certain other circumstances specified in the law. Students may defer repayment of the loan while enrolled (at least half-time) at a postsecondary school.

Federal Direct Student Loan Program. Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest rate loans available to eligible students to help offset the cost of higher education. The lender is the U.S. Department of Education. The Direct Loan Program includes the subsidized and unsubsidized loans. For additional information on the terms and conditions of Direct Loans visit studentloans.gov.

Subsidized Direct Loan Terms:

- Need-based loan.
- Interest free while enrolled at least half time in a degree-seeking program. Interest rate is fixed at 6.8% during repayment. Note: program is subject to federal legislative changes.
- A 1% fee will be proportionately deducted by the government from each loan disbursement.
- Repayment begins six months after the student graduates or ceases to be enrolled at least half time.

Unsubsidized Direct Loan Terms:

- Non need-based loan.
- The interest rate is fixed at 6.8% and will accrue from the time the loan is first disbursed. You can choose to pay the interest while you are in school or you can allow it to accrue (and be added to the principal amount of your loan). Note: program is subject to federal legislative changes.
- A fee of 1% will be proportionately deducted by the government from each loan disbursement.
- Repayment begins six months after the student graduates or ceases to be enrolled at least half time.

Grade Level	Combined Base Limit for Subsidized and Unsubsidized Loans	Additional Limit for Unsubsidized Loans	Total Limit for Unsubsidized Loans (minus subsidized amounts)
Freshman	\$3,500	\$2,000	\$5,500
Sophomore	\$4,500	\$2,000	\$6,500
Junior, Senior or 5th Year	\$5,500	\$2,000	\$7,500

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 an interest-free monthly payment plan administered through Sallie Mae. This plan allows families to make payments over a 9- or 10-month period versus making two larger payments at the beginning of each semester or borrowing.

For additional information or to enroll in the plan, call Sallie Mae at (877) 282-5933 or visit their website at tuitionpay.salliemae.com/nd.

Federal Direct PLUS. Parents of dependent students who have a valid FAFSA on file and whose student is enrolled at least half time may apply for the Direct PLUS Loan. The parent must be a U.S. citizen or permanent resident. Direct PLUS Loan applications are subject to Department of Education credit review. If a PLUS Loan is denied, the student may request additional unsubsidized Direct Loan funds by contacting the Office of Financial Aid. *Note: program is subject to federal legislative changes.*

The maximum loan amount is the full cost of attendance minus all other financial aid. A fee of 4% will be proportionately deducted by the government from each loan disbursement. The interest rate for the Direct PLUS Loan is fixed at 7.9%. Repayment begins after the loan is fully disbursed or may be deferred while the student is enrolled in school.

Standards of Progress for Recipients of Financial Aid

The United States Department of Education (Higher Education Act of 1965, as amended) requires students to maintain satisfactory progress toward completing their degree in order to receive financial aid. Recipients of federal, state, institutional and private resources, including grants, scholarships, work-study, and student and parent loans, are subject to these standards. *Satisfactory academic progress requirements for financial aid recipients are not the same as the University's requirements for academic good standing.*

Satisfactory academic progress is reviewed annually after spring grades are posted by the Registrar's Office to determine financial aid eligibility for the subsequent summer and academic year. Students returning to the University following a withdrawal or dismissal will be evaluated at the time of readmission. Students whose program is one academic year in length or shorter will be evaluated at the end of each enrolled term.

Students are required to maintain the minimum cumulative grade point average, be on pace to graduate and complete their degree within a maximum time frame as defined below. All semesters of enrollment are reviewed regardless of whether aid was received for those semesters.

Minimum Cumulative Grade Point Average (GPA)

Students are required to meet the following minimum cumulative GPA requirements:

Classification	Minimum Cumulative GPA
First Year Freshmen	1.70
Upperclass Students	2.0

Pace to Graduate

Students are required to earn a minimum of 67% of cumulative hours attempted to stay on pace to graduate. Pace is calculated by dividing the cumulative number of hours earned by the cumulative number of hours attempted.

Maximum Time Frame

Students are required to complete their degree requirements within a maximum time. Based on an undergraduate student's admitted class level, University scholarship and state aid consideration is given for a *maximum of eight semesters* (ten semesters for the architecture program and combination five-year engineering program with the College of Arts and Letters). Students needing additional time to complete their degree requirements due to a change in major, second major, dual degree or retaking coursework are not eligible for University scholarship.

CENTER FOR SOCIAL CONCERNS

Students may receive federal aid consideration for a maximum time frame measured by attempted credit hours equal to 150% of the published length of their degree program. Once a student reaches his/her total maximum time frame, or it has been determined he/she cannot complete their degree within this time frame, they are no longer eligible to receive federal aid.

Credits and Grades Used to Determine Pace and Maximum Time Frame

All coursework attempted, including repeated and withdrawn coursework recorded on the student's academic record as of the seventh class day, is considered when calculating Pace and Maximum Time Frame and determining whether the student meets satisfactory academic progress.

Course/Grade	Included in Earned Credits	Included in Attempted Credits
AP (Advance Placement) Credits	X	X
Credit by Exam	X	X
Transfer Credits	X	X
Grades: A,A-,B+,B,B-, C+,C,C-,D,P,S	X	X
Grades: F,F*,I,NR,U,V,W,X		X
Withdrawn courses after seventh class day		X

The University's Grade Scale is available through the Office of the Registrar.

Failure to Maintain Satisfactory Academic Progress

Failure to maintain one or more of the requirements outlined above will result in financial aid ineligibility. Students will be notified via University email of their failure to meet satisfactory academic progress requirements and subsequent aid suspension.

Students can regain their financial aid eligibility once they have raised their cumulative GPA to 2.00 and have earned hours to put them back on pace to graduate (earned 67% of cumulative hours attempted) within the maximum time frame. Students can also regain financial aid eligibility if they have an appeal approved based on the process below.

Appeal Process

At the time of notification regarding failure to meet satisfactory academic progress requirements, the student will have 10 days to submit a written appeal outlining mitigating circumstances. The appeal letter should include the following:

- Mitigating circumstances that prevented the student from meeting the requirements of academic progress (e.g. death in the family, student illness or injury, other personal circumstances). Mitigating circumstances do not include: withdrawing from classes to avoid failing grades, pursuing a second major or degree, etc.
- Documentation that supports the student's basis for the appeal
- Steps the student has taken/will take to ensure future academic success
- Anticipated graduation date
- If it is not possible for the student to achieve satisfactory academic progress with one successful probationary semester, the student must also submit an academic plan signed by their academic advisor. This plan should outline the student's academic goals for each semester (e.g. number of credit hours and cumulative GPA) that will enable the student to meet the requirements of academic progress at a specified future point in time.

Upon receipt of all completed appeal materials, the student will be considered for a probationary semester of financial aid in order to reestablish satisfactory academic progress. Students whose appeal is approved will be placed on financial aid probation. Academic progress will be evaluated at the conclusion of each enrolled term for students on financial aid probation.

Students who fail to meet the requirements for academic progress for their probationary semester or do not complete the requirements of their academic plan will again be ineligible for financial aid and subject to the appeal process.

Students who meet the requirements for academic progress for their probationary semester will resume good standing and again be evaluated at the conclusion of the following spring semester.

Denied Appeals/Students Who Choose Not to Appeal

If a student does not complete the appeal process within 10 days of notification or if an appeal is denied, he/she will be notified via University email and remain ineligible for financial assistance until satisfactory academic progress is reestablished. Appeals will not be accepted after 10 days and the student will be responsible for all charges on their University account. Financial aid will not be provided retroactively.

Center for Social Concerns

The Center for Social Concerns provides students with a wide array of opportunities for engagement through community-based learning, community-based research, and service addressing issues of poverty and injustice. Students examine these social, moral, and ethical issues from a variety of perspectives through the lens of Catholic social Teaching.

- Students chose from seminars and programs built around national and international immersion experiences that fall into two categories: fall, winter, and spring break seminars such as the Appalachia Seminar and Urban Plunge; and Summer Service Learning Projects.
- Students interested in community-based research work with faculty and community partners, as part of an existing course, an internship, a senior thesis, or special studies class on a research project that aims to generate social action and social change.
- The Center for Social Concerns partners with over 60 social service and advocacy organizations to offer students diverse volunteer and learning opportunities.
- Staff from the Center work with student clubs and groups to facilitate collaboration and volunteer opportunities with community organizations.
- Students participate in leadership development and senior transition programs and seminars to help with career discernment (currently 10 percent of seniors enter a year or more of full-time service or civic engagement following graduation).
- The Center cosponsors justice education events, workshops, and panel discussions with campus partners.
- Visit the Center for Social Concerns at <http://socialconcerns.nd.edu/>

COURSE DESCRIPTIONS

The complete descriptions for all of the courses associated with the Center for Social Concerns 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 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. John Polhamus, USA

Instructors:

Cpt. Tim Ballas

Msg. Marshall Yuen, USA

Sfc. Jody Van Winkle

Cpt. Daniel Yun

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 Fightin' 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.

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.

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 C.E. Carter, USN

Associate Professor:

CDR E.N. Teuscher, USN

Assistant Professors:

Maj. J.L. Schiller, USMC

LT S.M. Smith, USN

LT G.S. Bennett, USN

LT M.A. Hood, USN

LT C.A. Williams, 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. 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, 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 1st Lt. 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.

OFFICE OF INTERNATIONAL STUDIES

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.

Gallagher-Snyder Award. A sword is awarded to a first class Navy or Marine Option Midshipman who displayed outstanding academic achievement, superior military bearing, and exceptional leadership and physical fitness throughout their four years at Notre Dame.

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:

Colonel Andrew J. Cernicky, USAF

Assistant Professors:

Captain Mark S. Williams, USAF

Instructor:

Captain Michael T. Moffett, USAF

The Air Force Reserve Officer Training Corps (AFROTC) Detachment 225 is a premier educational and training program designed to give men and women the opportunity to become world-class leaders as Air Force officers while completing an undergraduate four-year academic degree. The AFROTC Program develops leadership and management skills students need to become effective and trusted leaders in the 21st century. In return for challenging and rewarding efforts, we offer the opportunity for advancement, education and training, and a sense of pride that comes from serving in the United States Air Force. Upon completion of the Air Force ROTC program students are

commissioned as second lieutenants in the United States 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 available for AFROTC cadets include the Arnold Air Society (AAS), oriented toward service to the local community, the AFROTC cadet wing newspaper *Skywriting* and the annual *Yearbook*, AFROTC Career Day, Veterans Day Vigil, Junior Parents weekend, Civil Air Patrol (CAP) flying activities, annual Flyin' Irish Basketball Tournament, intramural and varsity athletics, University bands and cheerleading activities as well as the Drill Team, Honor Guard, and Rifle Squad, who perform at campus and community functions while developing individual drill proficiency. Foreign language programs, engineering programs, and cultural leadership studies in country are typically available during summer.

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

The Office of International Studies, under the direction of 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. Students earn Notre Dame credit for courses taken on Notre Dame programs and their grades are included in the Notre Dame GPA. During the semester abroad, students must carry a course load of at least 15 credits.

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 can be quite competitive and students are encouraged to apply to more than one program. 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. 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 around the world. In Europe, students may apply to go to Angers or Paris, France; Athens, Greece; Berlin, Germany; Bologna or Rome, Italy; Dublin, Ireland; London, St. Andrews, Oxford, or Cambridge, United Kingdom; or Toledo, Spain. Undergraduates can study in Puebla, Mexico; Salvador da Bahia or São Paulo, Brazil; or Santiago, Chile for a Latin American experience. They can participate in programs in Cairo, Egypt; Kampala, Uganda; and Dakar, Senegal; 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.

OFFICE OF INTERNATIONAL STUDIES

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; and Toledo, Spain. Several faculty-led programs are available: Paris, France; China Business & Culture, Taipei, Taiwan and an African Peace and Conflict Studies Program in Uganda and Rwanda. Summer programs were conducted in Paris, France; Cape Town, South Africa; Taipei, Taiwan; Rome, Italy; Granada, Spain; and Jerusalem, Israel as well as an African Peace and Conflict Studies Program in Uganda and Rwanda. The locations of the faculty-led summer programs will vary each year.

Programs are also sponsored by the School of Architecture in Rome (year long) and by the College of Engineering in London (summer) and Alcoy, Spain (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, Salvador da Bahia, São Paulo, Berlin, Rome, Bologna, Beijing, Shanghai, Nagoya, Tokyo, Toledo, Puebla, Santiago, Russia, and Dakar, Senegal 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, St. Andrew, 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 and English in Dakar; French in Angers and Paris; Spanish in Toledo, Puebla, and Santiago; Portuguese in Brazil; Italian in Bologna; Russian in Russia; and German in Berlin.

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, literature, or social science. 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 <http://www.nd.edu/~ois/course?op=sf>.

ANGERS, FRANCE PROGRAM

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

Resident Director: Odette Menyard

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 consult with 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 *École Supérieure des Beaux-Arts d'Angers*, and in a given year a limited number of business courses may be available at the *École Supérieure des Sciences Commerciales d'Angers* (ESSCA), an affiliate of UCO.

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 attention on Southeast Europe, West Asia, and the Middle East in the time period between the founding of Constantinople (A.D. 330) 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 the Council for International Educational Exchange (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, 105 Main Building or by visiting the CIEE website at <http://www.ciee.org/study-abroad/>.

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 administered by Columbia University. This program is designed for students with at least two years of university-level German language instruction and is, therefore, typically 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; students then enroll in one course (taught by the BCGS directors) that reflects their academic interests, focusing on such topics as culture, politics, history, literature, theater, or cinema, in addition to 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.

BLOGNA, ITALY PROGRAM

Academic Year or Spring Semester Program
University of Bologna

Students matriculate in the University of Bologna (UniBo) through Notre Dame's association with the Bologna Consortial Studies Program (BCSP), administered by Indiana University. Typically, students are 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, one of Italy's premier universities, coupled with

OFFICE OF INTERNATIONAL STUDIES

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.

CAIRO, EGYPT PROGRAM

Semester or Academic Year Program
American University in Cairo (AUC)

Students may enroll during their junior 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.

CAMBRIDGE UNDERGRADUATE 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.

DAKAR, SENEGAL PROGRAM

Spring Semester Program

Students who are interested or majoring in French/Francophone studies, African studies, international relations, or development studies and are seeking an opportunity to live and study in a French-speaking West African country considered by many to be one of the most developed and democratic nations in that region, should consider the Dakar Program. The Council on International Education Exchange (CIEE) administers this program.

Classes are conducted at CIEE Study Center in Amitié III neighborhood near restaurants, shops, cultural centers, and the largest public university in Senegal. The program offers students the opportunity to live with a host family and study in a French-speaking West African country, to introduce them to Senegalese society, and to consider such issues as education, women's roles, the impact of Islam and development and globalization from a West African perspective.

Applicants must be Junior level students with at least 2 semesters of college-level French or equivalent and are required to take 15 credits with 3 required courses and 2 elective courses. Senegalese professors teach program courses.

For listing of courses offered, check the OIS website.

DUBLIN, IRELAND PROGRAM

Semester or Academic Year Program
University College Dublin (UCD), 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 at University College Dublin and for the academic year only at Trinity College. Students will enroll in courses in their majors at the two Universities and will also take courses at Notre Dame's Keough-Naughton Center. For course listings at the Irish universities, check the OIS website.

Prof. Whelan will offer the course "Introduction to Ireland." This course is mandatory for all program participants. The Notre Dame Center may also offer an Irish Literature course during certain semesters. Students are required to take 15 credits per semester of study and will live in dormitories at the respective Universities with Irish and International students.

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 is available 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 the OIS website. 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.

Semester Program
University of Hong Kong (HKU)

The HKU program is open to juniors who wish to study in Hong Kong for one semester. The program is suited for students in arts and letters, business, engineering, or science. No Chinese language is required. All courses except those offered by the Department of Chinese are taught in English. The University of Hong Kong is a dynamic, comprehensive university of world-class standing and a leading international institution of higher learning in Asia. With a student body of over 22,000 undergraduates and postgraduates, it has a bilingual, bicultural population of local and international students and scholars.

JERUSALEM, ISRAEL PROGRAM

Spring Semester Program
Tantur Ecumenical Institute

Notre Dame's program in Jerusalem is located at Tantur on a hilltop on the road from Jerusalem to Bethlehem. Students will take some required courses at Tantur focusing on ecumenism and interreligious dialogue, a modern history of the Israeli-Palestinian conflict, and the art and architecture of the Holy Land. Students will choose remaining classes from courses offered in English. The semester program also includes numerous excursions throughout Israel that enhance the material covered in the classroom.

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.

LONDON UNDERGRADUATE PROGRAM

Notre Dame London Centre

Director: Greg Kucich

The London Program was initiated in 1981 as an Arts and Letters program and has since expanded to

provide an opportunity for all Notre Dame undergraduates from the colleges of arts and letters, business, engineering, and science 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 the Notre Dame London Centre near Trafalgar Square. Notre Dame's British faculty is selected to include experts whose work is internationally recognized in their fields. 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 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 105 Main Building.

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 on the OIS 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, and history. Except for Japanese language classes, all courses are taught in English, and the subject matter is often placed in a larger Asian context.

OXFORD UNDERGRADUATE PROGRAM

Academic Year Program

New College and Oriel College, Oxford University

The Oxford Program provides juniors in the colleges of science, engineering, and arts and letters the opportunity to study at New College or Oriel College, Oxford for a full academic year. Application is by invitation only. New College and Oriel College dictate the fields in which they will accept students

each year. It is required 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 or Oriel College accommodations. Detailed program information is available at the Office of International Studies, 105 Main Building.

PARIS, FRANCE PROGRAM

Spring Semester or Academic Year Program

Institut d'Études Politiques de Paris

In 1999, the University of Notre Dame began an exchange program with the *Institut d'Études 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

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. A spring semester option is possible for students whose schedule can accommodate it. 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, <http://handbooks.uwa.edu.au/>, or on the OIS website.

PUEBLA, MEXICO PROGRAM

Semester or Academic Year Program

Universidad Popular Autónoma del Estado de Puebla (UPAEP)

Universidad Iberoamericana Puebla (Ibero)

Coordinator: Lisette Monterroso

Students may participate in the program for an academic year or a semester. The program is open to students from all colleges at Notre Dame with the equivalent of four semesters or better in Spanish language. Notre Dame offers a premedical program in the fall semester, which includes the first semester of General Physics (taught in English) and internships with Mexican doctors. Fall students will

study at the *Universidad Popular Autónoma del Estado de Puebla* (UPAEP). Spring students will have the opportunity to enroll in courses at the *Universidad Iberoamericana Puebla* (Ibero), and may also enroll in a variety of internship opportunities with a focus on business or the humanities. All participants in the Mexico program are required to enroll in one course with a focus on Mexican history or culture. Students will take 15 credit hours per semester.

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 and minor. All students are required to have at least one year's worth of Italian prior to departure and to take one Italian-language course during their semester or year in Rome.

For a listing of all courses offered at John Cabot, check the OIS website.

ROME, ITALY ICCS

Semester Program

The Intercollegiate Center for Classical Studies (ICCS)

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.

SALVADORE DA BAHIA, BRAZIL PROGRAM

Semester or Academic Year Program

Universidad Católica do Salvador (UCSal),

Universidad Federal da Bahia

The Office of International Studies offers this program in conjunction with the Council for International Educational Exchange (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,

OFFICE OF INTERNATIONAL STUDIES

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.

SANTIAGO, CHILE PROGRAM

Semester Program

Pontificia Universidad Católica (PUC)

On-site Director: Esteban Montes

On-site Coordinator: Estela Rojo

All participants in the Chile program begin the semester with a two-to-three week language and cultural immersion pre-program in rural Chile. After the pre-program ends, students travel to Santiago, Chile where they enroll in classes at the *Pontificia Universidad Católica* (PUC). Students enroll in two or three classes at the PUC in addition to two mandatory core courses: “Spanish for Foreigners,” and “Chilean Politics and Society.” Many students also choose to apply to participate in a service-learning course entitled: “Approaches to Poverty and Development” which is taught at the *Universidad Alberto Hurtado*.

All students live with host families in Santiago who are carefully selected by Notre Dame’s on-site staff.

The fall semester runs from mid-July through mid-December and the spring program runs early February–mid-July.

SÃO PAULO, BRAZIL PROGRAM

Semester or Academic Year Program

Pontificia Universidad 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). The São Paulo program is open to qualified students in all majors, but may be of significant interest to students studying Portuguese, Brazilian Studies, Business, Latin American Studies, Poverty Studies, or Sociology.

For the remainder of the semester, students must enroll in two required courses: “Portuguese

Language” and the CIEE core course “Contemporary Brazil.” 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.

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. Organized group activities complement the classroom experience. Detailed program information is available at the OIS website, or at CIEE’s website: ciee.org/studyabroad.

ST. ANDREWS, SCOTLAND PROGRAM

Spring Semester

University of St. Andrews

St. Andrews was founded around 1411 and bears the distinction of being Scotland’s oldest and most prestigious university, ranking consistently among Britain’s top five universities. St. Andrews is renowned for its academic strength in numerous disciplines, but is particularly distinguished in Medieval Studies. This program is open to students with a major, minor, or concentration in Medieval Studies or in the process of declaring their major or minor in Medieval Studies. Students will have to have completed, prior to departure, the Medieval Studies gateway course, “The World of the Middle Ages.”

The program is open to Psychology first majors with priority given to Medieval Studies and Psychology students with at least a 3.50 cumulative GPA.

Students will apply in the fall semester of their sophomore year to study at St. Andrews in the spring semester of their junior year. Qualified students are selected for interview based on applications, and participants are chosen by a selection committee for International Programs.

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 Tokyo, and grades are included in the Notre Dame GPA. Organized group activities complement the classroom experience. Detailed program information is available at CIEE’s website: ciee.org/studyabroad.

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.

WASHINGTON PROGRAM

The Washington Program has moved to the Rooney Center for the Study of American Democracy. For information on the program please see the Political Science section.

Physical Education and Wellness Instruction

Chair of Physical Education and Wellness Instruction:

Hugh R. Page, Jr. (acting chair)

Associate Professional Specialists:

Michele Gelfman

Denise Goralski

Fran McCann

Diane Scherzer

Marisha Schmidt

Joshua Skube

Assistant Professional Specialists:

Stephanie Gaal

Nathan Piwowar

Joshua Scott

Assistant Professional Specialist and Assistant Athletic Trainer:

William F. Meyer Jr.

Visiting Assistant Professional Specialists:

Stephen Bender

Oliver Jenkins

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
 Aquatic Fitness
 Bowling
 Contemporary Topics for College Students
 Cycling
 Fencing
 First Aid
 Introduction to Fitness
 Golf
 Handball
 Hiking/Orienteering
 Ice Skating

Latin Ballroom Dance

Racquetball

Running for Fitness

Self-Defense

Skiing:

Cross Country

Downhill

Soccer

Swimming:

Lifeguard Training

Team Handball

Tennis

Ultimate Frisbee

Volleyball

Walking/Jogging

Wall Climbing

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. For further information, see our website at pe.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 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, learning, research, scholarship, 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.

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 7GB of storage. For more information, visit oithelp.nd.edu/applications-and-operating-systems/google-at-nd.

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 Creative Suite and Microsoft Office 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/sales-service/personal-use-purchase/ or visit the Computer Store located at 103 IT Center. Students planning to purchase a computer should consult OIT recommended computer configurations at oithelp.nd.edu/applications-and-operating-systems/recommended-computer-specifications_33680 or call (574) 631-7477 for assistance.

There is a 100Mbps ethernet jack for every student living in undergraduate residence halls and graduate student residences. Network-ready devices can be connected 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. For more information, visit: oithelp.nd.edu/networking/.

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. For additional information, visit: oithelp.nd.edu/phone-and-tv/cable-tv/.

A distributed cellular antenna system (DAS) in various campus locations provides enhanced coverage for major cellular telephone providers, including AT&T, Verizon and Sprint. For more information on cellular telephone service, visit: oithelp.nd.edu/phone-and-tv/cellular-service/.

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, go to: oithelp.nd.edu/help-desk/. Help Desk hours are:

THE CAREER CENTER

Normal Hours

Monday–Friday: 8:00 a.m.–5:00 p.m.

(Closed Wednesday: Noon–1:30 p.m. for staff meeting)

The Help Desk remains open on Labor Day when classes are in session.

Extended Hours (available during the academic year when classes are in session)

Phone support only

Sunday: 3:00 p.m.–8:00 p.m.

Monday–Thursday: 5:00 p.m.–8:00 p.m.

Free computer training classes are available through the OIT to students on a wide range of software. For more information on training programs, go to: oit.nd.edu/training-classes/.

There are five public-access computer labs campus-wide supported by the OIT. Students, faculty, and staff have access 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.

Anyone using Notre Dame computers and network resources must abide by the policies set forth in the document “*Responsible Use of Information Technology Resources*.” The full text of this policy is available online at: policy.nd.edu/policy_files/ResponsibleUseITResourcesPolicy.pdf.

For complete information about OIT services and how to obtain them, please visit 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, the School of Architecture, and the Graduate School 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; 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 toward students interested in careers in specific industries including nonprofit, investment banking, the federal government, and media.
- Mock Interview Program
- Global Internship Initiative—internship funding programs
- Notre Dame Alumni Job Shadow Program
- Four career courses for academic course credit
- Access to the Strong Interest Inventory, Myers Briggs Type Indicator and Harrison self-assessment instruments (meeting with a career counselor is a prerequisite)
- Networking with Notre Dame alumni workshops
- Externship programs
- Curriculum Vitea (CV) services

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.

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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 50 men in formation at Notre Dame, Holy Cross is a growing, international religious community with 1,200 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. 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:

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The First Year of Studies

Dean:

Hugh Page Jr.

Associate Deans:

Angie Chamblee

Kevin Rooney

Assistant Deans:

Kenneth DeBoer

Holly Martin

Advisors:

Alex Ambrose; Steve Brady; Elly Brenner; James

Creech; Jennifer Fox; Liz Lafortune; Cheryl

Mogavero; Erin Ponisciak; Raymond Sepeta;

Melvin Tardy; Michelle Ware; Sean Wernert

Teaching Scholars (Burke, Hofman, Kolman

Post-Doctoral Fellowship):

Cynthia Duarte

Special Support Services:

Nahid Erfan; Lisa Walenceus

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 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 Contemplation and the First Year Experience, 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 Writing and Rhetoric
- 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 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 be eligible for an undergraduate degree, you must complete a minimum of 50% of the degree credit hours at the University (not less than 60 credit hours) and a minimum of 75% of the degree credit hours (not less than 90 credit hours) must be earned after high school graduation 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*
- College and major course requirements

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

Only courses marked as "Univ. Req." via the online Class Search can be used to fulfill a University requirement.

Course 1—University Seminar/Writing & Rhetoric

University Seminar and Writing and Rhetoric are University requirements. Both courses must be taken during the first year, one in each semester.

UNIVERSITY REQUIREMENTS

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

Writing and Rhetoric courses are designed to help students learn how to identify an issue amid conflicting points of view and craft arguments 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 Writing and Rhetoric courses, community-based and multimedia courses are also offered.

WRITING AND RHETORIC COURSES:

WR 12100: Writing and Rhetoric Tutorial
 WR 13100: Writing and Rhetoric
 WR 13200: Community Based Writing & Rhetoric
 WR 13300: Multimedia Writing & Rhetoric

COURSE DESCRIPTIONS

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

Writing and Rhetoric 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.

The mathematics requirement for students planning to enter the Mendoza College of Business includes one calculus course (any level except MATH 10240) and ACMS 10145: Statistics for Business and Economics I. The calculus course must be completed in residence at Notre Dame.

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
 ACMS 10140: Elements of Statistics
 ACMS 10141: Statistical Reasoning in Politics
 ACMS 10145: Statistics for Business and Economics I
 ACMS 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.

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

UNIVERSITY REQUIREMENTS

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. The CHEM 10171/10172 or 10181/10182 sequences also satisfy the chemistry requirement for engineering students.

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 10101 through 10119; 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 10108: Revolutions in Biology
 BIOS 10114: Avian Biology
 BIOS 10115: Microbes and Man
 BIOS 10119: Evolution and Society
 CHEM 10101: Foundations of Chemistry
 CHEM 10102: Chemistry, Environment, and
 Energy
 CHEM 10103: Chemistry and Crime
 CHEM 10104: Forensic Chemistry
 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 satisfy 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. 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.

A SAMPLING OF 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 10900: Latin American History Through Film
 HIST 10901: Colonial Latin America
 HIST 10990: Environment and Civilization
 HIST 20110: Ancient Japan
 CLAS 20105: History of Ancient Greece

Social Sciences:

ANTH 10109: Introduction to Anthropology
 ANTH 20105: Introduction to Human Ethology
 ANTH 20360: Societies and Cultures of Latin America
 ANTH 20380: Anthropology of Gender
 ANTH 20520: Archeology of Egypt
 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

UNIVERSITY REQUIREMENTS

Philosophy:

PHIL 10100: Introduction to Philosophy

Theology:

THEO 10001: Foundations of Theology:
Biblical/Historical

Literature:

CLAS 10200: Greek and Roman Mythology
ENGL 20513: Introduction to Irish Writers
IRLL 20120: 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 10910: Science Play
FYS 10610: Topics in the Arts at Notre Dame
MUS 10131: Introduction to Jazz
MUS 10150: Music of the Catholic Rite
MUS 10912: Famous First Performances
MUS 20001: Theory I
MUS 20002: Theory II
MUS 20111: Introduction to 18th-Century
Music
MUS 20145: Understanding 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 10111: Intensive First-Year Japanese I
EALJ 10112: 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: Analyze This!
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: Passage to Italy
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
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 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, Korean, Latin, Portuguese, Quechua, 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 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.

UNIVERSITY REQUIREMENTS

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 10107: Contemplation and the First Year Experience
 FYS 10109: Film and the Analysis of Choice
 FYS 10161: Introduction to Webfolios
 FYS 10402: Law School 101
 FYS 10404: Global ND
 FYS 10405: Giving Back through Education
 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. In some cases, students will be required to take their science courses at the University, even if they have advanced credit for those courses. This is especially true for students who may wish to pursue a degree in one of the preprofessional (pre-medical and related health professions) majors. 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. Placement examinations for Arabic, Chinese, Japanese, Korean, and Russian are also administered on campus.

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, Latin 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,

UNIVERSITY REQUIREMENTS

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 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 should consult with the dean of their college to determine the applicability of this policy for their particular program of studies.

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, Latin 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.

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	5	4	MATH 10550
Calculus BC	5	8	MATH 10550 and 10560
Calculus BC (AB Subscore)	5	4	MATH 10550
Chemistry	5	4	CHEM 10171
Chemistry	4	3	CHEM 10101
Economics (Microeconomics)	5	3	ECON 10010
Economics (Macroeconomics)	5	3	ECON 10020
English (either exam)	4	3	WR 13100
European History	5	3	HIST 10020
Political Science (American Politics)	5	3	POLS 10100
Political Science (Comparative)	5	3	POLS 10400
Latin	4	8	CLLA 10001 and 10002
Latin	3	4	CLLA 10001
Physics B	5	8	PHYS 10095 and 10096
Physics B	4	3	PHYS 10091
Physics C (Mechanics)	5	4	PHYS 10093
Physics C (Mechanics)	4	3	PHYS 10091
Physics C (Electricity and Magnetism)	5	4	PHYS 10094
Physics C (Electricity and Magnetism)	4	3	PHYS 10092
Psychology	5	3	PSY 10000
Statistics	5	3	ACMS 10145
World History	5	3	HIST 10030

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.

UNIVERSITY REQUIREMENTS

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 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.

First-Year Goals

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.

SAT II SUBJECT TESTS FOR FRENCH, SPANISH, AND GERMAN

SAT II Subject	Advanced Placement	Credits (Courses)	Placement Level
French and French with Listening			
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
Spanish and Spanish with Listening			
800	5 (lang)/4 (lit)	6 (20201—20202)	30310 or 30320
690—790	4 (lang)/3 (lit)	6 (20201—20202)	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
German and German with Listening			
790—800	5 (lang)/4 (lit)	7 (10102—20201)	20202 or 30000+
690—780	4 (lang)/3 (lit)	8 (10101—10102)	20201
570—680	3 (lang)/2 (lit)	4 (10101)	10102

SAT II SUBJECT TESTS FOR ITALIAN

SAT II Subject	Advanced Placement	Credits (Courses)	Placement Level
Italian and Italian with Listening			
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

UNIVERSITY REQUIREMENTS

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 10099
Chemistry	6	3	CHEM 10101
Chemistry	7	4	CHEM 10171
Economics	6	6	ECON 10010 and 10020
English	6	3	WR 13100
Foreign Languages			
Arabic	6	8	MEAR 10001 and 10002
Chinese	6	5	EALC 10111
French	6	6	ROFR 10101 and 10102
German	6	8	GE 10101 and 10102
Greek	6	8	CLGR 10001 and 10002
Italian	6	6	ROIT 10101 and 10102
Japanese	6	5	EALJ 10111
Latin	6	8	CLLA 10001 and 10002
Russian	6	8	RU 10101 and 10102
Spanish	6	6	ROSP 10101 and 10102
History of the Americas	6	3	HIST 10010
Mathematics	7	8	MATH 10550 and 10560
Physics	6	3	PHYS 10091
Physics	7	8	PHYS 10093 and 10094
Psychology	6	3	PSY 10000
Social and Cultural Anthropology	6	3	ANTH 10109

School of Architecture

Francis and Kathleen Rooney Dean of the School of Architecture:

Michael N. Lykoudis

Associate Dean:

John Stamper

Assistant Dean:

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

Graduate Director:

Phillip H. Bess

Academic Director Rome Studies Program:

Steven W. Hurtt

Professors:

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

Associate Professors:

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

Assistant Professors:

Aimee Buccellato; Krupali Krusche; Smanatha Salden

Visiting Professor:

Steven W. Hurtt

Visiting Associate Professor:

Douglas Duany

Visiting Assistant Professors:

Selina Anders; Jed Eide; Gilbert Gorski; Frank Huderwitz; Nikolaos Karydis; Chad Konger; Thomas Lowing; Ettore Mazzola; Stella Papadopolous; Richard Piccolo; William Ponko; Lucien Steil; Jorge Trelles; Luis Trelis

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; Neil Hoyt

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.

Doctor of Architecture and Master of Architecture 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.

The University of Notre Dame, School of Architecture offers the following NAAB-accredited degree programs:

B.Arch (163 undergraduate credits)

M.Arch (preprofessional degree + 54 graduate credits)

M.Arch. (non-pre-professional degree + 90 credits)

Next accreditation visit for all programs: 2016

In spring of 2010 the School of Architecture completed its most recent NAAB accreditation evaluation and was granted a full 6-year term of accreditation.

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.

FIRST-YEAR GOALS

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 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>
Writing and Rhetoric/ University Seminar	3	3
MATH 10250 and 10270	3	3
PHYS 10111 and 10222 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

Second Semester

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

Second Semester

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

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 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.

Brian Crumlish Scholarship. Selected by the faculty, the Brian Crumlish Scholarship is awarded to the student who has displayed outstanding academic achievement in Building Technology and Structural Mechanics during the second year of study, and the

Building Technology II and Structural Design during the fourth year of study.

Ricardo and Cristina Alvarez-Diaz Award in Architecture. Selected by a committee of students, this award is given to an undergraduate architecture student at the end of their fourth year in the program.

Robert Amico Studio Award. Selected by the dean and faculty for design excellence in the fourth or fifth year of study.

Jane Jacobs Award. Selected by the thesis faculty and the dean, this award is for demonstrated commitment to community and urban planning.

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

ADVISORY COUNCIL

completed 60 percent of their requirements for the professional degree.

Students for Classical Architecture promotes discussion regarding how best to incorporate architectural fundamentals into a contemporary curriculum. *Students for Classical Architecture* also supports local chapters of this organization at other institutions. We seek collaboration between these chapters and encourage dialogue between academic programs, to foster a gradual rebirth of tradition in education. Goals include: support of students around the world interested in traditions of architecture; supplementation of university curricula relevant to classical design through salons, lectures, and tours; lobbying NAAB and universities to offer classical studios, reinstate required history courses and promote an architectural curriculum based in tradition; educating public about the current state of architectural education.

Advisory Council

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Montecito, California

ROBERT P. CUMMINS
Minneapolis, Minnesota

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Burr Ridge, Illinois

MARK T. WIGHT
Darrien, Illinois

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 21 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
 Classics
 Greek and Roman Civilization
 East Asian Languages & Cultures:
 Chinese
 Japanese
 Economics
 Economics
 International Economics—Romance Languages
 English
 Film, Television, and Theatre
 German and Russian Languages and Literatures:
 German
 Russian
 History
 Irish Language and Literature
 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
 International Economics—Romance Languages
 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 Pre-health Studies (49 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)
 Irish Language and Literature (24 hours)
 Italian (24 hours)
 Japanese (24 hours)
 Latino Studies (24 hours)
 Medieval Studies (24 hours)
 Peace Studies (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.

A 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; Writing and Rhetoric; two semester courses in mathematics; at least one semester course in science or two in a foreign language; 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 or major requirements.

University Requirements	Courses
Writing and Rhetoric	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.*

Arts and Letters Requirements	Courses
College Seminar	1
Language	1-3
+History/Social Science	1

STUDENT AWARDS AND PRIZES

*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 both 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 for music lessons and ensembles. 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. No Mendoza College of Business (MCOB) course may be taken pass-fail.

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 a student has 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. 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 in their first semester in the college.

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 being recorded on the transcript. They will be manually subtracted from the student’s total number of hours in the graduation check and/or electronically in the Graduation Progress System (GPS) software. 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.

Combination Five-Year Program with the College of Engineering. In 1952, in cooperation with the College of Engineering of the University, the College of Arts and Letters instituted a five-year program that combines a liberal arts program with the requirements of the various engineering programs. Students who complete the 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/academic_programs.html.

International Studies. In light of the expansion of Notre Dame’s international study programs, students are encouraged to participate in University programs

whenever possible. For students whose academic or programmatic needs cannot be met through existing Notre Dame programs, limited exceptions to allow a student to attend non-Notre Dame programs abroad 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. Nuner 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 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 Applied Anthropology 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

STUDENT AWARDS AND PRIZES

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 the outstanding senior majoring in anthropology.

The Julian Samora Award—awarded to the student demonstrating broad engagement with academic life.

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—a gold and a silver medal are awarded 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. Wrappe 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 Letters 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 the study of Greek, Latin or Arabic.

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

EAST ASIAN LANGUAGES & CULTURES

The Liu Family Distinguished Achievement Award in Asian Studies—awarded to a senior for excellence in Asian Studies.

East Asian Languages and Cultures Award—awarded to a senior for excellence in the study of Chinese.

East Asian Languages and Cultures Award—awarded to a senior for excellence in the study of Japanese.

East Asian Languages and Cultures Award—awarded to a senior for excellence in the study of Korean.

ECONOMICS

The John Joyce Award on the American Worker—given as 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 undergraduate submitting the best original poetry.

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—awarded to an outstanding graduating senior in theatre.

Joseph P. O'Toole Jr. Award—awarded 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 Boehnen Internship Awards—awarded for outstanding summer internships won by Gender Studies students.

The Philip L. Quinn Gender Studies Outstanding Essay Award—awarded to the student with the best undergraduate essay on a topic related to Gender Studies.

The Genevieve D. Willis Senior Thesis Award—awarded to the student(s) judged to have produced the most outstanding senior thesis.

The Genevieve D. Willis Senior Thesis Grant—awarded to sophomores and seniors to supplement research for their 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 an 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.

The O'Connell Award—an annual award for the best sophomore or junior essay in history.

SERVICE AWARDS

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.

JOHN J. REILLY CENTER

John Jay Reilly Scholar in Arts and Letters and Engineering Dual Degree Award—for exhibiting high standards of excellence and outstanding academic achievement.

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 Guillermo O'Donnell 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 Program of Liberal Studies student who submits the best senior essay.

The Susan Marie Clements Award—awarded to a woman among the Program of Liberal Studies graduating seniors who exemplifies outstanding qualities of scholarly achievement, industry, compassion, and service.

The Edward J. Cronin Award—awarded annually to a student who submits the best essay in a Program of Liberal Studies course.

The Willis D. Nutting Award—given to the senior major who best embodies the department's high teaching and learning ideals.

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.

Service Awards**AMERICAN STUDIES**

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

ECONOMICS

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

MUSIC

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

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

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

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 Award—for loyalty, dedication, and leadership.

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

The Daniel H. Pektke Memorial Award—presented to two underclassmen in the Notre Dame Glee Club

SPECIAL ARTS AND LETTERS REQUIREMENTS

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 Aballí 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 Sigenza 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 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.

For descriptions of the University 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 8 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 declared during the sophomore year and is completed during the junior and senior years. Arts and Letters students must declare at least one major no later than the sixth class day of first semester of senior year. 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 Pre-health 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)
- Irish Language and Literature (24 hours)
- Italian (24 hours)
- Japanese (24 hours)
- Latino Studies (24 hours)
- Medieval Studies (24 hours)
- Peace Studies (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 any 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 no later than 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
 Chinese
 Classical Literature
 French and Francophone Studies
 German
 Greek
 Greek and Roman Civilization

Irish Language and Literature
 Italian
 Japanese
 Korean
 Latin
 Philosophy
 Portuguese and Brazilian Studies
 Russian
 Theology

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

Interdisciplinary:

Catholic Social Tradition
 Constitutional Studies
 Education, Schooling, and Society
 Gender Studies
 Hesburgh Program in Public Service
 International Development Studies
 Journalism, Ethics, and Democracy
 Liturgical Music Ministry
 Medieval Studies
 Peace Studies
 Philosophy, Politics, and Economics
 Philosophy Within the Catholic Tradition
 Poverty Studies
 Science, Technology, and Values
 Technology, Business, and Society

Area Studies:

Africana Studies
 Asian
 European
 Irish
 Latin American
 Latino Studies
 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:

(The Rev.) Hugh R. Page Jr., Dean, First Year of Studies; Walter Associate Professor of Theology, Department of Theology

Joint Faculty:

(The Rev.) 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

Affiliated Faculty:

Jaimie Bleck, Assistant Professor, Political Science; Concurrent Faculty, Africana Studies
 Catherine Bolten, Assistant Professor, Fellow of the Kellogg Institute for International Studies; Concurrent Faculty, Africana Studies
 Darren Davis, Professor, Department of Political Science
 Robert A. Dowd C.S.C., Assistant Professor, Political Science
 Cyrinna Johnson-Roullier, Associate Professor, Department of English
 Paul V. Kollman C.S.C., Associate Professor, Theology; Fellow, Kroc Institute for International Peace Studies
 Erin McDonnell, Assistant Professor, Sociology; Concurrent Faculty, Africana Studies
 Rory M. McVeigh, Department Chair; Professor, Sociology
 Paulinus Odozor, Associate Professor, Department of Theology
 Rahul Oka, Assistant Professor, Concurrent Faculty, Africana Studies; Fellow of the Kellogg Institute for International Studies; Fellow of the Joan B. Kroc Institute for International Peace
 Abby Palko, Assistant Professional Specialist, Gender Studies
 Jason M. Ruiz, Assistant Professor, American Studies; Fellow, Institute for Latino Studies
 Todd David Whitmore, Associate Professor, Theology; Concurrent Associate Professor, Concurrent Instructor, Fellow of the Joan B. Kroc Institute for International Peace Studies

Special Professional Faculty

Maria McKenna, Director of Undergraduate Studies, Africana Studies; Senior Associate Director, Education, School, and Society Program

Administrative Assistant

Bianca Tirado

The Department of Africana Studies at the University of Notre Dame is dedicated to the holistic and integrative study of Africans and 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. Undergraduates draw on a range of academic and community activities designed to stimulate intellectual inquiry, excellence in scholarship, and creative engagement.

Program of Studies. The major and minor in Africana Studies offer: (1) a disciplined and rigorous intellectual environment to study the histories, literatures, languages, and cultures of African and Afrodiasporan peoples; and (2) an intellectual appreciation of the richness, diversity, and complexity of the African American experience—particularly when it is viewed within national and global contexts.

The department also has 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.

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).

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 Professors:

Annie Coleman, Ben Giamo, Kathleen Sprows Cummings

Assistant Professors:

Jason Ruiz, Sophie White

Visiting Assistant Professors:

Pamela Butler, Joshua Roiland, Robert Walls

Adjunct Associate Professor:

Jack Colwell

Senior Administrative Assistant:

Katie Schlotfeldt

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 Senior Thesis is offered, allowing exceptional students the opportunity to sharpen their critical abilities and improve their research techniques by developing a year-long project.

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 selections, 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. Requirements include

AMERICAN STUDIES

seminar-style discussions and a significant research project.

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

Internships. Students are encouraged to pursue internships over the summer and during the semester that enhance and apply their coursework in American Studies. If the internship is not paid and relates to American Studies, students may earn elective credit (up to two times) for that experience, upon approval from the Director of Undergraduate Studies. For further details, please review the description for the course AMST 25001 "Internship in American Studies."

Study Abroad. Upon approval of the Director of Undergraduate Studies, students may take up to 3 credit hours of course work abroad towards the major. That course will fulfill the requirement for one outside course.

Directed Readings. Directed Readings are courses in which students meet with a faculty member to discuss, analyze, and interpret a set of agreed-upon texts in a given field of study. [Credit for students participating in a faculty member's research will be worked out separately with the DUS.] Directed Readings courses should be exceptional in nature since American Studies curricular requirements are fulfilled by courses regularly offered within our department. Students approved for an AMST Directed Readings course may count that course as an elective (it will not fulfill any requirements for the major.) To be approved for Directed Readings: the student must have a 3.5 GPA in American Studies; the course of study must not duplicate or reflect content of regularly offered courses; the work should be as intellectually challenging and intense as a 3-credit class; and faculty mentors and students must submit a formal proposal for the class. That proposal must include the theme and rationale for the course; a complete list of readings, written assignments, and schedule of regular meetings; and it must identify how the instructor will be providing regular feedback to the student and evaluating their work. The proposal should be signed by the student, the faculty member, the DUS, and an Assistant Dean in the Office for Undergraduate Studies before the student is given permission to register for the course.

American Studies Senior Thesis. A senior thesis is a year-long research project developed with a faculty

advisor that attempts to make a contribution to the field of American Studies. The final project may take on a variety of forms, including a scholarly paper, narrative nonfiction essay, journalistic article or series of articles, documentary film, or museum exhibition. The opportunity to write a Senior Thesis in American Studies is open to any major with a GPA of 3.5 or higher within the major as of January of their junior year. In exceptional circumstances students with a GPA below 3.5 may apply. Writing a thesis is a chance to do original research and explore a topic of your choice, to develop a deeper relationship with a faculty member, and to put what you've learned as an American Studies major into practice. It is also a significant commitment. Students need one if they want to earn departmental honors in American Studies, but they do not need one to satisfy the requirements for the major. Students writing a senior thesis must register for 6 credit hours in addition to the 30 required for the major, distributed as noted below.

Students choosing to write a senior thesis will submit a formal application to the department by April 1 of their junior year, which requires: 1) An idea for the project, including central research questions, sources and research that will answer those questions, the student's method or approach, and the shape of the final project; 2) A primary advisor who has agreed to help with the project. The primary advisor must be a full-time tenured or tenure-track faculty member in AMST and will be the instructor of record for the thesis project; 3) Information on grants applied for and won. Application forms and additional information are available through the departmental website.

Once accepted, students should confirm their plans with their primary advisor and be sure to register in the fall for **Senior Thesis Capstone AMST 47909** (3 credit hours). This course is limited to thesis writers, will meet during a regular class time, and is required. It is designed to help students develop their thesis projects, conduct research, and think about how their work relates to the field of American Studies. Students will work closely with the instructor and confer with their advisors regularly. The secondary advisor's main responsibility is to evaluate the final draft but can also serve as a sounding board at earlier stages. In the spring students will register for **Senior Thesis Writing AMST 47910** (3 credit hours). This course is independent work with the primary advisor; students will complete their research and writing, as well as plan and give presentations of their work. The final senior thesis project is due in early April.

Thesis writers are expected to fulfill all the requirements for the major and remain in good academic standing. Those who fail to maintain a satisfactory GPA will be asked to abandon their thesis project. Theses will be evaluated by both the primary and secondary advisors. Students will present their projects to students and faculty in April at the departmental celebration of research; presentation at the Notre Dame Undergraduate Scholar's

Conference is encouraged. Every thesis will be honored at the departmental commencement event and recognized on the departmental website.

Departmental Honors. Completion of a senior thesis is a central requirement for earning departmental honors, but not the only one. Honors in American Studies will be conferred upon graduating seniors in three levels: highest honors, high honors, and honors, based on 1) the originality and significance of the student's senior thesis; 2) the excellence of the student's GPA in the major as of January senior year; and 3) the student's degree of engagement with the field of American Studies, as demonstrated by participation in relevant lectures, conferences, internships, grants and fellowships, conversations with scholars, and completion of additional advanced courses. Students seeking departmental honors must submit a one page statement describing their engagement with the field to the department by April 15 of their senior year. All students receiving honors will be recognized at the departmental commencement ceremony. For more information see the departmental website or contact the Director of Undergraduate Studies.

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

Chair:

Susan D. Blum

Edmund P. Joyce Professors of Anthropology:

Roberto A. DaMatta (emeritus); James J. McKenna

Professors:

Susan Blum; Leo A. Despres (emeritus); Agustín Fuentes; Ian Kuijt; Carolyn Nordstrom; Carl W. O'Neil (emeritus); Irwin Press (emeritus); Mark R. Schurr; Lawrence Sullivan (concurrent)

Associate Professors:

James O. Bellis (emeritus); Douglas E. Bradley (concurrent); Meredith S. Chesson; Rev. Patrick D. Gaffney, C.S.C.; Joanne M. Mack (emerita); Cynthia Mahmood; Kenneth E. Moore (emeritus); Susan G. Sheridan

Assistant Professors:

Maurizio Albahari; Jada Benn-Torres; Catherine Bolten; Donna Glowacki; Rahul Oka; Vania Smith-Oka

Assistant Research Professor

Lee T. Gettler

Director of Undergraduate Studies

Gabriel Torres

Visiting Assistant Professor:

Robert Walls

Affiliated Faculty

Douglas Bradley, Concurrent Professional Specialist, Snite Museum; Ann-Marie Conrado, Concurrent Assistant Professor, Art, Art History and Design; Paulette Curtis, Associate Professional Specialist; Diarmuid Ó Giolláin, Professor, Department of Irish Language and Literature; David Hernandez, Assistant Professor, Department of Classics; José Limón, Professor, Department of English, Fellow, Institute for Latino Studies; Matthew Ravosa, Professor, Department of Biological Sciences; Karen Richman, Director, Associate, Professional Specialist, Border and Interamerican Affairs; Deborah Rotman, Associate Professional Specialist, Director, Center for Undergraduate Scholarly Engagement; John Sherry, Professor, Department Chair Marketing; Lawrence Sullivan, Professor, Department of Theology

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; food; 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 in both 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 throughout the school year and summer that the faculty pair up with students to conceptualize and work together on research projects both here and abroad. Often this collaborative research leads to joint publications. Our undergraduate students receive many undergraduate research awards from the University and regularly attend national professional meetings to 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 varied 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

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 40000 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 and a minimum anthropology GPA of 3.5, or faculty recommendation with vote of the department. 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 and higher. 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.; Jean A. Dibble; Dennis P. Doordan; Paul A. Down; William J. Kremer; Kathleen A. Pyne; Charles M. Rosenberg; Maria C. Tomasula

Associate Professors:

Robert R. Coleman; Richard L. Gray; Martina A. Lopez; Rev. Martin Lam Nguyen, C.S.C.; Robin F. Rhodes; Robert P. Sedlack

Assistant Professors:

Ann-Marie Conrado; Gabrielle Gopinath; Danielle Joyner; Jason Lahr; André Murnieck

Associate Professional Specialist:

John F. Sherman

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 14 visual art and design and seven art history faculty. The student may pursue one of three degrees at the undergraduate level: the bachelor of arts (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 faculty studios. Riley Hall also houses all the visual arts activities in well-equipped studios that are always available for student use. The design faculty, students, studios and classrooms are located in the Old Security Building. 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 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.

ART, ART HISTORY, AND DESIGN

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 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

CLASSICS

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.

DEPARTMENTAL HONORS IN ART HISTORY AND THE SENIOR THESIS

The Honors Program will consist of 33 hours, as compared to 30 hours in the regular first major. 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 contingent upon maintaining this GPA level and the successful completion of an Honors Thesis. The student who wishes to be considered for departmental honors must select a thesis advisor with whom the student has taken courses in the area of specialization for the thesis. The student must petition the faculty with a **one-page letter** by the **10th week** of the spring semester of the student's junior year. The letter should be addressed to the Director of Undergraduate Studies for Art History. In the letter the student should give a brief indication of with whom and on what they are proposing to write her/his thesis and a brief account of her/his future plans. If the faculty approves, then in place of one of the elective art history courses or seminars the student will sign up for six credit 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 maintain the required 3.667 or higher GPA and successfully complete a senior thesis with a grade of A- or higher will earn Honors in Art History.

The Honors Track in Art History (by approval) 33 Total Hours

One course or seminar in Ancient Art
 One course or seminar in Medieval Art
 One course or seminar in Renaissance or Baroque Art
 One course or seminar in Modern, American or Contemporary Art
 Theories of Art (ARHI 43576) (Taught only in the fall. To be taken during junior or senior year)
 Elective art history seminar
 Elective art history seminar
 Elective art history course or seminar
 Elective art history course or seminar
 Senior thesis (3 credit hours in the fall and 3 credit hours in the spring of senior year.)

Art history first majors are required to take the Theories of Art seminar. In addition, the department offers courses in four areas of Western art: ancient, medieval, Renaissance and baroque, and modern (19th through 21st 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.

Students wishing to complete a second major in art history should take one course in each of the four departmental areas, two art history seminars, and two 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

Chair:

Elizabeth 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); W. Martin Bloomer;

Daniel J. Sheerin (emeritus)

Associate Professors:

Elizabeth Forbis Mazurek; Li Guo (Arabic);

Brian A. Krostenko; David J. Ladouceur;

Hildegund Müller; Catherine M. Schlegel

Concurrent Associate Professors:

Blake Leyerle; David O'Connor; Robin Rhodes

Assistant Professors:

Christopher Baron; David Hernandez; Isabelle Torrance

Associate Teaching Professor:

Tadeusz Mazurek

Assistant Teaching Professors:

Ghada Bualuan (Arabic); Amaya Martin (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.

The department also provides the administrative home for the Program of Arabic Language and Culture.

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

CLASSICS

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 take four (instead of six) 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 intermediate or advanced Latin (CLLA 20003 and above). Students interested in later Latin texts are directed to the joint offerings of the department and the Medieval Institute.

dfGreek 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 intermediate or advanced Greek (CLGR 20003 and above).

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.

SENIOR THESIS/HONORS TRACK

Classics majors are admitted into the honors track by approval of the Director of Undergraduate Studies. 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) complete the Honors Seminar for the senior year; (4) and receive a grade of A– or higher for a 5,000–6,000 word honors thesis. Honors students work closely with a member of the Classics faculty, who guides their research project. For more information see <http://classics.nd.edu/undergraduates/honors-and-research/>.

PROGRAM OF ARABIC LANGUAGES AND CULTURE

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

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.

STUDY ABROAD

Our students are encouraged to study abroad for a semester, especially in the Mediterranean basin. The Department supports programs offered by the Intercollegiate Center for Classical Studies in Rome, College Year in Athens, and the American University in Cairo. Credits earned for course work taken in approved programs can be used to fulfill our major and minor requirements. Studying abroad during the summer is also possible. Grants are available on a competitive basis for summer language study through the Center for the Study of Languages and Cultures and the Nanovic Institute for European Studies. For more information see classics.nd.edu/summer-programs/.

COURSE DESCRIPTIONS

Current course descriptions are available online at 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:

Dayle Seidenspinner-Nunez

Research Professor:

Robert M. Gimello

Associate Professors:

Michael C. Brownstein; Liangyan Ge; Lionel M. Jensen; Sylvia Li-Chun Lin; Xiaoshan Yang

Professional Specialist

Noriko Hanabusa

Associate Professional Specialists:

Jung-Hyuck Lee; Chengxu Yin

Assistant Professional Specialist:

Congcong Ma; Yanjing Wang; Jia Yang

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, Japanese, and Korean, as well as courses taught in English on Chinese, Japanese, and Korean 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, Japanese, or Korean 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; Peking University in Beijing, People's Republic of China; and Fu Jen University in Taipei, Taiwan.

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 must take three upper-division courses in residence in Chinese literature and culture, including 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 culture courses, or other East Asia-related courses approved by the Director of Undergraduate Studies.

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 Chinese;
2. A cumulative GPA of at least 3.3 and a GPA of at least 3.7 in the major, or permission from the department chair;
3. Completion of fourth-year Chinese.

Program Requirements: In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis 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.

Students are admitted into the honors track in the spring semester of their junior year. The senior honors thesis is a year-long, one-on-one experience with a faculty mentor that comprises two semester courses of 3 credit hours each.

ECONOMICS

PROGRAM IN JAPANESE

The program in Japanese offers language classes in modern Japanese at the beginning, first-, second-, third-, and fourth- and advanced-year 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 third-year 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 three upper-division courses in residence in Japanese literature and culture, including 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 Director of Undergraduate Studies.

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 3.3 and a GPA of at least 3.7 in the major, or permission from the department chair;
3. Completion of fourth-year Japanese.

Program Requirements: In addition to the 30 hours required for a major, the honors track requires the completion of a senior honors thesis 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.

Students are admitted into the honors track in the spring semester of their junior year. The senior honors thesis is a year-long, one-on-one experience with a faculty mentor that comprises two semester courses of 3 credit hours each.

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. For the minor in Korean, students must complete 15 credit hours, including at least two semesters of Korean language beyond the first year, and one course in Korean culture. The remaining credit hours may be filled by additional courses in Korean language or culture courses offered by the department, or by courses approved by the Director of Undergraduate Studies.

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*Chair:*

Richard A. Jensen

David R. and Erin M. Seng Jr. Chair:

Joseph Kaboski

DeCrane Professor of International Economics:

Nelson C. Mark

Gilbert F. Schaffer Professor of Economics:

Richard A. Jensen

Keough-Hesburgh Professor:

William Evans

Stepan Family Associate Professor of Economics:

Daniel Hungerman

Professors:

William Evans; Robert Flood; Thomas Gresik; Richard Jensen; William Leahy; Nelson C. Mark; Christopher J. Waller

Associate Professors:

Daniel Hungerman; Joseph Kaboski; Byung-Joo Lee; Michael Pries; Kali P. Rath; James Sullivan

Assistant Professors:

Simeon Alder; Kasey Buckles; Kirk Doran; Antoine Gervais; Terence Johnson; Molly Lipscomb; Steven Lugauer; Eric R. Sims; Jeff Thurk; Abigail Wozniak

Professional Specialist:

Michael Mogavero

Director of Undergraduate Studies:

Michael Mogavero

Director of Undergraduate Advising:

William Leahy

Program of 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 development of an educated person. The program is also designed to prepare the student for a variety of options after graduation, including graduate programs and managerial programs 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 (8) additional course (24 credits) in economics at the junior/senior level (numbered 3xxxx or 4xxxx).

(ii) Math Requirement

A course in Calculus (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 economic majors, who have not had a course in Calculus I (Math

ECONOMICS

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 course.

- 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 4xxxx) 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 3xxxx/4xxxx 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 3xxxx/4xxxx-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 economic faculty member; or by writing a senior honors essay under the direction of an economic 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, foreign service are available from the director of undergraduate studies.

Undergraduate Economics Honors Program

Entry Gate.

To be eligible for admission to the Undergraduate Economic Honors Program, the student must:

(i) Complete Intermediate Economic Theory-Micro (Econ 30010), Intermediate Macro Theory (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 10020/20021) Intermediate Economic Theory-Micro (Econ 30010), Intermediate Macro Theory (Econ 30020), Statistics for Economists (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 endorse this student's application. The application will be returned to the director of undergraduate studies in Economics who will make recommendations for admission to the Undergraduate Studies Committee, which is responsible for the 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 4xxxx-level course in which students are required to apply 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 material to the director of undergraduate studies in Economics who will notify applicants of the committee's decision.

Capstone experience.

The capstone experience represents the final requirement for the Undergraduate Economic 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 regular major (i.e., do not substitute for 3xxxx or 4xxxx-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 the economics seminar open to the public during the end of the second semester of each academic year.

(ii) Participation in all College of Arts and Letters events for departmental honors students.

MAJOR IN INTERNATIONAL ECONOMICS

The newly created undergraduate major in International Economics is a collaborative effort between the Department of Economics and the Department of Romance Languages and Literatures. In pursuing this major, students take a minimum of eight economics courses and seven to ten intermediate and advanced courses in French, Italian or Spanish, including at least four courses with a cultural, economic and/or historical emphasis. Students are also required to enroll in a one-credit course "Exploring International Economics" designed to foster the integration of the study of culture with the study of economics. Under the guidance of a faculty mentor, all International Economics majors integrate their economic and language and culture study into a Senior Capstone research paper/project or senior thesis. The senior capstone project is intended to provide an experience that integrates the analytical aspects of economics with the linguistic and cultural aspects of a romance language.

Students must satisfy a mathematics requirement of Calculus I and II and successfully complete ECON 10010/20010; ECON 10020/20020; ECON 30010; ECON 30020; ECON 30330; ECON 30331; and either ECON 40700 and ECON 40800, or ECON 40710 and ECON 40720. In addition, students must complete at least one fourth semester or above intermediate language and culture course (ROXX 20202 or above); "Exploring International Economics" (briefly described above); one introduction to literature and culture course (ROXX 30310); two 3000 level courses including literature survey courses (ROXX 30710, 30720, and/or ROSP 30810, ROSP 30820) or equivalent, and/or culture courses ROFR 37500 or ROSP 37715, ROSP 37815 or ROSP 37825; at least two courses at the 4000 level (at least one taught in the target language ROXX); and a senior seminar course (ROXX 53000) and paper/project or year-long senior thesis (LLRO or ECON 47000) under the supervision of a faculty member from either department.

Through the new major, the collaborating departments seek to blend two programs of study to ensure that students will achieve advanced linguistic and cultural competency in a foreign language as well as excellent preparation in Economics. The balance of economics with languages and culture courses should attract motivated students and inspire them to undertake a challenging course of study that

will prepare them for post-graduate studies and or professional career opportunities in the international arena. International Economics majors will learn how aesthetic and cultural categories and value judgments are shaped by economic trends and political conditions and how political conditions and economic trends are influenced by aesthetic and cultural trends.

THE MINOR IN BUSINESS ECONOMICS

The minor in Business Economics comprises 15 credits. It is open to students who have a major in the College of Arts and Letters. All students are required to take Principles of Microeconomics; Principles of Macroeconomics; Statistics; Introductory Accountancy and Introductory Finance. Students may count one of the above courses to fulfill a University requirement. Students may not double-count any of the above courses to fulfill the requirements of their major—but Psychology or Sociology majors can use their respective departmental statistics course to fulfill the statistics requirement of the minor. No more than one course in the minor maybe taken at another institution. Prior approval is required for this and for transfer credit that is applied to satisfy the requirements of the minor. No AP credit will be accepted as a substitute for courses in the minor but may qualify a student for a higher level course. The minor is not open to students majoring in Economics.

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](#) heading.

English

Chair:

Valerie Sayers

Director of Undergraduate Studies:

Chris R. Vanden Bossche

Director of Graduate Studies:

Elliott Visconsi

Director of Creative Writing:

Orlando Menes

William R. Keenan Chair of English:

Joseph A. Buttigieg

John and Barbara Glynn Family Professor of Literature:

Margaret Anne Doody

Notre Dame Chair:

Katherine Kerby-Fulton

Mary Lee Duda Professor of Literature:

John Sitter

William P. and Hazel B. White Chair:

Laura Dassow Walls

Notre Dame Professor of American Literature:

José Limón

Professors:

Jacqueline Vaught Brogan (emeritus); Gerald L. Bruns (emeritus); James M. Collins (concurrent); Seamus Deane (emeritus); James P. Dougherty (emeritus); Stephen M. Fallon; Christopher B. Fox; Stephen A. Fredman; Dolores W. Frese; Sonia G. Gernes (emeritus); Sandra Gustafson; 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. Sniogowski (emeritus); Chris Vanden Bossche; Henry Weinfield (concurrent); Thomas Werge

Associate Professors:

John Duffy; Barbara J. Green; Stuart Greene; Susan Harris; Romana Huk; Cyraina Johnson-Roullier; William J. Krier; Jesse Lander; Sara Maurer; Joyelle McSweeney; Orlando Menes; Susannah Monta; David Thomas; Steve Tomasula; Elliott Visconsi

Assistant Professors:

Mary Burgess Smyth; Johannes Goransson; Kate Marshall; Kinohi Nishikawa; Yasmin Solomonescu; Matthew Wilkens; Katherine Zieman

Professional Specialists:

Noreen Deane-Moran

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.

Major Requirements. 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.

FILM, TELEVISION, AND THEATRE

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.

Concentration in Creative Writing. The philosophy of the Department of English is that in order to produce good literature, you must know good literature. In order to complete the concentration, therefore, the student must be an English major and complete all of the requirements for the major.

Requirements. In addition to completing the requirements for the major, students must take four creative writing courses from a list approved by the department, two of which, if taken at the 30xxx or 40xxx level, may count towards the ten courses required for the English major (meaning that at completion students will have taken a minimum of twelve English courses at the 30xxx or 40xxx level). One 20xxx-level creative writing course may count toward the concentration. One of the four creative writing courses must be either Advanced Fiction Writing (40850) or Advanced Poetry Writing (40851).

Admission to the Concentration. Students wishing to complete the concentration must apply to the department after taking two creative writing courses in accord with the guidelines above. The Creative Writing Committee will determine whether to admit students to the concentration on the basis of the recommendations of the instructors of those two courses. In cases in which it is not possible to obtain such recommendations, a student may supplement his or her application with a portfolio of creative writing.

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 main feature of the concentration is writing an honors thesis consisting of a work of literary scholarship.

Eligibility. During the junior year, students are invited to apply to the Honors Concentration after being identified in one of two ways: achieving a GPA of 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 the required courses, a student takes two electives in his or her area of interest. In the fall of senior year, the student enrolls in the Honors Colloquium; in the spring of senior year, the student enrolls

in ENGL 52999, Honors Thesis to complete the writing of the thesis.

English Major Honors Concentration in Creative Writing. Students in Creative Writing Honors complete a thesis consisting of a work of creative writing and a reflection on the process of producing it.

Eligibility. During the junior year, students are invited to apply to the Honors Concentration after being identified in one of two ways: achieving a GPA of 3.78 or higher in three or more English courses, or faculty nomination. Invited students declare their interest by completing a 300-word Statement of Purpose describing the project the student intends to complete.

Requirements. Students must complete all of the requirements for the Honors Concentration. In the fall of the senior year, they must enroll in the Creative Writing Honors Colloquium (or the equivalent as determined by the department); in the spring of the senior year, the student enrolls in ENGL 52999 (Honors Thesis) to complete the writing of the thesis. The thesis will consist of an abstract, a critical essay on the writing project (10–15 pages), approximately forty pages of prose (e.g., a section of a novel or a selection of short stories) or twenty pages of poetry, and a works cited.

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

Department Chair:

James M. Collins

Endowed Professors:

McMeel Family Chair in Shakespeare Studies

Peter Holland

Joseph and Elizabeth Robbie Professor of Film, Television, and Theatre, and Interim Director of the Nanovic Institute:

Donald Crafton

Endowed Associate Professors:

The William and Helen Carey Chair in Modern Communication:

Susan Ohmer

Ryan Producing Artistic Director, Notre Dame Shakespeare Festival:

Professors:

James M. Collins; Briona Nic Dhiarmada (concurrent); Jill Godmilow (emerita); Anton Juan; Mark C. Pilkinton; John Welle (concurrent); Pamela Wojcik

Associate Professors:

Reginald F. Bain (emeritus); Christine Becker; Kevin C. Dreyer; Susan Ohmer; Frederic W. Syburg (emeritus)

Assistant Professors:

Anne Garcia-Romero; Aaron Magnan-Park; Yael Prizant

Professional Specialists (Teaching Professors):

William Donaruma; Richard E. Donnelly; Siiri Scott

Associate Professional Specialists:

C. Ken Cole; Theodore E. Mandell; Marcus Stephens; Nejla Yarkin (Professor of the Practice)

Adjunct Assistant Professional Specialist, Internship

Coordinator:

Karen Heisler

Instructor:

Gary Sieber (adjunct); William L. Wilson (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.

FILM, TELEVISION, AND THEATRE

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 study and professional careers in the arts should they so desire. It is our hope that those whose work and determination lead them to seek careers in these fields will be challenged and assisted by their liberal arts curriculum. Our courses provide tools to understand the analytical, technical and imaginative processes of the field, whether pursued as future work, study, or as an enhancement of intellectual life.

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.

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.

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.

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 three courses at the 40000 level. The television concentration requires seven electives, three at the 40000 level. The theatre concentration requires six electives, one each from Groups A, B and C. The remaining electives may be from any Group.

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 30405. See the *Summer Session Bulletin* for availability and further information.

FTT Honors Program

Starting with the Fall 2012 semester, the Department of Film, Television, and Theatre will transform its Honors program by combining it with a new Senior Thesis Program. The changes are intended to better serve those students who aspire to complete a major research project in their senior year and to reward the most outstanding work.

FTT majors are invited to apply during their junior year to complete a two-semester Senior Thesis project during their senior year. Upon completion of the project, as well as a one-credit writing workshop in the fall of their senior year, students will be eligible to receive the Honors designation upon graduation, provided their project is approved for that designation by the department Honors Committee.

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 40000 level, including 1 international elective at either the 30000 or 40000 level)

General Electives

- Introduction to Film and Television Production
- The Art and Science of Filmmaking
- Film and Digital Culture
- History of Documentary Film
- Topics in Media Theory: Film and Popular Music
- The Art and Science of Screenwriting
- Media Internship

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

Upper-Level Electives

- Shakespeare and Film
- Intermediate Filmmaking
- Advanced Filmmaking
- Sex and Gender in Cinema
- Walt Disney in Film and Culture
- Contemporary Hollywood
- Postmodern Narrative
- Documentary Video Production
- Sinatra

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 40000 level)

- Broadcast Journalism
- History of Film I & II
- Writing for Screen and Stage I and II
- Introduction to Film and Television 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 Filmmaking
- Contemporary Hollywood
- Media Culture
- Media Internship
- Special Studies
- Issues in Film and Media
- Walt Disney in Film and Culture
- Sinatra

THEATRE CONCENTRATION

10 courses

GROUP A: LITERARY/CRITICAL STUDIES

- 10910 Science Play
- 20707 Latin American Theatre
- 30005 History of Costume
- 30805 Historic Fashion: From the Greeks to the Victorians
- 30009 Contemporary Plays
- 30900 Advanced Dramaturgy
- 30901 The Hyphenated American
- 30902 Theatre from Latin America
- 31015 Performance Theory
- 40001 Shakespeare in Performance
- 40005 Early English Theatre
- 40006 Female Playwrights
- 40008 Dramatic Text, Production & Social Concerns
- 40014 Anglo-Irish Theatre Since 1700
- 40510 Shakespeare: Text and Performance
- 40600 Shakespeare and Film
- 43603 Shakespeare

GROUP B: PRODUCTION

- 30801 Scene Design
- 30802 Lighting Design
- 30803 Costume Design

GROUP C: ACTING

- 21000 Dynamic Movement for the Actor
- 21001 Acting: Process
- 21005 Viewpoints for Actors and Directors
- 21006 Playwriting
- 31002 Voice and Movement

OTHER: MISCELLANEOUS

- 10701/20701 Introduction to Theatre
- 20009 Broadway Theatre Experience
- 20702 Stage Management
- 21007 Writing for Stage and Screen I
- 21009 Choreography & Dance Workshop
- 30004 Makeup for the Stage
- 30008 Love & Death-Japanese Drama
- 30014 Acting for the Camera
- 30800 Scenic Painting
- 30804 Draping and Flat Patternmaking/Lab
- 31001 Acting: Character
- 31003 Acting: Role/Contemporary
- 31004 Creating Solo Performance
- 31005 Theatre Production Workshop
- 31006 Directing: Process
- 31007 Writing for Stage and Screen II
- 31008 Acting: Text and Technique
- 31009 Classical Text and Techniques
- 31012 Approaches to Acting for Stage and Screen

31013 Performance, Culture and Creativity
 33112 Readings in Chinese Drama
 35501 FIT Internship S/U
 40000 CAD for the Stage
 40002 Directing: Practice
 40003 Advanced Technical Production
 40004 Advanced Makeup for the Stage
 40009 Creating Original Performance
 40491 Entertainment and Arts Law (summer only)
 40702 Audition Seminar (fall only)
 40800 Advanced Scenic Painting
 40803 Advanced Costume Design
 41001 Advanced Scene Study
 41004 Advanced Theatre Production Workshop
 41005 Acting Shakespeare
 43100 Performance Art in the Black Atlantic (cross list ARH)
 43602 Honors Seminar: Hitchcock
 43603 Honors Seminar: Shakespeare
 43604 Honors Seminar: English Drama Before Shakespeare
 43605 Theatre in the Age of Lincoln 1850–1870
 43606 Honors Seminar: Disney and Performance
 43607 Honors Seminar: FTT Now
 46000 Acting Pedagogy and Practice
 47001 Practicum
 47601 Special Studies V
 47700 Honors 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 Professor:

Tobias Boes

Teaching Professor:

Denise M. Della Rossa

Associate Teaching Professor:

Hannelore Weber

Assistant Teaching Professor:

Molly Peeney

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 M. Della Rossa

REQUIREMENTS: FIRST MAJOR, SUPPLEMENTARY MAJOR, AND MINOR

First Major

Successful completion of 10 courses (30 credit hours) beyond the three-semester language requirement.

These 10 courses must include successful completion of 20202 (or 20212), 30104, and 30204 and an additional 7 electives at the 30000- or 40000-level. 20202 (or 20212) is a prerequisite to 30104 and 30204, which may be taken in any order. At least one of these courses, preferably both, must be completed before taking an elective.

Of these 10 courses, 4 must be upper-division courses at the home institution from departmental offerings; 2 must be at the 40000-level; and 2 may be in English.

Supplementary Major

Successful completion of 8 courses (24 credit hours) beyond the three-semester language requirement.

These 8 courses must include successful completion of 20202 (or 20212), 30104, and 30204 and an additional 5 electives at the 30000- or 40000-level. 20202 (or 20212) is a prerequisite to 30104 and 30204, which may be taken in any order. At least one of these courses, preferably both, must be completed before taking an elective.

Of these 8 courses, 3 must be upper-division courses at the home institution from departmental offerings; 1 must be at the 40000-level; and 2 may be in English.

Minor

Successful completion of 5 courses (15 credit hours) beyond the three-semester language requirement.

These 5 courses must include successful completion of 20202 (or 20212), 30104, and 30204 and an additional 2 electives at the 30000- or 40000-level. 20202 (or 20212) is a prerequisite to 30104 and 30204, which may be taken in any order. At least one of these courses, preferably both, must be completed before taking an elective.

Of these 5 courses, 2 must be upper-division courses at the home institution from departmental offerings; and 1 may be in English.

Study Abroad: Students who participate in a study abroad program during the academic year must take at least 1 course from departmental offerings after their return to the home campus. Only one intensive language course taken abroad, whether completed during a summer program or the academic year, will count as an elective toward the first major, supplementary major, or minor.

Senior Thesis and Departmental Honors

German first majors who elect to write a *Senior Thesis* must meet the following requirements:

1. The student must have a GPA of 3.0 or higher in the major,
2. Should be nominated by two members of the German faculty during the spring semester of his or her junior year and no later than the first week of classes fall semester of the senior year, and
3. The thesis may be written in either German or English with a length of between 25–35 pages, including notes and references. (Exceptions beyond 35 pages require advisor approval.)

For the fall semester the student will receive a satisfactory/unsatisfactory grade (3 credits) for GE 40499. At the completion of the thesis in the spring semester, the student will be given a letter grade (3 credits) for GE 40499. These credits do not count toward the 30-credit hour requirement for the first major.

German first majors who wish to receive *Departmental Honors* must meet the above criteria as well as the following:

- (1) The student will present his or her thesis work in a public forum, such as Notre Dame's *Undergraduate Scholar's Conference* held each May or at a similar conference, and
- (2) the student must maintain a departmental GPA of 3.5 and receive no lower than an A– on the Senior Thesis.

THE RUSSIAN PROGRAM

Director of Undergraduate Studies:
Molly Peeney

The Major in Russian

Majors in Russian must complete ten courses (thirty credit hours) beyond the three-semester language requirement, including at least six courses taught by departmental faculty. Intermediate Russian II and Advanced Russian I and II are required courses. However, participants in an approved semester-long program in Russia are automatically exempted from the language course that is offered concurrently with their semester abroad. In addition, students are required to take four three-credit literature or culture courses offered by the department at the 30000 level or above, including at least one course each at the 30000 and 40000 levels. With the permission of the Director of Undergraduate Studies, one course on a Russian subject taught in another department, such as anthropology, history, political science, or theology, may be counted toward the Russian major.

The Supplementary Major in Russian

Supplementary majors in Russian must complete eight courses (twenty-four credit hours) beyond the three-semester language requirement, including at least four courses taught by departmental faculty. Intermediate Russian II and Advanced Russian I and II are required courses. However, participants

in an approved semester-long program in Russia are automatically exempted from the language course that is offered concurrently with their semester abroad. In addition, students are required to take two three-credit literature or culture courses offered by the department, 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 taught in another department, such as anthropology, history, political science, or theology, may be counted toward the Russian supplementary major.

The Minor in Russian

The Russian minor consists of five courses (fifteen credits) at the 20000 level or above taught by departmental faculty. Course selection must include two language courses at the student's appropriate level and three additional three-credit courses at either the 30000 or the 40000 level.

The Supplementary Major in Russian and East European Studies

Supplementary majors in Russian and East European Studies must have (1) three semesters (or the equivalent) of college-level Russian or another approved East European language (this requirement may be satisfied, in whole or in part, through participation in approved summer language institutes when necessary); (2) five additional courses (15 credits) in Russian and East European area studies at the 30000 or 40000 level, normally taken in residence at Notre Dame across at least three departments (at most one of these courses may be a language course at the fourth-semester level or above; the counting of a language course is allowed only for a student who is not completing a major or minor in Russian); (3) three 1-credit courses chosen from language-across-the-curriculum tutorials associated with a Russian and East European Studies course taught in any discipline, a Research Apprenticeship in political science on a Russian and East European Studies related research project (POLS 47905), and/or cultural enrichment offerings (RU 47100) in Russian and East European Studies; and EITHER (4) a substantial senior thesis directed by a member of the Russian and East European Studies faculty (students will receive 3 credits in the fall semester for preparation of the thesis and 3 credits in the spring semester for writing the thesis) OR (5) a sixth 3-credit course in Russian and East European area studies at the 30000 or 40000 level in any discipline (an additional advanced-level language course may satisfy this requirement only for a student not completing a major or minor in Russian) plus a one-semester senior seminar with a focus on a Russian and East European Studies topic, culminating in a senior essay. (Note: at present such seminars are offered only in the history department to history majors only; REES students not majoring in history may contact the professor for permission to enter the course.)

The Minor in Russian and East European Studies (Russian Majors' Track)

This minor option is available to students making good progress toward completion of a full or supplementary major in Russian. The minor requires (1) four courses (12 credits) in Russian and East European area studies at the 30000 or 40000 level, normally taken in residence at Notre Dame (no more than one of the four courses may be chosen from Russian departmental offerings; language courses, including RU 40101/40102, will not satisfy this requirement); and (2) two 1-credit courses chosen from language-across-the-curriculum tutorials associated with a Russian and East European Studies course taught in any discipline, a Research Apprenticeship in political science on a Russian and East European Studies related research project (POLS 47905), and/or cultural enrichment offerings (RU 47100) in Russian and East European Studies.

The Minor in Russian and East European Studies (History Majors' Track)

This minor option is available to students making good progress toward completion of a history major, with a concentration in Russian and East European history consisting of at least three approved courses on topics in Russian and East European history. The minor requires (1) two semesters of college-level Russian or another approved East European language (language courses satisfying this requirement may not be double-counted between a college language requirement and the REES minor); (2) two courses (6 credits) in Russian and East European area studies at the 30000 or 40000 level, normally taken in residence at Notre Dame from offerings outside the history department; and (3) two 1-credit courses chosen from language-across-the-curriculum tutorials associated with a Russian and East European Studies course taught in any discipline, a Research Apprenticeship in political science on a Russian and East European Studies related research project (POLS 47905), and/or cultural enrichment offerings (RU 47100) in Russian and East European Studies.

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 ten 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 and the Nanovic Institute for European Studies.

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; (4) register for two

HISTORY

4000-level literature courses in the senior year; and (5) 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 3 credits in the fall semester for preparation of the thesis and 3 credits in the spring semester for writing the thesis. For more information, see germanandrussian.nd.edu.

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 requirement. 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*Chair:*

Patrick Griffin

Director of Graduate Studies:

Ted Beatty

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; Jon Coleman; Olivia Remie Constable; Brad Gregory; 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; Thomas Noble; Mark Noll; James Smyth; Rev. Robert Sullivan; James Turner; John H. Van Engen

Professors Emeritus:

Rev. Thomas Blantz, C.S.C.; Michael Crowe (concurrent); Jay P. Dolan; J. Philip Gleason; Rev. Robert L. Kerby; George Marsden; Walter Nugent; Rev. Marvin R. O'Connell; Thomas Schlereth (concurrent); Andrzej Walicki

Associate Professors:

Ted Beatty; Gail Bederman; Karen Graubart; Daniel Hobbins; Asher Kaufman; Semion Lyandres; Alexander Martin; Margaret Meserve; Richard Pierce; Linda Przybyszewski; Julia Adeney Thomas

Assistant Professors:

Catherine Cangany; John Deak; Lauren Faulkner; Mikołaj Kunicki; Rebecca McKenna; Paul Ocobock; Jaime Pensado; Rory Rapple; Jayanta Sengupta; Deborah Tor

Associate Professional Specialist:

Daniel A. Graff

Concurrent Faculty:

D'Arcy Jonathan Boulton (Medieval Institute); Keith R. Bradley (Classics); Steven Brady (First Year of Studies); Kathleen Sprows

Cummings (American Studies and Cushwa Center); Erika Doss (American Studies); 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:

John Soares

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 students interested in pursuing a history major, the department offers a rigorous program consisting of ten 3-credit courses. The sequence begins 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.

Majors 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.

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 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.

Irish Language and Literature

The only one of its kind in North America, the Department of Irish Language and Literature will begin offering a major and a supplemental major in Irish Language and Literature beginning in the Fall 2012 semester. The department also gives undergraduates the opportunity to complete a minor in the field. These programs teach 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.

Requirements for a Major in Irish Language and Literature (with a language-intensive concentration) In addition to Intermediate Irish I, a student must take

- Intermediate Irish II
- Advanced Irish I & II
- 2 survey courses—one covering Irish language and one covering Irish language literature
- 4 electives taken at a 30000/40000 level
- 1 elective taken at a 40000 level and taught in the Irish language

Supplemental Major (with a language-intensive concentration) Requirements are the same as those for the major except only 2 elective courses at the 30000/40000 level are required.

Requirements for a Major in Irish Language and Literature (with a literature-intensive concentration) In addition to Intermediate Irish I, a student must take

- Intermediate Irish II
- 2 survey courses—one covering Irish language and one covering Irish language literature
- 7 electives taken at a 30000/40000 level

Supplemental Major (with a literature-intensive concentration) Requirements same as those for the major except only 5 elective courses at 30000/40000 level are required.

Students pursuing a **minor in Irish language and literature** are required to complete the following courses:

1. Take and pass the following Irish language courses: Beginning Irish I & II, Intermediate Irish and Advanced Readings in Irish Culture.
2. Take and pass three Irish literature courses offered by the Department of Irish Language and Literature, two of which must be a 300 level or above.

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.

MATHEMATICS

Mathematics

Chair:

Matthew Gursky

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. Huisking Professor of Mathematics:

Julia F. Knight

John and Margaret McAndrews Professor

of Mathematics:

Francois Ledrappier

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:

Peter A. Cholak; Francis X. Connolly; Jeffrey A. Diller; Leonid Faybusovich; Michael Gekhtman; Matthew Gursky; Alexander J. Hahn; Brian C. Hall; Qing Han; Alex A. Himonas; Alan Howard (emeritus); Xiabo Liu; Juan Migliore; Gerard K. Misiolek; 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; Laurence R. Taylor; E. Bruce Williams; Warren J. Wong (emeritus); Frederico Xavier

Associate Professors:

Katrina Barron; Mario Borelli (emeritus); John E. Derwent (emeritus); Matthew J. Dyer; Samuel R. Evens; Abraham Goetz (emeritus); Richard Hind; Liviu Nicolaescu; Vladeta Vuckovic (emeritus)

Assistant Professors:

Nero Budur; David Galvin

Associate Special Professional Faculty:

Arthur Lim

Assistant Special Professional Faculty:

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

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

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); Yuri Avvakumov (Theology); Zygmunt G. Baranski (Romance Languages: Italian); Charles E. Barber (Art History); 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. Cachel (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); Margot Fassler (Music, Theology); Felipe Fernández-Armesto (History); Alfred Freddoso (Philosophy); Dolores Warwick Frese (English); Stephen E. Gersh (Philosophy); Bernd Goehring (Liberal Studies); Robert Goulding (History and Philosophy of Science); Karen Graubart (History); Brad S. Gregory (History); Li Guo (Classics: Arabic); Daniel Hobbins (History); Peter Holland (Theater); Tala Jajour (Music); Peter Jeffery (Music); Rev. John I. Jenkins, C.S.C. (Philosophy); Claire Taylor Jones (German); Danielle Joyner (Art History); Encarnación Juárez-Almendros (Romance Languages: Spanish); Kathryn Kerby-Fulton (English); Mary M. Keys (Political Science); Brian Krostenko (Classics: Latin); Ian Kuijt (Anthropology); Blake Leyerle (Theology); Sabine MacCormack (Classics: Latin; History); Julia Marvin (Liberal Studies); Peter McQuillan (Irish Language and Literature); Margaret Meserve (History); Christian R. Moevs (Romance Languages: Italian); Vittorio Montemaggi (Romance Languages: Italian); Candida R. Moss (Theology); Hildegund Müller (Classics: Latin); Thomas F.X. Noble (History); David O'Connor (Philosophy; Classics); Mark C. Pilkinton (Theatre); Jean Porter (Theology); Rory Rapple (History); Gretchen Reydams-Schils (Liberal Studies; Philosophy); Gabriel Said Reynolds (Theology); John Roos (Political Science); Charles M. Rosenberg (Art History); Dayle Seidenspinner-Núñez (Romance Languages; Spanish); Susan Guise Sheridan (Anthropology); Deborah Tor (History); John Van Engen (History); Joseph P. Wawrykow (Theology); Albert K. Wimmer (German); Robin Darling Young (Theology); Randall C. Zachman (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, Eastern, and Western Christian studies. The academic strength and stature of the institute are due not only to its faculty, students, and 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; Irish Language and Literature; Music; Philosophy; Political Science; Romance Languages and Literatures; and Theology. From these 12 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 12 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 Studies](#) heading.

Music

Music

Chair:

Louis MacKenzie

Keough-Hesburgh Professor of Music History and

Liturgy:

Margot Fassler

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 (emeritus);

Georgine Resick; Peter H. Smith; Carmen Tellez

Associate Professors:

John Blacklow; Karen L. Buranskas; Mary

E. Frandsen; Paul G. Johnson; Rev. Patrick

Maloney, C.S.C. (emeritus); Carolyn R.

Plummer (emeritus)

Assistant Professor:

Tala Jarjour; James S. Phillips (emeritus); André

Redwood

Artist in Residence in Piano:

Daniel Schlosberg

Professional Specialist

Mark Beudert

Associate Professional Specialists:

Lawrence H. Dwyer; Daniel C. Stowe

Assistant Professional Specialist

Stephen Lancaster; Tricia Park

Adjunct Faculty:

John Apeitos; Darlene Catello; Darrel Tidaback

Band Staff:

Matthew Merten; Rene Rosas; Sam Sanchez;

Alison Redar

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 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 42-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)	0
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) (Additional electives at the 30xxx-level or higher and/or applied music study (5 credits total) and an additional recital (1 credit).)	6

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

PHILOSOPHY

the proficiencies, they must enroll in Musicianship I–III.

Performance concentrators must present a senior recital. (Honors majors must present an additional recital.)

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 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

Chair:

Richard Cross

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:

Robert Audi; Richard Cross; Alvin Plantinga (emeritus)

John Cardinal O'Hara Professor of Philosophy:

Peter Van Inwagen

George N. Shuster Professor Emeritus of Philosophy:

Michael J. Loux (emeritus)

Rev. John A. O'Brien Senior Research Professor (Emeritus):

Alasdair C. MacIntyre (emeritus)

John and Jean Oesterle Professor of Thomistic Studies:

Alfred Freddoso

John A. O'Brien Associate Professor of Philosophy:

Jeffrey Speaks

William J. and Dorothy K. O'Neill Associate Professor of Philosophy:

Katherine Brading

Professors:

Patricia Blanchette; Anjan Chakravartty; Fred Dallmayr (emeritus); 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 (concurrent); Kenneth Sayre; James P. Sterba; Ted A. Warfield; Stephen H. Watson; Paul J. Weithman

Associate Professors:

Timothy Bays; Sheilah Brennan (emerita); Sean Kelsey; Janet A. Kourany; Vaughn R. McKim (emeritus); G. Felicitus Munzel (concurrent); Samuel Newlands; John O'Callaghan; David O'Connor; Gretchen Reydams-Schils (concurrent); Fred Rush; David Solomon; Leopold Stubenberg

Assistant Professors:

Curtis Franks; Joseph Karbowski; Grant Ramsey; Meghan Sullivan

Professional Specialists:

Montey G. Holloway

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.

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 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:

Gabriel Reynolds, 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.

POLITICAL SCIENCE

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.

PHIL 30313. Formal Logic.

Requirements in Theology:

THEO 10001, 10002, 10003 or 13183 (Foundations) and a 20xxx (development 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 (on leave 2012–13)

Acting Chair 2012–13:

Ruth Abbey

Director of Graduate Studies:

Geoffrey Layman

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

Dana Villa

Nancy Reeves Dreux Professor of Political Science:

Catherine H. Zuckert

Nancy Reeves Dreux Professor of Political Science:

Michael P. Zuckert

President's Distinguished Professor of Political Science:

Dianne Pinderhughes

Joseph and Elizabeth Robbie Emeritus Professor of Political Science:

Donald P. Kommers

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

Professors:

Peri E. Arnold; Sotirios A. Barber; George A. Brinkley (emeritus); David E. Campbell (on leave 2012–13); Michael Coppedge (on leave 2011–12); Fred R. Dallmayr (emeritus); Darren Davis; Michael Desch; Patrick Dineen (on leave fall 2012); Alan K. Dowty (emeritus); Amitava Dutt; Michael J. Francis (emeritus); Edward A. Goerner (emeritus); Vittorio G. Hösle (concurrent); Robert Johansen (emeritus); Geoffrey Layman; David C. Leege (emeritus); Gilbert D. Loescher (emeritus); Peter R. Moody Jr.; Benjamin Radcliff; L. John Roos (emeritus); Rev. Timothy R. Scully, C.S.C.; A. Peter Walshe (emeritus)

Associate Professors:

Ruth Abbey; Andrew C. Gould; Victoria Hui; Debra Javeline; Mary Keys; Daniel A. Lindley III; Vincent P. Munoz; David Nickerson; Daniel Philpott; Ricardo Ramirez; Sebastian Rosato (on leave 2012–13); Guillermo Trejo (on leave fall 2012); Christina Wolbrecht (on leave fall 2012)

Assistant Professors:

Jamie Bleck; Rev. Robert Dowd, C.S.C.; Alexandra Guisinger; Theodore B. Ivanus (emeritus); Rev. Sean McGraw, C.S.C.; Monika Nalepa; Emilia Powell (on leave fall 2012); Naunihal Singh; Ernesto Verdeja

Associate Professional Specialists:

Carolina Arroyo; Joshua B. Kaplan; Rev. William Lies, C.S.C. (concurrent); Luc Reydam (on leave 2012–13)

POLITICAL SCIENCE

Assistant Professional Specialists:

Matthew Doppke (concurrent); Susan Rosato

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.
- two seminars.

DEPARTMENTAL HONORS IN POLITICAL SCIENCE

The honors track in political science does not involve additional political science courses, but is designed to encourage students to make better use of their courses both within and outside the major, and prepare them for research in their senior year, and advanced study and work after graduation.

To graduate with departmental honors, a student will:

1. take a cluster of four recommended enrichment courses in consultation with their advisor, including:
 - a) a dedicated methodology course such as Research Design, Quantitative Political Analysis, or How to Do Political Research;
 - b) Principles of Microeconomics and Principles of Macroeconomics. A student would need a compelling reason to offer a substitute for one of these two;
 - c) an upper-level course related to the student's senior thesis, such as a graduate course in political science, language proficiency beyond level 3, or another course in the department or in another department chosen in conjunction with the student's advisor.
2. complete a senior thesis with a grade of B+ or higher;

3. graduate with a cumulative grade point average of 3.55 or higher. This number is subject to change from year to year.

For example:

A student primarily interested in American politics or international relations might take 1) Quantitative Political Analysis, Research Design; 2) Principles of Microeconomics; 3) Principles of Macroeconomics; and 4) a graduate political science course or an upper-level history course related to their senior thesis.

A student interested in comparative politics might take 1) Quantitative Political Analysis, Research Design; 2) Principles of Microeconomics; 3) Principles of Macroeconomics; and 4) a graduate course in political science or an upper-level history, sociology, or anthropology course related to their senior thesis, language proficiency above level 3, or a second language.

A student interested in political theory might take 1) Research Design; 2) Principles of Microeconomics; 3) a graduate course in political theory, language proficiency above level 3 or a second language; and 4) an upper-level philosophy or literature course related to their senior thesis.

The key to doing the 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 courses will depend in part on your own interests and career goals, so it is important to discuss these with your 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

POLITICAL SCIENCE

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.

POLS 33001. Sophomore Seminar

Sophomore seminars provide sophomore political science majors with the opportunity to take an advanced, more demanding course earlier. They are designed to explore a topic in greater depth and introduce students to basic research skills that will help them do original work. Topics vary from semester to semester. Department approval is required. The course fulfills a seminar requirement for the political science major. Recent topics have included:

Southern Politics

This course has two objectives. The first is to study the role of the American South in national politics. The second is to use studies of southern politics as a way to better understand American political science and the study of politics generally. The course also includes segments on the transformation of the South and the role of the South in various aspects of American politics, including the South and the New Deal, the influence of southerners in Congress, the roll of the South in presidential elections, and the role of the South in the American party system.

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:

The Presidency and War

Do presidents legitimately possess war power? A political scientist from Mars, observing presidents since 1945 might conclude that there is 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.

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.

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.

PROGRAM OF LIBERAL STUDIES

Program of Liberal Studies

Chair:

Gretchen Reydams-Schils

Rev. John J. Cavanaugh, C.S.C., Professors of Humanities:

Stephen M. Fallon; Michael J. Crowe (emeritus);

Professors:

Rev. Nicholas Ayo, C.S.C. (emeritus); Kent

Emery Jr.; Walter J. Niegorski (emeritus);

F. Clark Power; Gretchen Reydams-Schils; Phillip

R. Sloan (emeritus); M. Katherine Tillman

(emeritus); Henry M. Weinfield

Associate Professors:

Francesca Bordogna; Robert Goulding;

Julia Marvin; G. Felicitas Munzel; Pierpaolo

Polzonetti; Thomas Stapleford

Assistant Professors:

Bernd Goehring; Denis Robichaud

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 thesis, usually involving extensive research, under the direction of a faculty advisor. The senior thesis 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. When necessary, students may satisfy a limited number of Program requirements by taking non-departmental courses with comparable content. Such exemptions are granted only with the permission of the Program's Director of Undergraduate Studies and are subject to strict limitations.

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
48701. Essay Tutorial	2
Elective	3

15

Second Semester

40302. Metaphysics and Epistemology	3
40412. Science, Society, and the Human Person	3
43102. Great Books Seminar VI	4
48702. Essay Tutorial	3
Elective	3

16

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:

James Brockmole

Director of Undergraduate Studies:

Anré Venter

Andrew J. McKenna Professor of Psychology:

David Watson

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

William J. and Dorothy K. O'Neill Professor of Psychology:

Lee Anna Clark

Professors:

Cindy S. Bergeman; John G. Borkowski; Julia M. Braungart-Rieker; Thomas Burish; Laura Carlson; Lee Anna Clark; 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; Anne Simons; David Watson; Thomas L. Whitman; Ke-Hai Yuan

Associate Professors:

James Brockmole; Charles R. Crowell; Kathleen Eberhard; Bradley S. Gibson; Dawn M. Gondoli; Gerald Haefel; Gitta Lubke; Nicole McNeil; Darcia Fe Narvaez; David A. Smith; Julianne C. Turner

Associate Research Professor:

Alexandra Corning

Assistant Professors:

Ying (Alison) Cheng; Joshua Diehl; Jill Lany; Irene Kim Park; Jessica Payne; Kristin Valentino; Lijuan (Peggy) Wang; Michelle Wirth; 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 seven courses in the Social and Developmental Processes (CLASS A): PSY 30200, Developmental Psychology; PSY 30220, Adolescent Development; PSY 30600, Social Psychology; PSY 30300, Personality; PSY 30314, Introduction to Clinical Psychology; and PSY 30310, Abnormal Psychology; and PSY 30340, Cross-Cultural Psychology. Similarly, majors are required to complete two of the following nine courses in the Biological and Learning Processes (CLASS B): PSY 30500, Physiological Psychology; PSY 30550, Intro to Cognitive Neuroscience; PSY 30272, Neurodevelopmental Disorders; PSY 30501, Introduction to Biopsychology; PSY 30655, Cognitive Development; 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, Research Lab, 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, Research Lab 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:

Alain Toumayan

Assistant Chair and Director of Undergraduate Studies:

Shauna Williams

Professors:

José Anadón; Maureen Boulton; Theodore J. Cachey Jr.; JoAnn DellaNeva (Associate Dean, Arts and Letters); Bernard Doering (emeritus); Julia V. Douthwaite; Kristine Ibsen; Carlos Jerez Farrán; Dayle Seidenspinner-Nuñez; Alain Toumayan; John P. Welle

Associate Professors:

Thomas Anderson; Ben Heller; Encarnacion Juárez-Almendros; Louis MacKenzie; Christian R. Moevs; María Rosa Olivera Williams; Catherine Perry

Assistant Professors:

Vittoria Bosco (emerita); Sabrina Ferri; Diana R. Jorza; Vittorio Montemaggi; Marisel Moreno; Alison Rice; Juan Vitulli

Associate Professional Specialists and Concurrent

Lecturers:

Geraldine Ameriks; María Coloma; Marie-Christine Escoda-Risto; Giovanna Lenzi-Sandusky; Patrick I. Martin; Paul McDowell; Patrick Vivirito; Shauna Williams

Assistant Professional Specialists and Concurrent

Lecturers:

Virginie Askildson; Alessia Blad; Elena Mangione-Lora; Ivis Menes; Odette Menyard; Rachel Parroquin; Chiara Sbordoni; 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. For current information visit the department website: <http://romancelanguages.nd.edu/>.

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 (Analyze This!), 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 (Analyze This!) 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 Composition: The Art of Writing) is strongly encouraged. AP credit may not be applied to the major.

The Supplementary Major in French and Francophone Studies: Two Tracks

There are two tracks available for students seeking a supplementary major: The "Language and Literature" track and the "Language and Culture" track.

Language and Literature Track

Requirements for the "Language and Literature" track consist of successful completion of 24 credit hours or eight courses above ROFR 20202. Of these eight courses, no more than two may be at the 20xxx level (20202 or above), one must be ROFR

27500 or above, and 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 (Analyze This!), 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 (Analyze This!) 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 Composition: The Art of Writing) is strongly encouraged. AP credit may not be applied to the major.

Language and Culture Track

Requirements for the "Language and Culture" track consist of successful completion of 24 credit hours or eight courses above ROFR 20202. Of these eight courses, no more than two may be at the 20xxx level (20202 or above), one must be ROFR 27500 or above, and six must be in language/culture/literature studies, and at least half must be taken in residence at Notre Dame. Required among the eight courses are: ROFR 30310 (Analyze This!) or ROFR 30320 (Advanced Composition: The Art of Writing); one survey class of French literature (ROFR 30710 or ROFR 30720); ROFR 37500 (Contemporary Issues, Past and Present); and ROFR 47500 (Timelessness and Modernity). The survey class of French literature 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. Some courses at the Université Catholique de l'Ouest in Angers may also fulfill the required courses, as in the "Language and Literature" track (see above). Any other substitutions will require the approval of the Undergraduate Coordinator in French. AP credit may not be applied to the major.

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.

ROMANCE LANGUAGES AND LITERATURES

French 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 3.8 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 one of the required language, culture, or literature courses (ROFR 30310, ROFR 30320, ROFR 30710, ROFR 30720, or ROFR 37500). 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 20000 level or above, including no more than two 20000-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 30000 or 40000 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. 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, and together they must not be drawn from more than three disciplines or departments, such as history, art history, classics, FTT, music, or political science (the courses may of course be listed under 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, the selection of courses must be approved by the student's ROIT adviser (or committee, if appropriate). 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, and must not be drawn from more than three disciplines or departments, such as history, art history, classics, FTT, music, or political science (the courses may of course be listed under 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, the selection of courses must be approved by the student's ROIT adviser (or committee, if appropriate). 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 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. No students will

ROMANCE LANGUAGES AND LITERATURES

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 20000 level or above, including at least three courses at the 30000 or 40000 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 20000 level or above during the normal four year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years of residence. Six credit hours can be counted toward both the undergraduate and graduate degrees. During their senior year, participants in this program take two graduate courses, as well as the two-semester core course required of all first-year graduate students in Italian, 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 and supplementary 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: Early Peninsular, Modern Peninsular, Early Spanish American and Modern Spanish American. 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 30000/40000 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 and must receive

a grade of A- or higher to graduate with honors, 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

SOCIOLOGY

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.

MAJOR IN INTERNATIONAL ECONOMICS

The newly created undergraduate major in International Economics is a collaborative effort between the Department of Economics and the Department of Romance Languages and Literatures. In pursuing this major, students take a minimum of eight economics courses and seven to ten intermediate and advanced courses in French, Italian or Spanish, including at least four courses with a cultural, economic and/or historical emphasis. Students are also required to enroll in a one-credit course "Exploring International Economics" designed to foster the integration of the study of culture with the study of economics. Under the guidance of a faculty mentor, all International Economics majors integrate their economic and language and culture study into a Senior Capstone research paper/project or senior thesis. The senior capstone project is intended to provide an experience that integrates the analytical aspects of economics with the linguistic and cultural aspects of a romance language.

Students must satisfy a mathematics requirement of Calculus I and II and successfully complete ECON 10010/20010; ECON 10020/20020; ECON 30010; ECON 30020; ECON 30330; ECON

30331; and either ECON 40700 and ECON 40800, or ECON 40710 and ECON 40720. In addition, students must complete at least one fourth semester or above intermediate language and culture course (ROXX 20202 or above); "Exploring International Economics" (briefly described above); one introduction to literature and culture course (ROXX 30310); two 3000 level courses including literature survey courses (ROXX 30710, 30720, and/or ROSP 30810, ROSP 30820) or equivalent, and/or culture courses ROFR 37500 or ROSP 37715, ROSP 37815 or ROSP 37825; at least two courses at the 40000 level (at least one taught in the target language ROXX); and a senior seminar course (ROXX 53000) and paper/project or year-long senior thesis (LLRO or ECON 47000) under the supervision of a faculty member from either department.

Through the new major, the collaborating departments seek to blend two programs of study to ensure that students will achieve advanced linguistic and cultural competency in a foreign language as well as excellent preparation in Economics. The balance of economics with languages and culture courses should attract motivated students and inspire them to undertake a challenging course of study that will prepare them for post-graduate studies and or professional career opportunities in the international arena. International Economics majors will learn how aesthetic and cultural categories and value judgments are shaped by economic trends and political conditions and how political conditions and economic trends are influenced by aesthetic and cultural trends.

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 (emeritus)

Eugene Conley Professor of Sociology:
Jorge Bustamante

Julian Samora Chair in Latino Studies:
Gilberto Cárdenas

William R. Kenan Jr. Endowed Chair:
Christian Smith

Professors:

Mark Berends; Fabio B. Dasilva (emeritus);
Christian Davenport; 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;
Jessica Collett; David S. Hachen Jr.; David M.
Klein (emeritus); Richard A. Lamanna (emeritus);
Omar Lizardo; David Sikkink; Lynette P.
Spillman; Erika Summers-Effler; Richard A.
Williams

Concurrent Assistant Professor:

Mark L. Gunty

Assistant Professors:

Megan Andrew; Kraig Beyerlein; Larissa Fast;
Mary Ellen Konieczny; Amy Langenkemp;
Elizabeth Aura McClintock; Erin Metz
McDonnell; Terence McDonnell; Atalia Omer;
Jason Springs

Adjunct Instructor:

Russell S. Faeges

Adjunct Assistant Professor:

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. 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,

SOCIOLOGY

business managers, religious ministers, and many other occupations, including lawyers and physicians.

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 which is one credit) offered by the department. Students are urged to start their major as early as possible but may 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 Sociological Research
 SOC 30903. Statistics for Sociological Research
 SOC 33090. Proseminar (1 credit)

The above required courses should be taken as soon as possible, especially before taking any 4xxxx-level courses.

(c) Each major must take a minimum of three 4xxxx-level lecture, seminar or research 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. Of particular interest to students in recent years have been pre-medical studies; 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. It is important to note that students in another college who wish to major in sociology in addition to their first major do not have to meet all the other requirements of the College of Arts and Letters but rather just those of their first major's college.

The department has an active Epsilon Chapter of Alpha Kappa Delta, the international sociology honor society. Students interested in the qualifications for nomination are encouraged to contact the director of undergraduate studies (Room 823 Flanner Hall) at any time.

The department also encourages students to join the University of Notre Dame Sociology Club. The purpose of this club is to enrich the sociology major. This student organization sponsors activities oriented to careers in sociology and sociology-oriented topics, as well as purely social activities. Majors and non-majors are welcome to join.

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 or initiate the process by contacting the director of undergraduate studies. 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 Senior Thesis Capstone Project (SOC 48009) for at least one semester and, under faculty mentors, carry out independent research projects. Students complete a senior thesis based on this research and submit their manuscripts to *Sociological Voices* or another journal for publication. Participants are also required to submit an abstract of their paper to 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 undertaking a senior thesis. 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
 23011. Selflessness and Selfishness

REQUIRED COURSES FOR SOCIOLOGY MAJORS

30900. Foundations of Sociological Theory
 30902. Methods of Sociological Research
 30903. Statistics for Sociological Research
 33090. Sociology Proseminar

INDIVIDUAL WORK WITH FACULTY/SUPERVISOR

41800. Senior Thesis Workshop
 45000. Sociology Internship
 46000. Directed Readings in Sociology
 48000. Directed Research in Sociology
 48009. Senior Thesis Capstone Project

CLASS, GENDER, RACE, ETHNICITY

20810. Gender Roles and Violence in Society
 20838. Social Inequality
 30806. Race and Ethnicity
 30838. Poverty, Inequality, and Social Stratification
 30846. Today's Gender Roles
 43839. Unequal America

CRIMINOLOGY, DEVIANCE, AND SOCIAL CONTROL

20732. Introduction to Criminology
 40701. Sociology of Law
 43730. Crime and Deviance in Ideological Perspective
 43732. Controversies and Crises in Modern Criminology
 43752. Theoretical Criminology

CULTURE

20100. Introduction to Cultural Sociology
 30109. Sociology of Culture
 30151. Popular Culture
 40001. Time and Society
 43101. Telling About Society: Media, Representation, and the Sociology of Knowledge
 43110. Sociology of Media, Technology, and Society
 43113. Cultural Sociology
 43165. Art in Everyday Life
 43171. Materializations of America

DEMOGRAPHY/MEDICAL

20410. Health, Medicine, and Society
 30054. Cultural Aspects of Clinical Medicine
 43402. Population Dynamics

THEOLOGY

ECONOMICS, POLITICAL

20501. Globalization and Social Movements
 20502. Today's Organizations
 20533. Responding to World Crisis
 20541. Sociology of War and Terror
 20550. Development and Human Well-being
 30505. The Politics of Aid
 30514. Social Movements
 30518. Racism and Activism: From Civil Rights to Tea Parties
 40505. Globalization and Its Discontents: Ethical Perspectives on Economy, Conflict, and Human Values
 40604. Tolerating Intolerance: Religion, Secularization and Peace
 40606. Religion and Democracy in Comparative Perspective: Islam, Judaism, Christianity
 40607. Religion, Civil Disobedience and Non-violent Resistance
 30567. Chile in Comparative Perspective
 43510. Governance and Africa
 43524. Employment in a Changing Economy
 43527. Social Network Analysis
 43553. Building Democratic Institutions
 43558. Comparing European Societies
 43563. Nationalism and Globalization
 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
 30846. Today's Gender Roles
 43377. Family, Gender, and Employment

LATINO STUDIES

20479. Introduction to Latinos in American Society
 30048. Latinos and the City
 43016. Visual Sociology: Exploring Society Photographically
 43162. The Aesthetics of Latino Cultural Expression
 43404. International Migration: Mexico and the United States
 43479. International Migration and Human Rights

RELIGION

20610. Sociology of Religion
 30600. Peace vs. Justice: What is Just Peace?
 30602. Jerusalem: Peace or Apocalypse?
 30651. God, Country and Community: Religion and Public Life in America
 30672. Religion and Social Life
 30675. Religion, Modernity, Secularization, Religious Persistence
 43600. Society and Spirit: Religion in Classical Social Thought
 43662. Religion and American Society
 43691. Religion and Social Activism
 48601. Social and Religious Research

SOCIAL PSYCHOLOGY

10722. Introduction to Social Psychology
 20722. Introduction to Social Psychology
 33001. Society, Self, and Catholic Social Tradition
 43713. Socialization and the Life Course
 43719. Self, Society, and the Environment
 43774. Society and Identity

THEORY/METHODOLOGY

43901. Power and Identity in Modern Society
 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

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 and the Director of Undergraduate Studies. Honors track students are required to do so.

Theology*Chair:*

J. Matthew Ashley

Crowley-O'Brien Professor of Theology:

Rev. Richard P. McBrien

Catherine F. Huisking Professor of Theology:

Rev. Brian E. Daley, S.J.

Catherine F. Huisking Professor of Theology:

Cyril J. O'Regan

Hesburgh Professor of Catholic Theology:

Gary A. Anderson

John A. O'Brien Professor of Theology:

Joseph Blenkinsopp (emeritus)

John A. O'Brien Professor of Theology:

Lawrence S. Cunningham (emeritus)

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

John A. O'Brien Professor of Theology:

James C. VanderKam

John Cardinal O'Hara Professor of Theology:

Gustavo Gutierrez, O.P.

Keough-Hesburgh Professor of Music History and Liturgy:

Margot Fassler

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

Walter Professor of Theology:

Gerald P. McKenny (on leave 2011-12)

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:

Ann Astell; Gerard F. Baumbach (concurrent);
 Rev. Paul F. Bradshaw; Celia Deane-Drummond;
 Keith J. Egan (adjunct); Mary Catherine Hilkert,
 O.P.; Rev. Maxwell E. Johnson; M. Cathleen
 Kaveny; Robert A. Krieg; Rev. Edward A. Malloy,
 C.S.C.; Timothy Matovina; Nathan Mitchell;
 Francesca A. Murphy; Rev. Robert S. Pelton,
 C.S.C. (concurrent); Rev. Gregory Sterling;
 Lawrence Sullivan; Randall Zachman

Research Professor:

Robert Gimello

Associate Professors:

J. Matthew Ashley; John R. Betz; John C.
 Cavadini; Mary Rose D'Angelo; Rev. Michael
 S. Driscoll; David Fagerberg; Rev. Daniel
 Groody, C.S.C.; Rev. Paul V. Kollman, C.S.C.;
 Blake Leyerle; Bradley J. Malkovskiy; Rev. Don
 McNeill, C.S.C. (concurrent); Rev. Paulinus
 Odozor, C.S.Sp.; Rev. Hugh R. Page; Gabriel

THEOLOGY

Reynolds; Maura Ryan; Joseph Wawrykow;
Todd Whitmore; Robin Darling Young

Assistant Professors:

Yury Avvakumov; David A. Clairmont; Candida
Moss; Michael (Tzvi) Novick; Margaret Pfeil;
Abraham (Avi) Winitzer

Professional Specialists:

Rev. Eugene F. Gorski, C.S.C.;
Janice M. Poorman

Associate Professional Specialists:

Rev. Michael E. Connors, C.S.C.

Assistant Professional Specialists:

Catherine Cavadini; Michael Heintz, C.S.C.;
Todd Walatka

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?

When the former British prime minister Tony Blair was asked what effect his embrace of Christian faith at the University of Oxford had on him, he commented simply, “I began to make sense of the world.” A major in Theology at Notre Dame will challenge you to do just that.

Inspired by St. Anselm’s description of the theology as “Faith Seeking Understanding,” our majors encounter head-on the great questions of life: Where is the God of justice? What is truth? Who do you say I am? Why did God become a human? What must I do to inherit eternal life?

Yet majors in theology are challenged to do still more. They are challenged to think of their life journey not only in terms of how they might best be served by careers, but also how they might best serve others. Whether they go on to careers in law, medicine, business, journalism, education, ministry, government, or any other field, theology majors do so with an experience of intellectual and spiritual illumination that is absolutely unique.

Our majors also benefit from working closely with faculty in one of the premiere Catholic Departments of Theology in the world. Theology majors who study Theology at Notre Dame have majored in a field for which Notre Dame is renowned and will study with the best of the best. In addition, our majors may have the opportunity to visit the Holy Land at the Tantur Ecumenical Institute of Theology in Jerusalem, where the department regularly hosts courses and a pilgrimage during fall and spring break.

When Father Edward Sorin, C.S.C., envisioned the school that would be built next to two remote lakes

in Indiana, he commented, “This college will be one of the most powerful means of doing good in the country.” This faith in the great potential of the school that would be called Notre Dame emerged from his belief in a Catholic education. Theology majors at Notre Dame, having experienced the fullness of a Catholic education, are indeed powerful forces for good in this country, and in the world.

What are the requirements for the theology major?

Beyond the six theology credits required of every Notre Dame student, primary majors take 25 hours; supplementary majors take 19 hours. Each of these majors combines formally required courses and electives. 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 10002 (sophomore, junior, senior) or 13183 (University seminar) or 30021 (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 10002 (sophomore, junior, senior) or 13183 (University seminar) or 13002 (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 the departmental office:

(574) 631-7811

reynolds@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).

PHIL 30301 and 30302. History of Philosophy I and II.

PHIL 30313. Formal Logic.

Requirements in Theology:

THEO 10001 or 10002 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:

Jonathan Nobel

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)

SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

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

Director of Undergraduate Studies:

Abigail Palko

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.

Gender Studies offers students a supplementary major and a minor. In the supplementary major, students choose a concentration in Arts and Culture, Religion and Family, or Gender and Society. These concentrations allow students to focus their study of Gender to prepare them for their senior capstone project—a one semester thesis or an internship.

Requirements for an Undergraduate Supplementary Major in Gender Studies:

8 courses, 24 credit hours

Two required courses:

GSC 10001/20001 Introduction to Gender Studies
GSC 40001 Perspectives on Gender: Theory and Practice

Senior Capstone:

Senior Seminar OR Capstone Essay

Five (5) electives:

- At least 3 courses (9 credit hours) in one of the following concentrations: Arts and Culture, or Religion and Family, or Gender and Society;
- At least 1 course (3 credit hours) must have the diversity attribute;
- At least 1 course (3 credit hours) must be 40000 or higher

Requirements for an Undergraduate Interdisciplinary Minor in Gender Studies:

5 courses, 15 credit hours

Two required courses:

GSC 10001/20001 Introduction to Gender Studies
GSC 40001 Perspectives on Gender: Theory and Practice

Three (3) electives

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, 309 O'Shaughnessy Hall, Notre Dame, IN 46556, 574-631-5398.

ARTS AND LETTERS PRE-HEALTH STUDIES

Director:

Vicki Toumayan

Assistant Dean

College of Arts and Letters

Arts and Letters Pre-Health Program students are required to complete an arts and letters primary major in addition to the pre-health profession supplementary major. The APH2 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 APH2 program because they wish to go on to medical or dental school; there are, however, 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 APH2 program provides students with all of the necessary prerequisites to prepare for the Medical or Dental College Admissions Test.

A student may use no more than eight credits' worth of AP (Calculus only) toward the APH2 major. Transfer students may transfer a maximum of 24 science credits for APH2; otherwise, credit for science

SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

classes taken outside of Notre Dame does not count toward the APH2 major.

Students who wish to go to medical/dental school directly after graduation should aim to take the Medical/Dental College Admissions Tests in the spring semester of the junior year.

Please note: Starting in 2015 there will be changes to the MCAT and the requirements for the APH2 major may be revised accordingly. Prior to the determination of those changes, students should continue to refer to the guidelines below.

The following courses should be completed prior to taking the MCAT: MATH 10350–10360, BIOS 20201–20202 and labs, CHEM 10171–10172 and labs, CHEM 20273–20274 and labs, and PHYS 30210–30220 and labs. Students must also take three upper-level science electives (nine credits) to complete the APH2 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), Cell Biology (BIOS 30341), Microbiology (BIOS 40401). Biochemistry and Physiology are strongly recommended. CHEM 20204 and PHYS 20140 do not count toward the three upper-level science electives. Research, special studies, and directed readings do not count toward the three science electives.

All curricular advising in reference to the APH2 major is conducted by the APH2 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 APH2 director 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

WR 13100. Writing and Rhetoric	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. Organic Reactions and Applications	4
Foreign Language	3
Arts and Letters Major	3
	—
	17

Second Semester

Arts and Letters Major	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

Second Semester

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

First Semester

Science Elective	3
Arts and Letters Major	3
Arts and Letters Major	3
Second Theology/Second Philosophy (Medical Ethics)	3
History	3
	—
	15

Second Semester

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; John Nunemaker; Katie Rose; Raymond G. Sepeta; John F. Sherman; Steve Smith; Jeff Sucec; Michael Villano

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 '70s, 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.

SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

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

CURRICULUM CATEGORY	TYPES OF COURSES	CAPP REQUIRES	TBS REQUIRES
Programming Languages	Visual Basic; JavaScript; Research Methods in Computer Programming	2	1
Technology Applications	Introduction to Computers; MIS; Motion Design 2; Systems Analysis; E-Business Strategies; La telenovela; Applied Multimedia Technology; CAD for the Stage; 3-D Modeling; Music through Technology; Database Programming with Oracle; Computers in Psychology; Practicum in Robotics; Advanced Enterprise Applications; Interactive Media; Motion Graphics; Information Design; Introduction to Computer Forensics	4	1
Business Knowledge	Foundations of Business Thinking	0	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)

DUAL-DEGREE PROGRAM WITH THE COLLEGE OF ENGINEERING

Advisors:

Cathy Pieronek, Assistant Dean for 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 for the program: University requirements, College of Arts and Letters requirements, and College of Engineering requirements, as the following table indicates.

University Requirements	Credit Hours
Philosophy	6
Theology	6
Writing and Rhetoric	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	
College Seminar	3
Literature or Fine Arts*	3
History or Social Science*	3
Language**	3/11
Major	30
	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	
<i>First Semester</i>	
WR 13100. Writing and Rhetoric	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	0
	17
<i>Second Semester</i>	
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	0
	17

SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

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
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.

**One course at the intermediate or advanced series completes the requirement. Beginning or elementary series require three semesters' work to fulfill the language requirement.

‡Courses specified by the student's major engineering department. Minimum total for the five-year program to fulfill degree requirements in both colleges is 168 to 177 credit hours.

‡Courses necessary to fulfill the requirements for a major in the student's major arts and letters department.

EDUCATION**Elementary Education**

The Notre Dame student taking elementary education at Saint Mary's College 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.

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 Stuart Greene 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

Co-Directors:

Bill Purcell; Todd David Whitmore

The Minor in Catholic Social Tradition is an interdisciplinary minor 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. 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. 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. The Catholic Social Tradition minor 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), two electives (each three credits), three one-credit colloquia/social concerns seminars, and a senior capstone course.

Contact: Prof. Todd David Whitmore at Whitmore.1@nd.edu, or Prof. Bill Purcell at wpurcell@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.

CONSTITUTIONAL STUDIES

Director:

Vincent Phillip Muñoz
(vmunoz@nd.edu/574-631-0489)

Program Assistant:

Jennifer Smith
(jsmith70@nd.edu/574-631-5351)

Program Website:

www.constudies.nd.edu

This new minor is scheduled to begin enrolling students in the Fall 2012 semester. Students interested in the Constitutional Studies minor should consider enrolling in POLS 30661—Constitutionalism, Law & Politics, the minor's gateway class, which is scheduled to be offered in Fall 2012 and Spring 2013.

Nothing has done more for justice in the modern world than the development of the rule of law under constitutional principles. But for constitutional governments to secure the common good, thoughtful and educated citizens must possess certain virtues: they must understand and be able to implement, defend, and, if need be, reform constitutional institutions. The Constitutional Studies minor seeks to nurture such citizens, thereby contributing to the University's mission to pursue truth and to nurture a concern for the common good, that will bear fruit as learning becomes service to justice.

Building on courses across the College of Arts and Letters and the Law School, the Constitutional Studies minor is designed to encourage students to confront fundamental questions concerning justice, the rule of law, and human flourishing. From a variety of historical, cultural, disciplinary, and

philosophical perspectives, constitutional studies courses ask questions such as:

- What is the proper relationship between government and civil society, between law and moral principles?
- What are the philosophical foundations of human rights and constitutional democracy?
- What principles of justice can or should lie at the foundation of a constitutional republic?
- What are the proper relationships between church and state and religion and politics, and how do these relationships reflect the more basic relationship between faith and reason?
- What are the moral, social, and political conditions necessary to sustain America's experiment in constitutional government?
- What is the nature of international law and how are international norms created and maintained?

Constitutional Studies minors receive invitations to participate in extracurricular events associated with the Potenzi Program in Constitutional Studies, the Tocqueville Program for Inquiry into Religion and Public Life and the Law School's Program in Constitutional Structure and Design.

Constitutional Studies Minor Requirements: The Constitutional Studies minor requires 15 credit hours of class work. Students must complete:

- The minor's gateway course POLS 30661, "Constitutionalism, Law, and Politics" (3 credit hours), which addresses core topics in constitutional studies, such as, the history and philosophy of constitutional government and human rights and contemporary constitutional issues in American and international law.
- Three elective courses (total of 9 credit hours)
- Capstone experience (3 credit hours)

The elective courses are grouped into the following clusters:

- Constitutionalism: History and Philosophy
- The American Founding and American Constitutional History
- Constitutional Government and Public Policy
- Comparative Constitutionalism and International Law

These categories focus on the great political and constitutional debates in American and world history and on the underlying principles of constitutional government—natural and civil rights, social contract theory, the market economy, voluntary associations, separation of powers, popular sovereignty, and the rule of law. Elective courses that count for the Constitutional Studies minor are listed on the minor's website (www.constudies.nd.edu).

TENTATIVE COURSES IN THE CONSTITUTIONAL STUDIES MINOR CLUSTERS

CONSTITUTIONALISM: HISTORY AND PHILOSOPHY

ARCH 34223. Seeing Power in Rome:
Exploring the Pagan, Christian, and
Modern City
CLAS 30110. Democracy and the Greeks
CLAS 30210. Roman Law and Governance
CLAS 30214. Cicero and Political Tradition
CLAS 40340. The Roman Empire:
Governance, Society and Culture
CLLA 30014. Cicero's Speeches
CST 20209. Political Theology
ENGL 402444. Shakespeare and Political
Theory
HIST 30221. Democracy and the Greeks
HIST 30231. Roman Law and Governance
LAW 70834 & 70843. Morality and the Law
LAW 70844 & 73844. Faith, Morality, and
Law
PHIL 20407. Classics of Political and
Constitutional Theory
PHIL 20408. Philosophy of Law
PHIL 20425. Contemporary Political
Philosophy
PHIL 43148. Aquinas on Virtue and Law
PHIL 43401. Political Liberalism
PHIL 43430. Moral Foundations of
Democracy
PLS 30302. Political and Constitutional
Theory: Ancient and Modern
POLS 30601. Ancient and Medieval Theory
POLS 30610. The Enlightenment and Its
Revolutions
POLS 30620. Modern Political Thought
POLS 30656. Human Rights and Human
Wrongs
POLS 30727. Theories of Law
POLS 30732. Theories of Federalism
POLS 30755. Christianity and the Modern
State
POLS 40061. Constitutional Interpretation
POLS 40632. Contemporary Liberal Theory
THEO 20601. Political Theology in the Bible
and Christian Tradition
THEO 40825. God, Philosophy, and Politics

CONSTITUTIONAL GOVERNMENT AND PUBLIC POLICY

AFST 27600. U.S. Civil Rights Movement
AMST 30177. Civil Rights and Protest
Movements
CST 20302. War, Law, and Ethics
ECON 40570. Economics of the Law
ESS 30605/POLS 30154 – Education Law
and Policy
ENGL 40615. Conflict and Democracy in
Classic American Literature
LAW 70314. Legislation
LAW 70317. Local Government Law
LAW 70369. Election Law
LAW 70318. Legislation and Regulation
LAW 70835. Catholic Social Thought
LAW 73311. Judicial Process Seminar
LAW 73370. Statutory Interpretation Seminar
LAW 73828 & 74828. Bioethics and the Law
PHIL 43314. Abortion, Euthanasia, and
Capital Punishment

POLS 33001. Sophomore Seminar: Law,
Morality and Democracy
POLS 40064. Race and the Constitution
SOC 40701. Sociology of Law

THE AMERICAN FOUNDING AND AMERICAN CONSTITUTIONAL HISTORY

AFST 30202. African-American History II:
Since 1865
AMST 30323. American Legal History
HIST 13195. American Political Traditions
Since 1865
HIST 10600. U.S History I: to 1877
HIST 10605. U.S History Since 1877
LAW 70304. Freedom of Religion
LAW 70305. Constitutional Law II
LAW 70307. Freedom of Speech
LAW 70359. Constitutional Criminal
Procedure
LAW 70372. Federalism
LAW 70452. Constitutional Criminal
Procedure—Investigations
POLS 30060. Constitutional Law
POLS 30062. Civil Liberties and Civil Rights
POLS 30064. Constitutional Rights
POLS 30615. American Political Thought
POLS 40074. Civil Liberties
POLS 40617. The Constitutional Convention

COMPARATIVE CONSTITUTIONALISM AND INTERNATIONAL LAW

ASIA 30301. Human Rights in the Age of
Terrorism: The View from South Asia
CST 20302. War, Law, and Ethics
GSC 30430. Islam and Modernity
HIST 30075. Muhammad and the Qur'an
HIST 30189. South Asia: Colonialism and
Nationalism
LAW 70401. International Law
LAW 70407. Comparative Legal Traditions
LAW 73449. Comparative Constitutional Law
LAST 30311. Law and Democracy in Latin
America
PHIL 30406. Human Rights and Global
Justice
POLS 30220. International Law
POLS 30221. International Law and
International Relations
POLS 30405. Law and Democracy in Latin
America
SOC 33510. Civil Life and Democracy in the
Contemporary World
THEO 40614. Ethics, Law and International
Conflict

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
[Constitutional Studies](#) 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 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 two courses from a set of approved courses that are focused exclusively on educational issues and one course 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. Nicole McNeil, Phone: 574-631-5678

Person to see: Julie Dallavis, Phone: 574-631-9996, 1005 Sandner Hall, E-mail: jwernick@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

Director of Undergraduate Studies:

Abigail Palko

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 for an Undergraduate Interdisciplinary Minor in Gender Studies:

5 courses, 15 credit hours

Two required courses:

GSC 10001/20001 Introduction to Gender Studies

GSC 40001 Perspectives on Gender: Theory and

Practice

Three (3) electives

HESBURGH PROGRAM IN PUBLIC SERVICE

Director:

Martine De Ridder

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 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 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.

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.

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 are encouraged to apply for the Lyman Internship. Students selected as Lyman interns are aided by the program's director in securing policy appropriate internships in Washington, D.C., or state and local level. 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. The staff works closely with students on postgraduate planning, including employment, professional schools such as law and public policy and academic graduate programs.

For more information, visit our website at 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.

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 20003. Economics for Policy Analysis
HESB 20010. Introduction to Public Policy (Spring)

RESEARCH TOOLS

HESB 30015. Analyzing Public Policy
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 30107. Research Design & Methods
HESB 30108. Applied Quantitative Methods

VALUES

HESB 30207. Politics and Conscience
HESB 20210. U.S. Latino Spirituality
HESB 20211. Rich, Poor, and War
HESB 20212. War, Law, and Ethics
HESB 20215. Medical Ethics/Biomedical Ethics
HESB 30217. American Political Thought
HESB 30218. Civil Liberties
HESB 30222. Modern Political Thought
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 30237. Medical Ethics
HESB 30238. Philosophical Reflections on Christian Belief
HESB 30240. Feminist Political Thought
HESB 30241. Contemporary Political Theory
HESB 30244. World Religions and Catholicism in Dialogue

INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

- 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 30254. Moral Limits of a Free Market
HESB 30255. Original Intent and Freedom of Religion
HESB 30256. Human Rights and Human Wrongs
HESB 30257. Contemporary Islamic Movements
HESB 30258. Christianity and the Modern State
HESB 30259. U.S. Intellectual History Since 1870
HESB 30260. Basic Concepts in Political Philosophy
HESB 30261. Catholicism and Politics
HESB 30263. Ethics
HESB 30264. Freedom and the American Novel
HESB 30265. Constitutional Conventions
HESB 30266. Constitutional Leadership
HESB 30267. God, Country and Community
HESB 30268. Science & Catholicism
HESB 30269. Introduction to Economic & Catholic Thought
HESB 30270. Theology, Ethics & the Environment
HESB 30271. Twentieth-Century Ethics
HESB 30272. Radical Politics II: Socialism
HESB 30273. Ethics of War & Peace
HESB 30274. Women, Gender & Theology
- INSTITUTIONS AND PROCESSES**
HESB 30400. American Congress
HESB 30401. Presidential Leadership
HESB 30403. Latinos and the U.S. Political System
HESB 30406. U.S. Labor History
HESB 30410. U.S. since WWII
HESB 30421. Race/Ethnicity and American Politics
HESB 30422. Social Problems
HESB 30426. Today's Gender Roles
HESB 30427. American Political Parties
HESB 30437. Constitutional Law
HESB 30438. Social Movements
HESB 30442. Home Fronts During War
HESB 30443. Religion in American Politics
HESB 30449. Constitutional Interpretation
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 30467. Information Security
HESB 30472. Mexican-American History
HESB 30473. U.S. Foreign Policy Since 1945
HESB 30474. Crime, Heredity, Insanity In U.S.
HESB 30480. Labor and America Since 1945
- HESB 30481. American Voting and Elections
HESB 30482. On War
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 30494. Religion and American Politics
HESB 30496. American Men, American Women
HESB 30497. Great Depression
HESB 30499. Public Opinion and Political Behaviors
HESB 30501. Witnessing the Sixties
HESB 30505. Multicultural Education in the New Millennium
HESB 30508. Black Chicago Politics
HESB 30509. Men, Women, and Work
HESB 30511. The City in American Culture
HESB 30512. Foundations of Sociological Theory
HESB 30513. The U.S. in the 1960s
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 30533. Education and Social Entrepreneurship
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 30539. Civil Rights & Protest Movements
HESB 30540. Reforming America in the Long 19th Century
HESB 30541. Courts and Politics Around the World
HESB 30542. Globalization
HESB 30543. American Political Life
HESB 30544. People, Environment, Justice
- HESB 30545. Capital Crimes
HESB 30546. Representations of Urban Life
HESB 30547. Latinos in Chicagoland
HESB 30548. Race Relations & Ethnic Conflict in the U.S.
HESB 30549. U.S. Civil Rights History: Chicanos
HESB 30550. History of Science & Race
HESB 30551. Racialization in U.S. & Brazilian History
HESB 30552. Food and Agriculture Policy
HESB 30553. Reinventing Government
HESB 30554. Party Polarization in American Politics
HESB 30555. Public Policy & Administration in the U.S.
HESB 30556. American Labor Force
HESB 30557. American Religious History
HESB 30558. American Public Opinion and Voting Behavior
HESB 30559. Constitutional Rights
HESB 30560. Confronting Homelessness in American Culture and Society
HESB 30561. Political Economy of Globalization
HESB 30562. Sociology of War and Terror
HESB 30563. Latinos in Midterm Elections
HESB 30564. Global Sociology
HESB 30565. Education & Development in a Global Era
HESB 30566. American South: Race & Representations
HESB 30568. Education Law and Policy
HESB 30569. The Global Environment
HESB 30570. Social Inequality & American Education
HESB 30571. Health and the Latino Paradox
HESB 30572. Medicine & Public Health in U.S. History
HESB 30573. U.S. Foreign Policy to 1945
HESB 30574. U.S. Civil Rights Movement
HESB 30575. Law and Society
HESB 30576. The U.S. Since WWII
HESB 30577. American Legal History
HESB 30578. Labor History of American Food
HESB 30579. The United States' Gilded Age and Progressive Era
HESB 30580. Undocumented Immigrants
HESB 30581. Latinos in Education
HESB 30582. Immigration, Political Rights, Citizenship: New Perspectives
HESB 30583. Constitutionalism, Law and Politics
HESB 30584. History of American Education: Race, Class, Gender and Politics
HESB 30585. Social Inequality
HESB 30586. War and the U.S.
HESB 30587. Racism & Activism
HESB 30588. Urban Politics
HESB 30589. Stereotypes, Media and Politics
HESB 30590. American Consumer Culture
HESB 30591. Is Post-Race Politics Possible?
HESB 30592. Introduction to Latinos in American Society
HESB 30593. Race & Ethnicity: Latinos in the U.S.
HESB 30594. Poverty/Inequality/Social Satisfaction
HESB 30595. Early Childhood Policy in U.S.
HESB 30596. Marxian Economics

INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

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

CAPSTONE/SENIOR POLICY SEMINARS**Four Hesburgh Program Generated Courses**

HESB 43040. Spending, Taxes, Deficit
 HESB 43041. Health Care Policy
 HESB 43042. Common Law and the Common Good
 HESB 43043. Health Care and the Poor
 HESB 30486. Intro to Political Economy
 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 43524. Unequal America
 HESB 43527. Global Sociology
 HESB 43528. Migration, Education, Assimilation: Three Forces
 HESB 43534. Sociology of Economic Life
 HESB 43535. Crime and Deviance in Ideological Perspective
 HESB 43537. Environmental Justice
 HESB 43538. Bio-Medical Ethics and Public Health Risk
 HESB 43540. International Migration and Human Rights
 HESB 43541. Religion and American Society
 HESB 43543. Health, Healing, and Culture
 HESB 43544. Society, Self, and Catholic Social Tradition
 HESB 43546. Black Politics in Multiracial America
 HESB 43547. Controversies and Crises in Modern Criminology
 HESB 43548. Marxian Economic Theory
 HESB 43552. History of Economic Thought
 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
 HESB 43558. Civil Life and Democracy in the Contemporary World
 HESB 43559. Anthropology of Poverty
 HESB 43560. Employment in a Changing Economy
 HESB 43861. Political Economy of the Financial Crises
 HESB 43862. Economics of War and Peace
 HESB 43863. World Poverty and Inequality Across Nations
 HESB 43864. U.S. Catholic Social Ethics
 HESB 43865. Religion and Social Activism
 HESB 43867. Race, Ethnicity & Inequality in Public Education
 HESB 43868. Deviance, Crime & Social Control
 HESB 43869. Environmental Economics

HESB 43870. Telling About Society
 HESB 43871. Topics in Political Economy
 HESB 43872. Contemporary Education Reform in America
 HESB 43873. Sociology of Media, Technology, Society
 HESB 43874. Family, Gender and Employment
 HESB 43875. Power & Identity in Modern Society
 HESB 43876. Doing Things with Words

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.

INTERNATIONAL DEVELOPMENT STUDIES*Director:*

Amitava Dutt

The goal of the interdisciplinary minor in International Development Studies (IDS) is to provide undergraduate students with both the opportunity to learn about and contribute to international development. Administered by the Ford Family Program in Human Development Studies and Solidarity at the Kellogg Institute for International Studies, the IDS minor provides students with context and an academic foundation to analyze the dynamics of development across the globe. Since development studies is interdisciplinary in nature, students are required to take courses in a variety of disciplines, equipping them with a broad lens through which to view and investigate development challenges. Students from all colleges and departments are encouraged to apply.

Great innovation and advancement on the one hand, and great poverty and struggle on the other, characterize the world of today. The contrast and inequality between and within countries across the globe is remarkable given the technology available and the globalized world in which we live, where goods, capital, ideas, and people flow swiftly around the planet. The University of Notre Dame is an ideal place for exploring the nexus between technological, scientific, economic, and political solutions to development as well as the deeper ethical questions of sustainability, right relationship, and solidarity.

The IDS minor prepares students for a variety of interests related to international development, including graduate work related to development studies, volunteer work, or employment in the field. Regardless of what career path IDS students follow, their transcripts will reflect a firm grounding in development issues.

Requirements:

A central component and requirement of the IDS minor is a field-based research project in the so-called “developing” world, allowing students to

contribute to the Ford Program’s mission of seeking solutions to real-world challenges by examining the causes and consequences of extreme poverty. This research project will normally be conducted the summer after a student’s junior year.

Additionally, the minor in International Development Studies consists of 15 credit hours:

Gateway Course (3 credit hours): Introduction to International Development Studies

- This course is only offered in the fall and will normally be taken during sophomore year.

Three Electives (9 credit hours):

- Qualifying elective courses are listed each semester in the Schedule of Classes under IDS.
- At least two electives must be outside the student’s major.
- No two electives may be from the same department.
- At least two electives must be from a set of “core” development courses to be specified each semester.

Capstone Seminar (3 credit hours)

- Each student will write a senior essay based on his or her field research.
- Bringing together their unique experiences and disciplinary perspectives, minor students will discuss and critique each other’s work.

To supplement their course work, students should take advantage of the many opportunities made available by the Ford Program and the Kellogg Institute. Each semester, the Ford Program’s lecture series Discussions on Development offers a forum for students and faculty to discuss current development challenges. At the annual student-led human development conference, students from around the country and world come together to present and discuss their research on international development. Students will also be encouraged to engage the “developing” world often through overseas learning experiences, including through the Kellogg Institute’s summer research and internship grant programs.

Admission to the IDS minor is through a selective process each spring. Students submit an application, including short essays on motivation and academic interests, as well as a recommendation from a faculty member. Normally students apply in their freshman year in order to complete the requirements and properly prepare for their field research.

For more complete information about the minor in International Development Studies and the Ford Program, please consult our website at kellogg.nd.edu/ford or contact Tony Pohlen, assistant director, apohlen@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 [International Development Studies](#) 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*; *Magazine Writing in America*; *Persuasion, Commentary, and Criticism*; *Broadcast Journalism*; *Media Ethics*; *Media Criticism*; and *News in American Life*. In addition, new courses are currently being developed.

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, producer, NBC News; public affairs programming on CNN; 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*; Maddie Hanna, reporter, *Concord Monitor*; Monica Yant Kinney, metro columnist, *The Philadelphia Inquirer*; Daniel LeDuc, senior officer and editor, The Pew Charitable Trusts; Meg Martin, online editor, *The Roanoke Times*; John McMeel, president and chairman, Andrews McMeel Universal; Bill Mitchell, Leader of Entrepreneurial and International Programs, Poynter Institute for Media Studies; Anne Thompson, chief environmental affairs correspondent, NBC News; and Kelley Tuthill, reporter/anchor, 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 of Academic Program:

Karen Richman

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 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/acclimation 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

INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

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 to 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 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
 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 12 affiliated departments: (Anthropology; Art, Art History, and Design; Classics; English; German and Russian Languages and Literatures; History; Irish Language and Literature; 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.

INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

PEACE STUDIES

Director of Undergraduate Studies:
Ernesto Verdeja

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 introductory 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/undergraduates.

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.

PHILOSOPHY AND LITERATURE

Director:
David O'Connor

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, PLS or from philosophy are eligible for the minor.

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: "Philosophy and Literature Seminar," 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. Three credit hours.
- Three credits of the philosophy and literature colloquium in the semesters following the core seminar. The colloquia is usually 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 that fit the intellectual goals of the minor. 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. David O'Connor, Department of Philosophy, doconnor@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), Monika Nalepa (political science), Eileen Borring (political science), Dan Kelly (law), 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.

PHILOSOPHY WITHIN THE CATHOLIC TRADITION

Director:

John O'Callaghan

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 30328, Body, Soul and the Image of God. 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. John O'Callaghan.

POVERTY STUDIES

Director:

Jennifer Warlick

Co-Director:

Connie Mick

Affiliated Faculty:

Mary Beckman, Center for Social Concerns & Economics

Frank Belatti, Mendoza College of Business

David Betson, Hesburgh Program in Public Service

Catherine Bolten, Anthropology

Jay Brandenberger, Center for Social Concerns and Psychology

John Borkowski, Psychology

Kasey Buckles, Economics

William Carbonaro, Sociology

Tamo Chattopadhyay, Institute for Educational Initiatives

Jessica Collett, Sociology

Brian Collier, Alliance for Catholic Education

Suzanne Coshow, Mendoza College of Business, Management

Cynthia Duarte, Institute for Latino Studies

Amitava Dutt, Political Science

Benedict Giamo, American Studies

Judy Fox, Law School

Malcolm Fraser, Biology

Dan Graff, History

Juan Carlos Guzman, Institute for Latino Studies

Laura Hunter, Sociology

Ines Jindra, Anthropology

Michael Ines, Anthropology

Kwan Kim, Kellogg Institute

Mary Ellen Konieczny, Sociology

Charles Kulpa, Biology

William Leahy, Economics

Shaun Lee, Biological Sciences

Neil Lobo, Biological Sciences

Sean McGraw, C.S.C., Political Science

Jessica McManus Warnell, Management

Connie Snyder-Mick, Center for Social Concerns

Christopher Morrissey, Political Science

Rahul Oka, Anthropology

Irene Park, Psychology

Melissa Paulsen, Gigot Center for

Entrepreneurial Studies

Margaret Pfeil, Theology

Richard Pierce, Africana Studies

Ann Marie Power, Sociology

Linda Przybyszewski, History

Luc Reydam, "Political Science, Kroc Institute, Nanovic Institute"

Karen Richman, Anthropology

Jennifer Robichaud, Biology

Marc Rodriguez, History

Jason Ruiz, American Studies

Valerie Sayers, English

David Severson, Biology

Kristin Shrader-Frechette, Philosophy

Joshua ShROUT, Civil Engineering and Geological Sciences

David Sikkink, Sociology

INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

Naunihal Singh, Political Science
 James Sullivan, Economics and Econometrics
 Kathy Taylor, Eck Institute for Global Health
 Jennifer Warlick, Poverty Studies
 Michelle Whaley, Biological Sciences
 Sophie White, American Studies
 Todd Whitmore, Theology
 Charles Wilber, Economics
 Richard Williams, Sociology
 Abigail Wozniak, Economics
 Martin Wolfson, Higgins Labor Studies Program

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, sciences, and business.

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 multiple and varied disciplines. 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 two elective courses. The final requirement is a capstone seminar or a special research project.

Requirements. An interdisciplinary minor in Poverty Studies consists of 15 or 16 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 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. Equal emphasis is given to poor citizens of the United States and 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 prepares 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 designated 1-credit Center for Social Concerns seminars combined with PS 30001; or
- three credits of internship(s) with community agencies and organizations serving the poor combined with PS 30001; 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 30001. When choosing this option, students must take the Urban Plunge Seminar (THEO 33963/CSC 33963), the Appalachia Seminar (THEO 33950/CSC 33950), and one of the following:

Fall Social Concerns Seminars with Poverty Focus

- Appalachia (THEO 33950/CSC 33950) [Required, either Fall or Spring]
- Energy Policy, the Environment, and Social Change (CSC 33985)
- Sustainable Development (THEO 33951/CSC 33951)
- Leadership Through Solidarity (CSC 33954)
- Latino Community Organizing Against Gun Violence (CSC 33959/SOC 33062)

Winter Social Concerns Seminars with Poverty Focus

- Border Issues (THEO 33966/ILS 30804 01/CSC 33966)
- The Church and Social Action ("Urban Plunge") (THEO 33963/CSC 33963) [Required]
- Urban Poverty and Homelessness (CSC 33978)
- Organizing, Power and Hope (THEO 33965/CST 33965/CSC 33965)
- Global Health Seminar (THEO 33995/CSC 33995)

Spring Social Concerns Seminars with Poverty Focus

- Appalachia (THEO 33950/CSC 33950) [Required, either Fall or Spring]
- Youth, Risk & Resilience (PSY 23090/CSC 23090)
- Environmental Justice and Human Rights (AFAM 33601/CSC 33976)

- Migrant Seminar (THEO 33967/CSC 33967)
- Washington D.C., Healthcare (THEO 33951/CSC 33951)

Three credits of internship(s). Each semester, many Notre Dame students engage in internships with community agencies and organizations working to improve the well-being of low-income individuals and families. Three credits 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. See <http://povertystudies.nd.edu>.

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 majors 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.) 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.

INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

RELIGION AND LITERATURE*Co-directors:*

Vittorio Montemaggi, Susannah Monta

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.

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*Acting Director:*

Edward Jurkowitz, Assistant Director for Education; Assistant Director, History and Philosophy of Science Program, The John J. Reilly Center for Science, Technology and Values, University of Notre Dame; Special Professional faculty, or Lecturer

Affiliated faculty:*Chairholders:*

Michael J. Crowe, Program of Liberal Studies and History (concurrent); Rev. John J. Cavanaugh Chair (emeritus)
Katherine Brading, William J. and Dorothy K. O’Neill Collegiate Professor of Philosophy, Department of Philosophy; Director, History and Philosophy of Science Graduate Program
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; emeritus)
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)

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.

INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

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
 20160. Literature and Ecology
 20163. Science and Religion
 20179. Science and Theology
 30102. Foundations of Sociological Theory
 30106. History of Economic Modern Thought
 30107. American Intellectual History to 1870
 30110. Health, Healing, and Culture
 30113. Classical Origins of Medical Terminology
 30121. History of the Medical Science
 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 WWI
 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
 30902. Methods of Sociological Research
 33195. Technology and Social Change
 40111. Molecular Revolution
 40113. Computer as Social Phenomenon
 40118. Witchcraft and Occult 1400–1700.
 40119. Monsters, Cyborgs, and Other 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
 40700. The Culture of Portable Media
 43134. Addiction, Science, and Values
 43136. Nature in America
 43169. Darwinian Revolution
 43171. History and Conceptual Foundations of Space/Time
 50421. Architecture of the Twentieth Century
 53421. Nature and the Built Environment
 53451. American Towns and Cities

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
 20263. Science Fiction and Literature
 20282. Health Care Ethics in the 21st Century
 20452. Ethics, Ecology, Economics and Energy
 20629. Morality and Machines
 30201. Introduction to Clinical Ethics
 30225. People, Environment, and Justice
 40175. Ethical and Professional Issues in Computer Science and Engineering
 40216. Biomedical Ethics and Public Health Risk
 40853. Science, Faith, and Reason
 43240. Moral Development
 43243. Ethics and Science
 43283. Ethics and Risk
 50245. Bioethics

CLUSTER THREE: SCIENCE, TECHNOLOGY, AND PUBLIC POLICY

20304. Energy and Society
 20306. Environmental Chemistry
 20310. Health, Medicine, and Society
 20331. Introduction to Criminology
 30311. Introduction to the American Health Care System
 30319. Self, Society, and the Environment
 30342. Understanding Food and Agricultural Policy
 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
 40455. Water, Disease, and Global Health
 43328. Science Policy and Politics
 43363. Spy Culture: Surveillance, Privacy, and Society

43364. Technology, Privacy and Civil Liberties
 43372. Politics of Science
 43396. Environmental Justice
 43410. History of Economic Thought

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
 20461. Nuclear Warfare
 30445. Technologies and Shaping of America
 30476. Place, Environment, and Society in Australia and Melanesia
 40111. Molecular Revolution
 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
 43717. Forbidden Knowledge
 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 Edward Jurkowitz, STV Program office, 442 Geddes Hall. Email: ejurkowi@nd.edu. Web address: 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

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:

Jonathan Nobel

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,

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 (note: this applies to students in all colleges)
- 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 or service projects, 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.

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

AREA STUDIES MINORS

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 [College of Arts and Letters](#) section under the [Keough-Naughton Institute for Irish Studies](#) heading.

LATIN AMERICAN STUDIES PROGRAM*Director:*

Thomas F. Anderson

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 four courses on Latin America that are distributed across at least three departments. During the senior year, students are required to complete high quality research through a senior essay. Students writing a senior thesis in their major department with a focus on Latin America may opt to take a fifth course in lieu of the 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, 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.

The core of Russian and East European Studies is the undergraduate program, which offers students the option to pursue a supplementary major or minor (the minor option consists of two tracks and is available to Russian and history majors only; the supplementary major option is open to any interested student). These options offer students valuable interdisciplinary training in the areas of Russian and East European languages, literature, culture, history, and politics that will help them to understand this important region of the world from a variety of interrelated disciplinary perspectives.

The Supplementary Major in Russian and East European Studies

Supplementary majors in Russian and East European Studies must have (1) three semesters (or the equivalent) of college-level Russian or another approved East European language (this requirement may be satisfied, in whole or in part, through participation in approved summer language institutes when necessary); (2) five additional courses (15 credits) in Russian and East European area studies at the 30000 or 40000 level, normally taken in residence at Notre Dame across at least three departments (at most one of these courses may be a language course at the fourth-semester level or above; the counting of a language course is allowed only for a student who is not completing a major or minor in Russian); (3) three 1-credit courses chosen from language-across-the-curriculum tutorials associated with a Russian and East European Studies course taught in any discipline, a Research Apprenticeship

AREA STUDIES MINORS

in political science on a Russian and East European Studies related research project (POLS 47905), and/or cultural enrichment offerings (RU 47100) in Russian and East European Studies; and EITHER (4) a substantial senior thesis directed by a member of the Russian and East European Studies faculty (students will receive 3 credits in the fall semester for preparation of the thesis and 3 credits in the spring semester for writing the thesis) OR (5) a sixth 3-credit course in Russian and East European area studies at the 30000 or 40000 level in any discipline (an additional advanced-level language course may satisfy this requirement only for a student not completing a major or minor in Russian) plus a one-semester senior seminar with a focus on a Russian and East European Studies topic, culminating in a senior essay. (Note: at present such seminars are offered only in the history department to history majors only; REES students not majoring in history may contact the professor for permission to enter the course.)

The Minor in Russian and East European Studies (Russian Majors' Track)

This minor option is available to students making good progress toward completion of a full or supplementary major in Russian. The minor requires (1) four courses (12 credits) in Russian and East European area studies at the 30000 or 40000 level, normally taken in residence at Notre Dame (no more than one of the four courses may be chosen from Russian departmental offerings; language courses, including RU 40101/40102, will not satisfy this requirement); and (2) two 1-credit courses chosen from language-across-the-curriculum tutorials associated with a Russian and East European Studies course taught in any discipline, a Research Apprenticeship in political science on a Russian and East European Studies related research project (POLS 47905), and/or cultural enrichment offerings (RU 47100) in Russian and East European Studies.

The Minor in Russian and East European Studies (History Majors' Track)

This minor option is available to students making good progress toward completion of a history major, with a concentration in Russian and East European history consisting of at least three approved courses on topics in Russian and East European history. The minor requires (1) two semesters of college-level Russian or another approved East European language (language courses satisfying this requirement may not be double-counted between a college language requirement and the REES minor); (2) two courses (6 credits) in Russian and East European area studies at the 30000 or 40000 level, normally taken in residence at Notre Dame from offerings outside the history department; and (3) two 1-credit courses chosen from language-across-the-curriculum tutorials associated with a Russian and East European Studies course taught in any discipline, a Research Apprenticeship in political science on a Russian and East European Studies related research project (POLS 47905), and/or cultural enrichment offerings (RU 47100) in Russian and East European Studies.

The Minor in Russian and East European Studies (Open Track)

This minor option is open to students completing any major. The open-track minor requires (1) five courses (15 credits) in Russian and East European area studies at the 30000 or 40000 level, normally taken in residence at Notre Dame and distributed across at least three departments. Up to two semesters of college-level Russian or another approved East European language may be counted as part of this requirement (however, language courses may not be double-counted between a college language requirement and the REES minor); and (2) three 1-credit courses chosen from language-across-the-curriculum tutorials associated with a Russian and East European Studies course taught in any discipline, a Research Apprenticeship in political science on a Russian and East European Studies related research project (POLS 47905), and/or cultural enrichment offerings (RU 47100) in Russian and East European Studies.

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 30213. Art into History: Byzantine Art
ARHI 30441. Twentieth-Century Art I (1900-1955)

ECONOMICS

ECON 30220. Marxian Economics
ECON 33220. Marxian Economic Theory

FILM, TELEVISION, AND THEATRE

FTT 30246. Post-Soviet Russian Cinema

HISTORY

HIST 30408. The Holocaust
HIST 30464. German History, 1740–1870 (requires permission)
HIST 30465. Modern German History Since 1871 (requires permission)
HIST 30470. Medieval and Early Modern Russia
HIST 30471. Early Imperial Russia (1700-1861)
HIST 30472. Late Imperial Russia (1861-1917)
HIST 30473. Early Twentieth-Century Russian History: 1894–1945
HIST 30474. Russian History since World War II
HIST 30475. Twentieth-Century Russia: War and Revolution
HIST 30476. From Dostoevsky to Solzhenitsyn: Russian Intellectual History
HIST 30481. History of Eastern Europe, 1900 through WWII
HIST 30482. Eastern Europe Since 1945
HIST 30483. History of Eastern Europe in the 20th Century
HIST 30495. Twentieth-Century Poland
HIST 30496. History and Cinema of Communist Poland
HIST 30553. History and Cinema in East-Central Europe

HISTORY SENIOR SEMINARS

(Non-majors should request permission from course instructor)

HIST 43408. The Holocaust
HIST 43471. Russian Engages the World
HIST 43557. Modern European Revolutions
HIST 43560. Communist Europe: The Soviet Bloc, 1945–1991

MUSIC

MUS 40023. Twentieth-Century Russian Composers: Skryabin, Stravinsky, Prokofiev, Shostakovich
MUS 40024. Debussy, Ravel, Stravinsky

POLITICAL SCIENCE

POLS 30420. Building the European Union
POLS 30424. Eastern European Politics
POLS 30487. The Rise and Fall of World Communism
POLS 30488. Transitions to Democracy
POLS 34536. The Changing Face of Central/Eastern Europe
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 30105. Russian Devils
RU 30201. Dostoevsky
RU 30202. Tolstoy
RU 30301. Confessions of Saints, Sinners, and Madmen in Russian Literature
RU 30302. Art and Morality in Nabokov
RU 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 33302. St. Petersburg: Myth and Reality
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 43206. Tolstoy
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

THEOLOGY

THEO 20249. The Eastern Rite Churches: Theology and History
THEO 40278. Russian Religious Thought

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Mendoza College of Business

The Mendoza College of Business, an accredited member of the AACSB—Association to Advance Collegiate Schools of Business—was established in 1921.

Notre Dame's business school is noted for challenging its students to "Ask More of Business™," by placing individual integrity at the heart of every decision, by tackling tough problems and building effective organizations, and by harnessing the power of business to serve the greater good of the global community.

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

At the Mendoza College of Business, students should expect challenging academic coursework, an excellent faculty, and many opportunities to interact with corporate executives and industry experts who can immerse them in the realities of today's business world.

A holistic approach to business education springs from the deepest root of Notre Dame and radiates throughout the curriculum. Education involves more than developing just specialized skills, it involves teaching every student to recognize a role of service to the human community.

The business education program at Notre Dame seeks to expand learning beyond traditional silos and to integrate knowledge across business disciplines, in order to promote critical thought. Students develop the broader perspective they will need to lead in a complex, global economy.

The business world has always required people with initiative, a willingness to take risks and the stamina to thrive in a competitive world. To meet demands for new and better goods and services, leaders must manage operations which are extensive and multifaceted. The business leader whose job it is to put the work of many specialized people together into a smooth-working whole has traditionally developed business skills by rather accidental means: by knowing instinctively, by learning from experience, or by building upon some specialized body of knowledge.

The purpose of the business program is to focus attention directly on the skills and knowledge required by a leader today. The work is especially appropriate at Notre Dame. The responsibility of each business to its employees, customers, suppliers, owners, and the common good is being recognized and studied with growing intensity.

This responsibility raises ethical issues to which Notre Dame and its graduates should respond in a sound and practical way. The continuing effort to improve the practical application of ethical principles to competent performance in leadership roles is a prime concern of the Mendoza College of Business.

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 mission statement has been formulated:

The mission of the Mendoza College of Business is to build a premier Catholic business school that fosters academic excellence, professional effectiveness and personal accountability in a context that strives to be faithful to the ideals of community, human development and individual integrity.

Learning 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.

The Mendoza College of Business has established the following program learning objectives in support of this mission and objective:

- Competence to analyze and evaluate business problems.
 - Students will recognize business problems, gather and measure relevant evidence, and reach and articulate informed solutions.
 - Students will manage projects from concept to successful outcomes.
- Professional and interpersonal communication and collaborative skills. Students will communicate effectively and will work collaboratively in teams, task forces and committees.
- Ability to identify and respond to change. Students will recognize and respond to the impact of economic, social, and ecological change on people, organizations, technology and the environment within both domestic and global contexts.

- Proficiency to use information technology. Students will utilize current information/communication technology and appreciate the importance of emerging technology.
- Expertise within an academic major. Students will command the concepts, analytical tools, and technical skills that are essential to decision making within a concentration.
- Appreciation of the multi-functional nature of business and the corresponding need for inter-disciplinary study. Students will integrate, from multiple disciplines, the key concepts that influence business decisions.
- Ability to integrate ethics into decision making. Students will apply ethical frameworks to business problems.
- Familiarity with strategy theories and ability to evaluate and formulate business strategies.

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 inter-related types of education to which future business leaders should be exposed: (1) study in the fields traditionally called liberal arts; (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 studies. 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 consideration of the operation of the business firm and the economic and legal climate of business.

CURRICULUM FOR THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

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 (FYS) at Notre Dame as outlined in the University Requirements and FYS sections of this Bulletin. In addition to the general FYS requirements, Mendoza College of Business student intents should also complete the following specific courses during the FYS:

- Calculus (Any level but must be completed in residence at Notre Dame)
- Statistics for Business and Economics I
- Principles of Microeconomics

During the sophomore year, a College of Business student is expected to complete the following *minimum* business course credit hours:

Principles of Accountancy I and II	6
Corporate Financial Management	3
Principles of Marketing	3
Principles of Management	3
Business Law	3
Statistics in Business	3
IT Management Applications	3
Intro to Business Ethics	1

The sequence of completion of courses will vary according to the availability of courses.

The BBA degree requires a total of 126 credits. Of these credit hours, a student has up to 8–11 free elective credits (depending on major) 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. Students in the Mendoza College of Business will declare a major in the spring semester of their sophomore year, in one of the following majors: accountancy, finance, marketing, management consulting, management entrepreneurship, or information technology management. Majors will be approved, subject to capacity limits, according to the Major Declaration Algorithm found on the Mendoza College of Business Undergraduate Advising website. Second majors or concentrations in subject areas outside the Mendoza College of Business are available. Students should refer to specific departments for opportunities and requirements.

To be eligible for the BBA degree, students must complete a minimum of 63 credits at Notre Dame, including their senior year.

A graduate from the college must have at least a 2.0 cumulative GPA and have accumulated a minimum number of credit hours in the following areas:

Writing and Rhetoric	3
Mathematics (Calculus and Intro Statistics)	6
Science	6
History*	3
Social Science (excluding Economics)*	3
Liberal Arts (excluding Economics)*	3
Literature* or Fine Arts*	3
Philosophy*	6
Theology*	6
Principles of Microeconomics	3
Accountancy I and II	6
Corporate Financial Management	3
Principles of Marketing	3
Principles of Management	3
Statistics in Business	3
IT Management Applications	3
Business Law	3
Introduction to Business Ethics	1
Macroeconomic Analysis	3
Managerial Economics	3
Strategic Management	1.5
Introduction to Process Analytics	1.5
Foresight in Business and Society	3
Major courses**	18–21
Non-business electives	18
Free electives	8–11
2 semesters of physical education or ROTC	
	126

* *One of these three-credit requirements must be a University Seminar course.*

** *A minimum GPA of 2.000 is required in the major courses.*

General administration of the undergraduate program is accomplished in the Office of Undergraduate Advising, 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. In addition to the University pre-law advisor, Mendoza College offers pre-law advising to current undergraduate business students. Information is available on the Mendoza College of Business website.

Normal semester course load for sophomores is 15–17 hours; for juniors and seniors, 15–19 hours. The minimum semester course load for all students is 12 hours. Normally, a cumulative and recent term

grade point average of 3.4 or higher is required to obtain permission to carry an overload. Interested students should contact the undergraduate advising office for specific information.

Students may elect to fill free elective or non-business elective requirements with 1-, 1.5-, or 2-credit-hour courses, AP credit, or Credit by Exam. The college accepts a maximum of 36 credits through AP, including no more than six credits through AP and/or credit by exam in any one language, toward degree-seeking credits.

A minimum of 15 of the free or non-business elective credits must be filled with standard 3- to 6-credit courses (excludes AP credit) or graded 1.5-credit courses.

A maximum of three credit hours of workshops, activity or experiential learning from the following voluntary courses can be applied as free elective credit toward the 126 degree credits:

Band (Marching, concert and Jazz)
Orchestra
Chorale
Glee Club
Liturgical Choir
Folk Choir
Music Lessons and Ensembles
Ballet and Dance
Debate
Theater Experience/Film Society
Social Concerns Seminar
FYS Introductory (FYS 10XXX)

Exceptions may be made if required for a second major. If students complete more than three credit hours of these courses, they will still appear on a student's transcript, but the extra credits will not count toward the degree requirements.

Pass-Fail. With permission from their academic advisor, juniors and seniors who register for and maintain a minimum of 12 credit hours may elect *one* course (not to exceed four credit hours) per semester under the pass-fail option. Only free elective and non-business elective courses may be taken pass-fail. No business courses, required courses, or courses in a student's second major or minor department 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.

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 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 free elective or non-business 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; Berlin, Germany; Dublin, Ireland; London, England; Fremantle, Australia; Rome, Italy; Monterrey and Puebla, Mexico; Nagoya and Tokyo, Japan; Santiago, Chile; Salvador da Bahia and São Paulo, Brazil; Beijing, Hong Kong and Shanghai, China; Toledo, Spain; Cairo, Egypt; and Athens, Greece. New program locations are periodically added.

For further information and advice on international study, students of the Mendoza College of Business may contact the Undergraduate Advising Office, Room 101 Mendoza College of Business, and/or the director of the International Study Programs, 105 Main Building.

Student Awards and Prizes

The Dean’s Award. This award is given to the graduate whose leadership has contributed most significantly to the progress of the college.

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 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.

Department of Finance Outstanding Service 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 accountancy 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 accountancy senior who demonstrates outstanding service to the Department of Accountancy.

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.

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 accountancy seniors in recognition of academic achievement. The awards are funded by the Elmer Layden Jr. Endowed Fund.

Brother Cyprian Awards. Given annually to graduating accountancy seniors in recognition of academic achievement. The awards are granted in honor of Holy Cross Brother Cyprian O’Hare (“Brother 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 accountancy 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.

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.

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.

Advertising Club of Notre Dame. The purpose of the ACND is to provide and promote a better understanding of the functions of advertising and of its values, to stimulate and encourage advertising professionalism through advertising education, to educate students on the careers associated with advertising, to follow and understand the trends of the advertising industry, to develop the individual abilities of its members, to learn how to be an effective advertising professional through observation, and to ultimately possess a better understanding of the advertising industry as a whole.

Diverse Business Student Association of

Notre Dame. The purpose of the Diverse Business Student Association is to promote professional awareness and provide networking opportunities to a group of diverse students in the Mendoza College of Business and those students interested in pursuing a professional career.

Finance Club of Notre Dame du Lac. The Finance Club strives to educate students about different career paths in finance and to help them prepare for a career in finance. The club provides members with

education on job options, interview prep courses, and networking opportunities with alumni, employees, and current students in the field.

Investment Club of Notre Dame du Lac. The club was established to serve as an opportunity for all undergraduate students who are interested in the field of investments to develop and/or increase their knowledge of this special area of finance through activities designed as rewarding educational experiences.

Net Impact Undergraduate Club. The purpose of the Net Impact Undergraduate Club at Notre Dame shall be to raise awareness and interest in issues pertaining to sustainability and responsible business practices in accordance with the platform of Net Impact.

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.

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.

Information Technology Management Club,

Notre Dame (ITMND). The purpose of ITMND is to pool the resources of all persons interested in the field of Information Technology Management (ITM) to more fully develop the academic, career, and social potential of all individuals in this dynamic field of study.

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.

Real Estate Investment Club. To give its members a strong background in the real estate industry by inviting knowledgeable speakers to campus, including alumni of the University, engaging in challenging real estate oriented projects, encouraging networking internships at real estate related businesses, and helping members to acquire full time jobs in the commercial, industrial and residential real estate and real estate finance industries after graduation.

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

Deloitte Foundation Professor of Accountancy, and Department 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; Juan M. Rivera; James A. Seida; Thomas L. Stober; Sandra C. Vera-Muñoz

Assistant Professors:

Brad A. Badertscher; Jeffrey J. Burks; Jeremy B. Griffin; Stephannie Laroque

Professional Specialists:

James L. Fuehrmeyer Jr.; Laura L. Hollis; Edward F. Hums; Brian R. Levey; Michael J. Meyer; Tonia H. Murphy; James A. O'Brien; Janet L. O'Tousa; William J. 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.

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.

Students choosing the 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.

Typically, 150 hours of college credit with an accounting concentration are necessary to be licensed as a CPA. The rules vary across states. Many students meet the 150-hour requirements through AP credit and overloads during their four-year undergraduate degree. Notre Dame also offers a one-year Master of Science in Accountancy program to help our students meet the 150-hour requirement as well as other state-specific course requirements.

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

Fred V. Duda Professor in Business, and Department 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 E. Affleck-Graves

Professors:

Robert Battalio; Jeffrey H. Bergstrand; Thomas Cosimano; Martijn Creemers; Barry P. Keating; Bill D. McDonald; Richard G. Sheehan

Associate Professors:

Shane Corwin; Zhi Da; John A. Halloran; Michael L. Hemler; D. Katherine Spiess

Assistant Professors:

Andriy Bodnaruk; Matthew Cain; Priyank Gandhi; Pengjie Gao; Benjamin Golez; Marco Rossi; Sophie Shive; Hayong Yun

Professional Specialists:

Carl Ackermann; Walter Clements; Margaret Forster; Jerry Langley

Associate Professional Specialists:

David Hutchison; John Stiver

Assistant Professional Specialists:

Kristen Collett-Schmitt; James Leaday

Program Objectives. 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 base of knowledge and skills necessary for entry into the financial world.

Program of Study. All students enrolled in the Mendoza College of Business are required to take an introductory finance course during their sophomore year; this course provides an overview of issues encountered by a firm's financial manager. 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. All business students are also required to complete two courses in business economics: FIN 30210 Managerial Economics and FIN 30220 Macroeconomic Analysis. The aim of these courses is to provide students with an understanding of the economic environment within which business enterprises operate.

In addition to the courses required of all candidates for the degree of bachelor of business administration, finance majors are required to take six courses offered by the department and one additional course offered by the Department of Accountancy. The required courses are FIN 30400 Advanced Corporate Finance,

MANAGEMENT

FIN 30600 Investment Theory, ACCT 30100 Corporate Financial Reporting, and four 40000-level finance electives chosen from the specialized courses offered by the department.

The finance elective courses are designed to equip students with the knowledge to progress in whatever area of business they choose upon graduation. The subject matter in these courses—investments, corporate finance, financial markets, financial institutions, and real estate—can be tailored to meet the student's individual interests. Graduates of the department are currently pursuing successful careers in many areas of business, including investment banking, commercial banking, and corporate financial management, among others.

Students who intend to take the examinations leading to the Chartered Financial Analyst (CFA) designation should structure their programs with that objective in mind. The two business law classes (BALW 20150 and ACCT 40710) should be included in their program, along with appropriate courses in accounting and investments, including FIN 40660 Fixed Income Investment Strategies.

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

John W. Berry Sr. Professor of Business, and Department Chair:

David B. Hartvigsen

Joe and Jane Giovannini Professor of Management:

Robert D. Bretz

Edward Frederick Sorin Society Professor of Management:

Edward J. Conlon

Franklin D. Schurz Professor of Management:

Timothy A. Judge

Professors:

J. Michael Crant; Sarvanan Devaraj; John G. Keane (emeritus); Khalil F. Matta; William P. Sexton (emeritus); Ann E. Tenbrunsel

Associate Professors:

Viva O. Bartkus; Matthew C. Bloom; Yu-Chi Chang (emeritus); Robert F. Easley; Nasir Ghiaseddin; Ken Kelley; Daewon Sun; Jerry C. Wei; Oliver F. Williams, C.S.C.

Assistant Professors:

Corey Angst; Emily Block; Ante Glavas; Hong Guo; Sean Handley; Lin Hao; Jasmine Hu; Michael Mannor; Adam Wowak; Xuying Zhao

Professional Specialists:

James S. O'Rourke IV

Associate Professional Specialist:

Wendy Angst; Sandra Collins; Suzanne Coshow; Chad Harms; John Michel; Sam Miller; Elizabeth Tuleja; Jennifer Waddell; Michael Whitt; Jennifer Ziegler

Assistant Professional Specialists:

Bruce Harris; Robert Lewandowski; Jessica McManus Warnell; Shri Sarathy

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. Quantitative 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. Android Application Development	3.0 hrs.
MGTI 40620. Advanced Topics in IT Management	3.0 hrs.
MGTI 40640. Advanced Database Topics	1.5 hrs.
MGTI 40660. Building Web Applications	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 any three of the following four courses:

MGTC 30300. Management Competencies	3.0 hrs.
MGTC 30450. HR Issues in High-Performance Organizations	3.0 hrs.
MGTC 30460. International Management	3.0 hrs.
MGTC 40410. Leadership and Motivation	3.0 hrs.

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

Raymond W. and Kenneth G. Herrick Professor of Marketing, and Department 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

Professors:

John J. Kennedy; Patrick E. Murphy; Joel E.

Urbany

Associate Professors:

John E. Gaski; Timothy J. Gilbride; Elizabeth S.

Moore

Assistant Professors:

Tonya W. Bradford; Frank A. Germann; Jennifer

Mish; Katherine Sredl; James E.B. Wilkie

Professional Specialists:

Kevin D. Bradford

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 MARK 30100 Consumer and Organizational Buyer Behavior, MARK 30120 Marketing Research, MARK 40100 Strategic Marketing, and three 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. 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.

Non-Departmental Courses

Assistant Dean for Undergraduate Studies:

Dale M. Nees, 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

The Collegiate Sequence in International Business consists of courses which offer a broad exposure to the global nature of the world of business. Completion of the program is acknowledged with an International Business Certificate at graduation. While not a major or minor, this program enriches the student's academic preparedness to take advantage of the multitude of opportunities and challenges awaiting them. The International Business Certificate substantiates a student's acquisition of knowledge and perspective in the varying aspects of our ever-evolving global economy. The multidisciplinary aspect of the course selections enhances the student's ability to communicate and engage in the international arena with a greater appreciation of diverse commerce, cultural and social contexts.

Since its introduction, an increasing number of students have earned the International Business Certificate each year. While a semester or summer of international study is encouraged and may be helpful in completing the certificate requirements,

the certificate may be earned by taking courses on the main campus.

Five courses are required from among a variety of offerings from the Mendoza College of Business, the College of Arts and Letters and other national and international institutions. A minimum of two courses must be selected from among the contemporary international business course offerings, and the remainder from contemporary international liberal arts course offerings. An international economics course may be substituted for one of the international business courses and one advanced course in a foreign language may be counted as an international liberal arts course for the International Business Certificate. With the consent of the Program Coordinator, courses that are taught at St. Mary's College, Notre Dame International Study locations, and/or transferred from other institutions may also qualify.

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. Once a student's intent to pursue the Collegiate Sequence in International Business has been indicated, the Graduation Process System will include an International Business Certificate section so as to assist in tracking progress toward completion of the requirements.

Courses for the International Business Certificate may not be taken on a pass/fail basis. Courses may "double count"—e.g., HIST 30432, Irish History Since 1800, would qualify as a contemporary liberal arts requirement for the certificate and would also satisfy the history requirement for graduation.

For more information, contact the Program Coordinator:

Assistant Dean Dale Nees
101 Mendoza College of Business
(574) 631-6602

Officers of Administration

In the Mendoza College of Business

ROGER D. HUANG, Ph.D.

Acting Dean and Associate Dean of the Mendoza College of Business

EDWARD J. CONLON, Ph.D.

Associate Dean of the Mendoza College of Business

DALE M. NEES, 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

DAVID B. HARTVIGSEN, Ph.D.

Chair of the Department of Management

JOHN F. SHERRY, Ph.D.

Chair of the Department of Marketing

ADVISORY COUNCIL

Advisory Council

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J. OLIVER CUNNINGHAM <i>Phoenix, Arizona</i>	RICHARD J. HUETHER <i>Schenectady, New York</i>	MARK H. RAUENHORST <i>Minnetonka, Minnesota</i>	
WILLIAM D. CVENGROS <i>San Juan Capistrano, California</i>	JAMES M. JAEGER <i>New York, New York</i>	PAUL C. REILLY <i>St. Petersburg, Florida</i>	
PERRY N. DELLELCE <i>Toronto, Ontario</i>	SCOTT R. JAMES <i>Bainbridge Island, Washington</i>	ROBERT E. REILLY JR. <i>Chicago, Illinois</i>	
MATTHEW S. DeSALVO <i>New York, New York</i>	GARY R. KANEB <i>Lymfield, Massachusetts</i>	RICHARD A. ROSENTHAL <i>Niles, Michigan</i>	
MAURICE J. DeWALD <i>Newport Beach, California</i>	JOHN A. KOLTES <i>Minneapolis, Minnesota</i>	JOHN T. RYAN III <i>Cranberry Township, Pennsylvania</i>	
THOMAS P. DOLPHIN <i>Minneapolis, Minnesota</i>	JOHN R. LOFTUS <i>Geneva, Illinois</i>	DAVID A. SABEY <i>Seattle, Washington</i>	
ROBERT E. DOWDELL <i>Laguna Beach, California</i>	THOMAS G. MAHERAS <i>New York, New York</i>	GEORGE E. SCHARPF <i>Old Bridge, New Jersey</i>	
JOSE RAFAEL FERNANDEZ <i>San Juan, Puerto Rico</i>	JOHN G. MARTIN <i>Chicago, Illinois</i>	KEITH S. SHERIN <i>Fairfield, Connecticut</i>	
JAY M. FERRIERO <i>McLean, Virginia</i>	ROXANNE M. MARTINO <i>Chicago, Illinois</i>	BAILEY J. SIEGFRIED <i>Tulsa, Oklahoma</i>	
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GARY R. GARRABRANT <i>Chicago, Illinois</i>	THOMAS D. McCLOSKEY JR. <i>Aspen, Colorado</i>	CYNTHIA HANK STARK <i>Westmont, Illinois</i>	
ROBERT A. GARVEY <i>West Palm Beach, Florida</i>	J. LUKE McGUINNESS JR. <i>Winfield, Illinois</i>	RICHARD G. STARMANN SR. <i>Westchester, Illinois</i>	
ROBERTA GARZA DELGADO <i>Garza Garcia, Mexico</i>	KENNETH R. MEYER <i>Winnetka, Illinois</i>	ROBERT A. SULLIVAN <i>Chicago, Illinois</i>	
JOHN C. GERSPACH <i>New York, New York</i>	JOHN R. MULLEN <i>Spring Lake, New Jersey</i>	IRMA L. TUDER <i>Huntsville, Alabama</i>	
GARY E. GIGOT <i>Seattle, Washington</i>	MICHAEL J. MURRAY <i>San Francisco, California</i>	JOHN B. VEIHMAYER <i>New York, New York</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 engineering.nd.edu.

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. All engineering curricula are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The computer science curriculum is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

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 and Environmental Engineering and Earth 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 earth sciences**
 B.S. in environmental engineering**
 B.S. in environmental geosciences*
 B.S. in mechanical engineering

* *Program to be discontinued for new students beginning fall 2013*

** *Program to begin for sophomores entering the college in fall 2013*

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
 M.S. in geological sciences
 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. Writing and Rhetoric (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>	
WR 13100. Writing and Rhetoric	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	—

 17

PROGRAMS AND DEGREES

<i>Second Semester</i>	
University Seminar+	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	—
	17

+ *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 or ENVG 10110–10250 (fall 2012 sophomores only) 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 first-year 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 no earlier than fall of the student's junior year. 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 honors

program 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 year-long opportunities during the academic year for juniors in Dublin, Ireland; London, England; Perth, Australia; Puebla, Mexico; Cairo, Egypt; and Santiago, Chile. The programs in Mexico and Chile require the student to be fluent in Spanish. 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 a department adviser 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 courses 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 writing and rhetoric (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.

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.

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*.

PROGRAMS AND DEGREES

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.

Through a special arrangement, students at Saint Mary's College, Notre Dame, Ind., may take a combination program of science classes at Saint Mary's and engineering classes at Notre Dame beginning in their sophomore year at Saint Mary's. The student will earn her bachelor of science degree from Saint Mary's at the end of the fourth year, and complete her bachelor of science in engineering degree in her fifth year 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 Assumption College, Worcester, Mass.; Bethel College, Mishawaka, Ind.; Carroll College, Helena, Mont.; Elon University, Elon, N.C.; Goshen College, Goshen, Ind.; Loyola University Chicago, Chicago, Ill.; Saint Anselm College, Manchester, N.H.; Stonehill College, Easton, Mass.; University of St. Thomas, St. Paul, Minn.; University of St. Thomas, Houston, Tex.; Xavier University of Louisiana, New Orleans, La., and the Atlanta University Center, comprising Morehouse College, Spelman College and Clark Atlanta University in Atlanta, Ga., 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.

To be eligible for an undergraduate degree, you must complete a minimum of 50% of the degree credit hours at the University (not less than 60 credit hours), a minimum of 75% of the degree credit hours (not less than 90 credit hours) must be earned after high school graduation through college and university courses, and be enrolled in the last semester on the main university campus. Please consult the Academic Code for details.

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.*

MINORS

The College of Engineering offers five minors, open to all University students who have taken the appropriate pre-requisite courses for upper-level engineering and science courses. For students in the College of Engineering, only one course required for the minor may double-count towards degree requirements and the minor. Students in other colleges should consult their own program department for similar restrictions.

Bioengineering

This minor, offered by the Department of Aerospace and Mechanical Engineering and the Department of Chemical and Biomolecular Engineering, comprises a six-course sequence that teaches students how to use the tools of engineering analysis with the fundamentals of the engineering and life sciences, to enliven the understanding of living organisms, medical treatments and biochemical pathways and to provide quantitative predictions and insight towards the design of medical and biological devices and processes. The six-course minor consists of three foundational courses in bioengineering, cell biology and more advanced courses in the biology field, along with three courses specializing in areas such as biomaterials, biomechanics, biotransport/microdevices, tissue engineering and biomaterials, molecular and cellular bioengineering,

bioinformatics, biomedical imaging and treatment, and environmental bioactivity and remediation.

Students must take:

CBE 30385, Intro to Bioengineering
 BIOS 30341, Cell Biology, or its equivalent

One course from among:

BIOS 20230, Genetics
 BIOS 30344, Physiology
 BIOS 30342, Developmental Biology
 or another advanced course approved by the program director.

And, an elective sequence of three engineering courses in one of several concentration areas:

- a. **Biomechanics**
 AME 50571, Biomaterials
 AME 60671, Orthopedic Biomechanics
 AME 60672, Cell Mechanics
- b. **Biotransport/Microdevices**
 CBE 60581, Biotransport
 AME 60675, Biofluid Mechanics
 CBE 40489, Engineering Applications of Medical Physiology
- c. **Tissue Engineering and Biomaterials**
 AME 77108, Tissue Engineering
 CBE 40483, Biomolecular Engineering
 AME 50571, Biomaterials
- d. **Molecular and Cellular Bioengineering**
 CBE 40483, Biomolecular Engineering
 CBE 40489, Engineering Applications of Medical Physiology
 EE 40432, Intro to Systems Biology
- e. Or, any 3 approved bioengineering courses from any engineering department that form a coherent area of concentration. Note that research is not included among the courses that can count toward this minor.

Computational Engineering

This minor, offered by the Department of Aerospace and Mechanical Engineering, recognizes the importance of computational tools in all disciplines of engineering and gives students exposure to the fundamentals of programming and numerical methods, experience and skills in computer usage, and knowledge of applications from a range different areas. The minor requires fifteen credit-hours (nominally five courses) selected from among:

AME 20214	Introduction to Engineering Computing ^{1,2}
AME 40510	Undergraduate Numerical Methods ³
AME 50532	Computational Fluid Dynamics
AME 50541	Finite Element Methods for Structural Analysis
AME 60614	Numerical Methods
AME 60741	Computational Nonlinear Solid Mechanics
CBE 20258	Computational Methods in Chemical Engineering ³
CBE 40439	Simulation and Optimization
CBE 40576	Applied Optimization for Process Operations
CE 30125	Computational Methods

COLLEGE AWARDS AND PRIZES

CE 40120	Numerical Methods in Engineering ³
CE 40230	Engineering Computing ^{1,2}
CSE 20232	C/C++ Programming
CSE 40113	Design/Analysis of Algorithms
CSE 40166	Computer Graphics
CSE 40171	Artificial Intelligence
CSE 40239	Simulation and Modeling
CSE 40431	Programming Languages
EE 60551	Mathematical Programming
MATH 20210	Computer Programming and Problem Solving

MATH 30390	Introduction to Numerical Methods ³
MATH 40390	Numerical Analysis
MATH 50510	Computer Programming/Problem Solving
MATH 50590	Foundations of Computational Mathematics

PHYS 30405	Numerical Methods ³
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¹ These are one-credit classes.

² Only one of these will count toward the minor.

³ Only one of these will count toward the minor.

Energy Engineering

This minor, offered by the Department of Aerospace and Mechanical Engineering, recognizes that Energy is an important subject of current interest that involves many engineering and non-engineering disciplines, and enables students to develop a stronger background in and to prepare better for professional jobs or higher studies in the area. This minor differs from the Energy Studies minor as described below in that it focuses on the technical aspects of energy and requires courses concentrated in engineering and science. The minor requires five courses from among:

AME 20231	Thermodynamics ^{1,2}
AME 40401	Energy Technology and Policy
AME 40431	Gas Turbines and Propulsion ²
AME 50531	Intermediate Thermodynamics
AME 50532	Computational Fluid Dynamics
AME 50535	Energy Systems
AME 53631	Molecular Thermodynamics
AME 60634	Intermediate Heat Transfer
AME 60636	Fundamentals of Combustion
AME 60638	Gas Turbine Components
ARCH 40411	Environmental Systems
CBE 20260	Chemical Engineering Thermodynamics I ¹
CBE 40435	Electrochemical Energy and Storage
CBE 40498	Energy and Climate
CBE 40911	Fuel Cells Science & Technology
EE 30372	Electric Machinery and Power Systems
EE 47007	Electric and Hybrid Vehicles
EE 47008	Electrical Energy Extraction
EE 47010	Alternative Energy Devices and Materials
PHYS 30461	Thermal Physics

¹ Only one of AME 20231 or CBE 20260 may be counted toward the minor.

² Aerospace engineering majors take both AME 20231 and AME 40431 to satisfy degree

requirements; only one of these may be counted toward the minor.

Many of these courses have Thermodynamics as a pre-requisite. Students outside the Departments of Aerospace and Mechanical Engineering or Chemical and Biomolecular Engineering will be expected to complete that pre-requisite before taking the more advanced courses. That pre-requisite may count toward technical elective credits required for the student's major degree if approved by the student's degree program.

Energy Studies

This minor, offered by the Notre Dame Energy Center through the Department of Chemical and Biomolecular Engineering, differs from the minor in Energy Engineering described above in that it requires less technical content and more broadly examines the issue of energy from a variety of perspectives. Through this minor, students will learn to: quantify energy resources and use and recognize the fundamental laws of thermodynamics that govern energy conversion; develop a functional knowledge of the historical and economic frameworks that guide decision-making in the energy industry today; develop oral and written communication skills necessary to convey the critical information about energy to the non-expert; understand the environmental consequences such as pollution and climate change of today's energy technologies; understand the linkages between ethics and energy utilization; critically assess the strengths and weaknesses and the prospective impact of alternative energy technologies; and understand the influence of geopolitics, economics and public policy on our nation's and the world's energy future. The minor requires:

ENER 20101
ENER 20102
CSC 33095 (strongly recommended)

And three courses (nine credit-hours) concentrated either in a technical or non-technical area of energy studies, approved in advance by the director of the Energy Studies Minor, selected from a list maintained by the Notre Dame Energy Center.

Environmental Geosciences

This minor, offered by the Department of Civil and Environmental Engineering and Earth Sciences, provides background for students interested in learning about the physical sciences, emphasizing the processes that occur near or at the surface of the Earth, and the impact of human activity on such processes. The minor requires 16 credit hours distributed across four courses, plus a field experience:

All students pursuing the minor must take:		
ENVG 20110	Physical Geology & Lab	4
ENVG 20200	Mineralogy	4
ENVG 45200	Field Trip	1
And, one 4-credit and one 3-credit ENVG course.		

For CE majors, either CE 20500, Engineering Geology, or CE 40320, Environmental Chemistry, may count toward the ENVG minor and the CE major. For ENVG majors and College of Science Students, ENVG/SC 20110, Physical Geology, may count toward the major.

Concentrations

Several College departments also offer concentrations, restricted to students within particular majors. Concentrations comprise a set of at least three 3-credit-hour courses focusing on a specific discipline, designed to give students greater depth of knowledge in that area. Concentrations may be completed within degree requirements, by selecting departmental and technical electives from pre-approved lists of courses. Please see each department's web site for more information. The list of currently approved concentrations includes:

Department of Aerospace & Mechanical Engineering

Aerospace Engineering (Mechanical Engineers only)

- Bioengineering
- Computational Engineering
- Control and Mechanical Systems
- Design and Manufacturing
- Energy
- Materials
- Solid Mechanics
- Thermal and Fluid Sciences

Department of Civil and Environmental Engineering & Earth Sciences

- Hydraulics (Civil Engineers only)
- Structures (Civil Engineers only)

Department of Computer Science & Engineering

- Bioinformatics and Computational Biology
- Cloud Computing
- Information Technology Leadership
- Media Computing

Department of Electrical Engineering

- Biosystems
- Communications
- Energy
- Multimedia
- Semiconductors and Nanotechnology

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.

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 recognition 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.

CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH 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:

Greтар Tryggvason

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

Greтар Tryggvason

Clark Professor:

Thomas C. Corke

John Cardinal O'Hara, C.S.C. Assistant Professor of Mechanical Engineering:

Arezoo Ardekani

Professors:

Stephen M. Batill; Raymond M. Brach (emeritus); Patrick F. Dunn; Edward W. Jerger (emeritus); Eric J. Jumper; Francis M. Kobayashi (emeritus); Stuart T. McComas (emeritus); Thomas J. Mueller (emeritus); Robert C. Nelson; Glen L. Niebur; Timothy C. Ovaert; Samuel Paolucci; Joseph M. Powers; Francis H. Raven (emeritus); Mihir Sen; Steven B. Skaar (emeritus); Albin A. Szewczyk (emeritus); Flint O. Thomas; Kwang-tzu Yang (emeritus)

Associate Professors:

J. William Goodwine Jr.; John W. Lucey (emeritus); Karel Matous; Scott C. Morris; Ryan K. Roeder; Steven R. Schmid; James P. Schmiedeler; Michael M. Stanisic; Meng Wang

Assistant Professors:

Hyungrok Do; David B. Go; David Hoelzle; James E. Houghton (emeritus); Tengfei Luo; Fabio Semperlotti; Philippe Sucofsky

Associate Professional Specialists:

Rodney L. McClain; John Ott; Richard B. Strebing; Diane Wagner

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, <http://www.abet.org>. 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.

Aerospace Engineering Program Educational Objectives and Student Outcomes.

The Engineering Accreditation Commission of ABET encourages the explicit statement of the Program 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.

Program Educational Objectives. The Department of Aerospace and Mechanical Engineering has established the following Program 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. Program 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 Program Educational Objectives in two forms. Graduates of the program should:

- 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:

AEROSPACE AND MECHANICAL ENGINEERING

- 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

Student Learning Outcomes. To achieve these Program Educational Objectives, the curriculum is designed to provide the following Student 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
	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 20231. Thermodynamics	3
AME 20213. Measurements and Data Analysis or AME 30361. Computer Aided Design and Manufacturing	4/3
	17.5/16.5

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	4/3
AME 30341. Aerospace Structures	3
AME 30331. Fluid Mechanics	3
Arts and Letters course+	3
	16/15

Second Semester

AME 30315. Differential Equations, Vibrations and Controls II	3
AME 30333. Theoretical and Experimental Aerodynamics	4
AME 30332. Compressible Aerodynamics	3
AME 30334. Heat Transfer, or AME 30381. Orbital and Space Dynamics	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 or AME 30334. Heat Transfer	3
AME 40462. Aerospace Design	4
Technical Specialization/Prof. Development	3
Technical Specialization	3
Arts and Letters course+	3
	16

Total for the four years: 131 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, <http://www.abet.org>. 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 2015 and beyond. Prior class requirements are noted below.

Mechanical Engineering Educational Objectives and Student Learning Outcomes. The Engineering Accreditation Commission of ABET encourages the explicit statement of the Program Educational Objectives and Student 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.

Program Educational Objectives. The Department of Aerospace and Mechanical Engineering has established the following Program 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. Program 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. Graduates of the program should:

AEROSPACE AND MECHANICAL ENGINEERING

- 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

Student Learning Outcomes. To achieve these Program Educational Objectives, the curriculum is designed to provide the following Student 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.

Sophomore Year

First Semester

MATH 20550. Calculus III	3.5
PHYS 10320. General Physics II	4
AME 20221. Mechanics I	3
CBE 30361. Science of Engineering Materials**	3
AME 20214. Introduction to Engineering Computing	1
Arts and Letters course+	3
	<hr/>
	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	4/3
AME 20231. Thermodynamics	3
	<hr/>
	17.5/16.5

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
	<hr/>
	16/15

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
	<hr/>
	16

Senior Year

First Semester

AME 30362. Design Methodology	3
AME Technical Elective**	3
AME Technical Elective	3
Technical Elective*	3
Arts and Letters course+	3
	<hr/>
	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.

**Students entering mechanical engineering prior to fall 2012 take AME 20212 in the sophomore year instead of CBE 30361, and CBE 30361 in the senior year instead of an additional AME technical elective.

The most current information for the degree program course requirements is available on the department website: (ame.nd.edu).

Total for the four years: 131 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:

Edward J. Maginn

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; Mark A. Stadtherr

Professors:

Jeffrey K. Kantor; David T. Leighton Jr.; Edward J. Maginn; Mark J. McCready; Paul J. McGinn; William F. Schneider; Eduardo E. Wolf

Associate Professors:

Davide A. Hill; Y. Elaine Zhu

Assistant Professors:

Basar Z. Bilgicer; Ruilan Guo; Jason C. Hicks; William A. Phillip; Jeremiah J. Zartman

Professional Specialist:

Salma R. Saddawi

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 for 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 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. 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

MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
CHEM 20273. Organic Chemistry II	3
CBE 20260. Chemical Engineering Thermodynamics I	3
CBE 20258. Computer Methods in Chemical Engineering	3
Arts and Letters course+	3
	<hr/>
	15.5

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
CBE 30367. Chemical Engineering Thermodynamics II	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
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	15

Senior Year

First Semester

CBE 41459. Chemical Engineering Laboratory II	3
CBE 40443. Separation Processes	3
CBE 40445. Chemical Reaction Engineering	3
Chemical Engineering Elective*	3
Arts and Letters course+	3
	<hr/>
	15

CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

<i>Second Semester</i>	
CBE 40448. Chemical Process Design	3
Chemical Engineering Elective*	3
Advanced Science Elective*	3
Technical Elective *	3
Arts and Letters course+	3

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 and Environmental Engineering and Earth Sciences

Henry J. Massman Chair:

Joannes J. Westerink

Associate Chairs:

Yahya C. Kurama; Patricia A. Maurice

Henry J. Massman Professor of Civil Engineering:

Peter C. Burns

Robert M. Moran Professor of Civil Engineering:

Ahsan Kareem

Wayne and Diane Murdy Professor of Engineering and Geosciences:

Harindra J. Fernando

Notre Dame Chair in Computational Hydraulics:

Joannes J. Westerink

Professors:

Thomas E. Albrecht-Schmitt; Jeremy B. Fein; Robert L. Irvine (emeritus); Kenneth R. Lauer (emeritus); Patricia A. Maurice; Clive R. Neal; James I. Taylor (emeritus); Yahya C. Kurama; Stephen E. Silliman (emeritus)

Associate Professors:

Lloyd H. Ketchum Jr. (emeritus); Tracy L. Kijewski-Correa; David J. Kirkner (emeritus); Jerry J. Marley (emeritus); Robert Nerenberg; Rev. James A. Rigert, C.S.C. (emeritus); Alexandros Taflanidis; Joshua Shrouf; Antonio Simonetti

Assistant Professors:

Diogo Bolster; Andrew Kennedy; Kapil Khandelwal; Chongzheng Na; Ashley Thrall

Assistant Professional Specialists:

Elizabeth A. Kerr; Stefanie Simonetti

Program of Studies. The Department of Civil and Environmental Engineering and Earth Sciences offers programs of study leading to the degrees of bachelor of science in civil engineering, bachelor of science in environmental geosciences (for students with sophomore status in or prior to the fall of 2012), bachelor of science in environmental engineering (for students with sophomore status in or after the fall of 2013), bachelor of science in environmental earth sciences (for students with sophomore status in or after the fall of 2013), master of science in civil engineering, master of science in geological sciences (for graduate students entering the program in or prior to the fall of 2012), master of science in environmental engineering, master of science in environmental earth sciences (for graduate students entering the program in or after the fall of 2013), and doctor of philosophy.

Program Goals. The Department of Civil and Environmental Engineering and Earth Sciences (CEEES) focuses on knowledge related to civil infrastructure, natural and manmade hazards, environment, energy, water, and planet systems. We emphasize a strong foundation in science and engineering with a focus in the areas of structural engineering, environmental engineering, environmental

fluid dynamics, and geochemistry. Our professions develop the fundamental and applied technologies that impact people's health, well-being, and ability to thrive through our work on infrastructure (buildings, bridges, tunnels, waterways, ports, roads, dams, offshore energy platforms, wind farms), clean water supply (water resources, water distribution and water treatment), sewage and waste disposal (waste-water treatment), protection from natural hazards (earthquakes, tornadoes, tsunamis, riverine floods, winds, waves, hurricanes), energy systems (offshore oil extraction, wind farms, hydro-electric, nuclear fuel reprocessing), safe and sustainable environments (pollutants in the atmosphere, groundwater, surface water, reactive transport of pollutants within these systems, biological and geochemical processes, the interplay of natural processes such as mineral-water-rock-bacteria interactions, and anthropogenic issues such as transport of toxic heavy metals and safe disposal of nuclear waste), and the larger geophysical and geochemical earth system. CEEES strives to provide a stimulating and unique interdisciplinary environment for learning and research by blending traditional disciplines of science and engineering. CEEES offers outstanding educational programs for those aspiring to contribute as leaders in the fields of Civil Engineering, Environmental Engineering, Environmental Geosciences, and Environmental Earth Sciences. CEEES 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.

CEEES has very innovative undergraduate programs that synergize classroom teaching with research, field trips, lecture series and hands on experiences that expose students to the realities and professionals in their field. These programs are designed to be inspirational and lead to inquiry as well as lead to life-long connections in the field. All of our students experience in-depth fieldtrips and the majority of our students participate in research programs, thematic professional competitions, and professional lecture series. In addition, our students have a strong tradition of service in programs such as NDSEED, a student organization that proposes, designs, finances and builds bridges for poor communities in Central America. The department has a long tradition of placing its graduates from both undergraduate and graduate programs into sectors that truly serve society from their most basic needs of clean water and shelter to the advanced energy and transportation systems that sustain a thriving economy and a high standard of living. Our alumni have a history of success and exemplary leadership in academia, consulting, national laboratories, construction, and industry.

CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

CIVIL ENGINEERING

Program in Civil Engineering (available to students with sophomore status or higher in Fall 2012). This program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. 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. Additionally, the curriculum for all programs in the CEEES department requires students to take the Challenges and Innovation Seminar series which brings in top engineering professionals from industry, consulting, academia, and government to discuss major problems of interest and their solutions.

The program gives students 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 and environmental 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 and encouraged to participate. In addition, a junior class field trip examines major infrastructure projects and environmental systems including tall buildings, bridges, stadiums, transportation systems, navigations systems, flood protection works, clean water supply, and wastewater systems.

Further details about the civil engineering and environmental geosciences programs may be found on the Web at cees.nd.edu.

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. Statics	3
CE 20130. Methods of Civil Engineering I	3
Arts and Letters course+	3
CE 23601. Chlg. & Innov. of CE Eng.	0
	<hr/>
	16.5

Second Semester

MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
ACMS 30440. Probability and Statistics	3
AME 20241. Solid Mechanics	4
CE 20140. Methods of Civil Engineering II	2
CE 20500. Engineering Geology	3
CE 23601. Chlg. & Innov. of CE Eng.	0
	<hr/>
	15.5

Junior Year*First Semester*

MATH 30650. Differential Equations	3
CE 30125. Computational Methods	3
CE 30200. Intro to Struc. Engrg	3
CE 30300. Intro to Env. Engrg	3
CE 33601. Chlg. & Innov. of CE Eng.	0
Arts and Letters course+	3
	<hr/>
	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
CE 33601. Chlg. & Innov. of CE Eng.	0
Arts and Letters course+	3
	<hr/>
	17

Senior Year*First Semester*

CE 40450. Hydraulics	3
CE 40250. Wobbly Structures or CE 40240 Structural Systems (Opt A)**	(3)
Free Elective (Opt B)**	(3)
CE 40270. Reinf. Concrete Design (Opt A)**	(4)
CE 40460. Groundwater Hydrology (Opt B)**	(4)
CE 43601. Chlg. & Innov. of CE Eng.	0
Civil Engineering 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)
CE 43601. Chlg. & Innov. of CE Eng.	0
Civil Engineering Elective	3
Technical Elective	3
Arts and Letters course+	3
	<hr/>
	16
Total degree required credits	130

+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 concentration, or option B, the environmental engineering and water resources concentration. Each track is defined by the specialization courses shown. Note that, by an appropriate choice of electives, a student may complete both concentrations.

Certain graduate courses are open to advanced undergraduates with permission of the department chair.

Program in Civil Engineering (available to students with sophomore status or lower in Fall 2013). This program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. 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 structures or hydraulics concentrations. Civil engineering electives in the senior year may be regular courses, individualized directed study or research courses. The civil engineering program will culminate with major design experience in the senior year. Student teams will work closely with industry professionals and faculty who act as consultants on a real-world design projects to facilitate the student's understanding of the design process. Additionally, the curriculum for all programs in the CEEES department requires students to take the Challenges and Innovation Seminar series which brings in top engineering professionals from industry, consulting, academia, and government to discuss major problems of interest and their solutions.

The program provides 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

CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

Engineers, in which all students of the department are eligible and encouraged to participate. In addition, a junior class field trip examines major infrastructure projects and environmental systems including tall buildings, bridges, stadiums, transportation systems, navigations systems, flood protection works, clean water supply, and wastewater systems.

Further details about the civil engineering may be found on the Web at cees.nd.edu.

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. Statics	3
CE 20111. Planet Earth	3
CE 30160. CE Materials	4
CE23601. Chlg. & Innov. of CE Eng.	0
	<hr/>
	17.5

Second Semester

MATH 20580. Introduction to Linear Algebra and Differential Equations	3.5
ACMS 30440. Probability and Statistics	3
AME 20241. Solid Mechanics	4
CE 20600. Intro to CAD	2
CE 20230. Engineering Programming	1
CE 23601. Chlg. & Innov. of CE Eng.	0
Arts and Letters course+	3
	<hr/>
	16.5

Junior Year*First Semester*

MATH 30650. Differential Equations	3
CE 30125. Computational Methods	3
CE 30200. Intro to Struct. Engrg	3
CE 30300. Intro to Env. Engrg	3
CE 33601. Chlg. & Innov. of CE Eng.	0
CE 30460. Fluid Mechanics	3
	<hr/>
	15

Second Semester

CE 40270. Reinf. Concrete Design	4
CE 30510. Intro to Geotech Engrg	4
CE 40450. Hydraulics	3
CE 30150. Dynamics & Modeling	3
CE 33601. Chlg. & Innov. of CE Eng.	0
Arts and Letters course+	3
	<hr/>
	17

Senior Year*First Semester*

CE 40520. Transportation or	
CE 40465. Atmosph. Boundary Layers	3
Core Concentration Elective**	4
Core Concentration Elective**	3
CE Elective**	3
CE 40701. Principles of Practice	1
CE 43601. Chlg. & Innov. of CE Eng.	0
Arts and Letters course+	3
	<hr/>
	17

Second Semester

CE 40702. Senior Design	3
Core Concentration Elective**	3
Technical Elective**	3
CE 43601. Chlg. & Innov. of CE Eng.	0
Arts and Letters course+	3
Arts and Letters course+	3
	<hr/>
	15
Total degree required credits	132

+ See "Arts and Letters Core" on the first page of the College of Engineering section.

**Note: All electives are as defined in the academic guide for the Department of Civil and Environmental Engineering and Earth Sciences.

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 and will only be available for students with sophomore status in or prior to the Fall of 2012.

Program in Environmental Geosciences (available to students with sophomore status or higher in Fall 2012) (ENVG). The ENVG program at Notre

Dame was founded by the Department of Civil and Environmental Engineering and Earth Sciences to provide students with a quantitative preparation for professional careers or continued higher education in 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 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 ENVG 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 ENVG prepares a student for graduate study (M.S., Ph.D.) in many aspects of geology and environmental science, 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 ENVG degree is also ideal background for those planning to teach in secondary schools at all levels. Further details can be found by emailing Professor Clive R. Neal (neal.1@nd.edu).

Below you will see an example of the curriculum that can be followed by an incoming student who wishes to major in ENVG. However, the flexibility of our undergraduate program allows students to switch to ENVG if they have followed either an engineering or science track during their first or even their second year.

First Year*First Semester*

ENVG 10110/20110. Physical Geology	4
MATH 10550. Calculus I ¹	4
CHEM 10121. General Chemistry I ²	4
Arts and Letters course ³	3
WR 13100/University Seminar ³	3
Physical Education/ROTC	0
	<hr/>
	18

Second Semester

ENVG 20300. Global Change, Water, & Energy	3
MATH 10560. Calculus II ¹	4
CHEM 101222. General Chemistry II	3
PHYS 10310. Physics I	4
WR 13100/University Seminar ³	3
Physical Education/ROTC	0
	<hr/>
	17

Sophomore Year*First Semester*

ENVG 20200. Mineralogy & Optical Min.	4
PHYS 10320. Physics II	4
Arts and Letters course ³	3
MATH 20550. Calculus III	3.5
	<hr/>
	14.5

Second Semester

ENVG 20120. Historical Geology	4
ENVG 20240. Ign. & Metamorphic Petrol.	4
MATH 20580. Linear Alg. Diff. Equations	3.5
Arts and Letters course ³	3
ENVG 45200. Field Trip	1
	<hr/>
	15.5

CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

Junior Year*First Semester*

ENVG 30230. Sediment. and Stratigraphy	4
ENVG 40300. Geochemistry	3
Arts and Letters course ³	3
Free Elective	3
Technical Elective ⁴	3

16

Second Semester

ENVG 30400. Str. Geology & Rock Mech.	4
ENVG 30300. Surficial Proc. Surf. Hydrol.	3
MATH 20340. Introductory Statistics	3
Arts and Letters course ³	3
ENVG 45200. Field Trip	1

14

Senior Year*First Semester*

ENVG 40610. Remote Sensing	3
Technical Elective ⁴	4
Technical Elective ⁴	3
Technical Elective ⁴	3
Arts and Letters course ³	3

16

Second Semester

ENVG 40310. Env. Impact Res. Utilization	3
ENVG 40340. Water-Rock Interaction	3
ENVG 40360. Geomicrobiology	3
Technical Elective ⁴	3
Technical Elective ⁴	3

15

Total for the 4 years: 126 semester hours.

Minor in Environmental Geosciences

A minor in environmental geosciences requires the completion of 16 credit hours in geological sciences as follows.

ENVG 20110. Physical Geology + lab5	4
ENVG 20200. Mineralogy	4
ENVG 45200. Field Trip	1
ENVG Elective	4
ENVG Elective	3

16

1. Under special circumstances and with the approval of the ENVG director of undergraduate studies and the College's Assistant Dean for Academic Affairs, MATH 10250 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.

2. CHEM 10181 or CHEM 10171 may be substituted for CHEM 10121; CHEM 10172 or 10182 may be substituted for CHEM 10122. Other substitutions will be considered on a case-by-case basis.

3. See "Arts and Letters Core" on the first page of the College of Engineering section.

4. Technical Electives are typically junior and senior level courses in science or engineering that have

been approved by the chair of Civil Engineering & Geological Sciences. Other courses must receive departmental approval. Students must ensure they have met prerequisite requirements for Technical Elective courses.

5. ENVG 20110 Physical Geology can also count towards credits for the students' major as well as the ENVG minor.

For Civil Engineering majors, either CE 20500 Engineering Geology or CE 40320 Environmental Chemistry may count towards the ENVG minor (but not both) and the CE major.

Certain graduate courses are open to advanced undergraduates with permission of the department chair.

ENVIRONMENTAL ENGINEERING**Program in Environmental Engineering (available to students with sophomore status or lower in Fall 2013).**

The Environmental Engineering program at Notre Dame will be seeking accreditation by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. This program was founded by the Department of Civil and Environmental Engineering and Earth Sciences to provide students with a quantitative preparation for professional careers or continued higher education regarding the assessment and remediation of human impact on our environment. It is a unique program that prepares students to look at all aspects of water and environmental problems from a range of perspectives including the Earth system, water movement (hydrology, fluid flow), environmental chemistry, geochemistry, and reactive transport. The Environmental Engineering degree program will prepare students to understand the necessary foundational chemistry, fluid flow and mixing mechanics, all within the context of the Earth system.

The environmental engineering 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 junior and senior years. The environmental engineering program will culminate with major design experience in the senior year. Student teams will work closely with industry professionals and faculty who act as consultants on a real-world design projects to facilitate the student's understanding of the design process. Additionally, the curriculum for all programs in the CEEES department requires students to take the Challenges and Innovation Seminar series which brings in top engineering professionals from industry, consulting, academia, and government to discuss major problems of interest and their solutions.

The professional aspects of civil and environmental 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 and encouraged to participate. In addition, a junior class field trip examines major infrastructure projects and environmental systems including tall buildings, bridges, stadiums, transportation systems, navigations systems, flood protection works, clean water supply, and wastewater systems.

Environmental Engineering students will be ready to work as environmental engineers remediating the environment on local and global scales with opportunities available in engineering consulting firms, government agencies, national laboratories, and industries requiring monitoring and advancement of remediation technologies. Additionally, the environmental engineering degree will prepare students for graduate study in Environmental Engineering programs.

Further details about the environmental engineering program may be found on the Web at cees.nd.edu.

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*

ENVG 20111. Planet Earth w/ lab	4
PHYS 10320. Physics II	4
CE 30300. Intro to Env. Eng w/lab	4
MATH 20550: Calculus III	3.5
CE 20150. Statics	3
CE 23601. Chlg. & Innov. of CE Eng.	0

18.5

Second Semester

ENVG 20300. Global Chg, Water & Energ.	3
ENVG 40230. Env. Aquatic Chem	3
MATH 20580. Linear Alg. Diff. Equations	3.5
ACMS 30440. Prob. & Stats.	3
Arts and Letters course+	3
CE 20230: Engineering Programming	1
CE 23601. Chlg. & Innov. of CE Eng.	0

16.5

Junior Year*First Semester*

CE 30455. Env. Hydrology	3
CE 30125. Comp. Methods	3
ENVG 20200. Env. Mineralogy	3
ENVG 45300. Fluid Mechanics	3
Arts and Letters course+	3
CE 33601. Chlg. & Innov. of CE Eng.	0

15

Second Semester

CE 30320. Water Quality & Treatment	3
CE 40450. Hydraulics	3
CE 40350. Env. Microbiology	3
Technical Elective	3
Arts and Letters course+	3
CE 33601. Chlg. & Innov. of CE Eng.	0

15

CIVIL AND ENVIRONMENTAL ENGINEERING AND EARTH SCIENCES

Senior Year*First Semester*

CE 40341. Biological Process Design	3
ENVG 40300. Geochemistry	3
CE 40460. Groundwater Hydrology	4
Technical Elective	3
CE 40701. Principles of Practice	1
Arts and Letters course+	3
CE 43601. Chlg. & Innov. of CE Eng.	0
	17

Second Semester

CE 30510. Geotechnical Engineering	4
CE 40420. Reactive Transport	3
CE 40702. Senior Design	3
Technical Elective	3
Arts and Letters course+	3
CE 43601. Chlg. & Innov. of CE Eng.	0
	16

Total credit hours required for degree 132

ENVIRONMENTAL EARTH SCIENCES**Program in Environmental Earth Sciences**

(available to students with sophomore status or lower in Fall 2013). The Environmental Earth Sciences program at Notre Dame was founded by the Department of Civil and Environmental Engineering and Earth Sciences to provide students with a quantitative preparation for professional careers or continued higher education in the disciplines of the earth and environmental science. This degree program blends the disciplines of fluid dynamics and hydrology, environmental chemistry and geochemistry framed within the larger context of Earth systems and focuses more on the geology side of the environment and planetary systems. The program provides a foundation in the physical sciences, with emphasis on processes that occur near or at the surface of 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 earth sciences 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. Additionally, the curriculum for all programs in the CEEES department requires students to take the Challenges and Innovation Seminar series which brings in top engineering professionals from industry, consulting, academia, and government to discuss major problems of interest and their solutions.

An undergraduate major in Environmental Earth Sciences prepares a student for graduate study (M.S., Ph.D.) in many aspects of earth science and environmental science and engineering, as well as for admission to a variety of professional schools. 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 Earth Science degree is also ideal background for those planning to teach in secondary schools at all levels.

Below you will see an example of the curriculum that can be followed by an incoming student who wishes to major in environmental earth sciences. However, the flexibility of our undergraduate program allows students to switch to environmental earth sciences if they have followed either an engineering or science track during their first year.

Further details about the environmental earth sciences program may be found on the Web at ceees.nd.edu.

First Year of Studies. First-year students intending to major in environmental earth sciences when they become sophomores will find first-year course requirements on the first page of the College of Engineering section. EG10111 and EG 10112 are not required for the Environmental Earth Sciences major. Other approved courses may be substituted. For approval, please contact the Director of Undergraduate Studies of the CEEES Dept.

Sophomore Year*First Semester*

ENVG 20111. Planet Earth w/ lab	4
PHYS 10320. Physics II	4
CE 30300. Intro to Env. Eng w/lab	4
MATH 20550. Calculus III	3.5
CE 23601. Chlg. & Innov. of CE Eng.	0
	15.5

Second Semester

ENVG 20300. Global Chg, Water & Energ.	3
ENVG 40230. Env. Aquatic Chem	3
MATH 20580. Linear Alg. Diff. Equations	3.5
ACMS 30440. Prob. & Stats.	3
Arts and Letters course+	3
CE 20230. Engineering Programming	1
CE 23601. Chlg. & Innov. of CE Eng.	0
	16.5

Junior Year*First Semester*

CE 30455. Env. Hydrology	3
CE 30125. Comp. Methods	3
ENVG 20200. Env. Mineralogy	3
ENVG 45300. Fall Field Trip	1
ENVG 30410. Dynamic Earth	3
Arts and Letters course+	3
CE 33601. Chlg. & Innov. of CE Eng.	0
	16

Second Semester

ENVG 30240. Petr. Of Earth Matls	4
ENVG 45200. Field Trip	1
CE 40350. Env. Microbiology	3
Core Elective	3
Technical Elective	3
Arts and Letters course+	3
CE 33601. Chlg. & Innov. of CE Eng.	0
	17

Senior Year*First Semester*

ENVG 40340. Water-Rock Interactions	3
ENVG 40300. Geochemistry	3
CE 40460. Groundwater Hydrology	4
Technical Elective	3
Arts and Letters course+	3
CE 43601. Chlg. & Innov. of CE Eng.	0
	16

Second Semester

ENVG 40310. Env. Impact Res. Utilization	3
Core Elective	3
Core Elective	3
Technical Elective	3
Arts and Letters course+	3
CE 43601. Chlg. & Innov. of CE Eng.	0
	15

Total credits required for degree 130

+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 concentration, or option B, the environmental engineering and water resources concentration. Each track is defined by the specialization courses shown. Note that, by an appropriate choice of electives, a student may complete both concentrations.

Certain graduate courses are open to advanced undergraduates with permission of the department chair.

Minor in Environmental Geosciences

A minor in environmental geosciences requires the completion of 16 credit hours in geological sciences as follows.

ENVG 20111. Planet Earth + lab*	4
ENVG 20200. Envir. Mineralogy	4
ENVG 45200. Field Trip	1
ENVG Elective	4
ENVG Elective	3
	16

*ENVG 20111 Planet Earth can count towards credits for the students' major as well as the ENVG minor.

For Civil Engineering majors, either CE 20500 Engineering Geology or CE 40320 Environmental Chemistry may count towards the ENVG minor (but not both) and the CE 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 Engineering](#) section under the [Department of Civil and Environmental Engineering and Earth Sciences](#) heading.

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); Danny Z. Chen; Patrick Flynn; Eugene W. Henry (emeritus); X. Sharon Hu; John J. Uhran Jr. (emeritus)

Research Professor:

Gregory R. Madey

Associate Professors:

Jay B. Brockman; Nitesh Chawla; Jesús A. Izaguirre; Christian Poellabauer; Aaron Striegel; Douglas Thain

Assistant Professors:

Marina Blanton; Sidney D'Mello; Scott Emrich; Collin McMillan; Tijuana Milenkovic; Michael Niemier; Laurel Riek; Raul Santelices

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, <http://www.abet.org>. The program in computer science is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>. 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.

The Department of Computer Science and Engineering offers concentrations in four areas: Bioinformatics and Computational Biology, Media Computing, IT Leadership, and Cloud Computing. Each concentration is designed to offer a structured set of elective courses around an organized theme. Upon a student's successful completion of a CS/CPEG program with a chosen concentration, the concentration will appear on the student's transcript.

Further information about computer science and computer engineering programs may be found on the Web at 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.

COMPUTER SCIENCE AND ENGINEERING

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
	<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
EE 20224. Introduction to Electrical Engineering	4
Free Elective	3
Arts and Letters course +	3
	<hr/>
	17

Second Semester

EE 20242. Electronics I	4
CSE 30341. Operating System Principles	3
EE 20234. Electric Circuits	3
ACMS 30440. Probability and Statistics	3
Arts and Letters course +	3
	<hr/>
	16

Senior Year*First Semester*

EE 30344. Signals and Systems I	3
CSE Electives*	9
Free Elective	3
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	15

Second Semester

CSE 40322. Computer Architecture II	4
CSE 40175. Ethics and Professional Issues	3
CSE Elective*	3
Arts and Letters course+	3
	<hr/>
	13
Total Program Credits:	130

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
ACMS 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

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:

Daniel J. Costello Jr. (emeritus)

Frank M. Freimann Professor of Electrical Engineering:

Gary H. Bernstein

Bertrand Hochwald

Craig Lent

Ruey-wen Liu (emeritus)

James L. Merz (emeritus)

Anthony N. Michel (emeritus)

Wolfgang Porod

Keough-Hesburgh Chair in Electrical Engineering and

Biological Sciences:

Gregory Timp

John Cardinal O'Hara, C.S.C. Associate Professor of

Electrical Engineering:

Huili (Grace) Xing

Professors:

Peter H. Bauer; William B. Berry (emeritus);

Patrick J. Fay; Martin Haenggi; Eugene W.

Henry (emeritus); Yih-Fang Huang; Joseph

C. Hogan (emeritus); Michael D. Lemmon;

Christine M. Maziar; Alan C. Seabaugh; Gregory

L. Snider; Robert L. Stevenson; John J. Uhran

Jr. (emeritus)

Associate Professors:

Douglas C. Hall; Debdeep Jena; Thomas H.

Kosel (emeritus); J. Nicholas Laneman; Ken D.

Sauer

Assistant Professors:

Vijay Gupta; Anthony Hoffman; Scott Howard;

Hai Lin; Paolo Minero; Mark Wistey

Research Professors:

Alexander Mintairov; Alexei Orlov

Research Associate Professor:

Abhijit Biswas; Thomas Pratt

Research Assistant Professors:

Gyorgy Csaba; Susan Fullerton; Lei Liu

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 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 this goal is met are:

- Graduates will successfully participate in the electrical engineering profession.
- Graduates will enroll in and complete high quality MS, PhD, JD, MBA and MD programs.
- Graduates will exploit the breadth in their education to secure a diverse set of initial positions and will demonstrate professional agility in adapting to varied career paths and changing professional landscapes.

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, <http://www.abet.org>.

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.

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

First Semester

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

First Semester

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

Second Semester

EE 30363. Random Phenomena in EE	3
Electrical Engineering Electives*	6
Technical Elective	3
Arts and Letters course+	3
	15

Senior Year

First Semester

EE 41430. Senior Design I	3
Electrical Engineering Electives*	6
Engineering Science Elective†	3
Arts and Letters course+	3
	15

Second Semester

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 of 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.

DUAL DEGREE PROGRAMS

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.

University Requirements

Philosophy	6
Theology	6
Writing and Rhetoric	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

The exact sequence of courses will vary based on the specific majors selected.

First Semester

WR 13100. Writing and Rhetoric	3
Intro to Theology/Philosophy	3
CHEM 10171. General Chemistry: Fundamental Principles	4
EG 10111. Introduction to Engineering Systems I	3
MATH 10550. Calculus I	4
Physical Education	—
	17

Second Semester

University Seminar (Theo/Philo recommended)+	3
CHEM 10122. General Chemistry: Biological Processes	3
EG 10112. Introduction to Engineering Systems II	3
MATH 10560. Calculus II	4
PHYS 10310. General Physics I	4
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

DUAL DEGREE PROGRAMS

<i>Sixth Semester</i>	
Philosophy/Theology	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	18

<i>Seventh Semester</i>	
Literature*	3
History/Social Science	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
	18

<i>Eighth Semester</i>	
Fine Arts*	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
	18

<i>Ninth Semester</i>	
Engineering Program	3
Engineering Program	3
Engineering Program	3
Engineering Program	3
Arts and Letters Major	3
Arts and Letters Major	3
	18

<i>Tenth Semester</i>	
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 and one each in history and social science. 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:

Brian Lohr
 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.

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 only MBA courses in their fourth year and be able to complete 16 MBA credits plus all outstanding engineering degree requirements in the fifth 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	2
(Floating Optional Elective*	2)

**Students have the option to take one additional two-credit-hour elective now or in any remaining module.*

OFFICERS OF ADMINISTRATION

First Semester, Module 2:
 Ethics Elective 2
 Management Communication Elective 2
 (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 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

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

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Associate Dean of the College of Engineering

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Associate Dean of the College of Engineering

LEO H. McWILLIAMS, Ph.D.
Assistant Dean of the College of Engineering

CATHERINE F. PIERONEK, BSAE, MSAE, J.D.
Assistant Dean of the College of Engineering

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Director of Budget and Operations

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THOMAS E. FUJA, Ph.D.
Chair of the Department of Electrical 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 Applied and Computational Mathematics and Statistics is housed in Hurley Hall, in the academic center of campus. The facilities include office space for faculty members, graduate students and postdoctoral associates, as well as space for these department members to collaborate with undergraduate students in research and educational activities. The department has access to the computing resources of the Center for Research Computing and computing facilities dedicated to department research groups.

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 other 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

CURRICULA AND DEGREES

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.

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:

Applied and Computational Mathematics and Statistics
 Biological Sciences
 Chemistry and Biochemistry
 Mathematics
 Physics
 Preprofessional Studies

The following are degree programs offered by these departments:

Applied and Computational Mathematics and Statistics
 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
 Statistics

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. 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 an additional major, supplementary major or minor may not also be counted toward the student's other major, supplemental major, supplemental major or minor.

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.

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.

Science students may not add the Arts and Letters Preprofessional Studies 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*.

Three departments in the College of Science offer concentration programs: Applied and Computational Mathematics and Statistics, 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*.

STUDENT AWARDS AND PRIZES

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:

WR 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:

- 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, eleven credits over a three-semester sequence, 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. Any Notre Dame student who is considering a health profession can receive advising in the Center for Health Sciences Advising in 219 Jordan 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.

SPECIAL OPPORTUNITIES

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.

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, 105 Main Building.

Applied and Computational Mathematics and Statistics

Chair:

Steven Buechler

Director of Graduate Studies:

Mark S. Alber

Director of Undergraduate Studies:

Yongtao Zhang

Vincent J. Duncan and Annamarie Micus Duncan

Professor of Mathematics:

Andrew Sommese

Vincent J. Duncan Family Professor of Applied

Mathematics:

Mark S. Alber

Professors:

Steven Buechler; Bei Hu

Associate Professors:

Zhiliang Xu; Yongtao Zhang

Assistant Professors:

Jiahua Li; Jun Li; Fang Liu

Assistant Professors of the Practice:

James Delaney; Alan Huebner; Huy Huynh; Ankita Jain

Program of Studies. The partnership of applied mathematics, computational mathematics and statistics brings the tools of modeling, simulation and data analysis to bear on real-world problems, producing solutions with the power to predict and explain complex phenomena. These methods, often applied computationally, are being used in a wide variety of areas in business, engineering, the natural sciences, and the social sciences.

The Department of Applied and Computational Mathematics and Statistics (ACMS) offers programs of study leading to the bachelor of science degree in applied and computational mathematics and statistics and to the bachelor of science in statistics. Computational skills, which are often required to solve real-world problems, will be developed continuously throughout the curriculum. For many students, significant work in an area of application will complement their core studies. Graduates of the program will be well prepared for the following post-graduate opportunities.

- Further training in professional masters or doctoral programs in applied mathematics or statistics;
- Graduate study, at the masters or doctoral level, in bioinformatics or computational biology;
- Employment in technical fields requiring skills in statistics and computation;
- Employment and further study in actuarial science and quantitative methods in business and economics.

In addition to the core bachelor of science in ACMS major, ACMS offers a concentration in biological

sciences, which will prepare students for further study or employment in computational biology, bioinformatics, ecological modeling, or epidemiology.

ACMS also offers supplementary majors in applied and computational mathematics and statistics and in statistics. Students in numerous areas of study can benefit from advanced study in applied and computational mathematics and statistics. This is true for students in business and the social sciences as well as those in the natural sciences and engineering. These supplementary majors are well suited for these students.

BACHELOR OF SCIENCE WITH A MAJOR IN APPLIED AND COMPUTATIONAL MATHEMATICS AND STATISTICS

The requirements for the degree include courses that develop a strong foundation in the methods of applied mathematics and data analysis, while allowing students to also take courses in a wide variety of application areas. The specific requirements for the bachelor of science in applied and computational mathematics and statistics, beyond the university and college requirements are as follows.

Chemistry (CHEM 10171, 10122 or CHEM 10171, 10172)¹
 Physics (PHYS 10310, 10320)¹
 Calculus I, II (MATH 10550, 10560)¹
 Introduction to Applied Mathematics Methods, I, II (ACMS 20550, 20750)
 Scientific Computing (ACMS 20210)
 Applied Linear Algebra (ACMS 20620)
 Introduction to Probability (ACMS 30530)
 Mathematical Statistics (ACMS 30540) or Mathematical Methods and Data Analysis I (ACMS 30600)
 Mathematical/Comp Modeling (ACMS 40730)
 Numerical Analysis (ACMS 40390)
 ACMS electives (6 credits in ACMS courses numbered 30000 and above)²
 MATH or ACMS elective (3 credits in MATH or ACMS courses numbered 30000 or above)^{2,3,4}
 Science elective (3 credits)
 These requirements total 42 credits in ACMS and MATH and 60 credits in Science.

Concentration in biological sciences. The required courses for this concentration are as follows.

Introduction to Chemical Principles (CHEM 10171)¹
 Organic Chemistry (CHEM 10172, 20273, 21273)¹
 Physics (PHYS 10310, 10320)¹
 Biological Sciences I, II (BIOS 10161, 10162 or 20201, 21201, 20202, 21202)
 Calculus I, II (MATH 10550, 10560)¹
 Introduction to Applied Mathematics Methods, I, II (ACMS 20550, 20750)
 Scientific Computing (ACMS 20210)

Applied Linear Algebra (ACMS 20620)
 Introduction to Probability (ACMS 30530)
 Mathematical Statistics (ACMS 30540) or Mathematical Methods and Data Analysis I (ACMS 30600)
 Mathematical/Comp Modeling (ACSM 40730)
 Numerical Analysis (ACMS 40390)
 ACMS electives (9 credits in ACMS courses numbered 30000 and above)^{2,5}
 Genetics (BIOS 20303)
 Cellular Biology (BIOS 30341) or Ecology (30312)
 Biology Elective (3 credits in BIOS which has BIOS 10162 or BIOS 20202 as a prerequisite)
 Elective in Biology, Chemistry or Physics (3 credits)
 These requirements total 39 credits in ACMS and MATH and 78 credits in Science.

ACMS Sample Curriculum:

First Year

<i>First Semester</i>	
MATH 10550. Calculus I	4
CHEM 10171. Chemical Principles	4
PHYS 10310. General Physics I	4
History or Social Science ⁶	3
WR 13100. Writing and Rhetoric	3
Physical Education or ROTC	0
	<hr/>
	18

Second Semester

MATH 10560. Calculus II	4
CHEM 10172 or 10122	4
PHYS 10320. General Physics II	4
History or Social Science ⁶	3
Philosophy or Theology ⁶	3
Physical Education or ROTC	0
	<hr/>
	18

Sophomore Year

<i>First Semester</i>	
ACMS 20550. Applied Math Methods I	3.5
ACMS 20620. Applied Linear Algebra	3
Language	3
Philosophy or Theology	3
Elective	3
	<hr/>
	15.5

Second Semester

ACMS 20750. Applied Math Methods II	3.5
ACMS 20210. Scientific Computing	3
ACMS 30530. Introduction to Probability	3
Language	3
Philosophy or Theology	3
	<hr/>
	15.5

Junior Year

<i>First Semester</i>	
ACMS 30600. Stat. Methods & Data Analysis I ⁷	3
ACMS 40390. Numerical Analysis	3
Language	3
Philosophy or Theology	3
Elective	3
	<hr/>
	15

APPLIED AND COMPUTATIONAL MATHEMATICS AND STATISTICS

Second Semester

ACMS 30540. Mathematical Statistics	3
ACMS/MATH Elective	3
Literature or Fine Arts	3
Science Elective	3
Elective	3
	15

Senior Year*First Semester*

ACMS 40730. Mathematical/Comp Modeling	3
ACMS Elective	3
Elective	9
	15

Second Semester

ACMS Elective	3
Electives	9
	12

ACMS/BIOS Sample Curriculum:**First Year***First Semester*

MATH 10550. Calculus I	4
CHEM 10171. Chemical Principles	4
BIOS 10161. Biological Sciences I	4
History or Social Science ⁶	3
WR 13100. Writing and Rhetoric	3
Physical Education or ROTC	0
	18

Second Semester

MATH 10560. Calculus II	4
CHEM 10172	4
BIOS 10161. Biological Sciences II	4
History or Social Science ⁶	3
Philosophy or Theology ⁶	3
Physical Education or ROTC	0
	18

Sophomore Year*First Semester*

ACMS 20550. Applied Math Methods I	3.5
ACMS 20620. Applied Linear Algebra	3
CHEM 20273/21273	4
Language	3
Philosophy or Theology	3
	16.5

Second Semester

ACMS 20750. Applied Math Methods II	3.5
ACMS 20210. Scientific Computing	3
ACMS 30530. Introduction to Probability	3
Language	3
Philosophy or Theology	3
	15.5

Junior Year*First Semester*

ACMS 30600. Stat. Methods & Data Analysis I	3
PHYS 10310. General Physics I	4
BIOS 30341 or 30312	3
Language	3
Philosophy or Theology	3
	16

Second Semester

BIOS 20303. Genetics	3
PHYS 10320. General Physics II	4
Biology/Chemistry/Physics Elective	3
Literature or Fine Arts	3
Elective	3
	16

Senior Year*First Semester*

ACMS 40390. Numerical Analysis	3
ACMS 40730. Mathematical/Comp Modeling	3
Biology Elective	3
ACMS Elective	3
Elective	3
	15

Second Semester

ACMS Elective	3
ACMS Elective	3
Electives	6
	12

Notes:

- Equivalent or higher sequences in science may be substituted, e.g., MATH 10850, 10860 for MATH 10550, 10560.*
- Some ACMS courses, ACMS 30440 in particular, are not acceptable as electives for the major. The list of acceptable courses for ACMS majors can be obtained from the student's advisor.*
- Introduction to Mathematical Reasoning (MATH 20630) is also an acceptable ACMS/MATH elective.*
- Students with an interest in attending graduate school in mathematics or applied mathematics are encouraged to take Algebra (MATH 30710) and Functional Analysis (ACMS 50550).*
- An appropriate class in bioinformatics, biophysics, or a related topic, may be substituted for 3 credits in ACMS coursework with the permission of the Director of Undergraduate Studies.*
- A student should take three core 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 sciences be taken in the first year and one philosophy and one theology be taken by the end of sophomore year.*
- One of the two of these courses (ACMS 30600, ACMS 30540) is a required course. If both courses are taken, the other course can be counted as an ACMS elective.*

BACHELOR OF SCIENCE WITH A MAJOR IN STATISTICS

The requirements for the degree include courses that develop a strong foundation in the methods of applied mathematics and data analysis, while allowing students to also take courses in a wide variety of application areas. The specific requirements for the bachelor of science in statistics, beyond the university and college requirements are as follows.

Chemistry (CHEM 10171, 10122 or CHEM 10171, 10172)¹

Physics (PHYS 10310, 10320)¹

Calculus I, II (MATH 10550, 10560)¹

Introduction to Applied Mathematics Methods, I, II (ACMS 20550, 20750)

Scientific Computing (ACMS 20210 or approved alternative computing course in science)

Applied Linear Algebra (ACMS 20620)

Introduction to Probability (ACMS 30530)

Mathematical Statistics (ACMS 30540)

Statistical Methods and Data Analysis (ACMS 30600)

ACMS statistics electives (9 credits in ACMS statistics courses chosen from a list of approved courses)²

MATH or ACMS elective (3 credits in MATH or ACMS courses numbered 30000 or above)³

Science elective (3 credits)

These requirements total 42 credits in ACMS and MATH and 60 credits in Science.

Statistics Sample Curriculum:**First Year***First Semester*

MATH 10550. Calculus I	4
CHEM 10171. Chemical Principles	4
PHYS 10310. General Physics I	4
History or Social Science ⁴	3
FYC 13100. Composition	3
Physical Education or ROTC	0
	18

Second Semester

MATH 10560. Calculus II	4
CHEM 10172 or 10122	4
PHYS 10320. General Physics II	4
History or Social Science ⁴	3
Philosophy or Theology ⁴	3
Physical Education or ROTC	0
	18

Sophomore Year*First Semester*

ACMS 20550. Applied Math Methods I	3.5
ACMS 20620. Applied Linear Algebra	3
Language	3
Philosophy or Theology	3
Elective	3
	15.5

APPLIED AND COMPUTATIONAL MATHEMATICS AND STATISTICS

<i>Second Semester</i>	
ACMS 20750. Applied Math Methods II	3.5
ACMS 20210. Scientific Computing	3
ACMS 30530 Intro Probability	3
Language	3
Philosophy or Theology	3
Elective	3
<hr/>	
	18.5

Junior Year

<i>First Semester</i>	
ACMS 30600. Stat. Mthds Data Anal.	3
ACMS 30540. Mathematical Statistics	3
Language	3
Philosophy or Theology	3
Elective	3
<hr/>	
	15

<i>Second Semester</i>	
ACMS Statistics Elective	3
ACMS/MATH Elective	3
Literature or Fine Arts	3
Science Elective	3
Elective	3
<hr/>	
	15

Senior Year

<i>First Semester</i>	
ACMS Statistics Elective	3
Science Elective	3
Elective	9
<hr/>	
	15

<i>Second Semester</i>	
ACMS Statistics Elective	3
Electives	9
<hr/>	
	12

Notes:

- Equivalent or higher sequences in science may be substituted, e.g., MATH 10850, 10860 for MATH 10550, 10560.
- The acceptable elective courses are:
 - ACMS 40842 Time Series Analysis
 - ACMS 40852 Statistical Methods in the Biological and Health Sciences
 - ACMS 40860 Statistical Methods in Molecular Biology
 - ACMS 40870 Statistical Methods in Social Sciences
 - ACMS 40880 Statistical Methods in Pattern Recognition and Prediction
 - ACMS 40890 Statistical Methods in Financial Risk Management
 - Any graduate ACMS course in statistics or probability
- Introduction to Mathematical Reasoning (MATH 20630) is also an acceptable elective.
- A student should take three core 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 sciences be taken in

the first year and one philosophy and one theology be taken by the end of sophomore year.

SUPPLEMENTARY MAJOR IN STATISTICS

The supplementary major in statistics requires 36 credits in ACMS and Mathematics. The specific requirements are as follows.

Calculus I, II (MATH 10550, 10560)
Introduction to Applied Mathematics Methods, I, II (ACMS 20550, 20750)
Scientific Computing (ACMS 20210 or approved alternative computing course in science)
Applied Linear Algebra (ACMS 20620)
Introduction to Probability (ACMS 30530)
Mathematical Statistics (ACMS 30540)
Statistical Methods and Data Analysis (ACMS 30600)
ACMS Statistics electives (6 credits)

Difference from the full major. The full Statistics major requires 42 credits in ACMS and MATH courses. This supplementary major requires one fewer statistics elective and one fewer ACMS elective.

Double counting issues. A student is permitted to double count Calculus I and II for a first major and this supplementary major. A student whose first major requires Calculus III and Ordinary Differential Equations is exempt from ACMS 20550 and 20750, but must complete an additional 6 credits of electives in ACMS. The same principle applies to any other courses required by a first major and this program.

SUPPLEMENTARY MAJOR IN APPLIED AND COMPUTATIONAL MATHEMATICS AND STATISTICS

The supplementary major in applied and computational mathematics and statistics requires 36 credits in ACMS and Mathematics. The specific requirements are as follows.

Calculus I, II (MATH 10550, 10560)
Introduction to Applied Mathematical Methods I, II (ACMS 20550, 20750)
Scientific Computing (ACMS 20210)
Applied Linear Algebra (ACMS 20620)
Introduction to Probability (ACMS 30530)
Mathematical Statistics (ACMS 30540)
Mathematical/Comp Modeling (ACMS 40730)
Numerical Analysis (ACMS 40390)
ACMS electives (3 credits in ACMS courses numbered 30000 and above, except those overlapping in content with one of the above)

HONORS IN ACMS

Junior majors in ACMS may apply for the departmental honors program to receive the designation "Honors in Applied and Computational Mathematics and Statistics".

Here are the requirements:

- A minimum of Cum GPA of 3.5.
- Complete a minimum of two semesters in undergraduate research ACMS 48498 during the junior or senior year, potentially including a summer semester.
- Complete an undergraduate thesis, ACMS 48500.
- Presentation of the thesis in a seminar or a conference, on campus or outside campus.

Before the end of the junior year, students interested in the Honors option must apply to the director for undergraduate studies, who will make suggestions to students for an appropriate advisor. The subject matter should in an area of expertise of at least one member of the department. The student will work with the advisor to complete a thesis, which must be signed off by the advisor and then submitted to the Director of Undergraduate Studies by April 15 of the senior year. If approved, the student will receive credit for ACMS 48500, Undergraduate Thesis.

The undergraduate thesis must go beyond what is found in an undergraduate course, and present a novel approach to a subject.

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 Applied and Computational Math and Statistics](#) heading.

Biological Sciences

Chair:

Gary A. Lamberti

Assistant Chairs:

Sunny Boyd; Paul R. Grimstad; Ronald A. Hellenenthal

Director of Undergraduate Studies:

Paul R. Grimstad

George and Winifred Clark Professor of Biological Sciences:

Frank H. Collins

Galla Professor:

Jennifer L. Tank

Claire Booth Luce Assistant Professor:

Elizabeth A. Archie

Coleman Junior Chair:

Zachary T. Schafer

Keough-Hesburgh Chair in Electrical Engineering and Biological Sciences:

Gregory L. Timp

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 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:

Nora J. Besansky; Sunny K. Boyd; Harald E. Esch (emeritus); Jeffrey L. Feder; Malcolm J. Fraser; Morton S. Fuchs (emeritus); Ronald A. Hellenenthal (emeritus); Charles F. Kulpa Jr. (emeritus); Gary A. Lamberti; David M. Lodge; Edwin Michael; Kenneth R. Olson (adjunct); Joseph E. O'Tousa; Jeffrey S. Schorey; David W. Severson; Kristin Shrader-Frechette (concurrent); Kenyon S. Tweedell (emeritus)

Associate Professors:

Michael L. Blakesley (adjunct); Michael T. Ferdig; Paul R. Grimstad; David A. Halperin (adjunct); Jessica Hellmann; Hope Hollocher; Lei Li; Mary Ann McDowell; John F. O'Malley (adjunct); Michael E. Pfrender; Jeanne Romero-Severson; Kevin T. Vaughan

Assistant Professors:

Suzanne Bohlson (adjunct); Patricia A. Champion; Giles Duffield; Molly Duman Scheel (adjunct); Reginald Hill; Stuart Jones; Shaun W. Lee; Jason McLachlan; Miguel Morales; Benjamin Ridenhour; Adrian Rocha; Zainulabeuddin Syed; Peter Velázquez (adjunct); Tracy Vargo-Gogola (adjunct); Rebecca Wingert; Siyuan Zhang

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)¹
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

BIOLOGICAL SCIENCES

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:

Core I: Introductory Biology

- Metabolism and Genetics
- Ecology, Diversity, and Physiology

Students choose from either:

- Biological Sciences I and II (BIOS 10161–10162) (includes two labs)² or
- General Biology A and B (BIOS 20201–20202) (includes two labs)²

These labs are designated Lab #1 and Lab #2 of the six required for the major.

Core II: Genetics

Students choose from either:

- Classical and Molecular Genetics (BIOS 20250 and 21250; lab #3)³ or
- Fundamentals of Genetics (BIOS 20303 and 21303; alternate lab #3)

Core III: Cellular Biology

Students choose from either:

- Molecular Cell Biology (BIOS 20241)³ or
- Cellular Biology (BIOS 30341)

Optional labs available are BIOS 21241, a research-orientated 2-credit laboratory³, or BIOS 31341, a basic 1-credit cell biology laboratory primarily for premed majors. Students may not take both cell labs.

Core IV: Physiology

Students choose from either:

- Vertebrate (Human) Physiology (BIOS 30344)⁴ or
- Integrative Comparative Physiology (BIOS 30421) (not available all years).

Optional lab available is BIOS 41344.

Core V: Evolutionary Biology

Students choose from either:

- Evolution (BIOS 30305) or The History of Life (BIOS 30310)
- Other courses as designated in the future, prior to the Class of 2016 graduation.

Core VI: Ecology

Students choose from either:

- General Ecology (BIOS 30312; optional lab BIOS 31312 is offered fall semesters only)
- Aquatic Ecology (BIOS 30420 and required lab BIOS 31420—offered fall only).

Note that select overseas courses that have been approved for science credit may satisfy the Core II through VI requirement if approved by the Director of Undergraduate Studies in Biological Sciences before taking the class.

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.^{5–8} 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.

BIOLOGICAL SCIENCES

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.

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 or 35505). However, only a maximum of 7.0 "UNDERC" credits may count towards the required 41.0 BIOS credits for this major. Credits beyond 7 are considered as general elective credits for the purpose of graduation.

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 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*Fall Semester*

BIOS 10161 (Core Ia: Principles) (Lab #1)	4
MATH 10350 or 10550	4
CHEM 10171 (or 10181) ¹	4
History or Sociology ²	3
WR 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) ¹	4
History or Sociology ²	3
Theology or Philosophy ²	3
Physical Education or ROTC	0
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	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 (V overseas BIOS class(es) are an option)*

BIOS Core V (Evolutionary Biology)	3
Physics 30210, 31210	4
Free Elective	3
Theology/Philosophy	3
Language	3
Elective BIOS Lab #4	1
	<hr/>
	17

Spring Semester

BIOS 40411 (Biostatistics)	4
BIOS Core IV (Physiology)	3
Physics 30220, 31220	4
Fine Art/Literature ³	3
	<hr/>
	14

Senior Year*Fall Semester*

BIOS Core VI (Ecology)	3
BIOS or Science Elective ⁴	3
Free Elective	3
Free Elective	3
Elective BIOS Lab #5	1
	<hr/>
	13

BIOLOGICAL SCIENCES

Spring Semester	
BIOS Elective	3
BIOS Elective	3
Free Elective	3
Free Elective	3
Elective BIOS Lab #6	-/1

	12/13

TOTAL: 124 minimum

1 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.

2 One of these courses must be a University seminar.

3 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.

4 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*.

UNDERC FIELD BIOLOGY PROGRAMS

Seven-credit programs for undergraduates that emphasize field biology are offered at the University's Environmental Research Centers (Michigan and Montana). 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 other programs (BIOS 35504, 35505), 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 the academic program can be found on the enclosed compact disc within the College of Science section under the Department of Biological Sciences heading.

MINOR IN SUSTAINABILITY

Director:

Maria Pia Miglietta

Advisory Committee:

Samantha Salden (Chair)

Matthew Ashley

Thomas Frecka

Jessica Hellmann

Richard Jensen

Maria Pia Miglietta

Rachel Novick

Anthony Serianni

John Sitter

Edwardo Wolf

The Minor in Sustainability is a course of study for undergraduates from broadly diverse academic disciplines. It examines the footprint of humanity on Earth's systems and ways to reduce that footprint to achieve social well-being and environmental protection. Faculty from multiple Colleges teach the principles and practices of sustainability from varied perspectives to provide a unique and dynamic curriculum. The curriculum is designed to augment disciplinary coursework in an area of major study so that students learn to integrate diverse ways of thinking and appreciate interdisciplinary problem-solving.

Students in the minor receive training in the principles and practices of sustainability through formal courses and independent study. Graduates of the minor will be equipped with knowledge and skills about sustainability, an ability to communicate about sustainability, and an imperative to implement sustainable practices. Graduates will be prepared to make substantive contributions to the development of more sustainable practices, practices that benefit

their personal and professional lives, the lives of others, and the lives of future generations. Students also will be well positioned for in-depth study on sustainability at the post-baccalaureate level. Finally, the study of Catholic traditions and social and environmental ethics will help students understand the role that religious commitment can play in achieving sustainability.

Students can apply for admission to the minor in their freshman, sophomore, or junior years.

Students are required to take a gateway course "Principles of Sustainability", an interdisciplinary course taught every semester by at least three faculty from multiple departments across the university. This course should be taken at the beginning of study in the minor.

Students then select from a controlled list of approved courses (see http://www.science.nd.edu/minor_courses.html) totaling at least 3 classes of at least 9 credits. Students must take two courses outside of their College and all distribution courses outside of their major. They also must take courses from at least two of three sustainability categories (see http://www.science.nd.edu/sustainability_minor.html). One-credit seminars such as those offered by the Center for Social Concerns can be accumulated to give the equivalent of one 3-credit course. One of the qualifying courses can be a University Seminar or College Seminar in Arts and Letters if it occurs in the approved course list.

At the conclusion of the gateway course, students will submit a plan for their capstone experience to the course faculty for approval. The capstone experience can be composed of research, community or service learning, or a campus project. It can be pursued individually or in interdisciplinary groups. An update to the capstone plan must be submitted to the Director of the minor at the beginning of their penultimate year of study. That plan should include proposed advisor(s), community or campus collaborator(s), and, if appropriate, source of funding. Proposals and updated plans should address a sustainability issue or problem in a scholarly fashion and be consistent with the learning objectives of the minor. Students must enroll in at least two (2) credits of independent study to pursue their capstone project and one (1) credit of capstone seminar where students will present their work in an interdisciplinary setting and submit a paper that describes and critically assesses their capstone experience. Capstone experiences for the sustainability minor can be combined with another thesis project if approved by the minor Director. The Director will consult the advisor committee in approving capstone plans.

For a complete list of eligible courses see http://www.science.nd.edu/minor_courses.html

BIOLOGICAL SCIENCES

BIOLOGICAL SCIENCES HONORS PROGRAM

The goal of the biology honors program is to give our most talented students an exceptional background in biological research. Participation in this program will increase their level of commitment and productivity while preparing them for successful postgraduate work.

The program will accept junior biological sciences and environmental science majors in good academic standing who have already completed one semester of undergraduate research at Notre Dame. Selection by the Undergraduate Research Committee will be based on a research statement, transcript, a minimum GPA of 3.25 in College of Science courses, and a recommendation letter from their research advisor.

To graduate with honors, students will have to complete:

1. At least three semesters (for at least 4 credits total) and one summer of independent research at Notre Dame. Students are expected to apply for REU, COS-SURF or other summer funding as appropriate.
2. A thesis of at least 20 pages (a manuscript can substitute only if the student has made substantial writing contributions to the work).
3. A graduate-level course in the area of course in the area of research.
4. A presentation at a national or regional meeting or manuscript submitted to a peer-reviewed journal.
5. One disciplinary research seminar each year (1 credit seminar, see below).

Thesis Requirements:

Students will write a draft of their thesis in the senior research seminar with input from the advisor and the seminar coordinator. The final draft of the thesis will be written with the advisor, and will be submitted by April 1. Each thesis will be reviewed by one member of the Undergraduate Research Committee. If the thesis is not approved, a second committee member will read the thesis and confer. The students will be notified by April 15 if a rewrite is needed. The rewrite will be due May 1.

Guidelines for the thesis and thesis reviewers will be provided.

Disciplinary Research Seminar (Graded S/U)

The purpose of these disciplinary groups is to create a small learning community where students and practicing scientists can connect. The seminar learning goals are to support and develop each student's independence, scientific communication skills, critical review skills, and understanding of their research in the context of the larger field. As appropriate, the groups will meet as a whole to foster interdisciplinary habits of mind and skills. The seminar will have the added benefit of helping students prepare for graduate applications and fellowships.

SUMMARY OF REQUIREMENTS FOR GRADUATION FOR ANY BIOLOGICAL SCIENCES MAJOR		
		<i>Year Usual Credits Taken</i>
Biological Sciences*	41	all
Chemistry (10171–10172 or 10181–10182)	8	First year
	8	Sophomore
Physics (30210–30220 with labs)	8	Junior
Mathematics (10350–10360 or 10550–10560)	8	First year
Total Science:	73	
History**	3	First year
Social Science**	3	First year
Philosophy**	6	Sophomore/Junior
Theology**	6	Sophomore/Junior
WR 13100	3	First year
Language	Intermediate Level Competency (3)	Sophomore/Junior
Literature/Fine Arts**	3	Junior/Senior
Free Electives	24+	Sophomore/Senior
Physical Education or ROTC (2 semesters)	0	First year
	124 credits	
* 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.		

Ecology and Evolution seminar coordinator:

Dom Chaloner, Mark Olsen, or Ken Filchak with T&R guest speakers

Cell/Molecular seminar coordinator:

Michelle Whaley or David Veselik with T&R guest speakers

Infectious Disease/Genomics/Bioinformatics seminar coordinator:

Kristin Hager, Jen Robichaud with T&R guest speakers

Possible junior year topics (offered each spring):

1. Critical reading of research articles
2. Project/experimental design, creativity in research. T&R faculty will share their research agenda, but also why they chose their research questions and approaches.
3. Research presentations (posters and talks)
4. Research ethics
5. Career exploration that includes guest speakers—seminar speakers, alumni speakers.

Possible senior year topics (offered each fall):

1. Thesis preparation
2. The publication process
3. Graduate fellowship and graduate school personal statements
4. Attend biology seminars and discuss research methods and results with faculty
5. Journal club (with grad students if possible).

CHEMISTRY AND BIOCHEMISTRY

Chemistry and Biochemistry

Chair:

Kenneth W. Henderson

George and Winifred Clark Professor of Chemistry:

Marvin J. Miller

Grace-Rupley Professor of Chemistry

Norman Dovichi

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

Rev. John Cardinal O'Hara Associate Professor

Patricia L. Clark

Arthur J. Schmitt Professor of Chemical and

Biomolecular Engineering:

Paul Bohn

William K. Warren Professor of Chemistry:

W. Robert Scheidt

Rev. John A. Zahn Professor of Science:

Prashant V. Kamat

Professors:

Seth Brown; Ian Carmichael; Gregory

V. Hartland; Paul Helquist; Kenneth W.

Henderson; Paul W. Huber; A. Graham Lappin;

Joseph P. Marino; Anthony Serianni; Slavi Sevov;

Sharon Stack; Richard E. Taylor; Olaf G. Wiest

Associate Professors:

Brian M. Baker; Patricia L. Clark; Steven A.

Corcelli; J. Daniel Gezelter; Holly V. Goodson;

S. Alexander Kandel; Masaru Kenneth Kuno;

Marya Lieberman; Jeffrey W. Peng

Assistant Professors

Brandon L. Ashfeld; Amanda B. Hummon;

Haifeng Gao; Vlad M. Iluc; Laurie E. Littlepage;

Zachary D. Schultz; Franklin Tao

Emeriti:

Subhash C. Basu; Roger K. Bretthauer;

Thomas P. Fehlner; Richard W. Fessenden;

Jeremiah P. Freeman; Emil T. Hofman; Dan

Meisel; Thomas L. Nowak; Robert H. Schuler; J.

Kerry Thomas; Anthony M. Trozzolo

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)¹

Inorganic Chemistry (CHEM 20284, 21284, 40443, 41443)

Physical Chemistry (CHEM 30321, 30322, 31322)

Analytical Chemistry (CHEM 30333, 31333)

Methods of Chemistry (CHEM 40434 or CHEM 40436)

Principles of Biochemistry (CHEM 40420)

Chemistry Seminars (CHEM 23201, CHEM 23202, CHEM 23203), three semesters

Physics (PHYS 10310, 10320)¹

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)²

Combination Program

Program Electives (15 credit hours)

Science Electives (three credit hours)²

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

First Semester

CHEM 10181	4
CHEM 11181	0
MATH 10550	4
PHYS 10310	4
WR 13100	3
History ³	3
Physical Education/ROTC	0
	18

Second Semester

CHEM 10182	4
CHEM 11182	0
MATH 10560	4
PHYS 10320	4
Philosophy ^{3,4}	3
Social Science ³	3
Physical Education/ROTC	0
	18

Sophomore Year

First Semester

CHEM 20283	3
CHEM 21283	1
CHEM 23201 ⁵	1
Language	3
Theology	3
Elective	3
	14

Second Semester

CHEM 20284	3
CHEM 21284	1
CHEM 20262	3
Language	3
Elective	3
	13

CHEMISTRY AND BIOCHEMISTRY

Junior Year*First Semester*

CHEM 30321	3
CHEM 30333	3
CHEM 31333	1
CHEM 23203 ⁵	1
Elective (or Language)	3
Theology	3
	<hr/>
	14

Second Semester

CHEM 30322	3
CHEM 31322	2
CHEM 40434 or CHEM 40436	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 ⁵	1
Science Electives ²	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
WR 13100	3
History ³	3
Physical Education/ROTC	0
	<hr/>
	18

Second Semester

CHEM 10182	4
CHEM 11182	0
MATH 10560	4
PHYS 10320	4
Philosophy ^{3,4}	3
Social Science ³	3
Physical Education/ROTC	
	<hr/>
	18

Sophomore Year*First Semester*

CHEM 20283	3
CHEM 21283	1
CHEM 23201 ⁵	1
Language	3
Theology	3
Elective	3
	<hr/>
	14

Second Semester

CHEM 20284	3
CHEM 21284	1
CHEM 20262	3
Language	3
Elective	3
	<hr/>
	13

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 ⁵	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 40443	3
Program Electives	6
CHEM 41443	2
	<hr/>
	14

Second Semester

CHEM 23202 ⁵	1
Science Elective ²	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) ¹
Inorganic Chemistry (CHEM 20284, 21284)
Physical Chemistry (CHEM 30321–30322)
Analytical Chemistry (CHEM 30333, 31333)
Chemistry Seminars (CHEM 23201, 23202, 23203), 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
WR 13100	3
History ²	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 ^{2,3}	3
Social Science ²	3
Physical Education/ROTC	0
	<hr/>
	18

CHEMISTRY AND BIOCHEMISTRY

Sophomore Year*First Semester*

CHEM 20283	3
CHEM 21283	1
CHEM 23212	0
CHEM 23201 ⁵	1
PHYS 30210	4
Language	3
Theology	3
	16

Second Semester

CHEM 20284	3
CHEM 21284	1
PHYS 30220	4
CHEM 20262	3
Language	3
	14

Junior Year*First Semester*

CHEM 30321	3
CHEM 30341	3
CHEM 31341	2
CHEM 23203 ⁵	1
BIOS 30341, BIOS 31341	4
Elective (or Language) ⁴	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 ⁵	1
Fine Arts or Literature	3
Electives	8
	12

Notes:

1. Substitution with permission only.
2. 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.
3. 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.

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			
WR 13100	3	3	3
Philosophy+	6	6	6
Theology+	6	6	6
Literature/Fine Arts+	3	3	3
History+	3	3	3
Social Sciences+	3	3	3
Free Electives	22**	10**	14**
	124	124	124
+ One of these courses must be a University Seminar.			
** Assumes intermediate-level competency in language was achieved by taking two 4-credit introductory-level and one 3-credit intermediate-level course.			

4. 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.

5. In all the programs, one chemistry seminar is generally taken in each of the sophomore, junior and senior years.

Honors in Chemistry and Biochemistry

Junior majors in chemistry and biochemistry may apply for the departmental honors program to receive the designation "honors in chemistry" or "honors in biochemistry" in their student transcript if they have a minimum grade point average of 3.5 and are enrolled in undergraduate research CHEM 48498 or CHEM 48499. The requirements for completion of the honors program are a minimum of two semesters of undergraduate research after the beginning of the junior year and the course CHEM 48500, research thesis, with a grade of B or better.

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*.

ENVIRONMENTAL SCIENCES

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 minor. 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)^{1, 2, 3}

Physical Geology (SC 20110/21110)

Physics (PHYS 10310–10320 or 30210–30220)

Biostatistics (BIOS 40411)⁴

Ecology (BIOS 30312 and 31312)⁵

Chemistry Elective⁶

Current Topics in Environmental Science (SC 40491)

Students also will choose science electives chosen from an approved list,⁷ 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.⁸

Introduction to Microeconomics (ECON 10010 or 20010)^{9, 10}

Students are also urged to choose their electives from a recommended list of arts and letters courses.¹¹

Requirements for the program are summarized in the table in this section.

Notes:

1. *Equivalent or higher-level sequences in mathematics may be substituted, e.g., MATH 10850–10860 for MATH 10350–10360.*
2. *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.*
3. *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.)*
4. *Students transferring into the ES or ES2 major, or transfer students who have previously taken a statistics course equivalent to ACMS 20340, are not required to take BIOS 40411 (Biostatistics). Students will be allowed to substitute ACMS 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.*
5. *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. An ecology course taken overseas in one of the OIS programs will only rarely substitute for the ND course. Permission to substitute must come from the director of the Environmental Science major and the associate dean, College of Science prior to taking the class.*
6. *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*

ENVIRONMENTAL SCIENCES

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 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)
Mineralogy and Optical Mineralogy (SC 20220)
Environmental Geology (SC 30111)
Sedimentation and Stratigraphy (SC 30230)
Geochemistry
Paleontology (SC 40350)

Select CE courses may be allowed with the approval of the associate dean, College of Science.

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
WR 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
WR 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
Biostatistics	4
Language II	4
General Elective ¹	3
	15

Junior Year

First Semester	
Physics I and lab	4
Theology II ⁸ or Philosophy II ⁸	3
Language III (intermediate level)	3
Science Elective #1	3
Science Elective #2	3
	16

Second Semester	
Physics II and lab	4
Science Elective #3	3
Theology II ⁸ or Philosophy II ⁸	3
General Elective ¹¹	3
Conservation Seminar	1
	14

Senior Year

First Semester	
Current Topics (SC 40491)	3
Science Elective #4	3
Science Elective #5	3
Fine Art/Literature	3
General Elective ¹¹	3
	15

Second Semester	
Science Elective #6	3
General Elective ¹¹	3
General Elective ¹¹	3
General Elective ¹¹	3
General Elective ¹¹	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 (13180–18189).*

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:¹²

General Biology (BIOS 10161+11161 and BIOS 10162+11162) or (BIOS 20201+21201 and BIOS 20202+21202)
Ecology (BIOS 30312, 31312) ⁵
Chemistry (CHEM 10171, 10172) or (CHEM 10171, 10122)
Environmental Chemistry (CHEM 20204) or approved alternative
Geology (SC 20100 with lab)
Biostatistics (BIOS 40411) ¹³

ENVIRONMENTAL SCIENCES

Biology or Geology elective (3 or 4 credits)¹⁴

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 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

	<i>Credits</i>
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)
WR 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

Mathematics

Chair:

Matthew Gursky

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

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:

Peter A. Cholak; Francis X. Connolly; Jeffrey A. Diller; Leonid Faybusovich; Michael Gekhtman; Matthew Gursky; Alexander J. Hahn; Brian C. Hall; Qing Han; Alex A. Himonas; Alan Howard (emeritus); Xiabo Liu; Juan Migliore; Gerard K. Misiolek; 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; Laurence R. Taylor; E. Bruce Williams; Warren J. Wong (emeritus); Frederico Xavier

Associate Professors:

Katrina Barron; Mario Borelli (emeritus); John E. Derwent (emeritus); Matthew J. Dyer; Samuel R. Evens; Abraham Goetz (emeritus); Richard Hind; Liviu Nicolaescu; Vladeta Vuckovic (emeritus)

Assistant Professors:

Nero Budur; David Galvin

Associate Special Professional Faculty:

Arthur Lim

Assistant Special Professional Faculty:

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 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 seven 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)

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, 15 hours of mathematics electives are required, at least three of which are at the 40000 level.

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 (ACMS 30540)
 Elective in Mathematics (three credit hours at the 40000 level)

The following College of Science courses are required:

MATHEMATICS

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 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 (ACMS 30540)

Elective in Geometry (three credit hours)

Two electives in Mathematics (6 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.

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 (ACMS 30540)

Introduction to Operations Research (MATH 30210)

Two electives in Mathematics (including three credits at the 40000 level)⁵

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 12 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 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 20610. Linear Algebra 3

MATH 20630. Introduction to Abstract Math 3

MATH 30710. Algebra 3

MATH 30750. Real Analysis 3

Mathematics Electives 12*

Mathematics Elective at the 40000 Level 3*

42 credits

* Students majoring in finance and business economics may reduce the number of mathematics electives to 12 credits total by taking the following courses: MATH 30530, MATH 30540, MATH 60850, and a mathematics elective.

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 Science¹ 3

WR 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 I 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 20630. Introduction to Math. Reasoning 3

MATH 20750. Ordinary Differential

Equations 3.5

Mathematics Elective 3

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

¹ 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

PHYSICS

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.

MINOR IN ACTUARIAL SCIENCE

The Department of Mathematics offers actuarial science as an academic minor. There is a heavy demand for the business courses which are required for this minor, and students are not guaranteed registration availability for these courses. Please see the academic advisor for more information. The actuarial science minor requires completion of the following ten courses:

MATH 30530. Probability	3
ACMS 30540. Statistics	3
MATH 30610. Introduction to Financial Mathematics	3
One elective at the 30000-level or above	3
ACCT 20100. Accountancy I	3
FIN 20150. Corporate Financial Management	3
FIN 30220. Macroeconomic Analysis	3
FIN 30600. Investment Theory	3
ECON 10010. Principles of Microeconomics	3
ECON 30331. Econometrics	3

Total: 30

Among the ten courses required for the minor, up to five courses can be double-counted for the student's 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 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:

Anthony K. Hyder

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

Frank M. Freimann Professor of Physics:

Ani Aprahamian

Professors:

Mark Alber; Gerald B. Arnold (emeritus); H. Gordon Berry; Howard A. Blackstead; Samir K. Bose (emeritus); Bruce A. Bunker; Neal M. Cason (emeritus); Paul R. Chagnon (emeritus); Margaret Dobrowolska-Furdyna; Stefan G. Frauendorf; Emerson G. Funk (emeritus); Umesh Garg; Peter M. Garnavich; Anthony K. Hyder; Boldizsar Janko; Colin Jessop; Walter R. Johnson (emeritus); Gerald L. Jones (emeritus); V. Paul Kenney (emeritus); James J. Kolata; Christopher F. Kolda; A. Eugene Livingston; John M. LoSecco; Grant Mathews; William D. McGlinn (emeritus); James Merz; John W. Mihelich (emeritus); Kathie E. Newman; John A. Poirier (emeritus); Terrence W. Rettig; Randal C. Ruchti; Steven T. Ruggiero; Jonathan R. Sapirstein; William D. Shephard (emeritus); Carol E. Tanner; Walter J. Tomasch (emeritus); Zoltan Toroczka; Mitchell R. Wayne

Associate Professors:

Dinshaw Balsara; Philippe Collon; Morten Eskildsen; Michael D. Hildreth; J. Christopher Howk; Paul E. Shanley (emeritus)

Assistant Professors:

Mark A. Caprio; Antonio Delgado; Kevin P. Lannon; Sylvia Ptasinska; 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 two different majors within the Department of Physics: physics, and physics-in-medicine. The course sequences in these two 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.

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 the physics-in-medicine major program are not allowed to add concentrations; their major program is designed to accommodate the special interests of students intending careers in medicine, medical technology, or biophysics.

Physics as a second major is an option for students in the colleges of engineering, arts and letters, or business.

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 10411¹, 10424, 20435²)

Intro to Chemical Principles (CHEM 10171³) and General Chemistry Biological Processes (CHEM 10122³)

Calculus I, II, III (MATH 10550,⁴ 10560,⁴ 20550⁴)

PHYSICS

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)
 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 Elective⁵

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)
 Advanced Astrophysics (PHYS 40445)
 Relativity: Special and General (PHYS 50472)

Concentration in Applied Physics

The requirements are that the student completes 14–17 credits of 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 10411¹, 10424, 20435²)
 General Chemistry I–IV (CHEM 10171, 10172, 20273, 21273, 20274, 21274)⁹
 Calculus I, II, III (MATH 10550⁴, 10560⁴, 20550⁴)
 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 20201⁶, 21201, 20202⁶, 21202)

Three science electives (9 credits total)⁷

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
 WR 13100 3
 History or Social Science⁸ 3
 Physical Education or ROTC 0
 18

Second Semester

MATH 10560, 12560 4
 PHYS 10424, 11424 4
 CHEM 10122 or 10172, 11172 3
 History or Social Science⁸ 3
 Philosophy or Theology⁸ 3
 Physical Education or ROTC 0
 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
 18

Second Semester

PHYS 20454 3
 PHYS 20464 4
 PHYS 20452, 22452 3.5
 Language 3
 Philosophy or Theology 3
 16.5

Junior Year

First Semester
 PHYS 30461 3
 PHYS 30471 3
 PHYS 40453 3
 Language 3
 Elective 3
 15

Second Semester

[Semester Abroad]
 or
 Literature or Fine Arts 12
 Electives 3
 15

Senior Year

First Semester
 PHYS 30465 3
 PHYS 40441, 41441 3
 Philosophy or Theology 3
 Elective 3
 12

Second Semester

Electives 12
 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
 13

Second Semester

[Semester Abroad]
 or
 PHYS 30472 3
 PHYS 40454 3
 Physics Elective 3
 Literature or Fine Arts 3
 Elective 3
 15

Senior Year

First Semester
 PHYS 30465 3
 PHYS 40441, 41441 3
 PHYS 43411 1
 Philosophy or Theology 3
 Elective 3
 13

Second Semester

PHYS 40442, 41442 or 40000-level MATH 3
 Electives 12
 15

PHYSICS

**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	3
PHYS 23411	1
Language	3

18

Second Semester

PHYS 20454	3
PHYS 20464	4
PHYS 20452, 22452	3.5
Language	3
Philosophy or Theology	3

16.5

Junior Year*First Semester*

PHYS 30461	3
PHYS 30471	3
PHYS 30481 or PHYS 40445 ¹⁰	3
PHYS 33411	1
PHYS 40453	3
Language	3

16

Second Semester

[Semester Abroad]	
or	
Theology/Philosophy	6
Literature or Fine Arts	3
Electives	6

15

Senior Year*First Semester*

PHYS 30465	3
PHYS 40441, 41441	3
PHYS 43411	1
PHYS 30481 or PHYS 40445 ¹⁰	3
Elective	3

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
WR 13100	3
History or Social Science ⁸	3
Physical Education or ROTC	0

18

Second Semester

MATH 10560, 12560	4
PHYS 10424, 11424	4
CHEM 10172, 11172	4
History or Social Science ⁸	3
Philosophy or Theology ⁸	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

16.5

Second Semester

BIOS 20202, 21202	4
PHYS 20464	4
CHEM 20274, 21274	4
Philosophy or Theology	3

15

Junior Year*First Semester*

BIOS 20303 ⁷	3
BIOS 30344 ⁷	3
PHYS 20451, 22451	3.5
Language	3

12.5

Second Semester

BIOS 30341 ⁷	3
PHYS 20454	3
PHYS 20452, 22452	3.5
Literature or Fine Arts	3
Language	3

15.5

Senior Year*First Semester*

PHYS 30465	3
PHYS 30471	3
PHYS 40371 ⁷	3
Philosophy or Theology	3
Language	3

15

Second Semester

Philosophy or Theology	3
PHYS 40432 ⁷	3
Electives	6

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 III (MATH 10850, 10860, and 20850) 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. One of these courses must be a University Seminar.
9. Alternatives for CHEM 10171–10172 and 20273–20274 are CHEM 10181–10182 and CHEM 20283–20284.
10. PHYS 303481 (Modern Observational Techniques) is offered in the fall of even years; PHYS 40445 (Advanced Astrophysics) is offered in the fall of odd 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 Physics](#) heading.

PREPROFESSIONAL STUDIES

SUMMARY OF REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS		
	<i>Physics</i>	<i>Physics in Medicine</i>
Mathematics	11.5	11.5
Physics	42	33
Chemistry	7	16
Biology	—	8
Science Electives	—	9
Language	Intermediate-Level	
WR 13100	3	3
Philosophy*	6	6
Theology*	6	6
History*	3	3
Social Sciences*	3	3
Literature/Fine Arts*	3	3
Education	—	—
Free Electives	28.5**	11.5**
	124	124

* *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.*

HONORS PROGRAM IN PHYSICS

The goal of this honors program is to give our most talented students an exceptional background in physics research. Participation in this program will increase their level of commitment and productivity while preparing them for successful postgraduate work.

The program will accept junior physics majors in good academic standing who have already completed one semester of undergraduate research. Selection will be based on a research statement, transcript, and recommendation letter from their research advisor.

To graduate with this honor, students will have to complete:

1. At least three semesters and one summer of independent research either at Notre Dame or another university or research laboratory. Students are expected to apply for REU, COS-SURF or other summer funding as appropriate.
2. A thesis of at least 20 pages (a manuscript submitted for publication can substitute only if the student has made substantial contributions to the work).
3. A presentation at a national or regional meeting, or at the Notre Dame COS-JAM conference.

4. Successful completion of all requirements for one of the physics concentrations, or completion of the physics in medicine degree.

5. A GPA of at least 3.25 in College of Science courses.

Thesis Requirements:

The final draft of the thesis will be written with the advisor, and will be submitted by April 1.

Each thesis will be reviewed by one member of the Undergraduate Research Committee. If the thesis is not approved, a second committee member will read the thesis and confer. The students will be notified by April 15 if a rewrite is needed. The rewrite will be due May 1.

Guidelines for the thesis and thesis reviewers will be provided.

The thesis learning goals are intended to support and develop each student's independence, scientific communication skills, critical review skills, and understanding of their research in the context of the larger field. It will have the added benefit of helping students prepare for graduate applications and fellowships.

The student's transcript will carry the notation "Honors Physics" to distinguish it from the Glynn Family Honors Program. If the student is also in the Glynn Family Honors Program, the thesis presented in that program could be considered for the Honors Program in Physics, but would need approval by the Physics Undergraduate Research Committee.

During the first year under which this honors program is approved, seniors who are already making appropriate progress towards completing all requirements of the honors degree will automatically be considered part of the honors program and therefore eligible for the honors designation at graduation, assuming all requirements are completed.

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.

PREPROFESSIONAL STUDIES

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*

WR 13100 English Writing and Rhetoric	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

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 WR 13100 Writing and Rhetoric 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

PREPROFESSIONAL STUDIES

graduation. Directed Readings (SCPP 46397) counts as general elective credit.

11. All students are welcome to join the Preprofessional, Premedical or Predental 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.

Summary of Requirements for the Degree of Bachelor of Science in Preprofessional Studies

	Credits
Biological Sciences	8
Chemistry	16
Mathematics	8
Physics	8
Writing and Rhetoric	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)¹

CHEM 10171 and 11171 and (10172 and 11172 or 10122) and two of the following: CHEM 20273 and 21273, CHEM 20274 and 21274, ENVG 20110

Calculus (MATH 10350–10360 or 10550–10560)^{1,2}

Physics (PHYS 30210–30220)³ and 31210, 31220
Statistics (ACMS 20340 or BIOS 40411)

They also are required to take 20–21 credits of science electives,⁴ 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)^{5,6}

Accountancy I (ACCT 20100)

Corporate Financial Management (FIN 20150)

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.

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
WR 13100	3
Theology*	3
History*	3
Physical Education/ROTC	0
	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
	17

PREPROFESSIONAL STUDIES

Sophomore Year*First Semester*

BIOS 20201 General Biology A	3
BIOS 21201 General Biology A Lab	1
CHEM 20273, 21273 (or SC 20110)	4
Language	3
Elective	3

14

Second Semester

BIOS 20202 General Biology B	3
BIOS 21202 General Biology B – Lab	1
CHEM 20274, 21274 or CHEM 10122	4 (3)
Language	3
Philosophy	3

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
Science Elective (or Language)	3

16 (17)

Second Semester

BIOS 40411. Biostatistics or	
ACMS 20340 Statistics for Life Sciences	4 (3)
PHYS 30220, 31220 General Physics II	4
ACCT 20100	3
Elective	3
Science Elective	3

17 (16)

Senior Year*First Semester*

Science Electives	6
Elective	3
FIN 20150	3
MARK 20100	3

15

Second Semester

Science Electives	6
Electives	6
Business Elective	3

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)¹
- CHEM 10171 and 11171, 10172 and 11172 or 10122 and two of (CHEM 20273 and 21273, CHEM 20274 and 21274, SC 20110)
- Calculus (MATH 10350–10360 or 10550–10560)^{1,2}
- Physics (PHYS 30210–30220 and 31210–31220)³ and 3121, 31220

Statistics (ACMS 20340 or BIOS 40411)

They also are required to take 20–21 credits of science elective,⁴ 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,

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
Chemistry		8	8
Organic Chemistry/Geology		8	8
Mathematics		8	8
Physics		8	8
Statistics: ACMS 20340 or BIOS 40411	3–4	3–4	0
Science Electives	20–21	20–21	20
Total Required Science	64	64	60
Business Courses	15	0	0
Computing Courses	0	14–15	0
Education Courses	0	0	33
Language	Intermediate Level Competency		
Writing and Rhetoric	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**
Total	124	124	128
* 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.			

PREPROFESSIONAL STUDIES

103600 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 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 11171	4
MATH 10550 Calculus (Note 2)	4
WR 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 (or CHEM 10122)	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	
ACMS 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	9
CSE 30246 Database Concepts	3
Electives	3
	15

* 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) ¹
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) ^{1,2}
Physics (PHYS 30210–30220) ³ and 31210, 31220

They also are required to take 20 credits of science electives,^{4,5} 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.)*

SPECIAL PROGRAMS

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 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
WR 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*

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, any majors among Mathematics, ACMS and Statistics. 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

Dual Degree Program with the Mendoza College of Business

Coordinators:

Brian Lohr
 Director of Admissions
 Master of Business Administration Program
 Bei Hu
 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 courseload 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
<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.

Second Semester, Interterm Week: (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

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*.

Credit is not given for both ACMS and MATH courses with the numbers 10140, 10150, 20210, 20340, 20610, 20750, 30440, 30530, 30540, 30610, or any course cross-listed between ACMS and MATH. In the following table the restrictions on MATH courses numbered 10140 and 20340 also apply to the ACMS courses with the same numbers.

**Applied and Computational
Mathematics and Statistics**

(10140 10141 10145	20340		BIOS 40411	30540	MATH 30540)
	20210		MATH 20210)		
(	20620		MATH 20610)		
(	20550		PHYS 20451)		
(				30530	MATH 30530)
(				30610	MATH 30610)
(	20750	MATH 20750	PHYS 20452)		

Biological Sciences

(10101 10110	10156	10161		10191	10098	20201)
(10107 10117 10118 10119	10155	10162			10099	20202)
(		20241	30341)			
(		20250	20303)			
(			40342)			

Chemistry and Biochemistry

(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)	

Mathematics

(10120 10110)						
(10250 10240		10350	10550	10850	10860	10460)
(	10260	10270	10360	10560	10860	10460)
(		20210	ACMS 20210)			
(			20610	ACMS 20620	20580	20810)
(			20610	ACMS 20620	20580	20570)
(				20550		20850)
(			20750	ACMS 20750	30650)	
(ACMS 10140 / 10141 / 10145		ACMS 20340	BIOS 40411	30540	ACMS 30540)	
(				30530	ACMS 30530)	
(				30610	ACMS 30610)	
(					30390	40390)

Physics

(10111 10310		10411	30210	10091	10093	10095)
(10222 10320	10422	20435	30220	10092	10094	10096)
(		20431	10424)			
(	20330		20464)			
(10052	20051	ENER 20201	STV 20304)			
(10140	20140)					
(20451	MATH 20570	MATH 20610	MATH 20580)			
(20452 MATH 20571	MATH 20750	MATH 30650)				

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.

Officers of Administration

In the College of Science

GREGORY P. CRAWFORD, Ph.D.

Dean of the College of Science

BEI HU, 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

MATTHEW GURSKY, 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

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

DR. MONICA Y. ALLEN-ALEXANDER

West Bloomfield, Michigan

JOHN J. ANTON

San Francisco, California

DR. DAVID M. ASMUTH

Carmichael, California

DR. ROBERT C. BOGUSLASKI

Elkhart, Indiana

DR. GEORGE J. BOSL

Syosset, New York

DR. ROBERT I. BRANICK

Mill Valley, California

MR. JACK BREEN

Shaker Heights, Ohio

ROBERT E. CAMPBELL

North Brunswick, New Jersey

DR. SAMUEL J. CHMELL

Riverside, Illinois

DR. WILLIAM D. CLAYPOOL

Newton Square, Pennsylvania

DR. ANNE CONKLIN

Toledo, Ohio

DR. JAMES J. CREIGHTON JR.

Indianapolis, Indiana

EDWARD L. DELAHANTY

Naples, Florida

DR. JACK E. DIXON

Washington, D.C.

DR. R. LAWRENCE DUNWORTH

Palm Beach, Florida

ROBERT H. HARRIS, Ph.D.

Holmdel, New Jersey

DR. GREGORY A. HOFFMAN

Fort Wayne, Indiana

DR. FRANCIS I. KITTREDGE JR.

Bangor, Maine

DR. THOMAS M. KRIZMANICH

Warsaw, Indiana

DR. ROBERT S. LEE

Claremont, California

ROBERT L. LUMPKINS JR.

St. Louis Park, Minnesota

DR. PHILLIP MADONIA

Mobile, Alabama

MS. WHITNEY M. MARCH

Chicago, Illinois

JAMES C. MARCUCCILLI

Fort Wayne, Indiana

MR. LAWRENCE A. MASTROVICH

Coto de Caza, California

JAMES E. MCGRAW

Savannah, Georgia

DR. ANN HANK MONAHAN

Woodland, Minnesota

JAMES M. MORRISON

Valparaiso, Indiana

CINDY K. PARSEGHIAN

Tucson, Arizona

DR. JOHN G. PASSARELLI

Laurel Hollow, New York

MR. RICHARD T. RILEY

West Chester, Pennsylvania

ANDREW C. SERAZIN

Seattle, Washington

DR. CAROL LALLY SHIELDS

Bryn Mawr, Pennsylvania

DENIS E. SPRINGER

Inverness, Illinois

DR. WILLIAM S. STAVROPOULOS

Naples, Florida

MR. DAID L. TAICLET

Clarkson Valley, Missouri

RAYMOND C. TOWER

Glenview, Illinois

DR. ELEANOR M. WALKER

Troy, Michigan

PAUL F. WARE JR.

Concord, Massachusetts

DR. NORBERT L. WIECH

Phoenix, Maryland

DR. JOHN C. YORK II

Canfield, Ohio

Faculty

The following is the official faculty roster for the 2012–13 academic year as of July 9, 2012.

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.

Ruth Maree Abbey. *Associate Professor, Political Science; Department Chair, Political Science.* Bachelor of Arts, Monash University, 1984; Master of Arts, McGill University, 1989; Doctor of Arts, *ibid.*, 1995 (2005)

Carl Bruce Ackermann. *Professional Specialist, Finance.* Bachelor of Arts (Latin), Amherst College, 1984; Philosophiae Doctor, UNC at Chapel Hill, 2000 (1998)

John Felix Affleck-Graves. *Executive Vice President; The Notre Dame Chair in Finance; Professor, Finance.* B.S. Mathematics, University of Cape Town, 1972; Master of Science, *ibid.*, 1974; Philosophiae Doctor, *ibid.*, 1977; B.S. Commerce, *ibid.*, 1982 (1986)

Lauren Ajamie. *Assistant Librarian, Hesburgh Libraries; Electronic Resources Librarian.* Bachelor of Arts, Barnard College, 2006; Master of Library & Info Sci, Univ of Oklahoma-Norman, 2012 (2012)

Maurizio Albahari. *Assistant Professor, Anthropology.* Bachelor of Arts, Università Degli Studi, 2000; Master of Arts, Univ California Irvine, 2002; Philosophiae Doctor, *ibid.*, 2006 (2008)

Mark S. Alber. *The Vincent J. Duncan Family Professor of Applied Mathematics; Professor, Applied Computational Mathematics & Statistics; Director, Center for Study of Biocomplexity; Concurrent Professor, Physics; Concurrent Professor, Computer Science and Engineering.* Master of Science, Moscow Institute of Technology, 1983; Philosophiae Doctor, Univ of Pennsylvania, 1990 (1990)

Thomas Edward Albrecht-Schmitt. *Freimann Endowed Professor, Civil Engg & Geological Sciences; Professor, Civil Engineering and Geological Sciences.* Bachelor of Science, Southwest State University, 1993; Master of Science, Northwestern University, 1994; Philosophiae Doctor, *ibid.*, 1997 (2009)

Simeon Alder. *Fellow, Kellogg Institute for International Studies; Assistant Professor, Department of Economics.* Bachelor of Arts, Graduate Inst of Int'L Studies, 1998; Master of Arts, UCLA, 2005; Philosophiae Doctor, *ibid.*, 2009 (2009)

Joan Aldous. *The William R. Kenan, Jr., Chair; Professor, Sociology.* Bachelor of Science, Kansas State University, 1948; Master of Arts, Univ of Texas-Austin, 1949; Philosophiae Doctor, University of Minnesota at Dul, 1963 (1976)

Roger Paul Alford. *Professor, Law School.* Bachelor of Arts, Baylor University, 1985; Master of Divinity, Southern Baptist Theological S, 1988; Juris Doctor, New York University, 1991 (2012)

Robert Lawrence Alworth. *Assistant Professional Specialist, College of Engineering.* Bach of Sci in Mech Engr, University of Notre Dame, 1972; Master of Science, Cornell University, 1974 (2009)

Joseph Phillip Amar. *Professor, Classics; Concurrent Professor, Theology.* Philosophiae Doctor, Catholic University of America, 1988 (1988)

George Alex Ambrose. *Assistant Professional Specialist, First Year of Studies; Interim Director, ePortfolio Initiative; Assistant Professor, Military Science.* Bachelor of Arts, Rutgers State University of NJ, 2002; Master of Education, *ibid.*, 2003 (2008)

Karl P. Ameriks. *The McMahon-Hank Chair in Philosophy; Professor, Philosophy; Fellow, Nanovic Institute for European Studies.* Bachelor of Arts, Yale University, 1969; Philosophiae Doctor, *ibid.*, 1973 (1973)

Geraldine A. Ameriks. *Associate Professional Specialist, Romance Languages and Literatures; Associate Teaching Professor.* Bachelor of Arts, Smith College, 1969; Master of Arts, Stanford University, 1971 (1980)

Jose Anadon. *Professor, Romance Languages and Literatures.* Bachelor of Arts, Albion College, 1968; Master of Arts, University of Michigan, 1970; Philosophiae Doctor, *ibid.*, 1974 (1975)

Gary A. Anderson. *Hesburgh Professor of Catholic Theology; Professor, Theology.* Bachelor of Arts, Albion College, 1977; Master of Divinity, Duke University, 1981; Philosophiae Doctor, Harvard University, 1985 (2003)

Thomas Francis Anderson. *Dr. Scholl Associate Prof. of Romance Languages & Literatures; Fellow, Kellogg Institute for International Studies; Fellow, Institute for Latino Studies; Professor, Romance Languages and Literatures.* Bachelor of Arts, Bowdoin College, 1992; Master of Arts, Univ of Pennsylvania, 1994; Philosophiae Doctor, *ibid.*, 1998 (1998)

Megan Andrew. *Assistant Professor, Sociology.* Bachelor of Science, Utah State University, 1999; Master of Science, Univ of Wisconsin-Madison, 2004; Philosophiae Doctor, *ibid.*, 2009 (2011)

Corey M. Angst. *Assistant Professor, Management.* Bach of Sci in Mech Engr, Western Michigan University, 2001; Master of Business Admin, University of Delaware, 2006; Philosophiae Doctor, University of Maryland, 2007 (2007)

Wendy Angst. *Associate Professional Specialist, Management.* Bachelor of Science, Michigan State University, 1995; Master of Business Admin, University of La Verne, 2000 (2010)

Panos J. Antsaklis. *H. Clifford & Evelyn A. Brosey II Chair; Professor, Electrical Engineering; Concurrent Professor, Applied Computational Mathematics & Statistics; Concurrent Professor, Applied Computational Mathematics.* Diploma, Natl Technical Univ of Athens, 1972; Master of Science, Brown University, 1974; Philosophiae Doctor, *ibid.*, 1977 (1980)

Robert Scott Appleby. *The John M. Regan Jr. Director; Professor, History; Director, Joan B. Kroc Institute for International Peace; Fellow, Kellogg Institute for International Studies; Fellow, Joan B. Kroc Institute for International Peace.* Bachelor of Arts, University of Notre Dame, 1978; Master of Arts, University of Chicago, 1979; Philosophiae Doctor, *ibid.*, 1985 (1994)

Ani Aprahamian. *The Frank M. Freimann Professor of Physics; Professor, Physics.* Bachelor of Arts, Clark University, 1980; Philosophiae Doctor, *ibid.*, 1986 (1989)

Francisco Jose Aragon. *Assistant Professional Specialist, Institute for Latino Studies.* Bachelor of Arts, Univ of California Berkeley, 1989; Master of Arts, New York University, 1990; Master of Arts, Univ California Davis, 2000; Master of Fine Arts, University of Notre Dame, 2003 (2003)

FACULTY

J. Douglas Archer. *Librarian, Hesburgh Libraries.* Bachelor of Arts, Duke University, 1968; Master of Divinity, Colgate Rochester Divinity Sch., 1972; Master in Library Science, Western Michigan University, 1981 (1978)

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Peri E. Arnold. *Professor, Political Science.* Bachelor of Arts, Roosevelt University, 1964; Master of Arts, University of Chicago, 1967; Philosophiae Doctor, *ibid.*, 1972 (1972)

Julie Ellen Arnott. *Librarian, Hesburgh Libraries.* Bachelor of Arts, University of Missouri-St. Lou, 1976; M.S. Library Science, Univ of IL Urbana-Champaign, 1986 (2005)

Carolina Arroyo. *Associate Professional Specialist, Political Science.* Bachelor of Arts, SUNY at Buffalo, 1983; Master of Arts, Stanford University, 1990 (1996)

Brandon Lee Ashfeld. *Assistant Professor, Chemistry and Biochemistry.* Bachelor of Science, University of Minnesota, 1998; Philosophiae Doctor, Univ of Texas-Austin, 2004 (2007)

James Matthew Ashley. *Associate Professor, Theology; Department Chair, Theology; Fellow, Center for Social Concerns.* Bachelor of Science, Saint Louis University, 1982; Master of Teacher Science, Weston School of Theology, 1988; Philosophiae Doctor, University of Chicago, 1993 (1993)

Lance Richard Askildson. *Associate Professional Specialist, Center for Study of Language & Culture; Associate Professor of the Practice; Assistant Provost for Internationalization, Provost Office.* Bachelor of Arts, University of Minnesota, 2001; Master of Arts (Latin), Florida State University, 2004 (2008)

Virginie Askildson. *Assistant Professional Specialist, Center for Study of Language & Culture; Assistant Professor of the Practice.* Bachelor of Arts, College Lycee Gerard Philipe, 1995; Master of Science, Florida State University, 2004; Philosophiae Doctor, University of Arizona, 2008 (2008)

Ann W. Astell. *Professor, Theology.* Bachelor of Science, Marquette University, 1974; Master of Arts, *ibid.*, 1981; Philosophiae Doctor, Univ of Wisconsin-Madison, 1987 (2007)

Hafiz M. Atassi. *The Viola D. Hank Chair in Aerospace and Mechanical Engineering; Professor, Aerospace and Mechanical Engineering.* Philosophiae Doctor, University of Paris I, 1966 (1969)

Robert Audi. *The David E. Gallo Chair in Business Ethics; Professor, Philosophy.* Bachelor of Arts, Colgate University, 1963; Master of Arts, University of Michigan, 1965; Philosophiae Doctor, *ibid.*, 1967 (1987)

David E. Aune. *Walter Chair, Theology; Professor, Theology.* Bachelor of Arts, Wheaton College, 1961; Master of Arts, *ibid.*, 1963; Master of Arts, University of Minnesota, 1965; Philosophiae Doctor, University of Chicago, 1970 (1999)

Yury Petrovich Avvakumov. *Assistant Professor, Theology.* Master of Arts, Leningrad State University, 1981; Philosophiae Doctor, Russian Theological Seminary, 1990; Philosophiae Doctor, Ludwig-Maximilians Univ Munich, 2001 (2009)

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Travis Bailey. *Research Assistant Professor, Biological Sciences.* Bachelor of Science, Brigham Young University, 1997; Master of Science, *ibid.*, 2000; Philosophiae Doctor, Baylor College of Medicine, 2006 (2009)

Brian M. Baker. *Associate Professor, Chemistry and Biochemistry.* Bachelor of Science, New Mexico State Univ. Park, 1992; Philosophiae Doctor, University of Iowa, 1997 (2001)

Colleen Margaret Baker. *Associate Professor, Law School; Concurrent Associate Professor, Finance.* Bachelor of Arts, University of Notre Dame, 1995; Master of Science, Carnegie Mellon University, 1998; Juris Doctor, University of Virginia, 2004; Master of Business Admin, *ibid.*, 2004 (2010)

Harriet E. Baldwin. *Associate Professional Specialist, College of Arts and Letters.* Bachelor of Science, Kansas State University, 1966 (1980)

Aaron Bradley Bales. *Assistant Librarian, Hesburgh Libraries.* Bachelor of Arts, Harvard University, 1988; Master in Library Science, Indiana Univ-Bloomington, 2001 (1992)

Dinshaw S. Balsara. *Associate Professor, Physics.* Bachelor of Science, Jai Hind College, 1977; Master of Science, Indian Inst of Tech Kanpur, 1982; Master of Science, University of Chicago, 1986; Philosophiae Doctor, Univ of IL Urbana-Champaign, 1990 (2001)

Rashna Dinshaw Balsara. *Research Assistant Professor, Center For Transgene Research.* Bachelor of Science, University of Bombay, 1985; Master of Science, *ibid.*, 1991; Philosophiae Doctor, *ibid.*, 1998 (2007)

Zygmunt Guido Baranski. *Professor, Romance Languages and Literatures; Notre Dame Professor of Dante and Italian Studies .* Bachelor of Arts, University of Hull, 1973; Philosophiae Doctor, *ibid.*, 1976 (2007)

Charles E. Barber. *Professor, Art, Art History, and Design.* Bachelor of Arts, Courtauld Institute of Art, 1986; Philosophiae Doctor, *ibid.*, 1989 (1996)

Sotirios Angel Barber. *Professor, Political Science.* Bachelor of Arts, Univ of IL Urbana-Champaign, 1964; Master of Arts, University of Chicago, 1967; Philosophiae Doctor, *ibid.*, 1973 (1986)

Christopher Andrew Baron. *Assistant Professor, Classics.* Bachelor of Arts (Latin), Illinois Wesleyan University, 1995; Philosophiae Doctor, Univ of Pennsylvania, 2006 (2006)

Matthew James Barrett. *Professor, Law School.* Bachelor of Business Admin., University of Notre Dame, 1982; Juris Doctor, *ibid.*, 1985; Juris Doctor, *ibid.*, 1985 (1990)

Amy Coney Barrett. *Professor, Law School.* Bachelor of Arts, Rhodes College, 1994; Juris Doctor, University of Notre Dame, 1997 (2002)

Katrina D. Barron. *Associate Professor, Mathematics.* B.S. Mathematics, University of Chicago, 1986; B.S. Physics, *ibid.*, 1987; Philosophiae Doctor, Rutgers University, 1996 (2001)

Kevin Barry. *Interim Director, Kaneb Center for Teaching and Learning; Professional Specialist, Kaneb Center for Teaching and Learning; Fellow, Institute for Latino Studies.* Bachelor of Science, Florida Institute of Technolog, 1988; Master of Science, *ibid.*, 1990 (1994)

David M. Bartels. *Concurrent Professional Specialist, Chemistry and Biochemistry; Professional Specialist, Radiation Laboratory.* Bachelor of Science, Hope College, 1977; Philosophiae Doctor, Northwestern University, 1982 (2003)

FACULTY

- Viva Ona Bartkus.** *Associate Professor, Management; Fellow, Nanovic Institute for European Studies; Fellow, Kellogg Institute for International Studies.* Bachelor of Arts, Yale University, 1989; Master of Arts, *ibid.*, 1989; Master of Arts, University of Oxford, 1991; Philosophiae Doctor, *ibid.*, 1993 (2004)
- Stephen Marc Batill.** *Professor, Aerospace and Mechanical Engineering.* Bachelor of Science, University of Notre Dame, 1969; Master of Science, *ibid.*, 1970; Philosophiae Doctor, *ibid.*, 1972 (1978)
- Robert Henry Battalio.** *Professor, Finance.* Bachelor of Science, Texas A&M University, 1988; Philosophiae Doctor, Indiana Univ-Bloomington, 1995 (2000)
- Peter Heinz Bauer.** *Professor, Electrical Engineering.* Philosophiae Doctor, University of Miami, 1987 (1988)
- Joseph P. Bauer.** *Professor, Law School.* Bachelor of Arts, Univ of Pennsylvania, 1965; Juris Doctor, Harvard University, 1969 (1973)
- Gerard F. Baumbach.** *Professional Specialist, Institute for Church Life; Concurrent Professor.* B.S. Political Science, Saint Michael's College, 1968; Bachelor of Arts, *ibid.*, 1968; Master of Arts, Univ of Maryland Baltimore Cou, 1975; Doctorate of Education, New York University, 1989 (2003)
- Barry William Baumbaugh.** *Professional Specialist, Physics.* Bachelor of Science, Indiana Institute of Technology, 1976 (1978)
- Laura A. Bayard.** *Librarian, Hesburgh Libraries.* Bachelor of Arts, Shippensburg University, 1969; Master of Science, University of Pittsburgh, 1974 (1989)
- Timothy James Bays.** *Associate Professor, Philosophy.* Bachelor of Arts, Northwestern University, 1988; Philosophiae Doctor, UCLA, 1994; Doctor of Philosophy, *ibid.*, 1999 (1999)
- Terri L. Bays.** *Assistant Professional Specialist, Kaneb Center for Teaching and Learning.* Bachelor of Arts, Northwestern University, 1989; Philosophiae Doctor, UCLA, 2000 (2000)
- Edward N. Beatty.** *Associate Professor, History; Fellow, Kellogg Institute for International Studies.* Bachelor of Arts, Princeton University, 1983; Master of Arts, University of New Mexico Main, 1992; Philosophiae Doctor, Stanford University, 1996 (2000)
- Christine Ann Becker.** *Associate Professor, Film, Television, and Theatre; Fellow, Nanovic Institute for European Studies.* Bachelor of Arts, Univ of IL Urbana-Champaign, 1993; Master of Arts, Univ of Wisconsin-Madison, 1995; Philosophiae Doctor, *ibid.*, 2001 (2000)
- Mary Patricia Beckman.** *Professional Specialist, Center for Social Concerns; Concurrent Professional Specialist, Economics and Policy Studies.* Bachelor of Arts, University of Notre Dame, 1975; Master of Arts, *ibid.*, 1984; Philosophiae Doctor, *ibid.*, 1986 (2001)
- Gail Bederman.** *Associate Professor, History; Concurrent Associate Professor, American Studies.* Bachelor of Arts, New York University, 1978; Master of Arts, Brown University, 1984; Philosophiae Doctor, *ibid.*, 1993 (1992)
- Susanta K. Behura.** *Research Assistant Professor, Biological Sciences.* Bachelor of Science, Utkal University, 1995; Master of Science, Guru Nanak Dev University, 1998; Philosophiae Doctor, Utkal University, 2000 (2008)
- Patricia Louise Bellia.** *Professor, Law School.* Bachelor of Arts (Latin), Harvard University, 1991; Juris Doctor, Yale University, 1995 (2000)
- Anthony Joseph Bellia.** *Professor, Law School; Concurrent Professor, Political Science.* Bachelor of Arts, Canisius College, 1991; Juris Doctor, University of Notre Dame, 1994 (2000)
- Gary E. Belovsky.** *Professor, Biological Sciences; Martin J. Gillen Director of the Environmental Research Center.* Bachelor of Business Admin., University of Notre Dame, 1972; Master of Science, Yale University, 1974; Philosophiae Doctor, Harvard University, 1977 (2001)
- Jada Perdita Benn Torres.** *Assistant Professor, Anthropology.* Bachelor of Arts, University of Notre Dame, 1999; Master of Science, University of New Mexico Main, 2001; Philosophiae Doctor, *ibid.*, 2006 (2008)
- Gerald Steward Bennett.** *Assistant Professor, Naval Science.* Bachelor Degree - Unspecified, U. S. Naval Academy, 2006; Master Degree - Unspecified, Univ of Oklahoma-Norman, 2011 (2011)
- David Paul Bennett.** *Research Professor, Physics.* Bachelor of Science, Case Western Reserve Univ., 1981; Master of Science, Stanford University, 1983; Philosophiae Doctor, *ibid.*, 1986 (1996)
- John J. Bentley.** *Associate Professional Specialist, Radiation Laboratory.* Bachelor of Science, College of the Holy Cross, 1967; Master of Science, Carnegie Mellon University, 1970; Philosophiae Doctor, *ibid.*, 1975 (1978)
- Mark Berends.** *Professor, Sociology; Director, Center for Research Educational Opportunity.* Bachelor of Arts, Calvin College, 1985; Master of Science, Univ of Wisconsin-Madison, 1988; Philosophiae Doctor, *ibid.*, 1992 (2009)
- Georg Peter Berg.** *Research Professor, Physics.* Bachelor of Science, State University Groningen, 1968; Diploma, University of Cologne, 1972; Doctor of Science, *ibid.*, 1974 (2009)
- Cindy S. Bergeman.** *Professor, Psychology.* Bachelor of Science, University of Idaho, 1979; Master of Science, Pennsylvania State University, 1987; Philosophiae Doctor, *ibid.*, 1989 (1990)
- Jeffrey Harold Bergstrand.** *Professor, Finance; Fellow, Kellogg Institute for International Studies; Concurrent Professor, Department of Economics.* Bachelor of Arts, Northwestern University, 1974; Master of Arts, Univ of Wisconsin-Madison, 1979; Philosophiae Doctor, *ibid.*, 1981 (1986)
- Tracy Catherine Bergstrom.** *Assistant Librarian, Hesburgh Libraries.* Bachelor of Arts, Smith College, 1998; Master of Arts, Yale University, 2002; Master of Arts, Southern Connecticut State Col, 2007 (2007)
- Robert James Bernhard.** *Vice President for Research; Professor, Aerospace and Mechanical Engineering.* Bach of Sci in Mech Engr, Iowa State University, 1976; M.S. Mechanical Engr, University of Maryland, 1976; Philosophiae Doctor, Iowa State University, 1982 (2007)
- Gary H. Bernstein.** *Frank Freimann Prof. in Engineering-II, Electrical Engineering; Professor, Electrical Engineering; Associate Chair, Electrical Engineering.* Bach of Sci in Electrical Engr, Univ of Connecticut, 1979; M.S. Electrical Engr, Purdue University, 1981; Philosophiae Doctor, Arizona State University, 1987 (1988)
- Henry Gordon Berry.** *Professor, Physics.* Bachelor of Arts, University College Oxford, 1962; Master of Science, University of Wisconsin Center, 1963; Philosophiae Doctor, *ibid.*, 1967 (1994)
- Louis James Berzai.** *Associate Professional Specialist, Computer Applications Programs - Arts & Letters.* Bachelor of Arts, Indiana Univ South Bend, 1985; Master of Arts, *ibid.*, 1995 (1984)

FACULTY

Nora J. Besansky. *Professor, Biological Sciences.* Bachelor of Science, Oberlin College, 1982; Master of Science, Yale University, 1987; Philosophiae Doctor, *ibid.*, 1990 (1997)

Philip Hartzel Bess. *Professor, School of Architecture.* Bachelor of Arts, Whittier College, 1973; Master of Theological Studies, Harvard University, 1976; Master of Architecture, University of Virginia, 1981 (2004)

Joanne Mary Bessler. *Librarian, Hesburgh Libraries.* Bachelor of Arts, University of Cincinnati, 1971; Master in Library Science, University Kentucky, 1972 (1984)

David M. Betson. *Associate Professor, College of Arts and Letters.* Bachelor of Arts, Kalamazoo College, 1972; Master of Arts, Univ of Wisconsin-Madison, 1975; Philosophiae Doctor, *ibid.*, 1980 (1982)

John Renner Betz. *Associate Professor, Theology.* Bachelor of Arts, Wake Forest University, 1991; Philosophiae Doctor, University of Virginia, 1999 (2010)

Mark C Beudert. *Professional Specialist, Music; Teaching Professor.* Bachelor of Arts, Columbia University, 1982; Master of Arts, University of Michigan, 1991; Doctor of Music, *ibid.*, 1995 (2007)

Kraig Beyerlein. *Assistant Professor, Sociology; Fellow, Joan B. Kroc Institute for International Peace.* Bachelor of Arts, Concordia University, 1998; Master of Arts, UNC at Chapel Hill, 2002; Philosophiae Doctor, *ibid.*, 2006 (2009)

Souvik Bhattacharjee. *Research Assistant Professor, Biological Sciences.* Bachelor of Science, University of Delhi, 1995; Master of Science, Madurai Kamaraj University, 1997; Philosophiae Doctor, Inst. of Microbial Technology, 2003 (2008)

Ikaros I. Bigi. *The Grace-Rupley Chair in Physics; Professor, Physics.* Master of Science, Max-Planck-Gesellschaft, 1973; Philosophiae Doctor, *ibid.*, 1976 (1988)

Zihni Basar Bilgicer. *Assistant Professor, Chemical and Biomolecular Engineering.* Bachelor of Science, Bogazici Universitesi, 1998; Philosophiae Doctor, Tufts University, 2004 (2008)

Abhijit Biswas. *Research Associate Professor, ND NANO.* Master of Science, Banaras Hindu University, 1992; Philosophiae Doctor, *ibid.*, 1999 (2010)

Alexander Blachly. *Professor, Music.* Bachelor of Arts, Haverford College, 1967; Master of Arts, Columbia University, 1972; Philosophiae Doctor, *ibid.*, 1995 (1993)

John Andrew Blacklow. *Associate Professor, Music.* Bachelor of Music, Harvard University, 1987; Master of Music, The Juilliard School, 1989; Doctor of Music, Univ of Southern California, 1996 (2002)

Howard A. Blackstead. *Professor, Physics.* Bachelor of Science, North Dakota State University, 1962; Master of Arts, Dartmouth College, 1964; Philosophiae Doctor, Rice University, 1967 (1969)

Alessia Blad. *Assistant Professional Specialist, Romance Languages and Literatures.* Bachelor of Arts, University of Milan, 1988; Bachelor Degree - Unspecified, Indiana Univ South Bend, 2008 (2010)

G. Robert Blakey. *The William J. and Dorothy K. O'Neill Chair in Law; Professor, Law School.* Bachelor of Arts, University of Notre Dame, 1957; Juris Doctor, *ibid.*, 1960 (1980)

Patricia A. Blanchette. *Professor, Philosophy.* Bachelor of Arts, Univ California San Diego, 1983; Philosophiae Doctor, Stanford University, 1990 (1993)

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- Abigail Kaethe Wozniak.** *Assistant Professor, Department of Economics.* Bachelor of Arts (Latin), University of Chicago, 1998; Master of Arts (Latin), Harvard University, 2003; Philosophiae Doctor, *ibid.*, 2005 (2005)
- Timothy Everett Wright.** *Research Assistant Professor, Center for Research Computing.* Bachelor of Arts, Indiana Univ South Bend, 1991; M.S. Computer Sci and Engr, Univ of NC-Charlotte, 2000; Philosophiae Doctor, University of Notre Dame, 2009 (2009)
- Frederico Jose Xavier.** *Professor, Mathematics.* Bachelor of Science, Fed Univ of Pernambuco Recife, 1971; Master of Science, *ibid.*, 1973; Philosophiae Doctor, University of Rochester, 1977 (1985)
- Huili Xing.** *Associate Professor, Electrical Engineering.* Bach of Sci in Electrical Engr, Peking University, 1996; M.S. Electrical Engr, Lehigh University, 1998; Doctor of Engineering, Univ of California Sta Barbara, 2003 (2004)
- Zhiliang Xu.** *Associate Professor, Applied Computational Mathematics & Statistics.* Bach of Sci in Mech Engr, Beijing University, 1994; M.S. Mechanical Engr, *ibid.*, 1997; Philosophiae Doctor, SUNY at Stony Brook, 2002 (2006)
- Xiaoshan Yang.** *Associate Professor, East Asian Languages and Cultures.* Bachelor of Arts, Anhui Normal University, 1982; Master of Arts, Peking University, 1985; Philosophiae Doctor, Harvard University, 1994 (1997)
- Jia Yang.** *Assistant Professional Specialist, East Asian Languages and Cultures; Assistant Teaching Professor.* Bachelor of Humanities, Peking University, 2002; Master Degree - Unspecified, Tsinghua University, 2005; Master Degree - Unspecified, Ohio State University, 2007 (2011)
- Nejla Yasemin Yarkin.** *Associate Professional Specialist, Film, Television, and Theatre.* Master of Arts, The Etage, 1993 (2008)
- Chengxu Yin.** *Associate Professional Specialist, East Asian Languages and Cultures; Assistant Teaching Professor.* Bachelor of Arts, Peking University, 1984; Master of Arts, Univ of Massachusetts, 1990 (2000)
- Susan Lee Youens.** *J.W. Van Gorkom Professor of Music; Professor, Music.* Bachelor of Music, Southwestern University, 1969; Master of Arts, Harvard University, 1971; Philosophiae Doctor, *ibid.*, 1975 (1984)
- Samir Younes.** *Associate Professor, School of Architecture; Fellow, Nanovic Institute for European Studies.* Bachelor of Science, University of Texas at Dallas, 1981; Master of Architecture, *ibid.*, 1984 (1991)
- Robin Darling Young.** *Associate Professor, Theology.* Bachelor of Arts, Mary Washington College, 1972; Master of Arts, University of Chicago, 1975; Philosophiae Doctor, *ibid.*, 1981 (2002)
- Ke-Hai Yuan.** *Professor, Psychology.* Bachelor of Science, Beijing Institute of Technolog, 1985; Master of Arts, *ibid.*, 1988; Philosophiae Doctor, UCLA, 1995 (2001)
- Randall Carrington Zachman.** *Professor, Theology.* Philosophiae Doctor, University of Chicago, 1990 (1991)
- Jaroslav Zajicek.** *Professional Specialist, Chemistry and Biochemistry.* Bachelor of Science, Czech Tech. Univ. of Prague, 1970; Philosophiae Doctor, Charles University Praha, 1980 (1995)
- Jeremiah Zartman.** *Assistant Professor, Chemical and Biomolecular Engineering.* Bachelor of Science, University of Colorado, 2004; Master of Arts, Princeton University, 2006; Philosophiae Doctor, *ibid.*, 2009 (2011)
- William F. Zech.** *Assistant Professional Specialist, Physics.* Associate in Science, Lake Michigan College, 1999; Bachelor of Science, Indiana Univ South Bend, 2002; Master of Science, University of Notre Dame, 2005; Philosophiae Doctor, *ibid.*, 2009; Master of Science, *ibid.*, (2009)
- Erliang Zeng.** *Research Assistant Professor, Genomics, Disease Ecology & Health.* Bachelor of Science, Shanghai Jiao Tong University, 1998; Master of Science, *ibid.*, 2001; Master of Science, Florida International University, 2007; Philosophiae Doctor, *ibid.*, 2008 (2009)
- Yongtao Zhang.** *Associate Professor, Applied Computational Mathematics & Statistics.* Bachelor of Mathematics, Nankai University, 1996; Master of Science, *ibid.*, 1999; Philosophiae Doctor, Brown University, 2003 (2006)
- Siyuan Zhang.** *Assistant Professor, Biological Sciences.* Doctorate of Medicine, Peking University, 1998; Philosophiae Doctor, National University of Singapo, 2005 (2012)
- Guangjian Zhang.** *Assistant Professor, Psychology.* Bachelor of Medicine, Tianjin Medical College, 1994; Masters in Education, Beijing University, 1999; Master of Science, Ohio State University, 2004; Philosophiae Doctor, *ibid.*, 2006 (2006)
- Zhiyong Zhang.** *Assistant Professor, Psychology.* Bachelor of Science, Renmin University Beijing, 2000; Master of Science, *ibid.*, 2003; Master of Arts, University of Virginia, 2005; Philosophiae Doctor, *ibid.*, 2008 (2008)
- Xuying Zhao.** *Assistant Professor, Management.* Bachelor of Science, Zhejiang University, 2000; Master of Science, University of Texas at Dallas, 2005; Philosophiae Doctor, Zhejiang University, 2007 (2007)

FACULTY

Yingxi Elaine Zhu. *Associate Professor, Chemical and Biomolecular Engineering; Concurrent Associate Professor, Chemistry and Biochemistry.* Bachelor of Science, Tsinghua University, 1997; Doctorate Degree, Univ. of Illinois -Springfield, 2001 (2004)

Jennifer Anne Ziegler. *Associate Professional Specialist, Management.* B.S. Business Administration, Georgetown University, 1990; Master of Arts, Univ of IL Urbana-Champaign, 1995; Philosophiae Doctor, Univ of Colorado-Boulder, 2000 (2012)

Michael P. Zuckert. *The Nancy Reeves Dreux Chair in Political Science; Professor, Political Science; Fellow, Nanovic Institute for European Studies.* Bachelor of Arts, Cornell University, 1964; Philosophiae Doctor, University of Chicago, 1974 (1998)

Catherine Heldt Zuckert. *The Nancy Reeves Dreux Chair in Political Science; Professor, Political Science; Fellow, Nanovic Institute for European Studies.* Bachelor of Arts (Latin), Cornell University, 1964; Master of Arts, University of Chicago, 1967; Philosophiae Doctor, *ibid.*, 1970 (1998)

Course Catalog

First Year of Studies

School of Architecture

College of Arts and Letters

Mendoza College of Business

College of Engineering

College of Science

The University

First Year of Studies

FYS 10001. Balfour Program

(12 -0- 2) Ambrose

The Balfour-Hesburgh Scholars Program is designed to help students make a successful initial transition from high school to university-level academic work and campus life. The centerpiece of the program is a summer academic experience, during which students who have been accepted into the First Year of Studies spend four weeks taking introductory, college-level courses in composition, calculus, finite mathematics, chemistry, biological sciences, and physics. Students learn to identify and apply appropriate learning strategies to maximize their performance in courses. They learn to navigate the physical campus and various academic and social resources, and meet faculty who introduce them to diverse disciplines and research. The program also helps students to establish peer-group support, upon which they can rely during the academic year. Permission is required to register for the program.

FYS 10010. Balfour-Hesburgh Scholars Program—Fall Session

(0.5 -0- 1) Ambrose

The Balfour-Hesburgh Scholars Program (fall session) is designed to follow-up with Balfour Scholars after their participation in the summer program. Topics include academic and social adjustment; learning strategies; undergraduate research; and course selection for spring. Dates/Class Time: 2 hours monthly (dates TBD), September–December, Learning Resource Center, Coleman-Morse. Credit Hours: 1.

FYS 10107. Contemplation and the First Year Experience

(2 -0- 1) Page

This one-credit course has, as its primary learning objective, enabling students in their first year of college to incorporate a range of contemplative practices into academic life. It will employ three educational modalities: 1) classroom and experiential exposure to a selection of those activities noted in the Center for Contemplative Mind in Society's "Tree of Contemplative Practices"; 2) an introduction to select disciplines that stimulate embodied contemplation and promote awareness of the natural, social, and academic environment into which undergraduates are embedded—e.g., wandering the library "stacks"; contemplative reading; poetry writing; photography; and martial arts that encourage hard, soft, and spontaneous movement; and 3) guided reflection on nine specific educational maxims that seek to promote integrated learning during the initial year of post-secondary education.

FYS 10108. Let Your Life Speak: Listening for Your Calling

(1 -0- 1)

This one-credit experiential course focuses on students discerning a sense of call in their lives at Notre Dame and beyond. The course will encourage the engagement of such questions as: What is a calling? Who am I uniquely? What are my particular talents, gifts and strengths? What is the role of work in the human life? and How does service relate to work and calling? Students will 1) explore the concept of calling (e.g., universal call to faith and service and the vocational call to use one's joys and gifts to meet the world's needs), 2) engage in theological listening and discernment, 3) further develop personal awareness, and 4) set relevant short and long term goals (e.g., academic major, post-college plans). The course will draw upon biblical and theological texts, spiritual exercises, films, stories, self-analysis, and psychological inventories.

FYS 10109. Film and Analysis of Choice

(2 -0- 1) Wernert

This fun, one-credit voluntary course will focus on the student's capacity to make decisions with an eye toward how those decisions impact their life. The course will use a variety of classic and contemporary films to prompt analysis and discussion on life choices. In-depth discussion on the decision making process and analysis

of those decisions will be central to the course. Students will be asked through writing and group discussion to reflect on their own life choices including, but not limited to, social choices, academic course and major choices, volunteer and research activity choices, etc. Students completing this class will have a better appreciation of the decision making process and how it impacts their own life choices.

FYS 10110. The Meaning and Value of Success

(1 -0- 1) Creech

In this course, we will investigate how success (and its twin, failure) is defined in contemporary America in general and at Notre Dame in particular. Within this broader context, students will explore how they personally define success and how this definition influences the personal, academic, and professional choices that they make. We will consider the value of these various definitions of success, as well as the role that the idea of success should play in one's life. Students will leave this course with greater self-awareness and an individual vision of a successful career at Notre Dame.

FYS 10151. E-Portfolio Seminar

(1.5 -0- 1) Ambrose; Martin

Teaching 21st-century communications literacy, even to "Internet natives," is one of the University's responsibilities. To assist in this effort, this one-credit seminar allows a small number of upper-level students to collaborate with the course instructors in designing a blended First Year of Studies course, Introduction to E-Portfolios, that will be offered to incoming first year students in the fall. Students in the E-Portfolio Seminar will be asked to collaborate with the instructors in designing and testing e-portfolio assignments and projects for the future Introduction to E-Portfolios course. Through assigned reading, discussion, group and individual projects, students will help to design a course that will assist first year students in forming, assessing, and demonstrating their progress toward their academic goals (learning objectives) while also building their own e-portfolios (on-line resumes). Students will complete the E-Portfolio Seminar with a detailed knowledge of e-portfolio design and best practices, as well as with their own well constructed e-portfolios.

FYS 10160. ePortfolio Independent Study

(1 -0- 1)

In this one-credit course, students will work independently with the instructor to develop their web-based learning portfolio. The students' webfolios will be used to reflect on learning, document skills, set goals, make academic plans, and explore areas of interest.

FYS 10161. Introduction to Webfolios

(1 -0- 1)

In this one-credit course students will work with their First Year advisors to design and develop their own web-based learning portfolio. The course will proceed as a hybrid course, utilizing both online and face to face instruction. The students' webfolios will be used to reflect on learning, document skills, set goals, make academic plans, and explore areas of interest. Before the end of the semester, students will modify their learning portfolios to make them showcase portfolios (digital resumes) that can be used as the basis of conversations with departmental advisors as well as in applying for internships, research grants, summer positions, graduate schools, and/or first jobs.

FYS 10170. New York Times in the Classroom

(1 -0- 1) Brady; Fox; Ponisciak; Wernert

The purpose of this course is to engage a major topic of interest currently facing the nation and/or the world. The topic will vary depending upon the section of the course. But the method of teaching will essentially be the same, that is, discussions

based upon reading the *New York Times*. Instructors will help students engage in conversation about the chosen topic, informed by the *Times*, and utilize the tools provided by the *Times* in their “New York Times in the First Year” program. These will include Skype sessions with *Times* journalists and “articles of the week.” The course will help students begin to develop competencies in one or more areas: global awareness, leadership, civic engagement and diversity. It will be worth one credit hour.

FYS 10190. Advanced Strategies for Discipline Specific Study

(2 -0- 1)

This course is designed for people who want to gain greater understanding of the perspectives of the academic disciplines. The focus of the course will be to provide students with a methodology that will enable them to determine the significant questions they need to ask for a particular discipline. At the same time, the course addresses the fact that college students not only have to read large amounts of material but also have to read more critically, than ever before. Based on the premise that our learning depends on our ability to handle disparate kinds of reading efficiently and intelligently, the course will help students read strategically, selectively, and actively.

FYS 10191. Competition Strategies

(2 -0- 1)

Competition pervades our culture, even the friendly confines of classrooms at Notre Dame. Most students arrive having mastered the competition at their previous academic institution, but may struggle with the competitive life at Notre Dame. This course is designed for students whose performance is not meeting their expectations or who are not managing to adapt to the significant cultural change. Using the concepts of Wellness (Spiritual, Physical, Occupational, Environmental, Emotional, Intellectual, and Social), the course helps students with strategies to achieve success in a competitive environment. The class simulates challenges and creates a learning format for continuous improvement and development of self-responsibility. Students are expected to draw from their successes to address current and future challenges.

FYS 10192. The Secrets of Successful Time Management

(3 -0- 1)

To understand what it means to “manage time”, it might be useful to consider what “management” entails. According to Stephen Covey, management is “the breaking down, the analysis, the sequencing, the specific application of effective self-government” (Covey 147). “The ability to make decisions and choices and to act in accordance with them makes effective self-management possible” (148). Effective “self-management” is an essential element of effective “time management”.

FYS 10200. Intensive Discipline Specific Study Strategies

(4 -0- 2)

To introduce students to some basic strategies for reading, review and organization. To give students the opportunity to practice those strategies for a particular course they are taking. Readings: “Entering the Conversation,” “The Nature of Social Science” and “Writing to See and Think.” Students will be asked to maintain a learning portfolio in which they will record: description of their study/ learning habits at the beginning of class, a personal goal statement for the course, time management data, strategies attempted (SQ3R, complex reading without headings, concept mapping and stages of review) positive/negative aspects for their own heuristic and an exit essay in which they discuss their own learning “biography.”

FYS 10300. Foundations of Academic Excellence

(1 -0- 1) Sakimoto

A structured introduction to the key techniques of Academic Excellence, including academic expectations, self-directed and active learning, high performance study notes (including procedures for math and science classes), task management, and motivation. Includes an on-going practicum in which students apply the techniques being learned to their actual work in other courses being taken at the same time.

FYS 10401. Introduction to the Fine Arts at the University of Notre Dame

(1 -0- 1)

This one-credit, interdisciplinary seminar is designed to introduce first-year students to some of the University’s finest art treasures. Students will have an opportunity to enjoy the arts at Notre Dame from a vantage point of academic preparation, direct personal observation and experience, and the insights of those who work in the arts. The following is a sample of the topics to be explored in the course: the Mesoamerican and the Rembrandt collections in the Snite Museum of Art, the work of the Actors From The London Stage and the Notre Dame Film, Television and Theater Department, the art of Ivan Mestrovic as found on campus, the Dante collection in the Rare Book Room, and a selection of on-campus classical and jazz concerts. Preparation to enjoy these and other topics will be built on pertinent readings, class discussions, and short written assignments, as well as tours, guest-led discussions, and attendance at exhibits, plays, films, and concerts. First-year students ONLY.

FYS 10402. Law School 101: Understanding and Applying for Law School

(1 -0- 1)

This course is for first year students who are considering attending law school after graduation. The aims of this course are to provide students with an undergraduate law school timeline, tips on studying for the Law School Admissions Test (LSAT), and advice on selecting and applying for law school. Students who complete this course should have a better understanding of the law school admissions process as well as information on making themselves strong applicants.

FYS 10403. Special Topics in Gender Studies: Gendering the Body

(3 -0- 1) Palko

“So very hideous an idea”: with that phrase, Mary Shelley captures the power of her masterpiece, *Frankenstein*, with its tale of Man’s attempt to create life. For Shelley, motherhood and procreation were fraught subjects: her own mother died 11 days after her birth due to complications from childbirth; Shelley herself eventually lost three of her own children. After the death of her first child, she recorded the following dream in her journal: “Dream that my little baby came to life again—that it had only been cold & that we rubbed it before the fire & it lived.” When she wrote *Frankenstein* in 1817, she was an unwed teenage mother—with all of the attendant worries—living in an era of great social and political turmoil. The nineteen-year-old’s vision still evokes horror and fascination in its audience and is remarkably relevant to our 21st-century world. In this course, students will read *Frankenstein*, as well as feminist, gender, and cultural criticism of the novel, and watch a contemporary film adaptation of the novel. In the process, we will explore issues related to concepts of femininity, masculinity, sexuality, identity, artificial reproduction, and more. Students will consider the ways in which gender identities and roles are produced and performed, the ways we are embodied people, and the ways that ideology and representation shape our understanding of gender.

FYS 10404. Global ND: Internationalizing Your Notre Dame Experience

(1.5 -0- 1) LaFortune

This one-credit course has as its primary objective introducing First Year students to the variety of ways to internationalize their Notre Dame undergraduate experience. Students will explore opportunities for becoming global citizens by engaging the world through international research, service, internships, foreign language classes, and study abroad programs at ND. The aims are for students to develop a degree of understanding and awareness of various cultures; heighten their awareness of their own unique identities and cultural upbringing; deliberately engage with others who are different; and develop a commitment to interdependent living. Students completing this course will have a better appreciation of internationalization and develop a personal plan for globalizing their Notre Dame experiences.

FYS 10405. Giving Back through Education

(1.5 -0- 1) Chamberlin

Recognizing the fundamental importance of qualified teachers in the unique experiment that is American education, this course explores the connection between strong students and strong teachers. The impetus behind this one-credit class is a practical one: American society needs more of its brightest young minds participating in education beyond their own years as a student. While at its core a discernment tool for First Year students of all major intents considering teaching as a vocation, the lectures and discussions will also preview opportunities for individuals external to the profession to positively impact education in their communities. Topics of study will include: the history of teachers in the United States compared with other industrialized societies, teaching as a vocation/profession, a portrait of elementary and secondary teachers today, where the profession is headed, the importance of intellectually-gifted persons working as teachers at all levels, post-graduate service opportunities in teaching, transition to teaching programs and professional opportunities for students without a degree in education, and the importance of community engagement in education. NOTE: This course begins after mid-term break; in addition to six Monday evening classes, there will be one mandatory Sunday afternoon session (date TBD).

FYS 10406. Introduction to Research at Notre Dame

(1 -0- 1) Wernert

This course is designed to introduce undergraduates to the intellectual work that scientists/scholars undertake at the University and explain and teach ethical principles and research procedures. It encourages students to explore and conduct independent research, scholarly projects, and creative enterprises in the humanities, fine arts, social sciences, engineering, physical, and life sciences. Classes are designed as workshops to prepare students to apply for and participate in undergraduate research opportunities at Notre Dame.

FYS 10600. Introduction to the Fine Arts at Notre Dame

(3 -0- 3)

This three-credit interdisciplinary seminar is designed to introduce students to some of the University's finest art treasures. Students will have an opportunity to enjoy the arts at Notre Dame from a vantage point of academic preparation, direct personal observation and experience, and the insights of those who work in the arts. The following is a sample of the topics to be explored in the course: permanent and special exhibits at the Snite Museum of Art; play productions by the Actors from the London Stage and Notre Dame Shakespeare Festival; the art of Ivan Mestrovic as found on campus; the Dante collection and other highlights of the Rare Book Room; and a selection of on-campus classical and jazz concerts. This course is especially recommended to students interested in the European Studies minor and may be of special interest to those who intend to study abroad. Students will complete the course with a knowledge of the fine art venues on campus and the skills to do the basic background work necessary to enjoy new forms of art.

FYS 10610. Topics in the Arts at Notre Dame: Community and Conflict

(3 -0- 3) Martin

The arts are particularly adept at presenting rich, multi-layered explorations of complex realities. This three-credit interdisciplinary course is designed to introduce students to the arts as conveyers of sophisticated and insightful explorations of serious issues. The issues explored in the course will be chosen so as to take advantage of the particular art events and opportunities present on campus during the semester. Students will experience the important perspectives that the arts embody from a vantage point of academic preparation, direct personal observation and experience, and interaction with those who work in the arts. Particular attention will be paid to film as an art form that can convey important insights as well as entertainment. Other art venues will include some of the University's finest art treasures such as the permanent and special exhibits at the Snite Museum of Art; play productions by Actors from the London Stage, the Notre Dame Shakespeare Festival, and the Department of Film, Television and Theatre; the art of Ivan Mestrovic as found on campus; the Dante collection and other highlights

of the Rare Book Room; and films, play productions, modern dance, and classical, jazz, and world music concerts at the DeBartolo Performing Arts Center. Students will complete the course with an appreciation for the nuanced understanding of complex issues art can provide as well as a broad knowledge of the fine art events and opportunities on campus.

FYS 13182. Fine Arts University Seminar

(3 -0- 3)

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.

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. A two-week summer program for high school students who have completed their sophomore or junior year, to discover the nature of architecture, and to experience university life firsthand. The studies include studio classes in architectural design and construction, freehand drawing, and lectures on the history, theory, and practice of architecture.

ARCH 10311. Analysis of Architectural Writing

(3 -0- 3) 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 course work 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)

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

(4 -0- 4)

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) Stampler

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

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

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 24211. Architecture and Politics in France

(3 -0- 3)

Introduction to the history of architecture. Original elements of French architecture: Romanesque, Gothic, the Renaissance in 16th-century France, the 17th and 18th centuries, the development of Paris in the 19th century, the Universal Exhibitions, Haussman and his much imitated model, and the question of 20th century modernity.

ARCH 24311. Reflections on Architecture and Urbanism

(2 -0- 2)

Formation of the vision of architecture by learning as Corbusier stated, how to look and see. Understand and analyze our current mode of life and the realizations of the past in order to elaborate the future of construction and environment

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 B.C.E. through the early fourth century of the modern era. 3 credits

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 34223. Seeing Power in Rome: Exploring the Pagan, Christian, and Modern City

(3 -0- 3)

The course is an investigation of Rome as an illustration of the way in which buildings and their role in the physical form of cities both serve and represent the power of the government they serve. The course will run from pagan antiquity through the Christian Medieval, Renaissance, and Baroque periods and the succession of secular states since Italian unification in 1870.

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 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) Rhodes

Cross-listing of ARHI 40121

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) Konger

Prerequisite: ARCH 20511

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

Prerequisite: ARCH 40511 AND ARCH 20511

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

This course 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

This course 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

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)

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 eighteenth 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 44121. Summer Design Studio: Frome, England

(12 -12- 6)

Design studio in the historic town of Frome in England. The course will begin with the study of the city's Anglo Saxon origins, rich 1000-year history as a market center, and architecture and urbanism spanning from the medieval to the early twentieth century, with a special focus on building and urban typologies. Central portions of the town will be studied with a view to producing design proposals sympathetic to the city's historic fabric and anticipating sustainable future development.

ARCH 44211. Chinese Architecture and Urbanism: Traditional and Modern

(3 -0- 3)

Exploration of traditional and modern Chinese architecture.

ARCH 44311. Summer Program in China—Traditional and Modern Architecture, Urbanism and Landscape

(3 -0- 3)

This is a summer study program in China, in cooperation with the University of Nanjing, studying traditional and modern architecture, urbanism and landscape. The course includes site investigation, lectures, drawing, sketching and design. It concentrates on Nanjing, Beijing and Hong Kong with visits to Shanghai and the water towns and gardens of the Yangtze River basin.

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, Naging, 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 7th and ends in China on July 1st. 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 (non-refundable to students canceling) of \$500 by April 2nd 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. For further information, contact Cindy DuBree at 110 Bond Hall, 574-631-8437 or Barbara Panzica at 110 Bond Hall, 574-631-4699.

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) Doordan

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

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 50318. Teaching Concepts/Architectural Writings

(3 -0- 3) Economakis

Prerequisite: ARCH 10311

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 which have degenerated due to 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) Konger

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)

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. Pens, Pencils, Paints and Pixels— Advanced Presentation Techniques

(3 -0- 3)

This course will cover some of the latest thinking among professionals on how to investigate and portray the unbuilt environment with traditional and digital illustration techniques. Exercises are organized to strengthen the student's ability to

use the techniques covered to design and document possibilities with an authority and efficiency desired in today's firms. Students will observe demonstrations and then duplicate the techniques in class. Lab fee.

ARCH 51028. Teaching Concepts/Graphics II

(0 -6- 3)

Teaching assistant in the first-year drafting course.

ARCH 51031. The Art of the Portfolio

(0 -1- 1)

The aim of the Portfolio workshop is to assist in developing a critical position in relationship to the students' design work. By engaging in multiple forms of representation, written and visual, students will explore methods that facilitate describing and representing their work. Through a critical assessment of their existing portfolios, students will first be challenged to articulate design theses and interests in their past projects. Different forms of representation will then be studied in order to hone an understanding of the relationship between form and content, and more specifically, the understanding of particular modes of representation as different filters through which their work can be read. Limited to students anticipating graduation this academic year.

ARCH 51038. Teaching Concepts: Building Information Modeling

(0 -3- 3)

Assisting in the teaching of Building Information Modeling software, such as *Revit*.

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 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

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

Teaching assistance for ARCH 61021: Introduction to CAD

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 51821. Design and Construction of Architectural Elements II

(0 -6- 3)

Advanced work, as a team, in studying precedents for an architectural element determined by the instructor and in designing and building an example of the element.

ARCH 51828. Teaching Concepts: Beginning Furniture

(-6- 3)

Prerequisite: ARCH 41811

Teaching assistant in beginning furniture design

ARCH 51831. Introduction to Architectural Models

(0 -6- 3)

Group project researching a significant historical building, chosen by the instructor, and constructing a large scale detailed model of that building.

ARCH 51841. Advanced Architectural Models

(0 -6- 3)

Advanced group project researching a significant historical building, chosen by the instructor, and constructing a large scale detailed model of that building.

ARCH 53011. Frank Lloyd Wright Seminar

(3 -0- 3) Doordan

A seminar devoted to the life and work of Frank Lloyd Wright. His career as an American architect will be examined within the larger frame of the story of architecture in the modern era both in the U.S. and abroad.

ARCH 53231. History and Theory of Preservation

(3 -0- 3) Semes

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 eighteenth century, classic theoretical statements of the nineteenth, and its application by means of legislation and regulation worldwide in the twentieth. 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 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 53351. Patterns, Types and Figures of American Towns and Cities

(3 -0- 3) Steil

This course addresses the nature and metrics of the American city and town and discusses historically essential qualities, as well as contemporary potentials for a sustainable urban quality. Though the class will explore a wide range of comparative studies of American precedents and some European examples, most of the practical exercises will be done either in South Bend or neighboring towns.

ARCH 53361. Nine Themes in Modern Architectural Theory

(3 -0- 3) Younes

Knowledge of the most important themes that frame architectural thought is essential for a rounded education—for justifying one's architectural convictions in comparison with other convictions whether in agreement or in opposition. The seminar examines nine of the most important themes to have animated architectural thought since the early twentieth century. It will consider how each of the nine themes was justified by modernism, post-modernism, and traditional architecture. The themes are: 1) type, character, and style; 2) architectural imitation and invention; 3) architecture and the cultural theory of modernity; 4) architectural form and tectonics, technique, and technology; 5) architectural expression and the public and private realms; 6) architecture and the philosophy of history; 7) the relationship between art and architectural discourse and discourses deriving from cultural theory; 8) the concept of architecture as an autonomous discipline; and 9) the usefulness of architectural conflicts in advancing architectural culture. The material is intended to invite an in-depth discussion about how architecture is justified and judged. Certain themes that have been outlined in the introduction to architectural theory during the first year and elaborated during multiple discussions in studios, will be examined in greater depth. The seminar is open to students in the fifth year and fourth year, as well as graduate students. Discussions of readings, a semester paper and drawings, will constitute the class requirements. Class meets once per week.

ARCH 53411. History of American Architecture 1630–1915

(3 -0- 3) Stamper

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)

This course explores the materials, methods and resources available to American architects of the eighteenth through the early twentieth centuries, and the means to preserve their structures today. The course 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 54113. Summer Program at the Tuscan Classical Academy
(3 -0- 3)

This program focuses on three themes: 1) The History and Theory of Florentine Humanism; 2) Tuscan Classical Architecture and its Regional Variants; and 3) Drawing and Painting. The History and Theory component consists of a series of lectures on Renaissance Humanism and site visits to important cities and buildings throughout Tuscany. These will center primarily on Florence and the Mugello Valley. The study of Tuscan Classical Architecture and its Regional Variants examines the rediscovery of classical architecture in quattrocento Florence and its creative interpretations throughout Tuscany. The Drawing and Painting component introduces students to the basics of landscape drawing and painting based on observations from nature.

ARCH 54311. Neoclassical Architecture in Italy and Greece
(3 -6- 3)

Comparative research on 19th-century neoclassical architecture in Italy and Greece.

ARCH 56311. Directed Readings: Theory
(3 -0- 3)

Reading and research on a theoretical topic in architecture chosen by the student and faculty member.

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)

This course is an independent study, using a single large, formal wash as subject, of the composition and techniques of architectural wash rendering.

ARCH 57031. Special Computer Applications in Architectural Representation
(3 -0- 3)

Prerequisite: ARCH 41011

The study of particular applications for students already experienced in more basic technique.

ARCH 57041. Special Computer Applications: Building Information Modeling
(3 -0- 3)

Prerequisite: ARCH 41011 or ARCH 61021

Study of Building Information Modeling applications such as *Revit*

ARCH 57051. Independent Studies: Building Information Modeling
(0 -3- 3)

Prerequisite: ARCH 41011 or ARCH 61021

Faculty-directed individual study of Building Information Modeling (BIM) applications such as *Revit*

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 57421. Special Studies: Documentation of World Heritage

(3 -0- 3)

Special studies in documenting and preserving of historical buildings.

ARCH 57521. Research Assistance: Structural Mechanics

(3 -0- 3)

Assist instructor for ARCH 20511: Structural Mechanics in research and course development.

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

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 Architecture 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

Africana Studies

AFST 10401. Introduction to Jazz

(3 -0- 3) Dwyer

A music appreciation course requiring no musical background and no prerequisites. General coverage of the history, various styles, and major performers of jazz, with an emphasis on current practice.

AFST 13181. Social Science University Seminar

(3 -0- 3)

An introduction to the seminar method of instruction accenting the organization and expression of arguments suggested by readings in sociology, political science, and psychology. Each of the seminars treats a particular sociological topic, such as family life, social problems, the urban crisis, poverty, etc. Africana Studies is a broad, interdisciplinary field of study looking at Africa, the African diaspora, and the African-American experience. As a result of this breadth there are endless avenues for study and exploration within the discipline.

AFST 13184. History University Seminar

(3 -0- 3) Pierce

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.

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)

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 20108. Writing Harlem

(3 -0- 3) Johnson-Roullier

A multicultural study of the historical, cultural, and political circumstances behind what has come to be known as the Harlem Renaissance of the 1920s and 1930s. The course will focus on the many different cultural voices that were a part of the movement, and examine their contributions to the cultural meaning of race at this time in literary history.

AFST 20111. Chicago in Words

(3 -0- 3)

Early twentieth-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 8–10 page paper.

AFST 20112. American Novel

(3 -0- 3)

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, I hope, 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*, *The Bluest Eye*.

AFST 20113. Second City: Literature on Location in Chicago

(3 -0- 3)

A study of literature that takes up the history, urban concerns, and national pretense of what for much of the twentieth century was America’s second largest city.

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 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 like 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.

AFST 20376. U.S. Latino Spirituality

(3 -0- 3)

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.

AFST 20377. 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.

AFST 20378. 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 U.S. 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.

AFST 20380. World Religions and Catholicism in Dialogue

(3 -0- 3)

To explore Hinduism, Buddhism, Islam, and to examine the Christian theological appraisal of the other world religions. This course is a study in comparative theology and will enable 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.

AFST 20381. 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.

AFST 20382. Societies and Cultures of Africa

(3 -0- 3)

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, 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.

AFST 20401. Introduction to Jazz

(3 -0- 3) Dwyer

A music appreciation course requiring no musical background and no prerequisites. General coverage of the history, various styles, and major performers of jazz, with an emphasis on current practice. Receive permission from the instructor (ldwyer@nd.edu).

AFST 20582. Women in Islamic Society

(3 -0- 3)

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, civil and other forms of war have given rise to women's organized movements and a feminist socio-political consciousness in many cases.

AFST 20600. Comparative Politics

(3 -0- 3) Dowd

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)

This course explores the basic elements associated with black politics in the U.S.: 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 20703. 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.

AFST 20704. Social Inequality and American Education

(3 -0- 3)

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 their 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.

AFST 20716. Introduction to Social Problems: A Community-based Learning Approach

(3 -0- 3)

This course introduces a sociological study of some of the serious social problems plaguing society. Among these are poverty and homelessness, racial disparities, gender injustice, gross educational inequalities, interpersonal violence, and difficulties faced by prisoners upon re-entry to society. This course will give students opportunities to practice good social science by comparing theories about the causes of social problems and possible solutions to (1) empirical evidence presented in important sociological studies and (2) evidence gleaned by students through their own community-based learning experiences. To gain this first-hand knowledge, students enrolled in this course must volunteer a minimum of 20 hours during the course of the semester in a South Bend community organization dealing with one or more of these social problems.

AFST 20738. The Bible, the Black Church, and the Blues.

(3 -0- 3)

This course will build on the groundwork established in the Foundations of Theology course by providing exposure to three theological matrices that have had a decided impact on the development of Africana (i.e., African and African diasporan) identity and culture in the North American diaspora. The first is the symbolic universe of Africana biblical hermeneutics. The second is the black church. The third is that uniquely African-American musical form known as blues. Students will be given an opportunity to explore: the cosmological, ontological, anthropological, soteriological, and Christological assertions animating each of these milieus; their historical and contemporary points of intersection; and the ways in which each has influenced the other. Particular attention will be directed toward understanding the history of reception, interpretation, and appropriation of the Christian Bible by peoples of African descent; the evolution of the black church and the distinctive contributions made by Africana Catholics to it; and the emergence of blues music, artists, and performance spaces as non-ecclesial loci of protest and crucibles in which Africana spiritualities of resistance have been and continue to be forged. Students will leave the course with a deeper appreciation of four issues, the implications of which are far reaching for those within the Catholic, Orthodox, and Protestant branches of the larger Christian family. The first is how culture and context shape the ways in which people read and appropriate sacred writings. The second is the impact that culture, memory, hermeneutics, and identity have on spirituality and ecclesiology. The third is the role that poetry and other art forms play as media for theological speculation and construction. The fourth is the pivotal impact that enculturation has on theology, pastoral care, ministry, and ecumenism. The class will also introduce students to those essential sources—both primary and secondary—methodologies, core questions, and debates foundational for a theological assessment of these universes of theological discourse. It will also expose them to three interdisciplinary subfields that span and inform the disciplines of Theology and Africana Studies: 1) the history of Africana biblical interpretation in North America; 2) Black Church Studies; and 3) Blues Studies.

AFST 20770. Business, Economics and Culture

(1.5 -0- 3)

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). 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 20776. Sociology of War and Terror

(3 -0- 3)

This course offers a broad introduction to the sociology of wars, terror, and communal violence, including their causes, conduct, and consequences. We will consider the basic social forces which impel people to kill and to risk death in the name of their societies, including the relationship of violence to "human nature." We will survey the manifold characteristics of societies that contribute to and are affected by war and terror: politics; economics; religion; culture; demographics; the environment; gender; race, ethnicity, and nationalism; social movements; and social psychology. We will survey the scope of war and terror throughout social history and pre-history, but will give special attention to the security dilemmas confronting American society. And we will consider alternatives to war and terror

and the prospects for transcending the communal violence that has been so much a part of social life for millennia. The format of the course combines lectures, presentations, and discussions. We will draw on both written and visual materials of several kinds. Grades will be based on examinations, brief written work, and participation. (This course requires no background in sociology. It is open to students in any major who are concerned about the occurrence of armed conflict in social life. This course can be counted as a sociology elective.)

AFST 20781. Intro 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 U.S.

AFST 23775. Miranda's Meaning:

(3 -0- 3) Palko

The Caribbean has fascinated Europe since Columbus's 15th century voyages, rapidly inspiring the Shakespearean figures of Caliban, Prospero, and Miranda. In the 20th century, Caribbean (male) intellectuals appropriated these tropes, figuring themselves as Caliban to Europe's Prospero. This new configuration of power, however, still silenced Miranda, an exclusion that Caribbean women have sought to rectify for the past four decades. This course will begin with two plays written by men in order to contextualize the trope of Caliban and Miranda, illustrating the ways in which the Caribbean has figured in Western imaginations since its "discovery"; it will then focus on the development of women's voices in their attempts to define and describe their unique concerns. Novels have been chosen to represent the diversity of authors at work in this region; as such, they come from six different islands (plus the U.S. and France) with varied cultures and traditions, representing three of the dominant linguistic traditions (English, French, and Spanish) in the Caribbean. Readings are grouped thematically, exploring themes such as colonization, madness, childhood, memory, and subjugation (also touching on family relationships, love, and sexuality), with the objective of arriving at a fundamental, but necessarily incomplete, understanding of this complex region and its concerns as expressed in its radical rereading of Western culture. As early as our reading of Sylvia Wynter's essay "Beyond Miranda's Meanings: Un/silencing the 'Demonic Ground' of Caliban's 'Woman'," we will begin to see why the course title is necessarily problematic and to explore the various restrictions of women's voices in the Caribbean and the implications of overcoming them.

AFST 30103. Black Arts and the Diaspora

(3 -0- 3)

This course offers a survey of black diasporic artistry. At the same time, it answers the question, "who constitutes the black diaspora?" in unique ways. We will focus primarily on this conversation's development from the 1920s up to the present through poetry, prose fiction and nonfiction, visual art, film, and television. Attention will be devoted to how these different genres and media frame what is known (or unknown) about the black diaspora. Moreover, we will consider how these media and genres influence political activism in the black diaspora. Due to the diversity of the materials covered, the themes will give the course its unity. Students will be urged to follow a particular theme (or two) throughout the course. Some of these themes might include race, gender, class, the body, and leadership. Some of the artists and intellectuals in this survey will include: African-American writers Zora Neale Hurston, Langston Hughes, and Nathaniel Mackey; Trinidadian-Canadian poet M. Nourbese Philip; musicians like Nigerian artist and activist Fela Kuti; Martinican philosopher and psychoanalyst Frantz Fanon; orator and activist Martin Luther King, Jr.; the Haitian-Puerto Rican visual artists Jean-Michel Basquiat; and the visual artist Kehinde Wiley. Class participation is paramount. Students will also write reader response papers and research essays.

AFST 30202. African-American History Since 1865

(3 -0- 3) Pierce

This is a course that examines the broad range of problems and experiences of African Americans from the close of the American Civil War to the 1980s. We will

explore both the relationship of blacks to the larger society and the inner dynamics of the black community. We will devote particular attention to Reconstruction, the migration of African Americans from the rural south to the urban north, and the political machinations of the African-American community. The course will utilize historical documents in the form of articles and other secondary sources. Classes will be conducted as lecture-discussions.

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. United States 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 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.

AFST 30209. Jacksonian America: Politics, Culture, and Society, 1815–1848

(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.

AFST 30214. Working in America since 1945

(3 -0- 3) Graff

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe's unequalled economic and political

power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families—and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace—an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? 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, modern conservatism, and the fortunes of individual freedom more broadly? What is globalization, and what has been its impact upon American workers? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and many others. It will also address the prospects for working people and labor unions in the twenty-first century.

AFST 30215. Witnessing the Sixties

(2.5 -0- 3)

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

AFST 30216. The 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. 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.

AFST 30217. History of American Sport

(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 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. U.S. During the 1960s

(3 -0- 3)

Five 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 U.S., 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 30225. Civil Rights and Protest Movements

(3 -0- 3)

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?

AFST 30226. Men in America, Women in America

(3 -0- 3) Butler

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 U.S. Our focus, however, is the twentieth century, and the development of modern (early 20th-century) 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.

AFST 30227. The American Scene

(3 -0- 3)

“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 thirty-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 like 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.

AFST 30229. U.S. Civil War and Reconstruction, 1848–77

(3 -0- 3) Przybyszewski

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 30230. American Legal History

(3 -0- 3)

This seminar format course provides an overview of American legal history from colonial times to the modern civil rights era. Readings cover the American revolution and constitutionalism, slavery and early civil rights, labor unions, and the rights of women, African-Americans, Asian-Americans, and Latinos. We will also consider the law’s response to social upheaval in times of crisis and rapid change in American society.

AFST 30232. American Slavery

(3 -0- 3)

This course will explore American slavery, abolition and emancipation.

AFST 30233. Colonial America

(3 -0- 3) Cangany

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 Africans 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 colonial North America.

AFST 30251. African History To 1800

(3 -0- 3) Ocobock

This introductory course covers the history of Africa from earliest times until and the slow death of the slave trade in the 19th century. We will explore the formation of African societies and their interaction with harsh ecological surroundings as well as the expansion of African trading networks and emergence of strong African states and empires. We will also discuss Africa’s role in the production and sale of slaves around the globe and the implications of the global slave trade for African societies.

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 re-organization 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 30260. American Legal History

(3 -0- 3)

This seminar format course provides an overview of American legal history from colonial times to the modern civil rights era. Readings cover the American revolution and constitutionalism, slavery and early civil rights, labor unions, and the rights of women, African-Americans, Asian-Americans, and Latinos. We will also consider the law’s response to social upheaval in times of crisis and rapid change in American society.

AFST 30277. 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.

AFST 30278. Modern South Asia

(3 -0- 3) Sengupta

Home to over a billion people, just over 23% 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.

AFST 30279. Abraham Lincoln's America, 1809–1865

(3 -0- 3)

This course explores the social, economic, intellectual, cultural, and political history of the early to mid-nineteenth-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.

AFST 30281. History of Modern Africa

(3 -0- 3)

This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. During the term, we will consider the ways in which Africans shaped and were shaped by the transformative events of the period. In the second half of the nineteenth century, European powers conquered and colonized much of the continent. Over the next sixty years, Africans lived and died under the yoke of European rule; some resisted, others collaborated, but all influenced the nature of colonialism and its eventual collapse. By the 1960s, most Africans were free of foreign rule. Since then the peoples of Africa have endeavored to achieve political stability, navigate Cold War politics, harness development aid, and adapt to a globalizing economy. In recent years, they have succumbed to brutal wars and endured devastating famines, but they have also inspired the world with their triumph over apartheid, emerging vibrant democracies, rich cultures, and deep history. In this class, we will identify, problematize, and debate these major themes in modern African history. We also will make use of a variety of texts, from historical documents to classic academic works to works of African art, film, and fiction.

AFST 30282. Modern Genocide in Historical Context

(3 -3- 3)

In 1948, the United Nations adopted a convention that defined genocide; the ratifying nations promised to prevent genocides, to intervene in those that broke out, and to hold the perpetrators responsible. However, genocides have continued to occur, and the signers of the convention have spent more time arguing over the definition and its limitations than acting against the perpetrators. In what context was the UN genocide convention drawn up and signed? How did the definition fall short in the eyes of so many of the signatories and scholars? What are its limitations? This course will explore modern genocide in its historical context in order to approach a definition of genocide that will complement the existing UN definition, underscoring the usefulness of the genocide convention as well as exploring alternate definitions and introducing students to the complexities of politics when it comes to enforcing such legislation. We will be looking at several different case studies throughout the semester, including genocides that preceded the invention of the word, most notably the Holocaust. Topics may include the German army in southwest Africa; the Armenian genocide during World War I; the figure of Raphael Lemkin and the meaning of the 1948 convention; the impact of the Soviet Union on the official definition; the Cambodian and Rwandan genocides; ethnic cleansing and genocide in the Balkans after 1990; distinctions between ethnic cleansing, crimes against humanity, and genocide; and contemporary events in Darfur. Assignments may include short review papers, a longer research paper, and one oral presentation over the course of the semester.

AFST 30283. Slavery in Latin America

(3 -0- 3)

Corequisite: HIST 32904

This course examines the experiences of Atlantic slavery in the Latin American world. We begin by thinking about the various ways that enslavement was justified in Western Europe, from the Greek and Roman worlds, through the kidnapping for ransom slavery that characterized the Mediterranean basin. We follow Portugal's unsuccessful attempts to conquer parts of western Africa, and

the ensuing introduction of larger numbers of (unransomable) men and women into Iberian domestic slavery, which then coincided with Castile's conquest of the Americas, and the replacement of scarce indigenous labor with Africans. The main part of the course will look at the various experiences of African men and women in the Spanish and Portuguese empires, from the kinds of labor they provided to the cultural worlds they built for themselves, often with the interactions of European and indigenous peoples. We will pay special attention to forms of resistance, from attempts to create autonomy in the church to moments of outright rebellion, culminating in the Haitian Revolution, the first truly successful slave revolt at led to the second free nation in the Americas. The course will end by considering various calls for abolition over time, and the slow end of slavery after the movements for independence.

AFST 30284. Race, Ethnicity, and Indigeneity in Latin America

(3 -0- 3)

This seminar examines the historical production of race, ethnicity, and indigeneity in the Latin American context. We will begin with the creation of "Indians" by European colonists, who attempted to erase social differentiation in the peoples they conquered but then had to deal with the consequences of early forms of resistance and solidarity. We will then investigate the degree to which race and ethnicity were important concepts to non-Europeans in the colonial context, and the beginnings of scientific racism in the Americas. Slavery, especially in Brazil and the Caribbean, obviously added another dimension to social differentiation and the development of racial thinking, which we will investigate. The second half of the course will address contemporary issues that stem from these colonial concerns: nationalism, the romantic invocation of the indigenous past, cultural practices, land rights, political representation, and racism.

AFST 30287. Inequalities: Poverty and Wealth in World History

(3 -0- 3)

The difference between rich and poor nations (and rich and poor individuals) is not, as Ernest Hemingway once said, merely that the rich have more money than the poor. It is a question of opportunity, itself structured by the political, economic, institutional, and social contexts for both nations and individuals. This course examines inequalities in the context of economic and social development in historical contexts. We focus especially on the long nineteenth century, roughly 1750 to 1930, but touch on deeper roots and enduring legacies for today's world. We will examine factors that historically fostered inequality as well as the implications of inequality for social development, drawing cases from U.S., Latin America, Africa, Asia, as well as from Europe.

AFST 30289. Slavery in Classical Antiquity

(3 -0- 3) Bradley

This is an advanced ancient history course that examines the role played by slavery in the societies of ancient Greece and Rome.

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, which 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 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.

AFST 30600. Political Economy of North/South Relations

(3 -0- 3)

This course will introduce the changing perspectives and current controversies concerning international economic relations between the developed and developing worlds. What do we mean by "development"? To what extent should

states intervene in free markets? Does it matter that today's developing countries operate in a different global environment than countries like Britain and the U.S. did during their development period? Should developing countries be given special consideration in trade and financial agreements? Do international financial institutions (IFIs) like the IMF, the World Bank and the WTO act in the interest of the world as a whole or serve the narrower interest of the powerful north? How are domestic imperatives balanced with global aims? The course will have a strong interdisciplinary flavor, with readings taken from both political science and economics.

AFST 30601. Race/Ethnicity and American Politics

(3 -0- 3)

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

AFST 30603. Contentious Politics and Resistance Movements

(3 -0- 3)

This course analyzes prominent resistance movements in the twentieth and twenty-first 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, 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 30608. Political Opinion and Political behavior

(3 -0- 3) Davis

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.

AFST 30613. African American Politics: The End or a New Beginning?

(3 -0- 3) Pinderhughes

This course explores the core elements associated with black politics in the U.S.: 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 open access to the political system, and the development of black political participation in northern cities. Competition for leadership roles and public resources from the increasing numbers of Latinos, Asians and other immigrants will also be addressed. Since the course will be taught in spring 2010 at the beginning of the second year of the Obama administration, we will also have the chance to explore the impact of the first black president on national politics, and to consider the impact of the president and his administration on African-American politics itself. The course incorporates political science concepts, but the readings and other materials are accessible to students from a variety of disciplines and levels of knowledge.

AFST 30650. 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 United States policy in that region.

AFST 30653. 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 might affect the variation in the extent to which Africans participate in politics, engage in protests, and join movements devoted to promoting democracy? 4) What explains the variation in the extent of democratization that has taken place across sub-Saharan Africa since the late 1980s and early 1990s? 5) Should it matter to the rest of the world that sub-Saharan African countries become more developed and democratic? 6) If it should matter, how can the United States and other countries promote development and democratization in the region?

AFST 30654. Radical Islam in Comparative Perspective

(3 -0- 3)

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.

AFST 30655. 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.

AFST 30656. Democracy, Development and Conflict in Africa

(3 -0- 3) Singh

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.

AFST 30660. Islam and Politics in the Middle East

(3 -0- 3)

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 models that inspire 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.

AFST 30679. International Development Theory and Practice

(3 -0- 3) Dutt

This course on international development has three major purposes: 1) to examine diverse approaches to thinking about international development and processes that bring about individual and societal change; 2) to explore the role and constraints of development projects in areas such as poverty reduction, social development, health, education, the environment, and emergency relief; and 3) to develop practical skills related to project planning and management, negotiations, communications, and the evaluation of international development projects. This class aspires to develop relevant knowledge and practical skill for students interested in engaging in bringing about positive change in a complex world. The class is particularly relevant for students planning international summer service internships, studying abroad, or for those considering careers in areas related to social and economic development. The course will make use of specific case studies from Haiti, Peru, Uganda, Mexico, Bangladesh, Pakistan, and Chile, among others, drawing lessons from instructive stories of failure and inspirational stories of change.

AFST 30681. Contentious Politics and Resistance Movements

(3 -3- 3) Hui

This course analyzes prominent resistance movements in the twentieth and twenty-first 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 30682. International Development in Theory and Practice: What Works in Development

(3 -0- 3) Reifenberg

This course on international development has three major purposes: 1) to examine diverse approaches to thinking about international development and processes that bring about individual and societal change; 2) to explore the role and constraints of development projects in areas such as poverty reduction, social development, health, education, the environment, and emergency relief; and 3) to develop practical skills related to project planning and management, negotiations, communications, and the evaluation of international development projects. This class aspires to develop relevant knowledge and practical skill for students interested in engaging in bringing about positive change in a complex world. The class is particularly relevant for students planning international summer service internships, studying abroad, or for those considering careers in areas related to social and economic development. The course will make use of specific case studies from Haiti, Peru, Uganda, Mexico, Bangladesh, Pakistan, and Chile, among others, drawing lessons from instructive stories of failure and inspirational stories of change.

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 U.S., 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 30712. Race, Ethnicity, and Inequality in Public Education

(3 -0- 3)

This course explores the link between racial and ethnic relations in the U.S. and the American education system. We will discuss sociological understandings of racial and ethnic inequality in education over the past several decades. Moving beyond black-white inequality, this course will examine the political, cultural, and historical perspectives of racial and ethnic inequality among and between racialized groups in the U.S. Students will be introduced to central sociological debates within the fields of race/ethnicity and education. We will also pay some attention to the changing nature of racial and ethnic inequality in education over the latter part of the twentieth century and the future of racial and ethnic inequality in education during the 21st century.

AFST 30745. Race and Ethnicity and the Latino Population in the U.S.

(3 -0- 3) Duarte

How Latinos are racialized often defies the common understanding of race as either black or white. This course attempts to complicate this debate by exploring the historical, political, economic and social structures that determine the ethnic and racial stratification of Latinos in the United States. Topics include the multigenerational experience of Latinos, contemporary immigration, Latino youth and gender.

AFST 30749. 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.

AFST 30776. Transatlantic Odysseys: Postcolonial Masculinities: Reading Joyce and Walcott

(3 -0- 3) Palko

This course begins with the premise that the twentieth-century situations of Ireland and the Caribbean bore more than a passing resemblance to each other. In a 1979 interview, Derek Walcott (the first Caribbean writer to be awarded the Nobel Prize for Literature) claimed affinity with Irish writers on the grounds of a shared colonial background: "I've always found some kind of intimacy with the Irish poets because one realised that they were also colonials with the same kind of problem that existed in the Caribbean." Now, with all of that, to have those astounding achievements of genius, whether by Joyce, or Yeats, or Beckett, illustrates that one could come out of a depressed, deprived, oppressed situation, and be defiant and creative at the same time. To explore this assertion, we will read selected writings of James Joyce (Irish novelist, short story writer, and essayist) and Derek Walcott (St. Lucian poet, playwright, and essayist). This comparative reading will highlight their common themes of ethnicity, postcolonial constructions of masculinity, cultural chauvinism, and political inequality. Both work within and against the traditional Western canon, and so our primary focus on their epics, *Ulysses* and *Omeros* (we will read selections from each), will consider the ways that Joyce and Walcott are writing back to the imperial center/rewriting the imperial canon, employing its literary techniques and traditions in their works. Both writers thematically investigate the dichotomy between colonizer and colonized, the interplay between their own culture and Western civilization writ large, and the influence of island geography on their societies. Their writing exposes the lasting wounds—personal, cultural, and political—inflicted by British colonialism in their native lands and the ways that anxieties of masculinity were exacerbated by and contributed to this domination. Our readings of Joyce's and Walcott's texts will be guided throughout by the theoretical lens of masculinity studies. This course is open to students interested in exploring the ways that masculinity studies serves as a useful lens for reading Joyce and Walcott and for analyzing the political and cultural ties between their homes (as well as their problematic relationships to those homes); no prior knowledge is assumed.

AFST 30782. Kinship and Comparative Social Organization

(3 -0- 3)

This course uses a broad cross-cultural comparative perspective to identify and analyze the major forms of human social organization. Gender is a major lens through which to examine sex and sexuality, divisions of labor, family structures, gender roles, and social relations of class and ethnicity. Other topics include kinship terminology, descent, marriage and divorce, residence units, economic exchange, political structure, and social inequality, among others.

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 30787. Immigration in Global 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 U.S., 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.

AFST 30788. Multicultural Education in the New Millennium: The Sociopolitical Context

(3 -0- 3)

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.

AFST 30799. Caribbean History: From Colonization to Emancipation

(3 -0- 3)

"Sun, Sex & Fun" is how the global tourism industry often packages the Caribbean to its potential travelers. In this course we will unpack such simplistic representations of the region. Students will be introduced to the diverse experiences and cultures of the peoples that made up the Caribbean from colonization in the 15th century to slave emancipation in the 19th century. The four major themes that we will examine are indigenous peoples and European encounters; the laboring lives and the cultural worlds of enslaved Afro-Caribbean peoples; resistance and rebellion; abolition and emancipation. In this course we will watch films, use pictorial sources, slave narratives and diaries to capture the commonality of the experiences of the peoples of the Spanish, French, British and Dutch Caribbean.

AFST 30848. Education Innovations in Poverty

(3 -0- 3)

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 CT, or Diversity Project in Berkeley CA, 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.

AFST 30849. 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.

AFST 30875. 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, 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.

AFST 33002. The American South: Race and Representations

(3 -0- 3)

This course will trace a long historical arc in considering depictions of the United States South and of the peoples who have lived there. Though we'll dip into the eighteenth century, the course will be roughly divided between the nineteenth and twentieth centuries. And while we'll spend most of our time analyzing the relations of blacks and whites, during slavery and after, we'll also consider the experiences of Native Americans, Asians, and Latinos. What role has "the South," as a place both real and imagined, played in the cultural history of the United States? And—as a region almost entirely set apart—how has the South figured in the creation of national identity? To what extent has it been used to contain, and even quarantine, the nation's racial problems? We'll dwell on these questions, and others, as we engage with novels, slave narratives, paintings, and films.

AFST 33100. Slavery and the Writing of Black History

(3 -0- 3) Carico

This course will consider the historical crisis of slavery in America. That means we'll consider how slavery endures as a catastrophe in history and for history—as a crime that isn't redressed and as a story that resists being told. From personal narratives written by the enslaved to contemporary scholarly studies, we will read accounts of slavery that grapple with that institution's legacy and how its collective history can be told. Through novels, political appeals, and recollections, we will be thinking about slavery's inheritance: What is its history, and how is that history to be written? What notions of power, identity, and belonging encircle "slavery" and "freedom?" What's the relation between an enslaved past and a "free" present? And to whom does slavery's inheritance fall?

AFST 33200. Working to Eat: Labor History of American Food

(3 -0- 3)

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the drive-through

window, and everywhere Americans have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries.

AFST 33231. U.S. Civil Rights History: The Chicano Movement (3 -0- 3)

The "Chicano Movement" for Mexican-American civil rights grew in tandem with the main contours of the civil rights culture that developed in the United States during the 1960s. As such, this course seeks to place the movement alongside other national movements for social change including the African-American civil rights movement, labor movement, counter-culture, and the anti-war movement. It will also be attentive to related efforts to build bridges between Latino populations (mainly Puerto Ricans) in American cities. As it emerged in the 1960s, the Chicano Movement challenged and maintained the ideological orientation of past efforts for Mexican-American inclusion as it borrowed from the rich mix of social and cultural movements that defined the 1960s and early 1970s. This course will explore movement centers in California and Texas as well as a growing body of research on the civil and labor rights efforts in the Great Lakes, Pacific Northwest, and other Mexican ancestry communities across the United States as well as connections to Mexico and Cuba. This course will detail the key events and leadership of the movement as well as the art, music, and cultural production of one of the most important American civil rights movements of the post-World War II era.

AFST 33275. The Medieval Iranian World; Iran, Afghanistan, and Central Asia

(3 -0- 3)

The Iranian cultural world, from late antiquity until the 13th century, stretched from what is today Iraq all the way to India, and from the Persian Gulf deep into Central Asia. Although in the seventh century the early Islamic conquests put an end to the Persian Empire and occupied the Iranian world, a new era of Iranian hegemony began in Islamic history with the 'Abbasid Revolution in 750 and the establishment of the new Islamic capital, Baghdad, in the old Persian heartland. This event inaugurated a growing dominance by Iranians, and Persian traditions, in all areas of Islamic civilization—cultural, religious, military, and political—culminating in the establishment of the autonomous Persianate dynasties which ruled the Islamic heartland from the ninth century until invading Turco-Mongol tribes seized political control of the Islamic world in the twelfth century. This course will explore the many ways in which the Persianate world—today's Iran, Afghanistan, and Central Asia—helped form the Islamic world, focusing on its contributions to political order and ideology; its leading role in the formation and elaboration of Sunnism; its rich cultural productions; and its expansion of the borders of Islam.

AFST 33701. Sociology of Sport

(3 -0- 3) Welch

The primary objective of this course is to examine the nature of sport in American society and the modern world. A variety of topics will be covered, including sociological perspectives on the history of sport, the relationship between sports and the entertainment industry, problems in intercollegiate and professional sports, and other issues. The course should be particularly helpful for students who are interested in careers in athletic administration, sports journalism or broadcasting, coaching, higher education administration, sports and entertainment law, and other aligned fields.

AFST 33702. Literacies: Education, Schooling and Power

(3 -0- 3)

Literacy matters for schooling. Actually, literacies matter. The ability to code switch within and to a given literacy that's been granted "most-favored-nation" status for political reasons is a valuable skill for students today. When it comes to schooling, socioeconomic background, gender, sexuality, racial identity, ethnicity and country of origin (among any number of other social identities given short shrift here as in society at large) all bear significant influence on the literacies a student brings to the classroom. These literacies, in turn, have great influence on student motivation, persistence and achievement. This course will engage students in a conversation about the role that literacies play in (de)limiting possibilities

for students in the American educational system. In the process we'll look at the concept of "literacy" as a fraught political vehicle used as a tool to communicate myriad—and often troubling—messages.

AFST 33703. Landscapes of Urban Education: Place, Space, and Race

(3 -0- 3)

This seminar explores the intersection of the physical realities of urban environments, race, and education and will be a question-based seminar. As a group we will work to answer a cluster of questions surrounding the course topic in a systematic, interdisciplinary format. Questions may include: How does the physical landscape/structure of schools matter to urban education? How does the high concentration of poverty and racial segregation impact curriculum, school culture, and neighborhood? How do early childhood programming, college preparatory programs, and after-school programs factor into the landscape of urban education? What are "best practices" involved with teaching in urban environments? The final question we will work on as a group will be: What are the implications of what we know about race and urban landscapes in propelling positive micro- and macro-level change for our educational system? This course demands a high level of class participation and student initiative.

AFST 33704. Minority Experience in American Education

(3 -0- 3) McKenna

This course explores the implications (past, present, and future) of being a minority in the context of the American education system. Clearly, since not all minority experiences within American education are the same we will explore together what factors impact minority experiences in education. We will examine the social, political, and cultural contexts of different minority groups and geographic areas of the country with an eye towards the implications these contexts have on education. This class will use literature, art, music, film, non-fiction, and visitors to deepen understanding.

AFST 33775. Education and Development in a Global Era

(3 -0- 3) Chattopadhyay

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 remains vulnerable, disengaged and disenfranchised from education. Against this backdrop, this course will explore the critical issues confronting education in developing countries in different regions of the world. The course has a strong applied focus and the readings will be drawn primarily from policy documents on current topics in international educational development. At the same time, the underlying theoretical and conceptual issues will be accessible to students through supplementary research articles and critical commentaries. Students taking this course will: 1) gain a critical understanding of the broader global development context in which educational policy takes shape in low-income countries; 2) develop operational fluency in key contemporary policy issues and institutional actors in international educational development; and 3) enhance their awareness of an educational development framework that is informed by the dynamic interdependencies of the global and the local.

AFST 40100. African-American Literature

(3 -0- 3)

A historical and thematic account of the rise and achievement of African-American authors over several centuries.

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 U.S. How did intersecting ideologies of race and gender attempt to define and limit the lives of women of color as well as other 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 40111. Southern Fiction

(3 -0- 3)

Readings in twentieth century southern fiction from 1900–1960, 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.

AFST 40115. Engendering Renaissance: Chicago, Harlem and Modern America(s)

(3 -0- 3)

In answering the question, "What was American modernism?" most literary critical perspectives might commonly be expected to focus on a modernity represented by the authors of the "lost generation" in the U.S., such as F. Scott Fitzgerald, Gertrude Stein, and Ernest Hemingway. While a conventional understanding of American modernism might serve to underscore the importance of the stylistic, cultural and artistic contributions of these and other canonical moderns, such a view might also give little consideration to the significance of those modern American voices not ordinarily heard in such a context. This course poses the question, "What was American modernism?" to answer it by exploring its roots in two less conspicuous early 20th-century American modernisms: the Chicago Renaissance of 1912–1925, and the Harlem Renaissance of 1920–1929. In "engendering renaissance," these two moments suggest a literary birth and rebirth of modern American identity that questions its seemingly stable boundaries and borders, reconfiguring the idea of American within and opening the door to the larger and more varied cultural fabric that is modern America(s). By locating the rise of American modernism in the relation between these two literary moments, this course will broaden our understanding of the idea of American at this time by considering how it is created within a frame determined by the interplay of race, gender, class and nation. In this way, it seeks to deepen our understanding of U.S. American culture and the idea of American in the early 20th century, while suggesting new ways to engage the global social and cultural challenges facing the idea of American in the 21st century. Course Requirements: two 5–7 page papers, group presentation, several short in-class writing assignments. Required texts may include Walt Whitman, *Song of Myself*; Jose Martí, *Our America*; Henry Blake Fuller, *The Cliff-Dwellers*; Theodore Dreiser, *Sister Carrie*; Willa Cather, *The Song of the Lark*; Waldo Frank, *Our America*; Sherwood Anderson, *Winesburg, Ohio*; Randolph Bourne, *Trans-National America*; Booker T. Washington, *Up From Slavery*; W.E.B. Du Bois, *The Souls of Black Folk*; Anna Julia Cooper, *A Voice From the South*; Jean Toomer, *Cane*; Jessie Fauset, *Plum Bun*; Nella Larsen, *Quicksand & Passing*.

AFST 40116. Black Skin, White Masks

(3 -0- 3)

This course explores the literary and cultural implications of W.E.B. Du Bois's famous contention, made in 1903, that African Americans' life under segregation had given them special insight into the paradox of race and citizenship in American society. Our aim will be to situate Du Bois's notion of "double-consciousness" in historical context on the way toward surveying texts that alternately reflect and revise this concept from the Jim Crow era to the present. Discussions will touch on key issues in racial (dis)identification, from passing and assimilation to sexual relations and authenticity. Texts will include novels by James Weldon Johnson, Paule Marshall, and Adam Mansbach; two films (*Nothing but a Man* and *Training Day*); and biracial memoirs by Barack Obama and Thomas Chatterton Williams.

AFST 40201. Harlem's Americas

(3 -0- 3)

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 twentieth 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 twentieth 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 twentieth century, but on into the twenty-first. Course texts: Booker T. Washington, *Up From Slavery*; W. E. B. Du Bois, *The Souls of Black Folk*; Jessie Fauset, *Phum Bun*; Nella Larsen, *Quicksand & 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 five-page essays, in-class writing, 20-minute group presentation.

AFST 40203. African-American Civil Rights History

(3 -0- 3) Pierce

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 course, 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 issues we investigate challenge the founding principles of American society to its core.

AFST 40275. 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 twentieth 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 non-violent 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 Gandhi's 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 40277. Gender 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 which 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.

AFST 40348. Approaches to Black Theology

(3 -0- 3)

This is an introductory course to theology from the 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.

AFST 40351. 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 interactions with Islam and forms of African ways of being religious that predated Christianity and Islam, many of which have ongoing vitality. Attention will also be paid to African Christian theology, carried out formally and informally, as well as the implications of the spread of African Christianity for world Christianity.

AFST 40375. Missionary Encounters

(3 -0- 3)

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.

AFST 40376. Comparative Spiritualities

(3 -0- 3)

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.

AFST 40575. Fictions of the South Atlantic

(3 -0- 3)

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.

Topics for discussion include the slave trade, colonialism, luso-tropicalism, race relations, religion, diaspora, postcolonial identities, and the charged notion of Lusophone black cultures. Readings in Brazilian and Angolan fiction, as well as in historical and anthropological writing. Among the authors to be considered are, on the Brazilian side, Machado de Assis, Lima Barreto, Jorge Amado, and Antônio Olinto, and, on the Angolan side, Luandino Vieira, Pepetela, José Eduardo Agualusa, and Ondjaki.

AFST 40576. Brazilian Film and Popular Music

(3 -0- 3)

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.

AFST 40577. Carnival in Cinema and Literature

(3 -0- 3)

This course will explore Brazilian identity and culture through Carnival in film and literature.

AFST 40602. Race and Representation in American Politics

(3 -0- 3)

This course is an introduction to the issues which have arisen around race and representation in American politics and introduces students to the contexts from which these questions evolved. The course focuses on African Americans, but also examines the distinctive sets of factors shaping political participation associated with Mexican Americans, Native Americans and Asian Americans and which therefore affect their relation to the American polity. The course introduces historical patterns predating the founding of the republic which have shaped American political institutions throughout their history, and compares statutory discrimination against and the evolution of citizenship rights for blacks and for other racial and ethnic groups. More contemporary developments of legal protection for voting rights, debates over electoral redistricting, the impact of the intersection of race and gender on political representation will be examined. The development of political philosophy as well as party and electoral dynamics, and racial attitudes are also considered. Since the 2008 presidential campaign will be underway, we will also explore the implications of developments in the primary and general elections. Approaches to these questions will be considered from the contrasting intellectual traditions incorporated within the political and social sciences, reflecting distinctive methodologies and perspectives.

AFST 40700. Anthropology of Poverty

(3 -0- 3)

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 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, political science, as well as documentaries and films.

AFST 40705. Men, Women and Work

(3 -0- 3)

From the current fixation on TV housewives to political battles over workers' rights, ideas about gender and work surround us. This course focuses on work as a framework for understanding American culture. The gender division of labor has never been static, and we will examine the process whereby the same jobs get characterized at different times as masculine or feminine, just as work categories were alternately identified as appropriate to whites versus non-white, free versus enslaved, and paid versus stay-at-home. This course has a strong "learning beyond the classroom" component. There will be opportunities throughout the semester for experiential and community-based learning experiences, for example through activities at the Center for the Homeless and interactions with pioneer sportswomen.

AFST 40710. African-American Resistance

(3 -0- 3)

Through a close examination of twelve 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.

AFST 40776. Caribbean Migrations: An Interdisciplinary Excursion

(3 -0- 3)

What is the meaning of identity in a transnational space straddling the United States and the Caribbean? Migration, settlement and return are central to the historical experiences and the literary and aesthetic expressions of Caribbean societies. This course combines literary and anthropological perspectives to the study of novels and historical and anthropological texts in which themes of migration, immigration and transnationalism play central roles.

AFST 40779. Trade and Globalization: From 100,000 B.C. to the Present

(3 -0- 3)

The idea of globalization as a recent phenomenon is firmly grounded in the popular conscious. In the minds of most people, globalization and the accompanying processes of global commerce and trade are seen either as the solutions to the world's problems or the causes thereof. In this course, we will address the problems with these ideas as we explore the history of long-distance human interactions going back into the early history of *Homo sapiens* from the emergence from Africa ca. 100,000 B.C. to the present. Topics covered will include human migrations, trade, exchange, and other interactions from our Paleolithic ancestors to the rise of settled cultures and complex societies in both the Old and New Worlds. Particular focus will be placed on the role of long-distance exchange, trade, and commerce on human activities as ideas, goods, and peoples moved across deserts, mountains, and oceans. In-class discussions will be based on readings from anthropology, archaeology, history, economics, business studies, and political science, as well as documentaries and film to address issues of similarity and difference between past and contemporary globalization processes. The objective of the course is to understand globalization and trade as universal yet varying forces in human social and cultural evolution.

AFST 40781. Governance and Africa

(3 -0- 3)

In this course we will try to understand both the successes and failures of governance on the African continent. Why do some states provide reasonably peaceful political climates while others have been torn by decades of civil strife? What effect did the colonial past have on the governments we see today? Why have some states developed a reputation for reasonably effective governance while others are among the most corrupt governments on the planet? How have states dealt with varied health and educational challenges, like low literacy rates and high infant mortality? These are just a few of the questions we will address in this course. Each student will become an expert on one of the countries on the continent, and assignments are designed to help cultivate that expertise.

AFST 40782. Violent Transformations in African States

(3 -0- 3) Kabamba

While striving to propose some means of resolving some aspects of the African predicament, the course will tour the major debates on the key issues that have shaped the post-colonial African scholarship with a focus on the state formation, re-formation and transformation. The course will emphasize the fact that there is no general formula for the success of state projects; they always have to respond to local historical conditions and relations of the struggles. The course will cover several themes, including historical origins, slavery, state formation, colonialism, under-development, nationalism, and political violence.

AFST 40783. Ideology, Culture, and Development

(3 -0- 3)

The class proceeds from many assumptions; one of which is that “development” has multiple and even contested meanings. The factors influencing it are most of the time contingent. To what extent can we state strong generalizations about this phenomenon? Are they cross-cultural factors which allow (or do not allow) communities to maintain a certain level of development?

AFST 43076. Africana Studies Seminar: Race and the Civil War

(3 -0- 3)

This seminar will focus on 19th-century American history. Specifically, the course will examine the relationship of race to the Civil War.

AFST 43100. Seminar: Engendering Renaissance: Chicago, Harlem and Modern America(s)

(3 -0- 3)

In answering the question “What was American modernism?” most literary critical perspectives might commonly be expected to focus on a modernity represented by the authors of the “lost generation” in the U.S., such as F. Scott Fitzgerald, Gertrude Stein, and Ernest Hemingway. While a conventional understanding of U.S. American modernism might serve to underscore the importance of the stylistic, cultural and artistic contributions of these and other canonical moderns, such a view might also give little consideration to the significance of those modern U.S. American voices not ordinarily heard in such a context. This course poses the question “What was American modernism?”—to answer it by exploring its roots in two less conspicuous early 20th-century U.S. American modernisms: the Chicago Renaissance of 1912–1925, and the Harlem Renaissance of 1920–1929. In “engendering renaissance,” these two moments suggest a literary birth and rebirth of modern U.S. American identity that questions its seemingly stable boundaries and borders, reconfiguring the idea of American within and opening the door to the larger and more varied cultural fabric that is modern America(s). By locating the rise of U.S. American modernism in the relation between these two literary moments, this course will broaden our understanding of the idea of American at this time by considering how it is created within a frame determined by the interplay of race, gender, class and nation. In this way, it seeks to deepen our understanding of U.S. American culture and the idea of American in the early 20th century, while suggesting new ways to engage the global social and cultural challenges facing the idea of American in the 21st century. Course Requirements: Four short thesis practice papers, two essay introductions, two 5-page essays, presentations. Course Texts: Alan Trachtenberg, *The Incorporation of America*,

excerpts; Thorstein Veblen, *The Theory of the Leisure Class*, excerpts; Henry Blake Fuller, *The Cliff-Dwellers*; Theodore Dreiser, *Sister Carrie*; Sherwood Anderson, *Winesburg, Ohio*; Willa Cather, *The Song of the Lark*; Booker T. Washington, *Up From Slavery*, excerpts; W.E.B. Du Bois, *The Souls of Black Folk*, excerpts; Jean Toomer, *Cane*; Jessie Fauset, *There is Confusion*; Claude McKay, *Banjo*; Zora Neale Hurston, *Their Eyes Were Watching God*.

AFST 43175. Monstrous Mothers of Literature

(3 -0- 3)

Images of terrible, horrifying mothers have long abounded in literature and have dominated media portrayals of motherhood for decades. Consider the mothers in *Matilda* or *Coraline*, or real-life examples like Nadya Suleman (the infamous Octomom) or Michelle Duggar: not only do a multitude of examples of “bad” mothering exist, but women’s attempts to mother are also scrutinized in excruciating detail. In this course, we will read a selection of texts (novels, plays, poems), ranging from Greek tragedies and *Beowulf* to 20th-century poetry and novels, to interrogate the literary use of maternal motifs. What purpose is served by making a fictional mother monstrous? What literary effect is created? We will examine contemporary American culture (magazines, blogs, movies) to theorize possible impacts on the role of the modern mother, as well as the implications for American masculinity. What does it say about society that these images are so popular? And what is the connection between a woman’s reproductive power and the urge to label her “monstrous?”

AFST 43176. Miranda Speaks: Caribbean Women Writers

(3 -0- 3)

The Caribbean has fascinated Europe since Columbus’s 15th century voyages, rapidly inspiring the Shakespearean figures of Caliban, Prospero, and Miranda. In the 20th century, Caribbean (male) intellectuals appropriated these tropes, figuring themselves as Caliban to Europe’s Prospero. This new configuration of power, however, still silenced Miranda, an exclusion that Caribbean women have sought to rectify for the past four decades. This course will begin with two plays written by men in order to contextualize the trope of Caliban and Miranda, illustrating the ways in which the Caribbean has figured in Western imaginations since its “discovery”; it will then focus on the development of women’s voices in their attempts to define and describe their unique concerns. Novels have been chosen to represent the diversity of authors at work in this region; as such, they come from six different islands (plus the U.S. and France) with varied cultures and traditions, representing three of the dominant linguistic traditions (English, French, and Spanish) in the Caribbean. Readings are grouped thematically, exploring themes such as colonization, madness, childhood, memory, and subjugation (also touching on family relationships, love, and sexuality), with the objective of arriving at a fundamental, but necessarily incomplete, understanding of this complex region and its concerns as expressed in its radical rereading of Western culture. As early as our reading of Sylvia Wynter’s essay “Beyond Miranda’s Meanings: Un/silencing the ‘Demonic Ground’ of Caliban’s ‘Woman,’” we will begin to see why the course title is necessarily problematic and to explore the various restrictions of women’s voices in the Caribbean and the implications of overcoming them. Authors to be read include: Mayotte Capécia, Michelle Cliff, Maryse Condé, Edwidge Danticat, Cristina Garcia, Merle Hodge, Elizabeth Nuñez, Gisèle Pineau, Jean Rhys, and Sylvia Wynter. Course requirements include five short response papers.

AFST 43575. Race and Ethnicity in U.S. Latino/a Literature

(3 -0- 3) Moreno

In this course, students will examine the key issues of race and ethnicity in U.S. Latina/o literary production, particularly in the works of Afro-Latina/o, Andean-Latina/o (and other Latinos of indigenous descent), and Asian-Latina/o authors. The range of races, ethnicities, and nationalities of the established and emerging authors studied in the course will enhance the students’ understanding of the complexity and heterogeneity of that group that we call Latinos. The course will be divided into three major units: Caribbean, Central American, and South American Latinos. Students will read works by migrants from a range of countries, including Puerto Rico, Cuba, Dominican Republic, Guatemala, El Salvador, Costa Rica, Panamá, Perú, Ecuador, Uruguay and Colombia. This course will have a

service-learning component. Students will be required to spend two hours per week volunteering at the local Hispanic community center Casa de Amistad. The course will be conducted in Spanish. Participation, frequent short essays, a journal, midterm, final exam, and final paper will determine the final grade.

AFST 43644. Black Politics in Multiracial America

(2.5 -0- 3) Pinderhughes

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 President 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/

AFST 43701. Psychology of Race

(3 -0- 3)

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 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 43751. 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’s and the United States’ migration policies, and their 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.

AFST 43775. Cultural Difference and Social Change

(3 -0- 3) Smith

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 often-times 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; requires prior field research or study abroad.

AFST 45100. Internship

(3 -0- 3)

A capstone of the AFST major is the 6-credit 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 chair for formal approval. If accepted, the student will be assigned a supervisor/advisor and required to write a 30–40 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. Minors may undertake a 3-credit internship with the permission of the chair.

AFST 46100. Directed Readings

(3 -0- 3)

This is a specialized opportunity for a student to design a readings course with a professor on a specific topic of academic interest. A research paper is required at the end of the semester. The professor directing the readings will establish lectures and other meeting arrangements.

AFST 48100. Thesis

(3 -0- 3)

A capstone of the AFST major is the 6-credit 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 AFST chair 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. Minors may undertake a 3-credit internship with the permission of the chair.

Arts and Letters Nondepartmental

AL 20101. Maximizing Language Acquisition Abroad

(1 -0- 1) Askildson

This course is intended for recipients of the Center for the Study of Languages and Cultures' Summer Language Abroad Grant. It will introduce students to a variety of second language acquisition strategies that will help them prepare for their language immersion programs as well as maximize their language acquisition during study abroad. The course will incorporate a variety of readings, activities and exercises alongside formal pre-program language proficiency testing and a reflective journaling component to be carried out during the immersion period. This course meets only during the final four weeks of the spring semester. Spring 2010 dates: 4/1, 4/8, 4/15 and 4/22.

AL 20102. Maintaining and Advancing Language Acquisition upon Reentry

(1 -0- 1) Askildson

This course is intended for recipients of the Center for the Study of Languages and Cultures' Summer Language Abroad Grant. It will help returning students to identify strategies and resources to maintain and advance their foreign language skills upon reentry as well as connect their language study to academic and intellectual interests. The course will incorporate a variety of readings, activities and exercises alongside formal post-program language proficiency testing. This course meets only during the first four weeks of the fall semester. (Fall semester: 6:30–8:30pm on 8/26, 9/2, 9/9 and 9/16.)

AL 20103. English for Academic Purposes (EAP) Fellows' Mentoring Program

(1 -0- 1)

Upon completion of this initial training seminar, EAP Fellows continue to meet with the CSLC Director twice per month through the remainder of their fellowships under the auspices of the EAP Mentoring Program in order to discuss instructional impact, develop workshops curricula and reflect on the teaching/tutoring process. The Mentoring Program provides opportunities for further professional development alongside regular feedback and facilitative observations through bi-monthly meetings and the online EAP Fellows wiki and discussion board. (Fall semester 2010; times to be determined by professor.)

AL 20104. Theory and Practice in Foreign Language Tutoring

(1 -0- 1) Askildson

This course is designed to prepare foreign language peer tutors to serve in the Center for the Study of Languages & Cultures' (CSLC) Peer Tutoring Program. The course will introduce foundational principles of language acquisition with a primary emphasis on models and strategies of corrective feedback. The course will also incorporate practicum components designed to facilitate error correction strategies and develop mastery of tutoring formats. All CSLC peer tutors are required to register for this course.

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; business communication.

AL 23002. Career Development Seminar

(1 -0- 1) Centilli

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 23050. American Cultural Patterns

(1 -0- 1)

This course will examine trends in American culture from the perspective of international students and with a specific emphasis on language use. Students will analyze cultural manifestations of linguistic register, rhetorical genre and conceptual metaphor, and relate these patterns to expectations for both oral and written communication within an American cultural context. This course is intended for first-time undergraduate international transfer students and incoming undergraduate international exchange students in the College of Arts and Letters.

AL 23101. Philosophy/Literature Colloquium

(1 -0- 1)

Corequisite: PHIL 43313

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) Sharp

This one-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 is 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 is 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 25004. Internship Business Practices

(V -0- V)

The purpose of this course is to combine three areas of knowledge and experience, and 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 three-credit internships apply toward graduation.

AL 26000. Directed Readings for Self-Designed Majors

(3 -0- 3)

This course for self-designed majors directed by instructors outside of AL.

AL 26001. Directed Readings for Self-Designed Majors

(V -0- V)

Cross-college or cross-discipline directed readings of merit that do not conform to traditional departmental designations.

AL 26101. Directed Readings Self-Designed Major

(3 -0- 3)

Thesis course for self-designed majors.

AL 27001. Special Studies

(V -0- V)

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.

AL 30001. College of Arts and Letters Business Boot camp

(V -0- V) Bill

This course is intended for students in the College of Arts & Letters and is an overview for business principles, marketing strategies, and application of case studies.

AL 36000. Directed Readings

(3 -0- 3)

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.

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. The Phoenix Institute modifies its course content each summer; and in Summer 2011, the following course description applied for AL 40700 "Phoenix Institute: Heroism Reconsidered." 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: Homer's *Iliad* (Robert Fagles' translation); Virgil's *Aeneid, Book II*; the Bible (Moses, David, Jesus); selections from John Milton's *Paradise Lost*; selections from *Early Christian Fathers*; Shakespeare's *Henry the Fifth* (film); Alfred Lord Tennyson, *Ulysses*; 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 *Sophie Scholl* (film).

AL 40701. Phoenix Institute: The Philosophy of Law

(3 -0- 3) Lewis

This Phoenix Institute course is not intended for Notre Dame students. The Phoenix Institute modifies its course content each summer; and in Summer 2011, the following course description applied for AL 40701 "Phoenix Institute: The Philosophy of Law." What is law? How is it related to morality? What is the character of legal as distinct from moral obligation? What is the relationship between legal norms and the structure of political society more generally? How should we think about legal rights and duties? These are among the most central questions of

philosophical jurisprudence and have been vigorously debated by proponents of the two perennially dominant jurisprudential camps: legal positivism and natural law theory. In this course we shall investigate them through a study of the two most authoritative contemporary statements of those two perspectives: H.L.A. Hart's 1961 book *The Concept of Law* and John Finnis's 1980 book *Natural Law and Natural Rights*.

AL 40702. Phoenix Institute: The Politics of Reconciliation

(3 -0- 3) Philpott

This Phoenix Institute course is not intended for Notre Dame students. The Phoenix Institute modifies its course content each summer; and in Summer 2011, the following course description applied for AL 40702 "Phoenix Institute: The Politics of Reconciliation." All over the world, over the past generation, a historically unusual concentration of societies has sought to confront dolorous pasts of civil war, genocide, and dictatorship. From South Africa to Chile, from Poland to East Timor, countries have debated the meaning of justice in the aftermath of its massive despoliation. The dominant orthodoxy within the UN, western governments, and human rights organizations, known as "the liberal peace," proposes human rights, democracy, and judicial punishment as the way forward. But in numerous locales, a heterodoxy has arisen that goes under the name "reconciliation." More often than not reconciliation is advocated by the religious. In contrast to the liberal peace, it proposes a far more holistic approach to past injustices, involving acknowledgment, reparations, apology, the transformation of emotions and beliefs, and, most distinctively and controversially, forgiveness. What exactly is reconciliation? Why has it arisen at this historical moment? What are its theological roots? What does it offer to broken societies? What controversies and ethical dilemmas does it entail? The course will explore reconciliation in a multi-disciplinary fashion, drawing on theology, political philosophy, film, literature, and numerous examinations of actual cases from the past generation.

AL 43001. Interviewing Technique Practicum

(3 -0- 3) Ponisciak

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

(3 -0- 3)

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 such works and authors 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 43103. 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 45999. Summer Internship

(0 -0- V)

Credit toward graduation for up to two internships is 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 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. Research Experience for Undergraduates

(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 course work is required.

ALHN 13595. Commodities: The Making of Market Society

(3 -0- 3) Ruccio

Prerequisite: ALHN 13950

In this course, we make sense of the emergence and development of a society in which the products of human labor are bought and sold in markets. The course begins with an introduction to different economic theories of commodity

production and exchange. Then, we focus on the histories of specific commodities—such as salt, sugar, money, labor, and so on—in the United States and around the world. We conclude with a discussion of the implications of commoditization for understanding contemporary debates concerning economic theory and policy.

ALHN 13901. Modern Art History: Episodes From the History of Modernism and Postmodernism

(3 -0- 3) Speaks

Prerequisite: ALHN 13950

This course will look across the history of 20th-century art in order to investigate some of the key moments of which it is comprised. It will focus on art historical texts and criticism chosen to introduce those ideas, terms, and theories that have come to characterize modernism and postmodernism in art history. We will investigate such issues as the turn toward abstraction, the investment in blurring the boundaries between art and life, the variety of roles assigned to the spectator, and the increased investment in moving art outside the museum and finding other means of engaging with everyday culture. Discussion and visual analysis will be essential components of the course. Some of the artists on which we will focus include Manet, Picasso, Matisse, Mondrian, Höch, Pollock, Johns, Warhol, Piper, and Hatoum.

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 33951. Thesis Seminar

(1 -0- 1)

Prerequisite: ALHN 13950 or ALHN 13951

This is a one-credit research seminar intended to prepare juniors for their senior thesis project by providing methodological guidance for projects in the humanities, social sciences or fine arts.

ALHN 43950. Senior Honor Thesis Colloquium

(1-0- 1) Delaney Hahn

Prerequisite: ALHN 13950

This is a one-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; von Eschenbach

Prerequisite: ALHN 13950

This is a discussion course on selected reading materials.

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 three credits in the fall for the completion of a rough draft and three credits in the spring for the polished finished project.

College Seminar

CSEM 23101. College Seminar

(3 -0- 3)

Please note: The “Enhanced Information” tab in the pop-up window of the online Class Search provides more instruction-specific information about the content for this course.

The college seminar is a unique one-semester course 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 www.nd.edu/~csem.

CSEM 23102. College Seminar

(3 -0- 3)

Please note: The “Enhanced Information” tab in the pop-up window of the online Class Search provides more instruction-specific information about the content for this course.

The College Seminar is a unique one-semester course 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 www.nd.edu/~csem.

American Studies

AMST 13184. History University Seminar

(3 -0- 3) Ruiz

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.

Spring 2012 topic: 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? Why should college students think critically about how representations of race circulate in popular media? Focusing on the late nineteenth century to the present, this University seminar 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. 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 13186. Literature University Seminar

(3 -0- 3) Giamo

This seminar will explore significant representations of homelessness in American literature over the past century. Although initially we’ll focus on historic, class-based conditions of homelessness in both urban and rural settings, our interests will broaden to include other conceptions—and realities—of what it means to be homeless (whether the foundation is laid by existential and spiritual concerns, futuristic designs of the non-human, or catastrophe). Throughout, we will pay particular 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 about the interplay between marginal and dominant cultures.

AMST 20100. Introduction to American Studies

(3 -0- 3)

Corequisite: AMST 22100

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 22100. Introduction to American Studies Discussion

(0 -0- 0)

Corequisite: AMST 20100

Intro to American Studies discussion section.

AMST 25001. American Studies Internship

(1 -0- 1)

American Studies majors may earn one credit for an internship experience of 3–5 hour per week for 10 weeks upon approval from the Director of 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 their supervisor provide a letter of evaluation upon completion of duties, and to submit a final

essay describing and evaluating the experience in light of personal, professional, and departmental goals. This course will be graded satisfactory/unsatisfactory and will be used for elective credit only.

AMST 30101. Homefronts 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 30103. Hip-hop is Dead! Race, Circulation, and the Global Block

(3 -0- 3)

Hip-hop is dead! Nas' controversial elegy of hip-hop's death (2006) suggested ideas of who belonged to the "hip-hop nation" in spite of its existence in a global commodity form. From the Bronx to the top of the pop charts, as hip-hop music turns the big three-oh, multiple narratives about hip-hop culture, however, circulate on a global scale creating seemingly unlikely alliances (and also disjunctures) between social groups—real and imaginary—in an anti-establishment b-boy stance. These competing conceptions of what hip-hop is, where it comes from, who it belongs to and who belongs to it continuously mark a complex weaving of shifting assumptions about race, class, gender, power, authenticity, and (national) belonging in the late twentieth and early twenty-first century. Topics to be explored in this course include: urban planning, the role of the music industry in shaping racial representations, the politics of sampling and file sharing, stylistic differences in regional sounds and politics, hip hop's influence on contemporary social movements, and more. We will explore these themes through a range of materials such as, but not limited to, gangsta rap films, *Menace II Society* (1991) and *CB4* (1993), the music videos of Blackstar, Ice Cube, and Outkast, and the global circulation of Public Enemy's politics in places like American Samoa. This course will explore the myriad dimensions of hip-hop practice at the nexus of global politics, economics and histories. The course intends to critically engage how these processes of globalization impact its development as a local and global movement.

AMST 30105. American Marriage

(3 -0- 3)

Although we often think of marriage as a natural or timeless institution, the social, political, and economic meanings of marriage in the U.S. have actually changed dramatically and often over the last two centuries, and varied across America's diverse social and geographic spaces. This course explores those changes and differences, asking what role marriage has played in the definition and re-definition of formations such as citizenship, capitalism, gender, race, and family in the U.S. As we chart the history of marriage as an American institution, we'll focus in particular on protest movements since the 19th century that have questioned or challenged the politics of marriage, including abolitionist, anarchist, feminist, Marxist, civil rights, and queer political thought and activism. Evaluation will be based on participation, online reading journals, in-class presentations, and a final project.

AMST 30109. News in American Life

(3 -0- 3)

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 30110. Confronting Homelessness in American Culture and Society

(3 -0- 3) Giamo

The course will 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.

AMST 30111. The Meaning of Things

(3 -0- 3)

This course asks how objects as diverse as a ND class ring, a pair of jeans, a lava lamp or a rosary acquire meaning and value. This course 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. As part of the process of working with material things, much emphasis will be placed on methods and theories for analyzing objects, in class and in experiential learning beyond the classroom (to include a component on material culture and Catholicism). This will lay the foundation for students to write substantive individual research papers on a "thing" of their choice.

AMST 30112. Witnessing the Sixties

(3 -0- 3)

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

AMST 30113. Fieldwork and American Documentary

(3 -0- 3) Giamo

This course is fashioned more like a workshop. Students will be socially engaged in fieldwork either on campus or in the surrounding community. By investigating and documenting people and their settings, students will combine the imaginative work of the writer with the analytical work of the intellectual. Whether conducting journalistic inquiry, in-depth interviewing, oral history, or participant observation, students will take the initiative in making contact and building rapport with their respective research subjects. Group work based upon ongoing fieldwork (and supplemented by readings) will be the basis for classroom discussion. That is, in addition to considering exemplary texts in various genres of documentary nonfiction, we'll focus on students' fieldwork process and results in class. Final projects may take a variety of written forms: a feature or profile, an essay, or a scholarly article. Along with a substantive written account of the fieldwork, an oral presentation is required. Students wishing to pursue community-based learning will be expected to spend two to three hours per week in a field placement for a ten-week period.

AMST 30115. Collecting Indians and the Culture of Museums

(3 -0- 3) Stevens

Why do museums and archives often have strained relationships with Native Americans? This course will examine the complex issues between Native Americans and the cultural institutions that collect and display materials relating to indigenous cultures and their histories. We will examine the history of ethnographic collecting and the ethical and political issues that complicate it. Such collecting began in the colonial period by amateurs and antiquarians but would soon become much more extensive under the "scientific" collecting expeditions

of anthropologists and ethnographers in later periods. Among the topics to be discussed will be the collecting of human remains, sacred objects, and other culturally sensitive materials in the 19th and 20th centuries, the passage of the Native American Graves Protection and Repatriation Act (NAGPRA) in 1990, the opening of the National Museum of the American Indian in 2004, and the rise of tribally controlled museums.

AMST 30118. The Craft of Journalism

(3 -0- 3)

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

AMST 30130. Gender and the American Empire

(3 -0- 3) Butler

Since the earliest days of contact and conquest, imperial relationships have been central to the changing definitions of gender in America. At the same time, the project of U.S. empire has been a gendered one, carried out in the name of categories like “manliness,” “true womanhood,” and “women’s rights.” This course investigates the historical and ongoing connections between gender and empire in American culture, asking how formations such as missionary movements, feminist activism, Hollywood film, and tourist industries have continually re-produced the political and cultural meanings of both empire and gender. As we investigate how cultural production has been a vital part of transmitting and re-imagining gender and empire, we’ll analyze early American literature and art, as well as more contemporary texts like *Rambo*, *Harold and Kumar*, and *Sex in the City*. Evaluation will be based on reading journals, in-class presentations, a midterm exam, and a final project.

AMST 30131. Screening Asian Americans

(3 -0- 3) Chung

What can the Rambo films tell us about Asian-American actress Lucy Liu? This course critically examines Asian American histories and experiences through the representations of Asian Americans within U.S. mass media. We will survey historical and contemporary Asian-American stereotypes and situate the changing meanings of these stereotypes within a larger history of the United States’ economic, political, and militaristic engagement with Asia. Also, we will pay particular attention to how U.S. national identity is produced through and against changing race, class, and gendered stereotypes of Asian Americans within these specific U.S.-Asia relations. Such images include the contradictory representations of Asian Americans as whiz kids, rapists, spies, good neighbors, bad neighbors, threats, model minorities and more. In this course, we will interpret television, film, news, magazines, and music and how Asian Americans have critically and uncritically used these forms of media to create counter-narratives of what it means to be Asian American.

AMST 30132. Men, Women and Work in American History

(3 -0- 3) White

From the current fixation on TV “housewives” to political battles over workers’ rights, ideas about gender and work surround us. This course focuses on work as a framework for understanding American culture. The gender division of labor has never been static, and we will examine the process whereby the same jobs get characterized at different times as masculine or feminine, just as work categories were alternately identified as appropriate to whites versus non-white, free versus enslaved, and paid versus “stay-at-home.” This course has a strong learning beyond the classroom component. There will be opportunities throughout the semester for experiential and community-based learning experiences, for example through activities at the Center for the Homeless and interactions with pioneer sportswomen.

AMST 30134. American “Chicks” in a Global World: The Politics of Postfeminist Culture

(3 -0- 3) Butler

Since the mid 1990s, a new wave of American popular culture has featured (and been marketed toward) the figure of the “chick”: a single woman in her twenties or thirties who finds individual empowerment, sexual agency, and self esteem as she navigates the muddy waters of careers, relationships, and shopping. Most academic readings of this cultural explosion have understood it as a symptom of *postfeminism*: the myth that the political goals of American feminism have been accomplished, and that women in the U.S. can now seize freedom by making empowered choices at work, at home, and at the mall. Our study of “chick” culture will use this academic literature on postfeminism as a starting place. We will then expand existing critiques of postfeminist culture by putting them in conversation with critical race and transnational feminist scholarship, in order to critically read various examples of postfeminist popular culture. We will assess how these examples—including film (chick flicks), literature (chick lit), video games (action chicks), and music (rock chicks), as well as television, video, and internet texts—define “Americanness” in relation to social and political formations such as gender, generation, race, sexuality, globalization, and political economy.

AMST 30135. Off the Wall: Post WWII American Art

(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 30136. American Saints

(3 -0- 3) Cummings

If all cultures and societies develop means and methods to honor people whose lives are deemed worthy of inspiration, the Catholic Church designates its heroes and heroines through a particularly detailed and elaborate process: canonization. This course uses the lives and canonization processes of American saints (including not only the nine Americans canonized thus far, but also many others at various stages in the process) to examine the following themes in the American past and present: immigration, politics, national identity, gender, race, sexuality, citizenship, and religion in American culture.

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 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 30139. Schooling Masculinities

(3 -0- 3)

This course will examine the ways in which schooling and education come to de/re/form American concepts of masculinities. Along the way we will leverage queer,

feminist and poststructural theories in developing complex understandings about the historical formation of genders and sexualities in schools through curriculum, architecture and sports. We will encounter some version of the following questions (among many others) together: What do portrayals of schooling in the media (think *Glee* or *Awkward!*) do in terms of shaping gendered and masculine expectations? What might the shape and design of a school building and its subsequent grounds say about sexual priorities and surveillance? How do we teach gender through the null, hidden, and intended curriculum enacted nationwide?

AMST 30140. Multimedia Journalism

(3 -0- 3) Bland

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 30141. Native American Literature

(3 -0- 3) Walls

Native Americans have long been trapped in a betwixt and between state, caught by the forces of past and present, tradition and assimilation, romanticization and caricature. Yet through it all, Native voices have continued to speak of the Indian experience with great power and eloquence. This course will introduce Native American literature as a distinctive contribution to American and world literature. We will examine a wide range of expressive culture from the last century, including novels, poetry, graphic stories, children’s literature, film, digital media, autobiographies, performances of oral literature, and music. Through the passion, creativity, and humor of Indian authors, we will learn something of the historical experience of Native men and women, and how they have reacted to massacres and mascots, racism and reservations, poverty and political oppression. Above all, we will try to understand how indigenous authors have used literature to engage crucial issues of race and culture in the United States that continue to influence their lives: identity, self-discovery, the centrality of place, cultural survival, and the healing power of language and spirituality. Class discussions will incorporate literary, historical, and ethnographic perspectives of Native expressive culture and the agency of authors as artists and activists vis-à-vis the wider American literary tradition. Authors include Sherman Alexie, Nicholas Black Elk, Louise Erdrich, D’Arcy McNickle, N. Scott Momaday, Linda Hogan, Winona LaDuke, and Leonard Peltier.

AMST 30142. 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*.

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)

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 non-fiction 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 1945–1970

(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 the culture and society of 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 and social activism of this period (1929–1941), including the conditions and responses of those affected by various hardships. Also, we will be concerned with the cultural expression and 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 study the role and importance of documentary expression (letters, photographs, reportage), the art of urban social realism, literature, and film.

AMST 30152. 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.

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 the 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 30155. Men in America, Women in America

(3 -0- 3) Butler

The words “men” and “women,” and the concepts and formations they seek to describe, have meant very different things in different places and times. This course explores the changing ways that “men” and “women” have been defined and understood in the United States since the seventeenth century, with particular attention to how these categories have been shaped by race, class, sexuality, nation, and empire. We will ask how racialized and classed formations such as marriage, family, justice, and fraternity have influenced how we understand both “men”/“women” and the U.S. nation-state. This class is not a broad survey of all men and all women throughout all time. Rather, we'll perform close readings of a handful of sites that offer especially provocative or productive insights into how gender categories like “men” and “women” are defined and re-defined in particular historical contexts. Evaluation will be based on reading journals, a midterm exam, and a final project.

AMST 30156. The City in American Culture

(3 -0- 3)

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. This course 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 twentieth-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.

AMST 30158. Gender and American Catholicism

(3 -0- 3)

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 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 under-representation, 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)

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 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)

Non-fiction 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 twentieth century. The phrase is apt because it captures the dual challenge of non-fiction 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 non-fiction narratives, developing strategies to help turn the reporting of information into works that transcend the limits of daily journalism.

AMST 30168. Reproducing in America

(3 -0- 3)

The course focuses on the period after World War Two and covers topics pertaining to reproduction, such as pregnancy, delivery, birth control, abortion, infertility, sterilization, and surrogacy. We will examine social and cultural aspects of reproduction as well as the role that medicine, science, law, and the government play in shaping the contemporary politics of reproduction. We will ask questions about men and their reproductive experiences, the politics of African-American reproduction, and the reasons for U.S. involvement in international family planning. Much emphasis will be placed on public debates in which reproduction was the main focus through issues including eugenics, abortion, foster motherhood, and surrogacy (Baby M case). Our approach will be interdisciplinary with a special focus on the discrepancies in the experiences and discourses of reproduction depending on gender, race, class, and sexual orientation. Evaluation will be based on participation, in-class presentations, and a final project.

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 nineteenth 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 30170. Laboring Women 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 and girls’ labors both inside and outside of the home. We will consider work that was skilled or unskilled, free or enslaved, and paid or unpaid, and how changing definitions

of “women’s work” helped to shape boundaries of race and class. Servants were restricted from marrying and procreating while the value of enslaved women resided in both their work and their reproductive potential. Hence this course will also consider the dual facets of women’s labor in work and their laboring in childbirth.

AMST 30172. The U.S.-Mexico Border in the American Imagination

(3 -0- 3) Ruiz

The U.S.-Mexico border has been a hotly contested social and political space since it took its current shape in the mid-nineteenth 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 “Mexicanness” 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*.

AMST 30173. Recreation and Leisure in America

(3 -0- 3) A. Coleman

What do Cedar Point, Comicon, and Bookstore Basketball have in common? How about the Aspen Music Festival, Smoky Mountain National Park, and Netflix? Recreation and leisure are a huge part of American life. What we do for fun reflects who we are and what we aspire to be. It can also tell us a lot about America’s cultural ideals, social relations, economic institutions, and public policies. Recreation and leisure practices, for instance, are part of our educational system, the basis for major businesses, built into our everyday landscapes, and fused into consumer culture. How can understanding what we do for fun help us understand American culture and society in new ways? This class will examine a range of American recreation and leisure practices in the 19th and 20th centuries via themes of work, landscape, and identity. In addition to course readings and smaller written assignments, students will produce an interdisciplinary final project that speaks to their specific interests and research questions.

AMST 30174. American Wilderness

(3 -0- 3) A. Coleman

How is a national park different from a national wilderness area, a city park, the lakes at Notre Dame, or your back yard? Why are some considered wilder than others, and why is wilderness such an attractive idea? Writers, historians, painters, photographers, and politicians have described American landscapes as wild to great effect, in concert with identities of gender, class, race, and nation. This class will explore how the idea of wilderness—and the places associated with that idea—has developed during the 19th and 20th centuries. We will examine how wilderness has supported the growth of a national identity but largely failed to recognize the diversity of the American people. Course themes include: 1) developing the wilderness idea; 2) national parks and the problem of wilderness; 3) wilderness experience and politics; and 4) wilderness narratives. Readings will range from Henry David Thoreau and John Muir to Edward Abbey and Jon Krakauer, and there will be a strong visual culture component. For their final project students will choose a wild place of their own to interpret.

AMST 30177. Civil Rights and Protest Movements

(3 -0- 3) Butler

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 30178. Literary Journalism in America

(3 -0- 3)

Literary journalism is a genre of nonfiction writing that adheres to all of the reportorial and truth-telling covenants of traditional journalism, while employing rhetorical and storytelling techniques more commonly associated with fiction. In short, it is journalism as literature. This course will introduce students to the major writers, publications, controversies and questions that have emerged during American literary journalism's 150 year history. We will start with the 19th century newspaper sketch and move through its social justice impulses at the turn of the century. We will trace literary journalism's institutionalization at *The New Yorker* in the 1930s and '40s, and follow its proliferation at *Esquire*, *New York*, and *Rolling Stone* during the New Journalism era of the 1960s and '70s. Finally, we'll end with a look at contemporary writers and examine the effect the digital revolution is having on the genre. Throughout this journey we will explore distinctions between physical truth and emotional truth, imagination and invention, form and content. We will note how historical and political contexts influence and appear in the works, and ask how these stories work as narratives, as cultural critiques, and as entertainment. We will examine the correlation between publication venue and readership, and note the ways literary journalism motivates citizens to act. Evaluation will be based on class participation, several short papers, and a final research paper project.

AMST 30180. Native American Studies

(3 -0- 3) Collier

America is Indian Country! Our identity is tied to both real American Indian people and romanticized ideas about them. Anglo Americans liked to play Indian but they also claimed a right to places, land, and water. All of this presented a variety of problems for Native Americans over time. This course examines Native Americans and their constant adaptation and survival from European contact through the 20th century, as well as Anglo America's cooption of Native resources, traditions, and images. It explores themes of Native American creation, treaties, education, sovereignty, culture, literature, humor, art, and activism. We will address national issues but also recognize their are over 500 distinct cultural and linguistic groups who are the indigenous people of the modern United States. Questions we will explore include why Native people are sovereign but also U.S. citizens, why Indian mascots are such a hot issue, and how Native people have come to run so many casinos. This course is the history and culture course that brings the first Americans together with the rest of America.

AMST 30181. American Political Life

(3 -0- 3) Schmuhl

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

AMST 30184. Latinos in Chicagoland and Northern Indiana: A Cultural History

(3 -0- 3) Ruiz

Latinos have long contributed to the social fabric of the region popularly known as "Chicagoland," which includes Northwestern and North Central Indiana. From food to sports to politics to the arts, Latinos have shaped and reshaped the local culture and formed vibrant communities. However, Midwestern Latinos have been marginalized by both local/regional approaches to history and by the field of Latino studies, which tends to focus on the east and west coasts and the U.S. Southwest. This interdisciplinary course will explore Latino communities from Chicago to South Bend to better understand how these communities fit

into the broader Latino experience but remain uniquely Midwestern. Some of the questions that we will ask include: Why did Latinos settle in Chicagoland and Northern Indiana? Why do new migrants keep coming? How has gentrification affected urban Latino communities? How are individuals and organizations working to improve the lives of migrant workers in rural areas? How do Latinos contribute to the Chicago arts scene? The course will include several site visits to community organizations and cultural institutions throughout the region and will require students to collect an oral history from a member of one of the communities encountered in class.

AMST 30185. American West

(3 -0- 3) A. Coleman

The American West is a region characterized at once by its physical setting, the historical processes that have occurred there, and the set of meanings American culture has ascribed to the region. It is home to a highly diverse set of peoples that have been interacting with one another for centuries. It is described by physical and political boundaries (the Mississippi River, the Pacific Ocean, and borders with Canada and Mexico), economic development (extractive industry, tourism), and by imaginative constructs (the "frontier," the "Wild West," and the mythic characters inhabiting such places). This semester we will use a variety of approaches to explore the American West from the mid-19th century through the late 20th century. We will focus on two specific themes: 1) the political, economic, social, and environmental relationships that have shaped the region; and 2) the cultural meanings and mythic representations people have attached to it. The Mythic West, far from separate and distinct, has always been intimately connected to real western people, places, resources, and politics. We will study how the American West and its images have developed together, often in tension with one another, and how they have created the West that we know today.

AMST 30187. American Prisons: Culture, Capital, and the Carceral State

(3 -1- 3) Butler

Scholars and activists use the concept of the "carceral state" to describe the official, government use of mass imprisonment to exercise control over society. This course examines the culture, politics, and economics of mass incarceration in the United States by analyzing theory, art, popular culture, and public policy about imprisonment. While our focus is on the contemporary prison system, the course will begin with a study of the history and ideologies that have determined the structure and operations of the American carceral state. Students will learn about the development and maintenance of the carceral state, using an intersectional framework that highlights the ways in which prisons and prison-related public policy have been shaped by race, gender, citizenship, and socioeconomic class. Our interdisciplinary study will include such topics as the drug war, the "war on terror," motherhood, violence, and fashion. And we'll analyze diverse cultural texts including reality television, hip hop, Harold and Kumar, haunted houses, and Lady Gaga. Along the way, students will ask and address such questions as: How does the prison system function as a tool for social control? What political and cultural conditions led to, and maintain, the U.S. carceral state? What policies and ideologies underlie the carceral state? How have individuals and organizations worked to transform or abolish the American prison system, from both within and outside of prisons? In what ways has the institution of the prison been a site for social activism or change, as well as social control? And how have art and cultural production been tools to normalize and/or critique the prison system and the carceral state? Evaluation will be based on participation, four short papers, and a final exam.

AMST 30188. Journalism and American Democracy

(3 -0- 3)

This course will explore the relationship between American journalism and American democracy. Historically, the press has been understood as a key source for inspiring political interest through the dissemination of timely and relevant information. This relationship is perhaps no more important than during an election year like this one. But the connection between the press and the citizenry is complex. The sociologist Michael Schudson has argued that journalism is but one part of culture, rather than the main influence on it. In this class we will take

up Schudson's claim and examine the evolving forms and styles of journalism and the various ways in which citizens encounter and utilize the news. We will examine philosophies of democracy and philosophies of journalism and interrogate their intersections. And we will explore these, and many other, questions: What are the obligations of citizens in a democracy? How do citizens use the press? How does public discourse respond to different styles of journalism? What influence does journalism have on social organization? How does the press affect voting? How does the press account for marginalized publics? What is the relationship between individual rights and the public's right to know? In answering these questions, our class will not only take a historical look at the changing conceptions of democracy and the professional conventions of the press, it will also apply historical lessons to contemporary issues. Specifically, we will monitor the various forms of journalism—print, online, broadcast, radio—as they cover the 2012 election. Evaluation will be based on class participation, short papers, contributions to an election campaign blog, and a final project.

AMST 30211. Irish America

(3 -0- 3)

This course is an opportunity to see the United States and its culture from a new, sidelong perspective and to sample the rich Irish literary tradition. Emigration to the United States has been a major theme for Irish literature since the 18th century, when famine forced masses of Irish people to board the “coffin ships” and cross the Atlantic in the hope of a better life, a phenomenon treated in novels and plays by writers like Brian Moore, Brian Friel, Joseph O'Connor and Frank McCourt. Today, in an era of cheap flights, Skype and immigration control, moving Stateside has a very different slant, as we shall see from the poetry of Paul Muldoon and Vona Groarke. Finally, through works like *The Butcher Boy* and *The Commitments*, we'll look also at the export of North American culture to Ireland, where that culture has variously been seen as a route to escapism, a means to rebel or a temptation to sin.

AMST 30217. Dilemmas of American Transcendentalism

(3 -0- 3)

America's first great literature, and its first great reform movement, were born together just before the Civil War in the group of writers named the Transcendentalists. The name was intended to mock their romantic ideas, but it stuck, and with it has come 150 years of debate. Were they fired more by religion, literary ambition, or social reform? Were they American nationalists or international cosmopolitans? While some of them—Emerson, Thoreau, Fuller, Alcott—wrote some great books, and they inspired the likes of Hawthorne, Whitman, Poe and Melville, their goal was not to write great literature but to change the course of American society. Did they succeed? We may not settle this debate, but in taking it on, we will find haunting lessons for our own time as well. Readings to include selected essays by Emerson, Brownson, and Fuller, Thoreau's *Walden*, poems by Whitman and Dickinson, Hawthorne's *Blithedale Romance*, Louisa May Alcott's *Little Women*, and a variety of shorter readings by a range of supporters, participants, and detractors.

AMST 30218. Engendering Renaissance: Chicago, Harlem and Modern America(s)

(3 -0- 3)

In answering the question, “What was American modernism?” most literary critical perspectives might commonly be expected to focus on a modernity represented by the authors of the “lost generation” in the U.S., such as F. Scott Fitzgerald, Gertrude Stein, and Ernest Hemingway. While a conventional understanding of American modernism might serve to underscore the importance of the stylistic, cultural and artistic contributions of these and other canonical moderns, such a view might also give little consideration to the significance of those modern American voices not ordinarily heard in such a context. This course poses the question, “What was American modernism?” to answer it by exploring its roots in two less conspicuous early 20th-century American modernisms: the Chicago Renaissance of 1912–1925, and the Harlem Renaissance of 1920–1929. In “engendering renaissance,” these two moments suggest a literary birth and rebirth of modern American identity that questions its seemingly stable boundaries and

borders, reconfiguring the idea of American within and opening the door to the larger and more varied cultural fabric that is modern America(s). By locating the rise of American modernism in the relation between these two literary moments, this course will broaden our understanding of the idea of American at this time by considering how it is created within a frame determined by the interplay of race, gender, class and nation. In this way, it seeks to deepen our understanding of U.S. American culture and the idea of American in the early 20th century, while suggesting new ways to engage the global social and cultural challenges facing the idea of American in the 21st. Course Requirements: two 5–7 page papers, group presentation, several short in-class writing assignments. Required texts may include Walt Whitman, *Song of Myself*; Jose Martí, *Our America*; Henry Blake Fuller, *The Cliff-Dwellers*; Theodore Dreiser, *Sister Carrie*; Willa Cather, *The Song of the Lark*; Waldo Frank, *Our America*; Sherwood Anderson, *Winesburg, Ohio*; Randolph Bourne, *Trans-National America*; Booker T. Washington, *Up From Slavery*; W.E.B. Du Bois, *The Souls of Black Folk*; Anna Julia Cooper, *A Voice From the South*; Jean Toomer, *Cane*; Jessie Fauset, *Plum Bun*; Nella Larsen, *Quicksand & Passing*.

AMST 30222. Twentieth-Century American Fiction

(3 -0- 3)

In this course we will study the interconnections among six of our best fiction writers from the 20th century. Although these six authors could erroneously be divided along the lines of gender and race, as well as by periods (roughly pre- and post-World War II), the sometimes painful connections among these various authors and these texts in particular reveal the dynamic aesthetic and moral development of American fiction from Fitzgerald's *The Great Gatsby* to Morrison's *Jazz*. Texts: Scott Fitzgerald, *The Great Gatsby*, “The Jazz Age”; Ernest Hemingway: *The Sun Also Rises*, *The Garden of Eden*; William Faulkner, *The Sound and the Fury*; Zora Neale Hurston, *Their Eyes Were Watching God*; Alice Walker, *The Color Purple*; Toni Morrison, *Sula*, *Jazz*.

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)

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)

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 twentieth 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 twentieth 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 twentieth century, but on into the twenty-first. Course texts: Booker T. Washington, *Up From Slavery*; W. E. B. Du Bois, *The Souls of Black Folk*; Jessie Fauset, *Plum Bun*; Nella Larsen, *Quicksand & 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 five-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/intracultural 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 Literature

(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 centuries.

AMST 30233. The Stranger in American Literature

(3 -0- 3)

Fictional representations of "strangers" and "outsiders" in American literature from the 18th to 21st centuries.

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 Two

AMST 30236. Writing Harlem

(3 -0- 3) Johnson-Roullier

A multicultural study of the historical, cultural, and political circumstances behind what has come to be known as the Harlem Renaissance of the 1920s and 1930s. The course will focus on the many different cultural voices that were a part of the movement, and examine their contributions to the cultural meaning of race at this time in literary history.

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)

What does it mean to write fiction in the "Naughts" (2000–2010)? 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 a long 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—like the early-twentieth-century movements to urban centers, and the early-twenty-first 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%); three 2-page response papers (10% each); one paper proposal; one 10–12 page essay (35%); class participation (20%).

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. 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 superstar athlete as a “god.” Required work: quizzes, two essays, midterm, final examination.

AMST 30243. Black Skin, White Masks

(3 -0- 3)

This course explores the literary and cultural implications of W. E. B. Du Bois’s famous contention, made in 1903, that African Americans’ life under segregation had given them special insight into the paradox of race and citizenship in American society. Our aim will be to situate Du Bois’s notion of “double-consciousness” in historical context on the way toward surveying texts that alternately reflect and revise this concept from the Jim Crow era to the present. Discussions will touch on key issues in racial (dis)identification, from passing and assimilation to sexual relations and authenticity. Texts will include novels by James Weldon Johnson, Paule Marshall, and Adam Mansbach; two films (*Nothing but a Man* and *Training Day*); and biracial memoirs by Barack Obama and Thomas Chatterton Williams.

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 7–10 page paper.

AMST 30245. Chicago in Words

(3 -0- 3)

Early twentieth-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 8–10 page paper.

AMST 30246. 19th-Century American Novel

(3 -0- 3)

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, I hope, 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*, *The Bluest Eye*.

AMST 30248. Twentieth Century American Drama

(3 -0- 3)

This class 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)

Discussions of the late nineteenth and early twentieth 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 (1910–1925), 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 “Americanness” 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*; Theodore Dreiser, *Sister Carrie*; Ernest Hemingway, *Torrents of Spring*; F. Scott Fitzgerald, *The Great Gatsby*; Gertrude Stein, *Three Lives*; Jessie Fauset, *Plum Bun*; Jean Toomer, *Cane*; William Faulkner, *Absalom! Absalom!*

AMST 30251. Contemporary American Women Poets

(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 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)

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 twentieth 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, however, will focus as much as possible on direct representations of actual laboring bodies and the labor movement, and their evolution throughout the twentieth 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 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)

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 8–10 page critical paper.

AMST 30254. American Fiction since 1945

(3 -0- 3)

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 mid-term and final as well as an independent paper on a novel selected by each student.

AMST 30257. American Renaissance

(3 -0- 3) Walls

In the decades leading up to the Civil War, religious certainty, economic stability, and political authority were everywhere in doubt, and sweeping change seemed not merely possible, but essential. As a result, Utopian dreams jostled against the brutal realities of slavery, injustice, and the emerging industrial revolution, conflicts played out in America’s first great literature: “The American Renaissance” or “America Reborn.” This was the time of abolitionism, women’s rights, and Thoreau at Walden Pond; of Emerson’s defiant “Self-Reliance,” Hawthorne’s twisted psychic dramas, Melville’s breakthrough fictions, and Poe’s grotesque fantasies; of the rise of women’s fiction and mass literature; of Walt Whitman’s expansive poetry of the body and Emily Dickinson’s dense poetry of the mind. As we navigate this period, our questions will be: what connects these writers with their time? With each other? With us?

AMST 30258. Postwar U.S. Fiction and the Birth of Postmodernism

(3 -0- 3) Wilkens

In-depth study of the literature and culture of the United States in the years after the Second World War. Particular emphasis on the collapse of modernist forms and the rise of postmodernism between 1945 and 1970. Related consideration of post-industrial economic production, domestic liberation movements, and Cold War politics. Authors may include Wright, Ellison, Baldwin, Gaddis, Plath, Beckett, Pynchon, Nabokov, Hansberry, O’Connor, Kerouac, and others. Theoretical readings as appropriate.

AMST 30259. Race and Visual Aesthetics in American Literature

(3 -0- 3) Costantino

We often believe that we can see what we read in a novel or a poem. Our ability to extrapolate a complex visual world from a set of simple verbal cues is part of the seeming “magic” of literature. Within the American context, visual assumptions about race have often been a part of making that happen. In this course, we will attempt to understand how visual aesthetics and representations of race have mutually informed one another, and we will attempt to understand what—if anything—is uniquely “American” about this relationship. In addition to written

works by Ralph Ellison, Herman Melville, Sui Sin Far, Gertrude Stein, Oscar Acosta, and others, we will also view one or two relevant films and read brief selections from aesthetic philosophy.

AMST 30260. Performance: Avant-Garde Poetry and the Arts
(3 -0- 3) Fredman

Artists are taking on many of the most crucial questions of our time, in ways that offer insight into what's happening to us and that propose models for what to do about it. In this course, we investigate the meeting ground of poetry, conceptual art, and performance—not only through reading, discussion, and writing, but also through seeing live performances and videos and through doing our own performance art. What this class requires is an open, exploratory mind and a keen spirit of fun. Caution: exposure to the avant-garde can be habit-forming.

AMST 30261. Modern American Poetry
(3 -0- 3)

In his masterpiece, *A Season in Hell*, French visionary and boy-genius Arthur Rimbaud proclaimed: "One must be absolutely modern." This remained at the core of the varied, radical artistic explorations that form the category Modern Poetry. In the late 19th century and the first half of the 20th century, to be modern meant to keep up with and try to respond to vertigo-inducing, often brilliant and often shocking changes in technology and politics, including the invention of trains and planes, films and cars, and the horrific violence of two world wars. We will study how the intense and greatly varied impulse of modern poetry took shape in the U.S., from Walt Whitman through Modernism to the upheavals of the 1960s. In the process, we will discuss such still pervasive questions as what is the value of "the new"? Must the new always be shocking? Can art be political? Should it be? We will also problematize our own positions as historians of this movement. What thinkers, writers and administrators have determined our views of these poets? Is poetry still "modern"? What does modern mean today?

AMST 30262. Novels of American Naturalism
(3 -0- 3) Marshall

In this course we will undertake a comparative survey of twentieth-century American naturalist novels, tracing a trajectory from turn-of-the-century texts by Norris, Chesnutt, and Dreiser, to the neo-naturalist fiction of a few decades later that operated alongside developments in modernist literary form (Stein, Wright), and concluding with a look at its postwar resurgence in the novels of authors such as Don DeLillo and Cormac McCarthy. We will also discuss the return to these novels in recent films including *There Will Be Blood* and *No Country for Old Men*. Students will be asked to write one short formal analysis and two mid-length papers, in addition to regular discussion assignments.

AMST 30263. American Short Story
(3 -0- 3) Krier

A carefully detailed look at the history of a particular form of American narrative. Along the way we will construct a methodology for reading stories, a series of critical questions that can serve to open a story to our understanding and appreciation. At times we will give our attention to one or two remarkable stories by a particular writer, stories like Herman Melville's "Bartleby the Scrivener" and F. Scott Fitzgerald's "Winter Dreams" and Stephen Crane's "The Open Boat" and Carson McCuller's "Ballad of the Sad Café." At other times we will work through a collection of stories to highlight the aspects of a writer's particular vision and craft. These collections might include John Updike's *Pigeon Feathers* and Ernest Hemingway's *In Our Time* and Nathaniel Hawthorne's *Mosses from an Old Manse* and Richard Brautigan's *Trout Fishing in America*.

AMST 30264. African American Politics: The End or a New Beginning?

(3 -0- 3) Pinderhughes

This course explores the core elements associated with black politics in the U.S.: 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 open access to the political system, and the development of black political participation in northern cities. Competition

for leadership roles and public resources from the increasing numbers of Latinos, Asians and other immigrants will also be addressed. Since the course will be taught in spring 2010 at the beginning of the second year of the Obama administration, we will also have the chance to explore the impact of the first black president on national politics, and to consider the impact of the president and his administration on African-American politics itself. The course incorporates political science concepts, but the readings and other materials are accessible to students from a variety of disciplines and levels of knowledge.

AMST 30265. Black Reconstruction
(3 -0- 3)

If "critique" refers to the analysis of the present towards the transformation of society then this course considers how African-American literature has functioned in this creative and critical mode from its inception. Through lecture and class discussion, this course focuses on writings from African-American authors pondering the possibilities and goals of reconstructing their communities and the United States at large. We will cover various periods of literary activity, including antebellum slave narratives, the post-Reconstruction era, the Harlem Renaissance, and the Black Arts movement. We will cover multiple literary genres—including poetry, slave narrative, novel, and the essay, among others—used in the African-American literary tradition placed in their historical, cultural, and institutional contexts. By reading the African-American literary tradition in these contexts, we will pursue a number of questions, regarding issues of political agency, the role of the writer as intellectual, the relationship of literature to the folk, and literature as an avenue of recovering alternative histories. We will read material from Phillis Wheatley, Harriet Jacobs, Charles Chesnutt, Zora Neale Hurston, Ann Petry, Amiri Baraka, and others.

AMST 30268. Contemporary U.S. Novel
(3 -0- 3) Wilkens

This course is devoted to the last decade of U.S. fiction. Its aim is to provide an overview of currently developing—and often competing—trends in contemporary literature and to offer a preliminary theorization of the literary-cultural present in the United States. To this end, we'll read a bit of theory and six American novels published since 1996. These texts present an array of responses to the changing cultural landscape of what we might call late postmodernism, a period concerning which there is as yet little critical consensus. The books we read will provide us with material for an emerging understanding of what this moment and its aesthetic production look like; the ways in which they embrace, differ from, and reject the cultural dominants of postmodernism proper; the paths they suggest for twenty-first century fiction; and the ways in which they adapt and redeploy earlier cultural forms. By the end of the semester, you will be in a position to offer your own analysis of contemporary cultural production and to speculate on the future of American literature. Note that the reading load will be fairly heavy, especially during the first half of the semester. Primary readings: David Foster Wallace, *Infinite Jest* (1996, 1104 pp.) Barbara Kingsolver, *The Poisonwood Bible* (1998, 576 pp.) Uzodinma Iweala, *Beasts of No Nation* (2005, 142 pp.) Jonathan Safran Foer, *Extremely Loud and Incredibly Close* (2005, 368 pp.) Junot Díaz, *The Brief Wondrous Life of Oscar Wao* (2007, 352 pp.) Rivka Galchen, *Atmospheric Disturbances* (2008, 256 pp.)

AMST 30269. Literature of the Modern U.S. South
(3 -0- 3) Limon

This course will deal chiefly with the literature of the U.S. South in the twentieth and twenty-first centuries with some emphasis on fiction. Among others, we will examine writers and movements such as Richard Wright, William Faulkner, Eudora Welty, Tennessee Williams, the Southern Agrarians, Bobbie Ann Mason and Cormac McCarthy in relation to questions such as modernity and modernism, race, and the world beyond the South.

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 30307. Working to Eat: A Labor History of American Food
(3 -0- 3)

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the drive-through window, and everywhere Americans have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries.

AMST 30308. Rebel Youth in Latino/a America
(3 -0- 3)

This course will explore the history of youth and youth movements of Latino descent in the United States during the 20th century with particular emphasis on the historical evolution of two representative communities: Mexican Americans in the South West and Puerto Ricans in New York. How was youth discovered and defined as an age group in these two communities? More specifically, what did it mean to be a "pelona" or a "flapper" of Mexican descent during the roaring 1920s, a "pachuco" in East Los Angeles during WWII, a "rebel without a cause" of Puerto Rican descent in postwar New York, a young Chicano/a or a young Mexican American during the 1960s and 1970s, a young Nuyorican or a member of the Young Lords Movement in Spanish Harlem in the same turbulent period, a so-called "cholo" in the streets of San Antonio and Los Angeles during the 1980s, or a Latino/a hip-hop artist in the Bronx and Miami during the 1990s? Did young people construct these identities and/or labels different in any way or fashion, as the media, the state, the conservative right, the left, or the cultural industry? Moreover, what were some of the social and political consequences that negative as well as positive perceptions of Latino/a youth had on mainstream America? Finally, how did young people of Latin American descent organize politically to challenge labels imposed on them from above, shape their respective identities from below, and improve their local communities? Were they successful in achieving their goals; if so, how? To answer these broad historical questions, students will be asked to critically evaluate theoretical approaches to the study of youth, learn the history of Latino/as in the United States, explore the political thought of various youth movements, and examine different aesthetic expressions of Latino/a youth. In addition, students will be required to analyze relevant primary sources, including political manifestoes, memoirs, newspapers accounts, photographs, television images, documentaries, and films. The course will conclude with a brief exploration of youth culture in the United States today with particular emphasis on media representations of Latino/a youth produced in commercial Hollywood films, MTV videos, and television shows.

AMST 30313. U.S. Gilded Age and Progressive Era
(3 -0- 3)

This course offers an introduction to the history of the United States from Reconstruction through the First World War with particular emphasis on the social, cultural, and intellectual formations of the period. The United States made a dramatic transition in these years: from a predominantly agrarian and rural society to an urban, industrial society and imperial, world power. It is also said that in this period, a new, national, and distinctly modern culture emerged. We will test the merits of this claim and attempt to understand how Americans grappled with these broad transformations by examining the history of social formations, including class, race, and gender, together with the history of cultural formations—American popular culture, the adaptations of bourgeois culture,

and the creation of mass culture. In reading sources such as short stories, poetry, political speeches, and novels, and analyzing photography, film, advertising, and architecture, we will explore the making of a modern America.

AMST 30314. Jacksonian U.S.: Politics, Culture and 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. We Hold These Truths: Catholics in 20th-Century America
(3 -0- 3)

As a survey of the Catholic presence in the United States during "the American century," the focus of the class will be on the ways Catholics integrated their national and religious identities. Defining American culture broadly, we will discuss Catholic politicians and laborers, monks and nuns, pacifists and cold warriors. What was the relationship between Catholic spirituality, cultural criticism and social reform? What consequences did conflict over sex and gender have in the realm of church authority and lay practice? Why did Catholics stop going to confession in the mid-sixties? We will examine the challenges of being American and Catholic by exploring Catholic themes in American popular music, film, and fiction; Catholic social teaching on the economy and nuclear war; and the changes in Catholic religious practice and self-understanding inspired by the events of the 1960s, including the Second Vatican Council and the civil rights movement. Profiles of "everyday Catholics" drawn from primary historical sources will be complemented by brief excerpts from the writings of influential thinkers and activists such as John Ryan, Dorothy Day, John Courtney Murray, Thomas Merton, Richard Rodriguez, Cardinal Joseph Bernardin and Cathleen Kaveny. Two class sessions will be devoted to Notre Dame's role in this story, including the vocation and career of Father Ted Hesburgh, while three class sessions will be devoted to contemporary challenges facing Catholics and the Church.

AMST 30320. Race and Ethnicity and the Latino Population in the U.S.

(3 -0- 3) Duarte

How Latinos are racialized often defies the common understanding of race as either black or white. This course attempts to complicate this debate by exploring the historical, political, economic and social structures that determine the ethnic and racial stratification of Latinos in the United States. Topics include the multigenerational experience of Latinos, contemporary immigration, Latino youth and gender.

AMST 30321. American 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 to actively 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.

AMST 30322. Colonial America
(3 -0- 3) Cangany

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 format course provides an overview of American legal history from colonial times to the modern civil rights era. Readings cover the American revolution and constitutionalism, slavery and early civil rights, labor unions, and the rights of women, African-Americans, Asian-Americans, and Latinos. We will also consider the law's response to social upheaval in times of crisis and rapid change in American society.

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 America foreign policy and the ways in which these traditions influenced policy makers in the early years of the "American Century."

AMST 30326. Sex, Sexuality and Gender in the United States to 1880

(3 -0- 3) Bederman

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

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 30329. History of American Sport

(3 -0- 3)

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

AMST 30331. U.S. Civil War and Reconstruction, 1848–77

(3 -0- 3) Przybyszewski

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.

AMST 30332. Crime, Heredity, and Insanity in American History

(3 -0- 3) Przybyszewski

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?

AMST 30333. New Nation, 1789–1848

(3 -0- 3) Lundberg

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 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)

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 30341. African-American History Since 1865

(3 -0- 3) Pierce

This course examines the broad range of problems and experiences of African Americans from the close of the American Civil War to the 1980s. We will explore both the relationship of blacks to the larger society and the inner dynamics of the black community. We will devote particular attention to Reconstruction, the migration of African Americans from the rural south to the urban north, and the political machinations of the African American community. The course will utilize historical documents in the form of articles and other secondary sources. Classes will be conducted as lecture-discussions.

AMST 30342. U.S. Foreign Policy in the Cold War

(3 -0- 3) Miscamble

This course covers the main developments in American foreign policy from World War II through the end of the Cold War. 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 détente; Carter and the diplomacy of Human Rights; Reagan and the revival of containment; Bush and the end of the Cold War.

AMST 30343. U.S. Sex/Sexuality/Gender from 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 twentieth-century movements for and against birth control and legal abortion; and the late-twentieth-century politicization of sexual issues.

AMST 30344. American Intellectual History II

(3 -0- 3)

This lecture course will survey major developments in American thought from the later nineteenth century to the end of the twentieth 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. 20th-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 U.S. was involved or that had a significant impact on the U.S., 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 30346. African Americans in U.S. Society and the World: Thinking with W.E.B. Du Bois

(3 -0- 3)

How might thinking of the African American increase our understanding of U.S. society’s diversity and its relation to the modern world? If such a task could be addressed by looking at the work of one thinker, who would it be? This course offers writer and philosopher W.E.B. Du Bois as one avenue to answering these questions. Not only did Du Bois predict that the problem of the twentieth century would be the “problem of the color line,” studying for his Ph.D. at the University of Berlin and Harvard University in the 1890s; not only did he found the NAACP and gain the respect of thinkers and activists like Martin Luther King and Albert Einstein; W.E.B. Du Bois was also a prolific writer of philosophy, fiction, correspondence, editorials, novels, and lectures, resulting in a 70-year career and over 175,000 pages of published and unpublished writings. This course will only read (and, in some cases, view or listen to) some of the key moments in Du Bois’s intellectual career, primarily *Souls of Black Folk*, *John Brown*, *Dark Princess*, selections from *Black Reconstruction* and *Darkwater*. We will examine how he reconfigured philosophical concepts, literary genres and tropes in specific contexts to think in innovative ways about African Americans and our modern world in general. We will also contextualize Du Bois in relation to national and international figures in Europe, Africa, and Asia. Ultimately, we will consider how his ideas can inform critical thinking about the present. Grades will consist of class participation and writing assignments based on particular themes that encountered in Du Bois’s thought.

AMST 30347. American Consumer Culture

(3 -0- 3) McKenna

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 twentieth 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 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 with 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 30349. American Frontiers

(3 -0- 3) Coleman

This course tells the continental history of North America through its frontiers. We will visit meeting places, zones of interaction, and sites of violence and conquest between numerous Native, European, and American peoples. We will investigate

both the opportunities individuals and groups found on their frontiers as well as the losses they endured there. Topics will include Native American history, comparative colonization, and the American West. Students interested in a course that spans and tries to make sense of John Smith and John Wayne, Pocahontas and Annie Proulx, should consider taking it.

AMST 30352. The 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. 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 30356. American Religious History

(3 -0- 3)

This course will examine religion in American life from the encounter between Europeans and Native Americans in the sixteenth 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 U.S. and its international setting; and the diversity and persistence of religion in American culture.

AMST 30358. 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.

AMST 30360. American Intellectual History to 1870

(3 -0- 3)

This lecture course will survey major developments in American thought from the first English contacts with North America to the mid nineteenth century. Emphasis will fall on ideas about religion, society, politics, and natural science and on the institutions and social contexts of intellectual life, with an eye towards understanding the roots of our own ways of thinking. Especially in the first weeks of the course, European backgrounds will also receive attention.

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. Working in America since 1945

(3 -0- 3) Graff

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe’s unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits

made it into the wallets of workers and their families—and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican-Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace—an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked?

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 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 30371. Schooling Masculinities

(3 -0- 3) Burke

This course will examine the ways in which schooling and education come to de/re/form American concepts of masculinities. Along the way we will leverage queer, feminist and poststructural theories in developing complex understandings about the historical formation of genders and sexualities in schools through curriculum, architecture and sports. We will encounter some version of the following questions (among many others) together: What do portrayals of schooling in the media (think *Glee* or *Awkward!*) do in terms of shaping gendered and masculine expectations? What might the shape and design of a school building and its subsequent grounds say about sexual priorities and surveillance? How do we “teach” gender through the null, hidden, and intended curriculum enacted nationwide?

AMST 30373. The American Revolution

(3 -0- 3) Cangany

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.

AMST 30380. 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 U.S. 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 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)

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 30388. Slavery in the Atlantic World

(3 -0- 3)

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, the United States and the Caribbean who were enslaved from the fifteenth to the nineteenth century.

AMST 30389. Irish-American History

(3 -0- 3)

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.

AMST 30390. U.S. 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 U.S., 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 30391. U.S. Civil Rights History: The Chicano Movement

(3 -0- 3)

The “Chicano Movement” for Mexican American civil rights grew in tandem with the main contours of the civil rights culture that developed in the United States during the 1960s. As such, this course seeks to place the movement alongside other national movements for social change including the African American civil rights movement, labor movement, counter-culture, and the anti-war movement. It will also be attentive to related efforts to build bridges between Latino populations (mainly Puerto Ricans) in American cities. As it emerged in the 1960s, the Chicano Movement challenged and maintained the ideological orientation of past

efforts for Mexican-American inclusion as it borrowed from the rich mix of social and cultural movements that defined the 1960s and early 1970s. This course will explore movement centers in California and Texas as well as a growing body of research on the civil and labor rights efforts in the Great Lakes, Pacific Northwest, and other Mexican ancestry communities across the United States as well as connections to Mexico and Cuba. This course will detail the key events and leadership of the movement as well as the art, music, and cultural production of one of the most important American civil rights movements of the post–World War II era.

AMST 30395. Reagan's America: The 1980s

(3 -0- 3)

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. This course is open to all students; no previous knowledge of the topic is necessary.

AMST 30396. Abraham Lincoln's America, 1809–1865

(3 -0- 3)

This course explores the social, economic, intellectual, cultural, and political history of the early to mid-nineteenth-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

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.

AMST 30399. Racialization in the U.S. and Brazilian History

(3 -0- 3)

This course will consider the processes that have caused aspects of society to be racialized, or labeled with racial meanings, symbolisms, and/or identities. The class will focus on, but will not be limited to, "black" racialization. We will examine how racialization has shaped the human experience in the largest ex-slaveholding nations of the Americas—the United States and Brazil. Our goal is to understand the ways in which not only people are racialized, but also communities,

geographical regions, nations, cultural production (such as music), behavior, labor, and gender, to name a few. With these two nations as our case studies, the class will explore the dynamic nature of racialization, focusing on the impact that space and time has had on the way we identify and live race.

AMST 30400. Presidential Leadership

(3 -0- 3)

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

AMST 30401. American Congress

(3 -0- 3)

This class will expose the student to the practical workings of the 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 30409. Latin American International Relations

(3 -0- 3)

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) Munoz

In this course we shall attempt to understand the nature of the American regime and its most important principles. Since we lack the time for a comprehensive survey of American political thinkers, we shall focus on select statesmen and critical historical periods—specifically, the Founding era, Lincoln and the slavery crisis, and the Progressives. We shall also reflect upon how the American regime relates to the larger tradition of Western political thought.

AMST 30415. Health and the Latino Paradox

(3 -0- 3) Duarte

The objective of this course is to enhance your awareness of major theories, concepts, issues and research studies related to the physical and mental health of Latinos in the United States. Particular attention will be drawn to the diversity of the Latino experience in the U.S. and the health care system in terms of country of origin, race, class, gender, and generation. This course attempts to be an introduction to the historical, political, economic and social structures that determine how a subpopulation in the United States is defined within and navigates through a primary institution like health care, and the ramifications of this for the society at large.

AMST 30419. 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 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 30422. The American South: Race and Representations

(3 -0- 3)

This course will trace a long historical arc in considering depictions of the United States South and of the peoples who have lived there. Though we'll dip into the eighteenth century, the course will be roughly divided between the nineteenth and twentieth centuries. And while we'll spend most of our time analyzing the relations of blacks and whites, during slavery and after, we'll also consider the experiences of Native Americans, Asians, and Latinos. What role has the South, as a place both real and imagined, played in the cultural history of the United States? And—as a region almost entirely set apart—how has the South figured in the creation of national identity? To what extent has it been used to contain, and even quarantine, the nation's racial problems? We'll dwell on these questions, and others, as we engage with novels, slave narratives, paintings, and films.

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 30424. Is Post Race Politics Possible: Race, Ethnicity and American Democracy

(3 -0- 3)

President Obama's election has set off a series of debates about the continuing importance of race in American politics. This course is an advanced exploration of the construction of race and ethnicity in American political life. After a review of definitions of race and ethnicity, the course examines the differing patterns African American, Latino/a, Asian American and Native American communities and elected officials confronted as they struggled to integrate their values into U.S. public life. We also consider the interactions of race and ethnicity with other identities such as gender and class. The seminar is organized around a study of contemporary elected women and men officials of color which will allow students to create specialized studies of groups, to compare sets of political leaders, and to evaluate the ongoing importance of race in everyday politics.

AMST 30425. American Voting and Elections

(3 -0- 3) Ramirez

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 30428. U.S. Foreign Policy

(3 -0- 3) Saiya

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 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 30433. Latinos and the U.S. Political System

(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—particularly, Mexican-Americans, Puerto Ricans, and Cuban-Americans. To provide a context and grounding, various theoretical perspectives are first considered, followed by discussions of the historical experiences and contemporary socioeconomic situations of the several Latino groups. Attention then turns to a number of issues concerning political attitudes, behaviors, and activities. Assessments of Latino influence upon the major local, state and national institutions of the political system—and vice versa—are next are 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 30434. Public Opinion and Political Behavior

(3 -0- 3) Davis

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.

AMST 30436. State of American States

(3 -0- 3)

This course provides a critical and comprehensive examination of politics in the states of the U.S., 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)

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)

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 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 a New Beginning?

(3 -0- 3)

This course explores the core elements associated with black politics in the U.S.: 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 open access to the political system, and the development of black political participation in northern cities. Competition for leadership roles and public resources from the increasing numbers of Latinos, Asians and other immigrants will also be addressed. Since the course will be taught in spring 2010 at the beginning of the second year of the Obama administration, we will also have the chance to explore the impact of the first black president on national politics, and to consider the impact of the president and his administration on African-American politics itself. The course incorporates political science concepts, but the readings and other materials are accessible to students from a variety of disciplines and levels of knowledge.

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)

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 30445. Latinos in the Midterm Elections

(3 -0- 3)

Participation among Latino voters surged in the 2008 presidential election. In 2010, the Latino electorate is poised to play an important role in several key states with hotly contested statewide elections. This increased awareness of the role of Latinos is evident by increased efforts of both major parties since the 2000 presidential election. Despite their augmented presence, many misconceptions plague national understanding of this diverse population. This course will cover a broad range of issues to draw connections between the Latino community and American political systems and institutions. Questions that arise are: What difference does it make to be Latino and are there Latino-specific issues and concerns? How does the political system view and treat Latinos? To what extent do Latinos participate in politics and mobilize to advance their political interests? These questions will help us highlight the role of Latinos nationally and locally in the 2010 midterm elections.

AMST 30446. Public Policy and Administration in the United States

(3 -0- 3)

This course examines political and economic origins of, and consumer consequences of, four main areas: the farm bill and commodity programs, the regulation of ag biotechnology, food safety, and global trade in foodstuffs. This is a discussion-centered course with a significant portion of the grade coming from a group project presentation.

AMST 30447. Food and Agriculture Policy

(3 -0- 3) Doppke

This course examines political and economic origins of, and consumer consequences of, four main areas: the farm bill and commodity programs, the regulation of ag biotechnology, food safety, and global trade in foodstuffs. This is a discussion-centered course with a significant portion of the grade coming from a group project presentation.

AMST 30448. Reinventing Government

(3 -0- 3)

Since World War II, many presidential candidates have campaigned on promises to make government more efficient, delivering services to individuals more

cheaply, faster, and with fewer errors. We will explore the attempts made to reinvent the federal bureaucracy since the advent of the spoils system with Andrew Jackson's presidential victory in 1828. We will examine the regulatory challenges presented to the federal government by the Industrial Revolution and how the federal government responded. Finally, we will examine critically the presidential initiatives of the last quarter century to improve the national bureaucracy. This class will provide the student with the tools to understand the challenges of public administration, measure the effectiveness of various improvement initiatives, and diagnose potential maladies within the current system.

AMST 30449. Party Polarization in American Politics

(3 -0- 3)

This course examines questions concerning party polarization in American politics. Is party polarization increasing? Does the concept of "culture wars" explain party polarization? What are the causes of party polarization in government and the electorate?

AMST 30450. Latinos and the City

(3 -0- 3)

This course is a critical examination of urban life and how it affects and is affected by Latinos. We will explore the salient features of social structure, experience and transformation in the American metropolis as it relates to the past and growing Latino population. This class will be geared toward viewing the city as simultaneously a social, cultural, and political economic phenomenon, with particular attention to the following concerns: 1) the city as a locus of ethnic, racial, gender and class relations, interactions and conflicts; 2) the growing urban population in Latin American and its effects on Latino immigration to the U.S.; 3) how Latinos have been affected by strategies of urban "revitalization" and the future of the "postmodern" city in the major metropolitan areas of the United States (i.e. Los Angeles, New York, Chicago and Miami).

AMST 30451. American Public Opinion and Voting Behavior

(3 -0- 3)

A central tenet of democracy is that citizens exert some degree of control over the actions of government, a requirement that places responsibilities on both government office holders and citizens. In this course, we will focus on whether American citizens live up to their end of the democratic bargain both in the depth and breadth of their political opinions and in the quantity and quality of their participation in American elections. We will assess the degree to which citizens hold real opinions on political issues and how those opinions are formed, the extent to which they turn out to vote in elections and the factors determining voter turnout, the nature of voting behavior in various types of elections, the characteristics of the parties' electoral coalitions, and long-term changes in those coalitions.

AMST 30452. Constitutional Rights

(3 -0- 3)

This course will consist of an examination of how our rights are defined, protected, and limited by the judiciary under the Bill of Rights and Fourteenth Amendment of the Constitution. Our primary method of study will be to read, analyze, and debate landmark Supreme Court opinions.

AMST 30453. History of American Education: Race, Class, Gender and Politics

(3 -0- 3) Collier

American education mirrors American society with myriad challenges, successes, and ideologies. This course will look at how political struggles over race, language, gender, and class have all played out in the battle over American schools, schools that ultimately hold the literal future of America. This course will explore the history of education in American from 1865 to the present and will have special emphasis on segregated schools in the 19th century and today. The course will also look closely at the very best programs re-shaping American education such as The Alliance for Catholic Education and KIPP. The course will look at education from kindergarten all the way through graduate programs as we study how our institutions have formed and how they form and transform our society.

AMST 30454. Religion in American Politics

(3 -0- 3)

This course begins by examining the unique religious "economy" within the United States, and the extent to which it is a function of the First Amendment and/or other factors. We will then explore the imprint religion has made on the American political landscape, drawing on both historical and contemporary examples. From abolitionism to school vouchers, from William Jennings Bryan to George W. Bush, the course will address how religion and politics have converged to affect public policy in the courts, Congress, and the executive branch.

AMST 30455. Constitutionalism, Law and Politics

(3 -0- 3) Munoz

In the Gettysburg Address Abraham Lincoln famously spoke of "government of the people, by the people, for the people." Why should government be of the people, by the people, and for the people? And if it should be so constituted, how is such a political order to be founded, designed, and maintained? In this course we shall address these fundamental questions of political science by examining the idea of constitutionalism and the role constitutions play in political life. By reading classic texts in ancient and modern political philosophy, studying fundamental texts of the American political tradition, and examining contemporary legal and political issues, we shall study questions such as: How do different constitutional orders or regimes nurture different forms of political life and different types of citizens? How do different regimes rise and fall? What is the proper relationship between political authority and individual liberty? What, if any, are the limits on a just constitutional order? Readings may include selections from Aristotle, Aquinas, Machiavelli, Locke, Montesquieu, Jefferson, Madison, Lincoln, Roosevelt, and great cases of American and foreign constitutional law.

AMST 30456. Slavery and the Writing of Black History

(3 -0- 3) Carico

This course will consider the historical crisis of slavery in America. That means we'll consider how slavery endures as a catastrophe in history and for history—as a crime that isn't redressed and as a story that resists being told. From personal narratives written by the enslaved to contemporary scholarly studies, we will read accounts of slavery that grapple with that institution's legacy and how its collective history can be told. Through novels, political appeals, and recollections we will be thinking about slavery's inheritance: What is its history, and how is that history to be written? What notions of power, identity, and belonging encircle slavery—and freedom? What's the relation between an enslaved past and a "free" present? And to whom does slavery's inheritance fall?

AMST 30460. 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.

AMST 30461. Undocumented Immigrants: The Social Consequences of Immigration Policy

(3 -0- 3)

This course examines the social realities of undocumented immigration to the United States through sociological and cultural perspectives. Notable emphasis will be placed on Mexican migration. The course will be divided into four four-week segments, beginning with an overview of unauthorized migration to the United States and an introduction to various theories of immigration. The following section will examine the social consequences of contemporary immigration policy and U.S.-Mexico border enforcement, including increased migrant deaths and human rights violations along the southern border. We will then trace the legal and social criminalization of unauthorized migrants and will highlight the consequences of these processes. The course concludes by comparing and contrasting unauthorized migration in countries around the world to U.S.-Mexico case. Each class will begin and end with a short lecture. The rest of the class time will be spent discussing

the assigned material as a group in a seminar-style setting. Various documentaries and guest-speakers will be used throughout the semester to supplement the course material.

AMST 30462. Latinos in Education

(3 -0- 3)

This course examines the educational experiences and struggles of Latinos in U.S. public and private 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.

AMST 30507. 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.

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 U.S., the nature of racism, discrimination, and racial stereotyping; the pros and cons of affirmative action; the development of racial identity; differences between assimilation, amalgamation, and multiculturalism; and social and individual change with respect to race relations. The second objective is to foster a dialogue between you and other students about racist and ethnocentric attitudes and actions. The third objective is to encourage you to explore your own racial and ethnic identity and to understand how this identity reflects and shapes your life experiences.

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 30606. 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 1680–1692. 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 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 (e.g., 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 30609. Caribbean Migrations

(3 -0- 3)

What is the meaning of identity in a transnational space straddling the United States and the Caribbean? Migration, settlement and return are central to the historical experiences and the literary and aesthetic expressions of Caribbean societies. This course combines literary and anthropological perspectives to the study of novels and historical and anthropological texts in which themes of migration, immigration and transnationalism play central roles.

AMST 30614. Legacies of the 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 1680–1692. 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 30618. Black Arts and the 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 to 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 twentieth-century to the turn of the twenty-first century through poetry, prose fiction and nonfiction, film, television, and dance. From the United States, we will look at how creative intellectuals like 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)

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: person-hood 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)

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 such project.

AMST 30621. Prehistory of Western North America

(3 -0- 3)

This course deals with archaeological data and cultural life of prehistoric western North Americans over the last 20,000 years, until contact with European cultures. The course emphasizes origins and cultural development from an early pioneer stage to the later, sophisticated and diverse cultures of the Native Americans. The course will focus on material culture, environmental relationships, and technology to explore cultural change, land-use patterns, economics, and political complexity. In addition, some understanding of the methods by which archaeology is done by scientists in North America and an introduction to historical archaeology are included.

AMST 30637. Pragmatism

(3 -0- 3)

This course comprises both a survey of classical sources in the history of American pragmatism (Charles Peirce, William James, C.I. Lewis, G.H. Mead, and John Dewey), as well as a discussion of pragmatism's impact on more contemporary philosophers (e.g., W.V.O. Quine, Hilary Putnam, Richard Rorty, and Robert Brandom). Special attention is given to the relation of pragmatism to the emergence of a distinctively American analytical philosophy and to the philosophy of social science. Among the issues to be discussed: the connection of rationality to truth, the relation of agency to knowledge, experimentation as a template for experience, varieties of naturalism and instrumentalism in the philosophy of science and in the philosophy of social science, and doctrines of meaning as use.

AMST 30701. Media and the Presidency

(3 -0- 3) Ohmer

As the brouhaha over Howard Dean's "yell" illustrates, media have come to play a key role in the coverage of presidential elections. This course examines how print and broadcast media have functioned in 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)

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) Becker

Corequisite: AMST 31703

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 U.S.

AMST 30704. Art of the African Diaspora

(3 -0- 3)

This course will allow students to consider how the term diaspora is used to describe the dissemination of peoples of African descent that started with the trans-Atlantic slave trade, and how such movements have impacted their art making. The African diaspora has created religions, prompted the formation of political movements, and has coined ideologies: from Ethiopianism, the Harlem Renaissance, Negritude, to the Black Arts Movement, and the post-black era. The course will interrogate these important markers in history and examine their roles in the art of the African diaspora. Although the course is designed around

the concept of the black Atlantic, we will also consider traditional art forms of sub-Saharan Africa and investigate the ways in which they influenced artists in Europe and the Americas.

AMST 30802. 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.

AMST 30901. Social Inequities in Mental Health and Health Outcomes

(3 -0- 3)

This seminar will examine the problem of mental health and health disparities in the U.S. and possible solutions for addressing such inequities. Specifically, the course will explore how race, poverty, and other social conditions have contributed to a greater burden of unmet mental health needs and physical illness among ethnic minorities and other underserved populations, primarily using the lens of psychological theory and empirical research. Strategies for addressing these disparities will also be discussed, including an emphasis on improving access to, and quality of, mental health services and psychological interventions for ethnic minorities and other underserved populations in the U.S.

AMST 31703. History of Television Lab

(0 -0- 0)

Certain television shows will be viewed for further discussion in class.

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)

A look at what makes a film American. The course will be structured by pairing films from the classic period with films from the more recent past, in order to highlight essential features, particularly genre characteristics, the work of directors, and the performance of "stars." Possible films: *It Happened One Night*, *French Kiss*, *The Lady Eve*, *Double Indemnity*, *Body Heat*, *Basic Instinct*, *Zero Effect*, *Shane*, *Unforgiven*, *The Man Who Shot Liberty Valance*, *Die Hard*, *The Godfather*, *Bound*, *Silence of the Lambs*, *Crimes and Misdemeanors*, *Don Juan de Marco*, *Moulin Rouge*, *Crash*, *The Hours*, *The Maltese Falcon* and others.

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 nineteenth-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. 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 No. 44*, *The Mysterious Stranger*. We will also address the current (and perennial) discussions of unity and pluralism in American culture, as in Garry Will'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*; *No. 44*, *The Mysterious Stranger*; and selections from the *Autobiography*. Students will be expected to write a series of brief, incisive papers and a longer critical paper.

AMST 40209. South by the Southwest: Literature, the U.S. South, and Greater Mexico

(3 -0- 3)

Vann Woodward, the late eminent historian of the U.S. South, once noted that the study of the U.S. South stood "in great need of comparative dimensions if suitable comparative partners could be found," comparative projects, he added, beyond the now stale North-South axis. Woodward was speaking specifically of comparative history, but other disciplines such as English can also generate such comparative projects. This course will examine a significant range of two distinctive yet comparable bodies of American literature, mostly twentieth century, produced respectively in the U.S. South and in the culture area that Americo Paredes, a U.S. intellectual and literary figure akin to Woodward, called "Greater Mexico," referring to all peoples of Mexican-origin wherever they may be geographically found, although they continue to be concentrated in Mexico and the U.S. Southwest. Our close examination of such literary works, all written in English, will proceed from a broad understanding of these two cultural-geographical areas as historically created peripheral zones relative to a dominant capitalist core even as we will also take account of direct connections between these two peoples. Authors: Jovita Gonzalez and Eve Raleigh, *Caballero: A Historical Novel*; Richard Wright, *Uncle Tom's Children*; Mariano Azuela, *The Underdogs*; William Faulkner, *Absalom, Absalom!*; Carlos Fuentes, *The Death of Artemio Cruz*; Ralph Ellison, *Invisible Man*; Americo Paredes, *George Washington Gomez: A Mexico-Texan Novel*; Walker Percy, *The Movie-Goer*; Rolando Hinojosa, *The Valley and Rites and Witnesses*; Mary Karr, *The Liars' Club*; John Phillip Santos, *Places Left Unfinished at the Time of Creation*; Bobbie Anne Mason, *Shiloh and Other Stories*; Sandra Cisneros, *Woman Hollering Creek and Other Stories*.

AMST 40210. Conflict and Democracy in Classic American Literature

(3 -0- 3)

In his influential study *Democracy in America*, Alexis de Tocqueville described the United States as an unprecedented experiment in political democracy that would soon reshape the world. Tocqueville particularly noted the prominence of deliberative bodies, which ranged from town hall meetings, to voluntary associations, to local, state, and national legislatures, where social concerns could be addressed and conflicts peaceably resolved. He also observed the exclusion of many people—women, African Americans, Native Americans—from those deliberative bodies and anticipated some of the difficulties that would arise from those exclusions. In this class, which is cross-listed with the Peace Studies program, we will read iconic works of American literature that explore the main social conflicts of American history, including poverty and class difference, colonialism and westward expansion, slavery and racism, prejudices regarding gender and sexuality, religious difference, environmental degradation, and war. Beginning with colonial-era and early national statements about the good society, we will trace the themes of conflict and democracy through classic literary works that centrally and explicitly engage the problem of how best to democratically resolve differences. Conflict is an essential element in all plots. What distinguishes this class is its focus on works that foreground the rich experiential and social sources of major conflicts and that explore the means to resolve them in a manner that respects democratic ideals. Our readings will include social and political writings such as James Madison, selections from *The Federalist Papers*; Judith Sargent Murray, "On the Equality of the Sexes"; Daniel Webster, *The Second Reply to Hayne* (opposing nullification and defending deliberative democracy); David Walker, *An Appeal to the Coloured Citizens of the World*; and William Apess, "An Indian's Looking-glass for the White Man." We will also read a number of novels, which are likely to include James Fenimore Cooper, *The Last of the Mohicans*; Harriet Beecher Stowe, *Uncle Tom's Cabin*; Upton Sinclair, *The Jungle*; Ernest Hemingway, *A Farewell to Arms*; Ralph Ellison, *Invisible Man*; Norman Mailer, *An American Dream* (with a response by Kate Millet from *Sexual Politics*); Joan Didion, *Democracy*; and Leslie Marmon Silko, *Ceremony*.

AMST 40216. Mexican-American Fiction

(3 -0- 3)

In 1542 the Spanish explorer, Cabeza de Vaca, published his *Relacion*, an imaginatively elaborated account of his long trek through what is now the U.S. Southwest after being shipwrecked on the Texas Gulf Coast. With its occasional imaginative elaborations, some critics, in a perhaps overstated fashion, have suggested that the *Relacion*, with its themes of adversity, conflict and the “Other,” may be the first instance of an American literature largely set within what are now the boundaries of the United States. In later centuries and into our own time other literary examples set in the Southwest appeared from writers of Spanish and later Mexican heritage, literature written in Spanish. However, the nineteenth century brought four new inter-related developments: the incorporation of the Southwest officially into the United States; the identification of its resident and immigrant Spanish/Mexican peoples as citizens of the United States; the continuation of literary work from such peoples but now also written in English; and finally, the clear emergence of fiction within this literary discourse. This course will closely examine several examples of such English-language fiction from the nineteenth century to the present. For demographic reasons, the largest and most artistically and culturally significant work has come from the states of Texas and California, and therefore we will restrict our inquiry to those bodies of work, but we will do so in an inter-regional comparative fashion. Among others, our writers will include early authors such as Jovita González, María Amparo Ruiz de Burton, Américo Paredes and José Antonio Villarreal and later writers such as Tomás Rivera, Helena María Viramontes, Sandra Cisneros and Oscar Casares.

AMST 40220. Poetry and Painting in Manhattan 1950–1965

(3 -0- 3)

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 (1926–1966), 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, 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 5–7 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)

An exploration of short stories and novels depicting the “working stiff” in the U.S. from 1920 to the present. Our reading list will include many of the usual suspects (James Farrell, John Steinbeck, Richard Wright, Nora Zeale Hurston, William Saroyan, Langston Hughes, Grace Paley, Tillie Olsen, and Raymond Carver); writers not usually associated with labor (Jean Toomer, Gertrude Stein, and Donald Barthelme); and contemporary writers (Sherman Alexie, Sandra Cisneros, Aleksandar Hemon, Edwidge Danticat, Juno Díaz, Gish Jen, and George Saunders). We’ll question the representation of labor, laborers, and class differences, and we’ll also pose aesthetic questions: What narrative forms most provocatively explore particular kinds of work? What work do experimental texts perform that more conventional narratives cannot (and vice versa)? Many of the theorists we’ll rely on for insights about workers, class, and writing (Tillie Olsen, James Agee, and Barbara Ehrenreich) make good use of narrative themselves, and will help us contemplate how writing about labor can also reflect the labor of writing. Short response papers, group presentation, midterm, and a final project.

AMST 40226. Strains in 20th 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 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 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 40243. 20th-Century American Novel

(3 -0- 3)

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.

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 40249. American Literature in the World

(3 -0- 3)

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 40251. American Women Writers

(3 -0- 3)

A survey of American women writers from Chopin to the present.

AMST 40253. American Culture as Collage

(3 -0- 3) Fredman

One of the exciting aspects of American culture is that we make it up as we go along, with no historical or traditional or divine template that we all agree to follow. Without such a template, American artists and thinkers have often resorted to collage, or what you might think of as a “kitchen-sink” approach to representing American culture, creating new forms to contain all our marvelous odds and ends. We will trace this urge to capture American culture through the medium of collage in R. W. Emerson’s essays, H.D. Thoreau’s *Walden*, T.S. Eliot’s *The Waste*

Land, Gertrude Stein's *Tender Buttons*, Ezra Pound's poetry and translations, Harry Smith's *Anthology of American Folk Music*, Charles Reznikoff's *Testimony*, Langston Hughes' *Montage of a Dream Deferred*, Assemblage Art of the fifties and sixties, Laurie Anderson's performance film *Home of the Brave*, and *A New Literary History of America*.

AMST 40302. United States 1900–1945

(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 40324. U.S. 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.

AMST 40326. African-American Resistance

(3 -0- 3)

Through a close examination of twelve 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.

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 40402. 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, gender relations, 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.

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 40416. Constitutional Interpretation

(3 -0- 3) Barber

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) Pinderhughes

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 President 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?

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 40509. Telling about Society: Media, Representation, and the Sociology of Knowledge
(3 -0- 3) McDonnell

How do we see the world? How do these modes of representation determine our social reality? How can we use media to create social change? This rigorous seminar interrogates the lenses through which we see, and more importantly make,

our world. We open with an interrogation of theories of media, representation, and the sociology of knowledge so as to develop a critical eye towards how these lenses shape our everyday reality. From there we discuss particular modes of representation: photography, ethnography, statistics, journalism, maps, and more. We consider the inherent biases within these ways of seeing, and debate the appropriate uses of these technologies. From this starting point, the course turns its eye to particular historical periods and phenomena: the Great Depression, Vietnam War, the era of HIV/AIDS, and the growing surveillance society. We compare across different media representations of each event to evaluate how different media tell very different kinds of stories about that moment. Ultimately, this class presses students to consider the capacities of these media for encouraging mobilization and change—to redesign the world. To work through these issues, students will engage in fieldwork on a local topic of their choosing. Their final project will consider how different media have shaped our knowledge of a local issue, and in response students will create a final multimedia campaign designed to alter people's "ways of seeing" that topic. In this project, students will persuade their audience using a variety of "lenses" to make their case: from ethnography to documentary film to radio journalism to new media and more.

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 40518. Materializations of America
(3 -0- 3)

Industrialization in the twentieth-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.

AMST 40609. Native Americans in Fact and Fiction
(3 -0- 3)

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 40701. Sinatra
(3 -0- 3)

Corequisite: AMST 41701

This course examines the career and image of Frank Sinatra. As an entertainer who worked in numerous media—radio, the music industry, television, cinema, and live performance—Sinatra provides a lens through which to examine American 20th-century media. Moreover, as an iconic figure, Sinatra enables an explanation of masculinity, American identity, ethnic identity, race, liberalism, and more. Sinatra will be paired with various other performers, especially Bing Crosby, Dean Martin, and Gene Kelly, to consider his star image comparatively. Sinatra will

be situated within discourses on Italian immigration, urbanism, the Depression, prohibition and war. Students will listen to Sinatra music and radio programs, watch Sinatra films and TV shows, and read a wide range of materials—including contemporary accounts of Sinatra performances, analyses of his career and meaning, essays and articles about the star system, recording technology, film genre, acting styles, the mob, and more. Throughout, we will consider what model of American masculinity Sinatra embodies, ranging from early concerns that his female fans and lack of military service rendered him effeminate, to his image as family man, and later incarnation as playboy. We will consider what Sinatra means today through analyses of his entertainment heirs, like George Clooney; parodies, like Joe Piscopo's; the use of his music in film soundtracks and advertising; and in performances like the Twyla Thorne "Come Fly With Me." This is an undergraduate course. Graduate students who take it will have additional readings and meetings, and they will have different written assignments. All students should be able to attend the lab, which will consist of film screenings.

AMST 40802. Patterns, Types and Figures of American Towns and Cities

(3 -0- 3) Steil

This course addresses the nature and metrics of the American city and town and discusses historically essential qualities, as well as contemporary potentials for a sustainable urban quality. Though the class will explore a wide range of comparative studies of American precedents and some European examples, most of the practical exercises will be done either in South Bend or neighboring towns.

AMST 40803. Frank Lloyd Wright

(3 -0- 3)

A seminar devoted to the life and work of Frank Lloyd Wright. His career as an American architect will be examined within the larger frame of the story of architecture in the modern era both in the U.S. and abroad.

AMST 41701. Sinatra Lab

(0 -2- 0)

Corequisite: AMST 40701

Certain films will be viewed for further discussion in class.

AMST 43137. The Meaning of Things

(3 -0- 3) White

This course 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. *The senior seminar is designed to be a culminating experience for American Studies majors. Readings and assignments will explore course themes in the context of American Studies as a field. Requirements will include seminar-style discussions of course readings, a final research project of 20–25 pages (or equivalent), and a public presentation of that project in class.*

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 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 pre-planning, and cyber memorials suggest new concepts of death and dying. Examining different visual and material cultures—including memorials, roadside shrines, cemeteries, obituaries, TV shows like *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. *The senior seminar is designed to be a culminating experience for American Studies majors. Readings and assignments*

will explore course themes in the context of American Studies as a field. Requirements will include seminar-style discussions of course readings, a final research project of 20–25 pages (or equivalent), and a public presentation of that project in class.

AMST 43143. American Travels

(3 -0- 3)

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. *The senior seminar is designed to be a culminating experience for American Studies majors. Readings and assignments will explore course themes in the context of American Studies as a field. Requirements will include seminar-style discussions of course readings, a final research project of 20–25 pages (or equivalent), and a public presentation of that project in class.*

AMST 43146. Memorial Mania: History, Memory, and Contemporary American Culture

(3 -0- 3)

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 and 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 vs. 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. *The senior seminar is designed to be a culminating experience for American Studies majors. Readings and assignments will explore course themes in the context of American Studies as a field. Requirements will include seminar-style discussions of course readings, a final research project of 20–25 pages (or equivalent), and a public presentation of that project in class.*

AMST 43148. Women and American Religion

(3 -0- 3)

This seminar introduces students to major themes in the history of gender and religion in America. Topics explored include: the role of religious belief and practice in shaping understandings of gender difference; gender in the context of family and religious life; gender, education, and work; religion and reform; and faith and feminism. Most of the readings and class sessions will focus on Christianity, though there will be ample opportunities to explore the religious lives of American

Jewish and Muslim women. The class will meet several times at the Center for History in downtown South Bend, where a major, interactive, exhibit on Catholic sisters in America will be on display from September 2 through December 31, 2011. (for more information, see <http://www.womenandspirit.org/>) *The senior seminar is designed to be a culminating experience for American Studies majors. Readings and assignments will explore course themes in the context of American Studies as a field. Requirements will include seminar-style discussions of course readings, a final research project of 20–25 pages (or equivalent), and a public presentation of that project in class.*

AMST 43149. American Places, Spaces, and Landscapes

(3 -0- 3) Coleman

Where do you spend your time? Spring break trips; family vacations; summer jobs; studying in your dorm; going to the football game; all of these activities help define you and your position in society—they also define the world around you. This senior seminar will examine how American identity, society, politics, and culture are connected to physical places and the environment. How does our relationship to the environment reflect our class, gender, and racial identity? How do we relate with each other spatially? We will examine how physical spaces acquire meaning, how people move through those places, and how landscapes work as texts. We will use approaches from environmental history, cultural geography, and landscape studies to look at a variety of American places including cities, tourist sites, suburbs, industrial sites, and nature. Small projects on Notre Dame's campus and students' hometowns will build to a larger research project based on each students' area of interest. *The senior seminar is designed to be a culminating experience for American Studies majors. Readings and assignments will explore course themes in the context of American Studies as a field. Requirements will include seminar-style discussions of course readings, a final research project of 20–25 pages (or equivalent), and a public presentation of that project in class.*

AMST 43150. Postwar American Dissent

(3 -0- 3) Giomo

This seminar is interested in aesthetic expressions and representations of dissent in the broader context of postwar American culture and society. We will examine varieties of dissent and investigate how these forms of subversive intelligence are inscribed in and communicated by literary texts (novels, poetry, drama, nonfiction), film (including documentary film), and popular music. Some of the cultural figures we will examine include Beat writers such as Jack Kerouac, Allen Ginsberg, William S. Burroughs, Joyce Johnson, and Leroi Jones. In order to take into account the development of aesthetic expression, social change, and counter-culture, we will trace the Beat movement to the musical art of Bob Dylan as an embodiment and icon of sixties' social consciousness. Relatedly, we'll explore the new social movements of the sixties, such as civil rights, feminism, and anti-war protest as reflected in the works of James Baldwin, Adrienne Rich, and Norman Mailer. And we'll view a couple of films and clips from several documentaries. Students will learn to appreciate, analyze, and interpret aesthetic representations and integrate these interpretations with cultural themes and social processes—all within a well-defined historical period. *The senior seminar is designed to be a culminating experience for American Studies majors. Readings and assignments will explore course themes in the context of American Studies as a field. Requirements will include seminar-style discussions of course readings, a final research project of 20–25 pages (or equivalent), and a public presentation of that project in class.*

AMST 46920. Directed Readings

(V -0- V)

Directed Readings are courses in which students meet with a faculty member to discuss, analyze, and interpret a set of texts in a particular field of study. Together the faculty mentor and student agree upon the theme and rationale for the course; a complete list of readings, written assignments; a schedule of regular meetings; and a system for evaluation.

AMST 47909. Senior Thesis Capstone

(3 -0- 3)

The Senior Thesis Capstone provides a culminating experience for American Studies majors who are writing a senior thesis. It is only offered during fall semesters and should be followed in the spring by 3 credit hours of AMST 47910 Senior Thesis Writing with the thesis advisor. This course encourages students to think about how their coursework fits together as a whole and gives them an opportunity to put what they've learned as American Studies majors into practice. In this course students will be expected to demonstrate significant progress towards their senior thesis, a year-long experience developed with a faculty advisor that aspires to make an original contribution to the field. Class readings and discussions will address current issues and themes in the field of American Studies as well as how student theses will develop, support, or revise those themes. During the semester students will work on refining a topic and developing a supporting bibliography, conducting a significant amount of research (whether in libraries or in the field), situating their research among relevant secondary sources, writing an abstract or prospectus to guide further research and writing in the spring, and planning the project's final form (paper, exhibit, documentary, etc.). Specific expectations for each project/student will be developed in consultation with the course instructor and the student's thesis advisor. It is expected that each student meet at least twice with their thesis advisor during the semester. This course will be graded on a satisfactory/unsatisfactory basis.

AMST 47910. Senior Thesis Writing

(0 -0- 3)

This course is a 3-credit-hour independent writing course for students working on a senior thesis. It follows the Senior Thesis Capstone course and is taken in the spring semester with the student's primary thesis advisor. During the semester students complete their research, refine their project's argument and form, and develop a final draft of their thesis. The advisor meets regularly with their thesis students throughout the semester to evaluate each student's progress and review preliminary drafts. Students are expected to finish their final thesis by the first week of April, and to present their thesis at the American Studies Celebration of Undergraduate Research in late April. Final theses will be evaluated by the student's primary advisor as well as their secondary advisor. The student's course grade is based on these two evaluations (which will be given equal weight) as well as their presentation and the progress they demonstrated throughout the semester.

Gallivan Program in Journalism, Ethics, and Democracy

JED 30100. Fundamentals of Journalism

(3 -0- 3) Ciccone

What is news? What are the most effective ways of presenting news to the public? What ethical decisions are involved in gathering and reporting news? These are a few of the questions addressed in this class.

JED 30101. Broadcast Journalism

(3 -0- 3) Sieber

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)

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 30105. The Craft of Journalism

(3 -0- 3)

Prerequisite: JED 30100

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

JED 30106. Witnessing the Sixties

(3 -0- 3)

Prerequisite: AMST 30100

The purpose of this interdisciplinary course is twofold: to examine the social context and cultural change of the sixties, on the one hand, and on the other to explore the various journalistic representations of events, movements, and transformation. Much that was written during the period was ephemeral. There are, however, certain lasting accounts of the sixties by authors who command respect today, writers whose new publications or publications about them get front-page reviews in the *New York Times Book Review* section. We will focus on the manner in which each writer witnessed the sixties as well as the unique interaction between personal expression, social event, and cultural meaning. We will focus on fresh styles of writing, such as the new journalism popularized by Tom Wolfe, as well as writing that is aimed toward protest, resistance, dislocation, solipsism, and reportage. Major topics for consideration include the counterculture and the movement—a combination of civil rights and anti-war protest. These topics will sharpen our interest in social history, cultural change, politics, foreign affairs, music, literature, documentary film.

JED 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 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) Bland

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 Journalism, Ethics, and Democracy minors only. Other applicants must submit writing samples for review

JED 30115. Literary Journalism in America

(3 -0- 3)

Prerequisite: JED 30100

Literary journalism is a genre of nonfiction writing that adheres to all of the reportorial and truth-telling covenants of traditional journalism, while employing rhetorical and storytelling techniques more commonly associated with fiction. In short, it is journalism as literature. This course will introduce students to the major writers, publications, controversies and questions that have emerged during American literary journalism's 150 year history. We will start with the 19th-century newspaper sketch and move through its social justice impulses at the turn of the century. We will trace literary journalism's institutionalization at *The New Yorker* in the 1930s and '40s, and follow its proliferation at *Esquire*, *New York*, and *Rolling Stone* during the New Journalism era of the 1960s and '70s. Finally, we'll end with a look at contemporary writers and examine the effect the digital revolution is having on the genre. Throughout this journey we will explore distinctions between physical truth and emotional truth, imagination and invention, form and content. We will note how historical and political contexts influence and appear in the works, and ask how these stories work as narratives, as cultural critiques, and as entertainment. We will examine the correlation between publication venue and readership, and note the ways literary journalism motivates citizens to act. Evaluation will be based on class participation, several short papers, and a final research paper project.

JED 30116. Media and the Presidency

(3 -0- 3) Ohmer

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 30119. Journalism and American Democracy

(3 -0- 3)

Prerequisite: JED 30100

This course will explore the relationship between American journalism and American democracy. Historically, the press has been understood as a key source for inspiring political interest through the dissemination of timely and relevant information. This relationship is perhaps no more important than during an election year like this one. But the connection between the press and the citizenry is complex. The sociologist Michael Schudson has argued that journalism is but one part of culture, rather than the main influence on it. In this class we will take up Schudson's claim and examine the evolving forms and styles of journalism and the various ways in which citizens encounter and utilize the news. We will examine philosophies of democracy and philosophies of journalism and interrogate their intersections. And we will explore these, and many other, questions: What are the obligations of citizens in a democracy? How do citizens use the press? How does public discourse respond to different styles of journalism? What influence does journalism have on social organization? How does the press affect voting? How does the press account for marginalized publics? What is the relationship between individual rights and the public's right to know? In answering these questions, our class will not only take a historical look at the changing conceptions of democracy and the professional conventions of the press, it will also apply historical lessons to contemporary issues. Specifically, we will monitor the various forms of journalism—print, online, broadcast, radio—as they cover the 2012 election. Evaluation will be based on class participation, short papers, contributions to an election campaign blog, and a final project.

JED 30177. Magazine Writing in America

(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.

Anthropology

ANTH 10109. Introduction to Anthropology

(3 -0- 3) Gaffney; Oka; 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 10141. Understanding World Music

(3 -0- 3) Jarjour

This course is a gateway to the study of music around the world. Rather than thinking of different musics as a number of regionally defined systems, we will look at a number of ways in which this social and cultural phenomenon may be understood. This course, therefore, takes a thematic approach to the question of studying music, whether it is oceans away or just around the corner, and whether people might agree on calling it "music" or not. At a time when distances no longer seem to matter much and categories appear to account for little, this course addresses questions along the lines of how to think about music, before looking at where it comes from and what systems it might follow. The course is open to majors and non-majors.

ANTH 10195. Introduction to Anthropology Honors

(3 -0- 3)

Prerequisite: ALHN 13950

Human beings may be classified as one species among many in biological terms, although a strict physical determination marks only the starting point for a broad inquiry into what we mean by human nature. Anthropology moves forward from this beginning 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. This course examines the fundamental elements of this fascinating social science. It addresses the sometimes-controversial evidence related to such questions as evolution and genetics, as well as issues of ecological adaptation and the emergence of complex societies. It looks into language and other symbolic systems as central components of distinctively human behavior. It concentrates with special emphasis on the vast domain of social and cultural life, drawing upon many ethnographic examples from near and far, to illustrate how anthropologists seek to study all dimensions of human experience, from kinship to kingship and from cyborgs to shamans. Seminar format.

ANTH 13181. Social Science University Seminar

(3 -0- 3) Chesson; Glowacki; Nordstrom

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 20018. Verbal Arts and Oral Traditions

(3 -0- 3)

This course will examine the practice, practitioners and different genres of the verbal arts: the folktale, legends, epic, proverb, riddle, etc., and will look at the

different functions of these genres. It will also look at the research traditions devoted to the study of what has been variously termed folk narrative, oral literature, orature, as well as the verbal arts.

ANTH 20020. 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 (1903–1996), 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 ahistorically 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.

ANTH 20023. Introduction to Irish Folklore

(3 -0- 3) Gillan

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 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, non-verbal 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, Anthropology 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 multi-faceted 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 20316. The Irish in Us: Comparative Perspectives on Being Irish and Irish-American

(3 -0- 3)

This class provides an educational and entertaining reflection on the deep historical and cultural intertwining of America and Ireland, and the extent to which our world is shaped by Irish people, culture and heritage. Drawing upon the skills of three Notre Dame professors, each of which has different interests, in this class we explore comparative perspectives of the cultural, economic, and political context of being Irish and Irish-American. In this class we seek to provide new perspectives on the interconnections between Ireland and America, in the past, present and future. Based on lectures and presentations, we explore some fundamental historical questions, such as how were the Irish Famine, emigration, and economic developments of the 18th–20th centuries interconnected, and how did the Irish diaspora shape the historical and cultural trajectory of America. Similarly, we explore what it is to be Irish and Irish-American, be it through family history, or growing up watching Notre Dame football. What are the interconnections between regional Irish identities, language, and history? Finally we explore how American, let alone global, culture is being actively shaped by Irish culture (such as literature, theater, film, music), and the extent to which this is a dynamic process. Looking at it from a different perspective, how has the reintroduction of such an idealized form of Irishness to Ireland, impacted the country? Drawing upon literature, history, archaeology and folklore, this class will illustrate the different ways we can explore and conceive of the past and present world of Ireland and Irish-America. Seeking answers to these questions offers students a fascinating opportunity to learn more about Ireland, America, and the connections between these cultures and peoples.

ANTH 20320. Introduction to International Development Studies

(3 -0- 3)

This course will serve as an introduction to the field of international development, with particular focus on the various disciplines that have contributed to and shaped the development discourse over the past eight decades. Readings and lectures will draw from economics, political science, sociology, anthropology, environmental and technological sciences, public health and epidemiology, area studies, ethnic studies, and gender studies. A large component of this course will focus on in-class discussions and presentations that engage the broader debates within development studies to critically evaluate the development discourse/process, as well as understand emerging critiques of international development. Required course work will include group or individual student projects that critically investigate ongoing development issues and propose engaged solutions that include restoration and social justice and human dignity.

ANTH 20325. Business, Economics and Culture

(3 -0- 3)

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). 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.

ANTH 20340. Anthropology for the 21st Century

(3 -0- 3) Nordstrom

Anthropology enters a 21st century filled with far-reaching possibilities and dangerous new problems. To meet these challenges 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—how do we as anthropologists best meet the changing terrains of self and world unfolding today?

ANTH 20360. Societies and Cultures of Latin America

(3 -0- 3)

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. I expect students 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 20370. 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.

ANTH 20380. Anthropology of Gender

(3 -0- 3)

Gender is a fundamental organizing principle in societies through time and across space. Gender is a cultural construction that is grounded in perceived biological differences. Gender shapes what it means to be masculine and feminine; how economic resources and social power are distributed; and how marriage, kinship and reproduction are understood, among many other things. Are there gender universals? What role do politics and economic systems play in the determinations of gender? We will use interdisciplinary examples from economics, political science, anthropology, psychology, art, architecture, and history to explore the various ways in which gender defines differences, organizes societies, and shapes human experiences.

ANTH 20390. Societies and Cultures of Africa

(3 -0- 3)

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, 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 20510. Origins of Human Civilization

(3 -0- 3)

This course is an introduction to archaeology and to world prehistory. It will provide students with a basic understanding of what archaeology is, how it is done, and what it has produced. Fundamental principles of archaeological theory and practice will be illustrated by examples from throughout the world in order to introduce important themes such as the origins of food production, the rise of cultural complexity, the peopling of the world, and the development of technology. The course covers cultural evolution from the invention of the first stone tools through the rise of ancient civilizations such as those of the Maya, Incas, Egyptians, and Near East.

ANTH 20550. Archaeology of Israel, Palestine, and Jordan

(3 -0- 3)

Prerequisite: ALHN 13950

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 20900. Irish-American Tap Dance

(0 -1- 1) McKenna

Teaches a variety of tap dance skills in the Irish and the American traditions. A recital will take place at the end of the semester. May NOT be used for the anthropology major or minor.

ANTH 22360. Societies and Cultures of Latin America Discussion (LAC)

(1 -0- 1)

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)

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 30015. Oral Traditions and Irish History

(3 -0- 3) Gillan

This course will examine notions of history in oral cultures with special reference to Ireland. Who were those who transmitted oral traditions about historical events? Which genres shaped oral historical traditions? In which contexts were these traditions transmitted? What was the nature of the traditions? What was their content? What relationship did they have to the written record, to counter-hegemonic histories and to official histories? To what extent, if any, can they be said to articulate a national perspective? These are some of the questions that will be addressed, and case studies that illuminate special aspects of the subject such as oral traditions of the Vikings, of 1798, of the Famine and of landlords will be discussed in some detail.

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 30041. Native American Literature

(3 -0- 3) Walls

Native Americans have long been trapped in a betwixt and between state, caught by the forces of past and present, tradition and assimilation, romanticization and caricature. Yet through it all, Native voices have continued to speak of the Indian experience with great power and eloquence. This course will introduce Native American literature as a distinctive contribution to American and world literature. We will examine a wide range of expressive culture from the last century, including novels, poetry, graphic stories, children's literature, film, digital media, autobiographies, performances of oral literature, and music. Through the passion, creativity, and humor of Indian authors, we will learn something of the historical experience of Native men and women, and how they have reacted to massacres and mascots, racism and reservations, poverty and political oppression. Above all, we will try to understand how indigenous authors have used literature to engage crucial issues of race and culture in the United States that continue to influence their lives: identity, self-discovery, the centrality of place, cultural survival, and the healing power of language and spirituality. Class discussions will incorporate literary, historical, and ethnographic perspectives of Native expressive culture and the agency of authors as artists and activists vis-à-vis the wider American literary tradition. Authors include Sherman Alexie, Nicholas Black Elk, Louise Erdrich, D'Arcy McNickle, N. Scott Momaday, Linda Hogan, Winona LaDuke, and Leonard Peltier.

ANTH 30101. Fundamentals of Biological Anthropology

(3 -0- 3) Benn Torres

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) Kuijt; Schurr

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, data base 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 on-going 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) Botten; 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)

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 apart 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 (albeit nuanced) of 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 examine critically the notion that successful understanding of 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, peopling of world, and human genetic diversity and disease.

ANTH 30175. Adaptation and Disease

(3 -0- 3)

As humans populated the earth they were exposed to a variety of environmental pressures that forced people to adapt in order to survive. Many of these adaptations were behavioral or cultural changes. However, some adaptations were biological changes. While a number of these biological adaptations were advantageous, other biological adaptations have actually led to disease. This course will use an evolutionary perspective to focus on biological adaptations. Students will learn basic principles of genetics and epidemiology and will examine disease resistance/susceptibility in addition to infectious and chronic disease. Overall, this course will explore how human genetic variation has contributed to both our survival and demise.

ANTH 30190. Infancy: Evolution, History and Development

(3 -0- 3) McKenna

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.

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 30325. People, Environment and Justice

(3 -0- 3) Smith

Prerequisite: ANTH 10109 or ANTH 10195 or ANTH 30101 or ANTH 30102 or ANTH 30103 or ANTH 30104

What is our environment? What is our role within our surroundings? How do our actions affect ecological landscapes, and people's livelihoods across the globe? How does our reliance of fossil fuels lead to catastrophes such as Hurricane Katrina? What—if anything—does it mean to be "green?" This course will address these and other questions through the use of critically applied anthropology. We will explore the interaction of local peoples and cultures with natural and man-made ecosystems. We will focus equally on traditional environmental knowledge held by small-scale communities as on the usage of the environment by the industrial world. This course will focus on theory and major environmental questions, problems, and possible solutions illustrated by various case studies from different parts of the world. Topics to be discussed include intellectual property rights, poverty and environmental health and justice, economic development, health and emerging disease, and ethno- and eco-tourism. Through readings, films, discussions, and independent research students will be able to critically understand the complexity surrounding humans' place within the environment.

ANTH 30330. Religion, Myth and Magic

(3 -0- 3) Gaffney

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 30352. Archaeology of the Roman Empire

(3 -0- 3) Hernandez

The course examines the archaeology of the Roman Empire, from the time of Rome's domination of the Mediterranean in the 2nd century B.C. to its Christianization in the 4th century A.D. Students will analyze and interpret material evidence from the ancient Roman world, from both Italy and the provinces, in order to assess the multi-faceted histories and cultures of the Roman people. In addition to examining a wide range of material remains, such as ceramics, architecture, coins, inscriptions, sculpture, art, and other artifacts, students will also consider the methods, results, and theory of archaeological research, specifically in the areas of field excavation and intensive surface survey. Major topics that will be discussed in the course include Roman imperialism, colonization, political institutions, urbanism, the countryside, religion and the imperial cult, death and burial, the economy, trade, and society.

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 30550. Buried Cities and Lost Worlds: Archaeology of Cultural Collapse

(3 -0- 3)

Prerequisite: ANTH 10109 or ANTH 10195 or ANTH 30102

How and why do complex societies collapse? Is collapse a natural phase in the life of a society and, thus, inevitable? Is it the result of some social malaise and, thus, can it be (or could it have been) avoided? The class explores some of the important political, economic, and environmental dimensions of the emergence and eventual collapse of complex societies. Combining archaeological case studies (the Classic Maya of Mesoamerica, Pueblo cultures of the American Southwest, Bronze Age city states of Mesopotamia, and Neolithic agricultural towns of the Near East) with anthropological theory of the emergence of social differentiation, and the mechanisms of societal collapse, this class explores contemporary debates of processes by which, and reasons for, the emergence and disappearance of complex societies in the past. While the geographical focus will be worldwide, the class considers topical issues that illustrate a range of methodological and theoretical approaches to understanding social organizations and cultural collapse.

ANTH 30591. Prehistory of Western North America

(3 -0- 3)

Prerequisite: ANTH 10109 or ANTH 20501 or ANTH 30101 or ANTH 30102 or ANTH 30103

This course deals with archaeological data and cultural life of prehistoric western North Americans over the last 20,000 years, until contact with European cultures. The course emphasizes origins and cultural development from an early pioneer stage to the later, sophisticated and diverse cultures of the Native Americans. The course will focus on material culture, environmental relationships, and technology to explore cultural change, land-use patterns, economics, and political complexity. In addition, some understanding of the methods by which archaeology is done by scientists in North America and an introduction to historical archaeology are included.

ANTH 30592. Legacies of the Southwest

(3 -0- 3) Glowacki

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 1680–1692. 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.

ANTH 30610. Kinship and Comparative Social Organization

(3 -0- 3) Rotman

Prerequisite: ANTH 10109 or ANTH 10195 or ANTH 30101 or ANTH 30103 or ANTH 30104

This course uses a broad cross-cultural comparative perspective to identify and analyze the major forms of human social organization. Gender is a major lens through which to examine sex and sexuality, divisions of labor, family structures, gender roles, and social relations of class and ethnicity. Other topics include kinship terminology, descent, marriage and divorce, residence units, economic exchange, political structure, and social inequality, among others.

ANTH 35110. Primate Behavior and Ecology

(3 -0- 3) Fuentes

Prerequisite: ANTH 10109 or ANTH 10195 or ANTH 30101) or BIOS 10161

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.

ANTH 35250. 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 four 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 35310. Poverty and Nonprofits

(5 -1- 3)

This course combines a study of the relationship between poverty, culture, and context, with local field research on poverty and antipoverty agencies in South Bend. The course will attempt to understand the causes of poverty in general and specifically in South Bend, and will study how various local nonprofits attempt to address it by working with those in poverty on an ongoing basis. Through this, we will better understand the controversial issues of culture, behavior change (agency), and the role of nonprofits in dealing with poverty.

ANTH 35340. Anthropology of Globalization

(3 -0- 3)

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 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 35350. Anthropology of Africa

(3 -0- 3) Oka

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 inter-connections 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.

ANTH 35360. Immigration in Global Perspective

(3 -0- 3) Albahari

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 U.S., 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.

ANTH 35370. New Media

(3 -0- 3) Blum

This course examines the ways people interact with digital and new media both for communication and for entertainment. Using anthropological concepts, we look into such phenomena as cell phones (for talk and text), Facebook and other social networking sites, music downloading and issues of intellectual property and creativity, e-mail, the Internet, wikis, YouTube, Twitter, censorship and political mobilization, and more. There will be class projects, group projects, blogs, and other new forms of writing, along with more traditional ways of presenting knowledge and thought.

ANTH 35520. Anthropology of Everyday Life

(3 -0- 3)

Have you ever pondered how people live(d) in a world without television, YouTube, iPhones, Lady GaGa, and cellphones? Why have bellbottoms come and gone twice in the last 50 years? Will we be forced to relive the fashion mistakes of the 1980s? What new stuff will people invent and sell next? In asking and answering these questions, we must focus on one underlying query: What does our stuff really say about who we are and who we want to be? This course combines lectures, discussions, and interactive small group activities to explore the nature and breadth of peoples’ relationships with their things. We will investigate why and how people make and use different types of objects, and how the use of these material goods resonates with peoples’ identities in the deep past, recent history, and today. Since everyone in the class will already be an expert user and consumer of things, we will consider how people today use material objects to assert, remake, reclaim, and create identities, and compare today’s practices to those of people who lived long ago. Class members will learn about how anthropologists, including ethnographers (studying people today) and archaeologists (studying past peoples) think about and approach the material nature of our social, economic, and political lives. We will discuss why styles and technologies change through time, and why, in the end, there is very little new under the sun in terms of human behaviors and the way people produce and consume goods. The topical breadth of this workshop encompasses most social science disciplines, including history, economics, psychology, and anthropology, and resonates with classics, art history, and gender studies.

ANTH 35530. Sherds for Nerds: Anthropology of Pottery and People

(3 -0- 3)

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 35550. Historical Archaeology of Irish America

(0 -28- 3) Rotman

This course consists of 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 historic archaeological materials by working with artifacts collected during the field excavation. There are no prerequisites for this course, but an introductory course in anthropology or archaeology is helpful. The schedule includes: a week-long cultural study in Ireland, three weeks of excavation on Beaver Island in northern Lake Michigan, and two weeks in the Reyniers Laboratory in South Bend for additional processing and preliminary analyses. For an application, please e-mail Dr. Rotman at drotman@nd.edu.

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, 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

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 40016. 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. No knowledge of the Irish language required.

ANTH 40084. Structural Violence: The Underbelly of Conflict

(3 -0- 3)

In this course we will examine the “violence of everyday life” experienced by people both inside and outside of active war zones, and investigate how taken-for-granted structures such as bureaucracy, security, nation, color and creed (to name only a few) constrain and damage peoples’ lives, causing suffering and stress, and often leading to radicalism and violence. How do physical walls perpetrate and perpetuate violence? Why does resource richness cause poverty and war? What is the lived experience of systematic inequality? When does everyday hopelessness

become explosive violence? Students will examine how violence is both culturally mediated and understood, and will learn to recognize the symptoms and anticipate the consequences of oppression, neglect, and resistance around the world.

ANTH 40110. Bioethics in Anthropology

(3 -0- 3)

Prerequisite: ANTH 30101

Advances made in our understanding of evolution, biology, and medicine have influenced the way that biological anthropologists conduct research. Furthermore, as studied communities become more aware and involved in the research done with them, ethical, legal, and social issues are now more present within an anthropologist's research agenda. Throughout this seminar, students will explore the challenges surrounding the use of humans as subjects in biological anthropology.

ANTH 40140. Forensic Anthropology

(3 -0- 3) Sheridan

Prerequisite: ANTH 30101

Death has become a burgeoning business for television and cable networks, publishing houses and entrepreneurs. While some purport an increased scientific sophistication among the viewing public as a result, most recognize that unrealistic expectations for instant answers and seemingly omnipotent investigators often nullify any benefits. Therefore, students will be introduced to basic procedures employed by forensic anthropologists during the recovery and analysis of human remains. They will learn how biological anthropologists apply expertise in human osteology, skeletal variation and plasticity, pathology, archaeological recovery of evidence, and medicolegal issues of chain-of-custody, courtroom testimony, and human rights policy. While the course will focus on anthropological contributions to the forensic sciences, the importance of a multidisciplinary approach will be emphasized through a survey of allied fields. Students will develop analytical skills through the application of anthropological theory and methods, understand the scientific method through research requirements and in-depth case studies, improve collaborative skills with group projects, increase cross-cultural awareness by studying how social problems and social movements affect minority groups, and explore the possibility that forensic science might indeed be shaped by "opinion." Professional ethics will be discussed, students will engage in structured debates, and will be expected to complete a group research project.

ANTH 40315. The Global Irish

(3 -0- 3) Rotman

Prerequisite: ANTH 10109 or ANTH 10195 or ANTH 30101 or ANTH 30102 or ANTH 30103 or ANTH 30104 or ANTH 34521 or ANTH 34109 or IRST 34522

In this course, we will examine various places around the world to which Irish people emigrated either voluntarily or forcibly. We will read about well-known places such as Britain, the U.S., and Australia, but also examine other less well-known enclaves, including Barbados, Montserrat, Newfoundland, South Africa, Argentina, Chile, Mexico, and New Zealand, among others. Through these case studies, particular emphasis would be placed on the circumstances surrounding emigration as well as the experiences Irish immigrants had in each of these unique cultural contexts. We will also consider contemporary Irish life in these locations. Through the course, we will develop an appreciation for the incredible variability and dynamism of the Irish people and experiences in the diaspora.

ANTH 40330. War and the U.S.

(3 -0- 3) Curtis

This seminar takes as its unifying theme the experience of war in its social and cultural aspects. We begin with a discussion of the creation of the soldier/Marine and the unit and proceed to a discussion of fictional, critical accounts of the war enterprise and warrior culture in the U.S.; the commemoration of wars and military campaigns, particularly the "smaller" wars these commemorative activities engender; the American military complex both at home and abroad; and the sometimes controversial role anthropologists have played in the current war on terror.

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 40355. Race, Ethnicity, and Power

(3 -0- 3)

Prerequisite: ANTH 10109 or ANTH 30104 or ANTH 30102 or ANTH 30103 or ANTH 30101

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.

ANTH 40371. Cultures of the Middle East

(3 -0- 3) Baykal

This course is designed as an advanced introduction to the Middle East. It covers the anthropological research that has been conducted in the Middle East to provide students with the cultural knowledge necessary to understand and interpret contemporary social, political and economic dynamics of the region. Some discussion will be devoted to nearby Muslim societies of Central Asia. We will begin by outlining the underlying principles and tensions of Middle Eastern history and social organization, then move to a discussion of the ways in which these principles and tensions are expressed in religious, communal, gender and political relationships. We also will consider the effects of the media and global market on authority and power relations within these settings.

ANTH 40381. Violent Transformations in African States

(3 -0- 3) Kabamba

While striving to propose some means of resolving some aspects of the African predicament, the course will tour the major debates on the key issues that have shaped the post-colonial African scholarship with a focus on the state formation, re-formation and transformation. The course will emphasize the fact that there is no general formula for the success of state projects; they always have to respond to local historical conditions and relations of the struggles. The course will cover several themes, including historical origins, slavery, state formation, colonialism, under-development, nationalism, and political violence.

ANTH 40382. Ideology, Culture, and Development

(3 -0- 3) Kabamba

The class proceeds from many assumptions; one of which is that "development" has multiple and even contested meanings. The factors influencing it are most of the time contingent. To what extent can we state strong generalizations about this phenomenon? Are they cross cultural factors which allow (or do not allow) communities to maintain a certain level of development?

ANTH 40400. Perspectives in Anthropological Analysis

(3 -0- 3) Albahari; Blum

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 40520. The Archaeology of Religion

(3 -0- 3)

Religion and ritual have been part of humanity since the Upper Paleolithic and possibly earlier. In this class, we will use the archaeological record to explore the deep history, richness, and diversity of religious practice throughout the world. The first issue to grapple with is the extent to which we can learn about religion through material culture and how this perspective adds to our understanding of the role religion plays in the human experience, how religions are organized, and how they change through time. These issues will be explored using examples from the Upper Paleolithic, Egypt, U.S. Southwest, Maya, and the Andes, to name a few, and we will also investigate the origins of Christianity, Islam, Hinduism, Judaism, and Buddhism.

ANTH 40805. Humans and the Global Environment: Coevolution 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 40808. GLOBES: Global Linkages of Biology, the Environment, and Society

(3 -0- 3) Hollocher; Fuentes

The GLOBES (Global Linkages of Biology, the Environment, and Society) 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.

ANTH 40810. Human Diversity

(3 -0- 3)

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 40811. Molecular Revolution

(3 -0- 3) Benn Torres

Issues involving the use of genetic technology has become commonplace within our lives. Throughout this course, students will explore the various ways that genetic information is used and interpreted by scientists, media, and the public with the primary goal of illustrating different social meanings of scientific data.

Topics that will be covered include pre-implantation genetic testing, prenatal genetic testing, personalized genetic medicine, genetics and identity, genetically modified foods, and consumer-driven genetic testing.

ANTH 40815. Advanced Perspectives on Human Evolution

(3 -0- 3)

Prerequisite: ANTH 30101

This course takes an in-depth integrative approach to issues in human evolution. Beginning with an overview of current innovation and discourse in evolutionary theory we will move on to tackle various topical issues related to human evolutionary history and its relevance to being human today. Focal points of discussion will include in-depth analyses of fossil hominin species and their ecologies, a detailed assessment of nonhuman primate behavior as used in modeling the patterns and contexts of human behavior, a review and analyses of current debate surrounding the origin of modern humans, and current topics in the field of human evolution and paleoanthropological theory. Students will be required to produce a focused research paper and be involved in course presentations and discussions. Readings will be drawn from relevant fields including biology, anthropology, ecology, and occasionally philosophy.

ANTH 40825. Gender and Health

(3 -0- 3)

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.

ANTH 40831. Topics in Asian Anthropology: South Asia

(3 -0- 3)

This course explores the latest developments in the anthropology of Asian societies and cultures. The course may include the study of nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations of Asian societies in specific historical contexts.

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 often-times 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; requires prior field research or study abroad.

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 40866. The Cult of Personality: Investigating Political Charisma

(3 -0- 3)

Prerequisite: ANTH 30103

The purpose of this course is to introduce students to the effects of charisma in the social world, the conditions under which charismatic leadership emerges, and the range of effects—both positive and negative—that result from messianic leadership. We will investigate case studies varying from Nelson Mandela and Martin Luther King Jr. to Hitler and Qaddafi. Using both the histories and characteristics of the individuals and the specific historical contexts in which their leadership emerged, we will seek to understand how rupture and crisis create the conditions for charismatic leadership, for better or worse, and what occurs to the political and economic world once those crises have passed.

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 multi-disciplinary approach to studying one of the oldest forums for inter-continental 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 inter-continental 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, data base 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 40890. Archaeology of Death

(3 -0- 3) Schurr

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.

ANTH 40894. Anthropology of Death

(3 -0- 3)

Prerequisite: ANTH 10109 or ANTH 10195 or ANTH 30101 or ANTH 30102 or ANTH 30103 or ANTH 30104

Death is a universal human experience; yet how individuals, families, and communities understand death varies through time and across space. In this course, we will examine how death is treated or has been treated cross-culturally. Among the topics to be covered will be conceptualizations of death; the dynamic relationship between the deceased and the community of the living; material manifestations of status, class, gender, ethnicity, and other social relations as reflected in funerary treatment; symbolic dimensions of dead bodies and mortuary ritual; ancestors and kinship; emotions, mourning, and commemoration; and ritual violence, such as cannibalism and sacrifice.

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 twelfth and thirteenth 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, and communication (especially non-verbal). The class fulfills a methods requirement for the anthropology major.

ANTH 45200. Evolutionary Medicine

(3 -0- 3) McKenna

This course will reconceptualize a variety of human diseases, syndromes and disorders from the standpoint of evolution, in the modern cultural context. The evolution of infectious diseases will be considered, especially the evolution of HIV and the role of antibiotics in promoting antibiotic-resistant strains of bacteria. Menopause, women's reproductive cancers, allergy, pediatric topics (colic, physiologic jaundice, sleep problems, SIDS), breast feeding, obstetrics, geriatric medicine, structural and genetic abnormalities, psychiatric disorders, psychological health, eating disorders, nutrition, obesity, myopia, emotional disorders, touch therapy and massage will be examined in the context of this exciting and emerging new field. Four-person teams of students will explore one area of evolutionary medicine and present a joint poster session as his or her final project.

ANTH 45310. Honoring and Dishonoring the Dead

(3 -0- 3)

Respect for the dead has long been considered one of the most consistent features that distinguishes our particular species from others, although the forms and the meanings involved can vary enormously. This course explores the range and significance of attitudes and behaviors that exhibit this extraordinary human practice. Readings will include examples from the intriguing archaeological findings in Upper Paleolithic burial sites to the elaborate memorial cults that produced such wonders as the pyramids of Egypt, the Taj Mahal of India, and the colossal sculptures on Mount Rushmore, to the widely contrasting customs followed across the map of today's world. A number of influential theories advanced in anthropology and some other disciplines, associated with such thinkers as van Gennep, Ariens, Hertz, Pearson, Taylor, Vermeule, Huntington, Bloch, Faust, and Mitford, that deal with funeral practices, mortuary rituals, cemetery design, and traditions of remembrance will be examined. Also, what appear to be contrary instances, that is, the disregard or the desecration of corpses will also receive prominent attention, with an emphasis on examples such as victims of genocide, natural catastrophe, or political violence. In addition, several topics related to death and memory that represent public controversy and/or popular fascination, such as cryonics, secondary burials, relics, vampires, organ transplants, war monuments, ghost celebrities, plastification, ecological burials, and do-it-yourself funerals, will also be discussed.

ANTH 45320. Anthropology of Human Rights

(3 -0- 3)

Prerequisite: ANTH 30103 or ANTH 30104

This seminar will consider several key issues in global human rights particularly salient to anthropology: the individual versus the community, the local versus the regional or national, and classic relativism versus universalism. Human rights will be investigated as a practice and as a form of discourse, developed in the West and adapted to varying extents around the globe. We will engage in service-learning with immigrant communities in the Michiana area to delve in depth into the question of political asylum, a particularly central issue today when rights and security often weigh against each other—and anthropological knowledge can help in resolving complex questions. Upper undergraduate and graduate students in peace studies, law, sociology, political science and American studies may find this course of interest, as well as anthropologists. Our readings include strictly legal explanations of international human rights as well as personal narratives and various interpretive essays and advocacies.

ANTH 45350. Trade and Globalization: From 100,000 BC to the Present

(3 -0- 3)

The idea of globalization as a recent phenomenon is firmly grounded in the popular conscious. In the minds of most people, globalization and the accompanying processes of global commerce and trade are seen either as the solutions to the world's problems or the causes thereof. In this course, we will address the problems with these ideas as we explore the history of long-distance human interactions going back into the early history of *Homo sapiens* from the emergence from Africa ca. 100,000 B.C. to the present. Topics covered will include human migrations, trade, exchange, and other interactions from our Paleolithic ancestors to the rise of settled cultures and complex societies in both the Old and New Worlds. Particular focus will be placed on the role of long-distance exchange, trade, and commerce on human activities as ideas, goods, and peoples moved across deserts, mountains, and oceans. In-class discussions will be based on readings from anthropology, archaeology, history, economics, business studies, and political science, as well as documentaries and film to address issues of similarity and difference between past and contemporary globalization processes. The objective of the course is to understand globalization and trade as universal yet varying forces in human social and cultural evolution.

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 45520. Gender and Archaeology

(3 -0- 3) Chesson

Prerequisite: ANTH 10109 or ANTH 10195 or 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 45810. Molecular Methods in Anthropology

(3 -1- 4)

Prerequisite: ANTH 30101

In this laboratory-based course, students will use their own DNA to learn various molecular methodologies, such as PCR, RFLP analysis, and DNA sequencing. In addition to learning how to complete several laboratory protocols, students will also learn data analysis and how to prepare a scientific publication.

ANTH 45817. Human Osteology

(3 -1- 4) Sheridan

Prerequisite: ANTH 30101

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

This hands-on research course will engage students in an experiential learning environment that immerses them in anthropological method and theory. Using the large Bab edh-Dhra' skeletal collection from Early Bronze Age Jordan as the cornerstone, archaeological and osteological information will be synthesized in a biocultural reconstruction of ancient life near the Dead Sea. Students will conduct original research, share in an active field trip program, and participate in a lecture program delivered by top scholars in the fields of biological anthropology, classics, and Near Eastern studies. Students will develop a suite of methodological skills in the natural and social sciences, explore artifacts and life ways of the study population, delve into the pertinent literature using several world-class libraries, develop skills for collaborative research, and discover the importance of a holistic approach to a fuller understanding of life in the past.

ANTH 45819. NSF-REU Biocultural Research Program

(12 -12- 0)

This hands-on research course will engage students in an experiential learning environment that immerses them in anthropological method and theory. Using the large Bab edh-Dhra' skeletal collection from Early Bronze Age Jordan as the cornerstone, archaeological and osteological information will be synthesized in a biocultural reconstruction of ancient life near the Dead Sea. Students will conduct original research, share in an active field trip program, and participate in a lecture program delivered by top scholars in the fields of biological anthropology, classics, and Near Eastern studies. Students will develop a suite of methodological skills in the natural and social sciences, explore artifacts and life ways of the study population, delve into the pertinent literature using several world-class libraries, develop skills for collaborative research, and discover the importance of a holistic approach to a fuller understanding of life in the past.

ANTH 45826. Anthropology of Reproduction

(3 -0- 3)

Prerequisite: ANTH 30101 or ANTH 30102 or ANTH 30103 or ANTH 30104

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.

ANTH 45831. Native North American Art

(3 -0- 3)

Prerequisite: ANTH 10109 or ANTH 10195 or ANTH 13181 or ANTH 30101 or ANTH 30102 or ANTH 30103 or ANTH 30104

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 A.D. 1600 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 hundred and fifty years. The students' final projects will include a visual presentation of a particular change in material, context, or technique which 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 sometime at the end of the semester.

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

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 "outlaws." 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 45836. Writing Ethnography

(3 -0- 3)

Prerequisite: ANTH 30103

This seminar will explore the craft of writing an ethnographic text. Considerations include how authority is established, how a sense of place is achieved, how theory and data are integrated, traditional and experimental relationships between "subject" and "object" in the anthropological enterprise, and the ethics and methods of representation. Student writing and critique will form a large part of the course work, and we will critically examine classic ethnographies to analyze style and the tactics of persuasion. The seminar fulfills the method requirement for the anthropology major.

ANTH 45838. Ethnography of Notre Dame

(3 -0- 3) Nordstrom

The ultimate goal of this course is for students, together, to produce a book on the culture and student life of Notre Dame. In doing this project, students will learn all the core skills of a practicing anthropologist: ethnography/research, analysis, exploration of theory, professional writing, and the production of a polished

work of anthropology worthy of being in a library. This work will be done as a group—while each student will be responsible for developing a particular topic for the book, the class as a whole will decide how the book should be developed and produced.

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 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 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. 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 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 that 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)

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 45870. Terrorism

(3 -0- 3)

Prerequisite: ANTH 30103

Looking at terrorism through the anthropological lens means studying violent actors close up and face-to-face. It also means exploring the culture of counter-terrorism, with its own discourse, belief system, and rituals. 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.

ANTH 45871. Identity, Pluralism, and Democracy

(3 -0- 3)

This course explores anthropological approaches to processes of identification and of pluralism. Accounting for lived experiences, current issues, and debates in different parts of the world we will understand how pluralism as a political and cultural system might challenge the idea and practice of a national core occupied by people affirming the same faith, using the same language, displaying the same skin color, and conforming to the same marriage practices.

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 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 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, political science, as well as documentaries and films.

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—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 sociocultural anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 46400. Directed Readings—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—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—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 Socio-cultural Anthropology

(V -0- V)

Intensive independent research on a special problem area in socio-cultural anthropology, about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTH 48310. Directed Research—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—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 48510. Directed Research in Archaeology and Physics

(V -V- V)

Intensive independent research on a special problem area in archaeology and physics 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.

Art, Art History, and Design

ARHI 13182. Fine Arts University Seminar

(3 -0- 3) Rhodes

University seminars will address a variety of topics in the history of art depending on the interests of the professor. These courses require several short papers as well as a final written exercise appropriate to the material.

ARHI 20100. Introduction to Ancient Greece, Rome, Egypt

(3 -0- 3) 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 B.C.E. 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 20200. Introduction to Medieval Art

(3 -0- 3) Joyner

The ten centuries designated as the Middle Ages span regions of land that are as diverse as the many cultures that existed during this millennium. From Late Antique Rome to Anglo-Norman England, and from Mozarabic Spain to the Kingdom of Bohemia, these thriving and evolving cultures bestowed upon western culture a tremendous visual legacy. This class will introduce students to the exciting wealth of monuments, objects, and images that survive from the Middle Ages, as well as to current scholarly debates on this material.

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)

In classical times text and image were applied to papyri 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.

ARHI 20300. Introduction to Renaissance Art

(3 -0- 3)

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

ARHI 20362. European Art and Architecture of the Seventeenth and Eighteenth Centuries

(1 -0- 3) Coleman

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 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 20530. Art, Vision, and Difference

(3 -0- 3) Speaks

Art and visual culture have shaped our conceptions of ourselves and others. In this course, we will explore the role played by art objects like painting, sculpture, photography, craft, film and video in informing our (often implicit) assumptions regarding such concepts as femininity and masculinity. We will ask how art contributes to, reflects, or affirms specific gendered stereotypes of places, roles, and values. Some topics we will discuss include the body and standards of beauty; the role of the sex of the artistic maker; the hierarchy of the arts; art's relationship to domesticity and public spaces; and the potential for art to challenge assumptions and accepted norms. This course will not be a survey, but will instead be based on close examination of specific works and writings that have been especially significant in defining aesthetic concerns relating to such ideas and values. No prior art history knowledge is required; assignments will include a midterm, a non-cumulative exam, and a short writing assignment.

ARHI 23560. History of Printmaking in the West, 1500–1900

(3 -0- 1) Snay

This course will offer students an introduction to printmaking in the West using works from the Snite Museum of Art's collections. Beginning with a woodcut by Urs Graf of circa 1520 to a color lithograph by Edouard Vuillard of 1899, students will explore the development of media and techniques and the role of printmaking in the production of art and the transmission of ideas throughout history. In addition to basic conventions involved in printmaking, such as the concept of multiple originals and the difference between reproductive and original prints,

students will become acquainted with the social and political issues that emanate from printmaking, such as distribution, copyright, licensing, and censorship. Students will be able to hone their connoisseurship skills by studying first hand and unmediated original prints by a range of artists, including Lucas van Leyden, Callot, Rembrandt, Piranesi, Goya, and Whistler, among others. An epilogue will suggest themes in modern and contemporary printmaking for students' subsequent and independent study.

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 B.C.E. 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 30110. Introduction to Classical Archaeology

(3 -0- 3)

The course examines the archaeology of the ancient Mediterranean, primarily of Ancient Greece and Rome, from prehistoric times to Late Antiquity. Students will learn how archaeologists interpret material remains and reconstruct past events. Discussions of stratigraphy, chronology, and material evidence will introduce students to the fundamental principles of archaeology. Archaeological methods and theory will be studied in relation to field excavation and intensive surface survey. Students will assess the architecture of important sites, such as Troy, Mycenae, Athens, Pompeii, and Rome, and will learn how to analyze material artifacts from the Greco-Roman world, including ceramics, coins, glass, inscriptions, paintings, sculpture, and metalwork. The course aims to teach students how to evaluate the material culture of the ancient world on the basis of archaeological research and historical and social context.

ARHI 30120. 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 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 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 B.C. through the early fourth century of the modern era.

ARHI 30131. Archaeology of Pompeii and Herculaneum: Daily Life in the Ancient Roman World

(3 -0- 3) Hernandez

The eruption of Mount Vesuvius in A.D. 79 buried two thriving Roman cities, Pompeii and Herculaneum, in a prison of volcanic stone. The rediscovery of the cities in modern times has revealed graphic scenes of the final days and an unparalleled glimpse of life in the ancient Roman world. The course examines the history

of excavations and the material record. Topics to be discussed include public life (forum, temples, baths, inns, taverns), domestic life (homes, villas), entertainment (amphitheater), art (wall paintings, mosaics, sculpture), writings (ancient literary sources, epigraphy, graffiti), the afterlife (tombs), urban design, civil engineering, the economy, and themes related to Roman society (family, slavery, religion, government, traditions, diet).

ARHI 30210. 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.

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 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.

ARHI 30220. Kingdom, Empire and Devotion: Art in Anglo-Saxon and Ottonian Europe

(3 -0- 3)

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 30250. Gothic Art and Architecture

(3 -0- 3) Joyner

The first monument definitively labeled as "Gothic" is the Abbey church at St. Denis, yet no correlating monument or object exists to mark the finale of Gothic art. The term "Gothic" carries a wide range of connotations and it is applied to European art and architecture from the mid-12th century to roughly the 15th century. In examining the architecture, sculpture, manuscripts, metalwork, wall-paintings and textiles from these centuries, this class will compare the implications historically ascribed to "Gothic" with the ideas promoted by the cultures and individuals actually creating these objects. Although the focus of this course will be France, comparative material from Germany, England, Austria, and Italy will be included.

ARHI 30310. Survey of Italian Renaissance Art

(3 -0- 3) Rosenberg

This course will examine the painting, sculpture and architecture produced in Italy from the very end of the twelfth through the beginning of sixteenth 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 30311. 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.

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)

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 State 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 Zurbaran and Diego Velazquez. The final section of the course will consider painting in the Low Countries looking at the art of Rubens, Rembrandt, Vermeer, and others. Among the issues that will be addressed are art and spirituality, shifting modes of patronage, art and politics, and definitions of gender.

ARHI 30350. Survey of Italian Baroque Art: From Caravaggio to 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 the 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 30416. American Art

(3 -0- 3) Pyne

This course examines American painting, architecture, and sculpture from Puritan culture to 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 30417. English Art and Society

(3 -0- 3)

This course focuses on the dynamic between art and society in the period in which the Industrial Revolution shaped the face of modern Britain. We will examine paintings and architectural monuments that register the devastating human consequences of modernization during this one hundred-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; and 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)

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 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. The major themes of the course address the

relationships between tradition and innovation, and between gender, sexuality, and representation, as well as the meanings of the terms “modern,” “avant-garde,” and “modernism.”

ARHI 30480. Topics in Contemporary Art: Art Now

(3 -0- 3)

This course will examine contemporary artistic developments in order to begin to address the multi-faceted, 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 30481. Art After Video

(3 -0- 3)

The introduction of video as an artistic medium in the late 1960s revolutionized the ways in which artists could address their audience. It also brought a newly literal dimension to artists' relationship with their own projected images. Much of the early literature in artists' video references its self-reflexive element: the “feedback loop” that was initially intrinsic to the medium itself. This course examines video art as it expands from these beginnings. The objects of its inquiry are not strictly bounded by definitions of medium; rather, this course will consider video in addition to other durational media, such as TV and film, which were influenced by artists' video practices. Artists working in video posed a series of thought-provoking questions in the medium's first decades: what is the relationship between performance and document? How is the mediated nature of video inflected by the art market's emphasis on luxury commodities? How do the qualities of a medium affect its content in a postmodernist period? This course will address such questions by drawing upon aesthetic theories of temporality, site-specificity, identity, performance, and institutional critique—as well as by screening numerous artists' videos dating from 1967 until recent times. It has a substantial reading and writing component.

ARHI 30530. Art, Feminism and Gender since 1960

(3 -0- 3)

This course considers issues in contemporary art since the feminist movement took hold in the 1960s and 1970s. In looking at artworks and ideas that precipitated the rise and followed in the wake of feminist art, we will consider such questions as whether or not there is such a thing as “women's art;” what has constituted an art of resistance; and how art has aided in the renegotiation of questions regarding gender and identity. We will examine theoretical issues concerning the roles that media and spaces have played in the constitution and reconstitution of these concepts, as well as the roles of cultural institutions, film, and advertising. Case studies will focus on women artists, including Martha Rosler, Cindy Sherman, Adrian Piper, Mona Hatoum, Rachel Whiteread, Zoe Leonard, and Doris Salcedo.

ARHI 30550. History of Photography

(3 -0- 3) Gopinath

Open to all students. This course deals with the development and use of photography as an artistic medium from the 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 as Photography

(3 -0- 3) Thomas

Photographs are so much a part of our lives that we often fail to wonder at them or think about how we use them. This course explores photography's alliance (and tension) with histories both personal and political. We begin by considering photography as a private medium, a treasury of personal memories and a mode of self-exploration. We look at family photographs and albums, trying to understand what we are doing when we collect these. As we will find, reading works such as Roland Barthes's *Camera Lucida*, the photography's value for us personally rests on ontological questions as to the nature of the medium and on its relationship

with language and larger social forces. With this realization in mind, we then turn to reading about photography as a public medium, the political histories it tells and the historical interventions it tries to make. This second half of the course explores photography's relationship with the state. The central, guiding question is how photography is used to substantiate and create histories of individuals and of nations. Readings and images will circle the globe from France, Germany and America to India and Japan.

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. Regular visits to view original images from each period will take advantage of the Snite Museum's extensive holdings of photographs from the various periods studied.

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 30731. Introduction to Japanese Civilization and Culture

(3 -0- 3) Brownstein

This course provides an overview of the historical development of Japanese civilization and culture from the prehistoric era up through the 19th century. Students will acquire a basic knowledge of Japanese geography, historical periods, changing class structure and political organization. The main emphasis, however, is on the development of the fine arts, such as painting, architecture, gardens, and sculpture. The course also introduces students to the important and continuous influence of Chinese art, literature, Buddhism and Confucianism. Through readings of selected literary works (prose fiction, poetry, essays on aesthetics), students will learn how shared aesthetic values changed over time in relation to their social and political context.

ARHI 40120. 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 the 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 8th to the 2nd centuries B.C., from the late Geometric through the Archaic, Classical, and Hellenistic periods. Among themes to be examined are the relationship between landscape and religious architecture, the humanization of temple divinities, the architectural expression of religious tradition and 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 40150. The Topography of Ancient Rome

(0 -6- 3)

The course examines in detail the buildings and monuments of ancient Rome from the Archaic Period to the beginning of Late Antiquity (8th century B.C. to 4th century A.D.). The primary aim of the course is to consider the problems related to the identification, reconstruction, chronology, and scholarly interpretation(s) of Rome's ancient structures. Students will investigate the history of excavations in Rome, analyze ancient literary sources, evaluate ancient art and architecture, and examine epigraphic, numismatic, and other material evidence related to Rome's ancient physical makeup. This close examination of the city of ancient Rome in its historical context also explores how urban organization, civic infrastructure, public monuments, and domestic buildings reflect the social, political, and religious outlook of Roman society.

ARHI 40255. The World at 1200

(3 -0- 3)

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 40320. Northern Renaissance Art

(3 -0- 3) Rosenberg

This course traces the development of painting in Northern Europe (France, Germany, and Flanders) from approximately 1300 to 1500. Special attention is given to the art of Jan Van Eyck, Rogier van der Weyden, 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.

ARHI 40360. Age of Rembrandt: North Baroque

(3 -0- 3) Rosenberg

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 40416. American Art

(3 -0- 3)

This course examines American painting, architecture, and sculpture from Puritan culture to 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 40418. American West

(0 -6- 3)

The American West is a region characterized at once by its physical setting, the historical processes that have occurred there, and the set of meanings American culture has ascribed to the region. It is home to a highly diverse set of peoples that have been interacting with one another for centuries. It is described by physical and political boundaries (the Mississippi River, the Pacific Ocean, and borders with Canada and Mexico), economic development (extractive industry, and tourism), and by imaginative constructs (the "frontier," the "Wild West," and the mythic characters inhabiting such places). This semester we will use a variety of approaches to explore the American West from the mid-19th century through the late 20th century. We will focus on two specific themes: 1) the political, economic, social, and environmental relationships that have shaped the region; and 2) the cultural meanings and mythic representations people have attached to it. The Mythic West, far from separate and distinct, has always been intimately connected to "real" western people, places, resources, and politics. We will study how the American West and its images have developed together, often in tension with one another, and how they have created the West that we know today.

ARHI 40470. Architecture of the Twentieth Century

(3 -0- 3) Doordan

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

ARHI 40550. Seeing for Historians: Photography as Evidence and Interpretation

(3 -0- 3)

History, proverbially, is about story telling. Historians have concerned themselves primarily with language, narrative, evidence, and argument. In other words,

historical practice is rooted in words not images, sound not sight. The advent of photography in the middle of the nineteenth century should have changed all that, at least according to some theorists, providing new sources of evidence, new means of interpretation, and most importantly a new relationship between past and present. However, the general consensus is that historians have failed to avail themselves of this new resource. This course explores how historians might learn to see better, what the pitfalls are as we approach still photographs, and how technical images change our relationship with the past. By engaging various theoretical works and witnessing these theories in action in various ways, the class will explore the nature of historical evidence and whether still images tell stories. During the first weeks of the class, we'll read debates over the nature of sight and the kind of evidence provided by photographic images; during the following weeks, we'll contemplate photography as a social and discursive practice; finally, we'll deal with it from psychological, anthropological, and quotidian perspectives.

ARHI 40850. 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 A.D. 1600 and thereafter modified form, technique, and context of Native North American art. However, traditional form, techniques, and context continued through the centuries since 1600.

ARHI 43105. Seminar: Topics in Ancient Art

(3 -0- 3)

Topics course on special areas of Greek and/or Roman art.

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 43301. Seminar: Caravaggio

(3 -0- 3) Coleman

This seminar is devoted to the art of Michelangelo Merisi da Caravaggio (1571–1610) and his early seventeenth-century followers. We will trace Caravaggio's development from his beginnings in Lombardy to his last years in Naples. Special attention will also be given to the contemporary Roman artistic milieu (notably the Carracci and their followers), as well as the religious, social, and political climate. In addition to a study of contemporary patronage, attention will also be given to Caravaggio's biography and the myth of the artist: as the quintessential gay artist, his antisocial behavior (including murder), apparent paranoia, and "mysterious death," all of which has given rise to a mythology that has lasted to our own day. Caravaggio was such a revolutionary that one scholar asserted, that "if one were to try to reduce Caravaggio's contribution to the history of art to a single sentence, it might be said that he was the only Italian painter of his time to rely more on his own feelings than on artistic tradition, while somehow managing to remain within the great mainstream of the Renaissance. From this point of view he is an important precursor to Rembrandt and even of modern art."

ARHI 43305. Seminar: Topics in Renaissance Art

(3 -0- 3)

Topics course on special areas of Renaissance art.

ARHI 43312. Seminar: Venetian and Northern Italian Art

(3 -0- 3)

Seminar on specific subjects in Venetian and Northern Italian Renaissance Art.

ARHI 43340. Seminar: Topics in Baroque Art

(3 -0- 3)

Topics course on special areas of Baroque art.

ARHI 43341. Seminar in Italian Drawings

(3 -0- 3)

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 as 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 43404. Seminar: Narratives of Modern Art

(3 -0- 3)

Permission required. Seminar on specific subjects in 19th-century and 20th-century art.

ARHI 43405. Seminar: Topics in Modern Art

(3 -0- 3) Gopinath

This is a topics course on special areas of modern art. The specific areas of study vary from section to section and from semester to semester.

ARHI 43416. Seminar: Topics in American Art

(3 -0- 3)

Topic courses on special areas of American art.

ARHI 43420. Memorial Mania: History, Memory, and Contemporary American Culture

(3 -0- 3)

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 in fact who and what 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.

ARHI 43470. Frank Lloyd Wright Seminar

(3 -0- 3) Doordan

A seminar devoted to the life and work of Frank Lloyd Wright. His career as an American architect will be examined within the larger frame of the story of architecture in the modern era both in the U.S. and abroad.

ARHI 43480. Seminar: Topics in Contemporary Art

(3 -0- 3)

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 by 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 43840. Aesthetics of Latino Culture

(3 -0- 3) Cardenas

This course analyzes the philosophy and principles underlying the social and political aspects of Latino art. We will approach this analysis by examining a range of topics, including Chicano and Puerto Rican poster art, mural art, Latina aesthetics, and border art.

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 46172. Directed Readings—Ancient

(3 -0- 3)

Specialized reading related to the study of ancient art history under the direction of an individual faculty member.

ARHI 46272. Directed Readings—Medieval

(3 -0- 3)

Specialized reading related to the study of Medieval art history under the direction of an individual faculty member.

ARHI 46372. Directed Readings—Renaissance/Baroque

(3 -0- 3)

Specialized reading related to the study of Renaissance/Baroque art history under the direction of an individual faculty member.

ARHI 46472. Directed Readings—Modern

(3 -0- 3)

Specialized reading related to the study of modern art history under the direction of an individual faculty member.

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 47474. Special Studies—Modern

(V -V- V)

Independent study in modern 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.

ARHI 60481. Art After Video

(3 -0- 3)

The introduction of video as an artistic medium in the late 1960s revolutionized the ways in which artists could address their audience. It also brought a newly literal dimension to artists' relationship with their own projected images. Much of the early literature in artists' video references its self-reflexive element: the "feedback loop" that was initially intrinsic to the medium itself. This course examines video art as it expands from these beginnings. The objects of its inquiry are not strictly bounded by definitions of medium; rather, this course will consider video in addition to other durational media, such as TV and film, which were influenced by artists' video practices. Artists working in video posed a series of thought-provoking questions in the medium's first decades: what is the

relationship between performance and document? How is the mediated nature of video inflected by the art market's emphasis on luxury commodities? How do the qualities of a medium affect its content in a postmodernist period? This course will address such questions by drawing upon aesthetic theories of temporality, site-specificity, identity, performance, and institutional critique—as well as by screening numerous artists' videos dating from 1967 until recent times. It has a substantial reading and writing component.

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. Materials 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. Materials fee.

ARST 21101. Ceramics I

(0 -6- 3)

This course examines basic techniques of wheel-thrown and hand-built clay structures for sculpture and pottery.

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. Materials fee.

ARST 21401. Photography I

(0 -6- 3)

BA Core Option/BFA Core. Open to all junior, sophomore and freshmen only. Materials fee. This course is an introduction to the theory and practice of still photography. It is designed for all students interested in developing their photographic skills and also serves as the entry-level sequence for the photo major in studio art. The course is based on the use of digital cameras. Adobe Lightroom software and professional quality inkjet printing. Creative assignments introduce students to various thematic approaches including documentary work and portraits. Presentations cover both historical and contemporary approaches to the medium. A digital SLR camera with manual controls is highly recommended; or students may check out departmental cameras to complete assignments. A portable hard drive compatible with the Apple OS platform is required for storing personal files. Offered every semester. Lab fee.

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. Materials 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. Materials fee.

ARST 21504. Alternative Relief Printmaking

(0 -6- 3)

This course investigates various relief methods of printmaking, including linocut, woodcut, and collograph. Emphasis is on experimentation and combining media. Materials 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 21506. Relief Printing: Studio Class

(0 -6- 3)

Students will learn the technical skills associated with relief printmaking processes such as linocut, woodcut, and wood engraving. There will be a historical component where students will learn the essential history of early relief printmaking thru to contemporary uses of the process. Students will also take part in critical analysis of artwork produced for this class.

ARST 21508. Experimental Printmaking

(0 -6- 3)

This course examines the many ways to make prints including not 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 layering media to collage and beyond. It is a course that encourages creativity and teaches students to make unique images on paper. Materials fee.

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. Materials fee.

ARST 21520. Photo Printmaking

(0 -6- 3)

Students will learn a variety of photo based printmaking processes, including, but not limited to: photolithography, photo-etching, sunography, digital printing. The projects are designed to expose students to the many photo processes available in the printmaking arena while also developing their own concepts. Students will view a variety of prints produced using photo techniques made by professional artists as well as historical prints. Materials 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. Materials 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. Materials 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. Materials 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. Materials fee.

ARST 21610. Material and Form: 3-D Studio Practice

(0 -6- 3)

The course will concentrate on the study of materials, processes and the creation of 3-D forms. It will approach the mastery of studio practice through assignments in wood, plaster and construction materials in general. Students will be expected to conduct research on the practical and evocative qualities of these materials and their potential for inspiring and accomplishing meaningful forms. Materials fee.

ARST 31102. Ceramics II

(0 -6- 3)

Prerequisite: ARST 21101

This course explores advanced processes in clay for pottery and sculpture as well as techniques of glazing. Materials 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. Materials fee.

ARST 31315. Scene Design

(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 to 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 35 mm camera or digital SLR with manual focus and exposure controls is required. Offered periodically.

ARST 31403. Moving Pictures

(0 -6- 3)

Prerequisite: ARST 21401

Video has become an essential tool of the contemporary image-maker. This is an introductory course in creating time-based imagery with projects using digital still cameras and video cameras and video editing software. Students will work with their own a combination of photographs, video footage and recorded sound to create works that blur explore the boundaries of photography and video these media. Assignments will explore address a variety of visual possibilities technical approaches and media styles including montage, non-traditional narratives, sound-works and conceptual constructions installation works. Students will be responsible for producing several assigned projects using Final Cut Express including an independently designed final project. Final projects will be screened publicly at the end of the semester. This course is useful for anyone interested in creating time-based media for personal artwork, website content, journalistic or advertising work, or to expand career options. Offered every year. Materials fee.

ARST 31404. Big Cameras Shiny Pictures

(0 -6- 3)

Prerequisite: ARST 21401

This course will be an introduction to the use of large format cameras and the daguerreotype process. Students will engage in a thorough exploration of large-format camera techniques that includes film exposure/development through the use of basic zone system principles and the advantages of large film. Students will have the opportunity to make daguerreotypes through the contact printing process in the darkroom and shooting live plates in camera. Discussions and readings will include history, culture, and technological in contemporary time. Demonstrations will be given to fine tune large format inkjet printing, incorporate digital technology and maximize the use of the darkroom. This course emphasizes independent and original work through portfolio development. Cameras will be available for check out.

ARST 31405. Photography II: Digital Workshop

(0 -6- 3)

Prerequisite: ARST 21401

This is a level II course in the photography sequence and builds upon the experiences gained in Photography I. Digital constructions, Photoshop software techniques, studio lighting and time-based projects are explored. Presentations, assignments and critiques promote visual and technical skill building, helping students continue defining their creative interest and technical expertise. A digital SLR with manual focus and exposure controls is required; or, students may check out departmental cameras to complete assignments. A portable hard drive compatible with the Apple OS platform is required for storing personal files. Course is taught on the Apple OS platform. Materials fee.

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;

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. Materials fee.

ARST 31510. Latino Printmaking and its Roots from the 14th to the 21st Century: History, Critique, and Practice

(3 -0- 3)

This course combines classroom study with studio practice. The course provides a historical overview of early European, Latin American, and American Latino printmaking. We will consider how artists represent gender, immigration, politics, history, border issues, labor, religion and other themes in printed form. Our study of prints will include visits to the Snite museum collection as well as off-site visits to local collections of European, Latino and Latin American prints. As a studio course, the class introduces students to the fundamentals of printmaking; processes may include lithography, etching, relief and silkscreen. The class project will be a collaborative print inspired by the visit of an artist.

ARST 31606. Sculpture II

(0 -6- 3)

Prerequisite: ARST 11601 or ARST 21602 or ARST 21603 or ARST 21604

This course is designed for independent research. Sculptural projects will be self-directed with group critiques.

ARST 31650. Emerging Formats for Digital Art

(0 -6- 3)

Computer programming has been used in Fine Art since the middle of the twentieth century, and contemporary technology has fostered rapid growth in this field. Fine Art Computing will introduce students to the skill sets and historical background that will enable them to use computer coding within their studio art or design practice. While learning the programming language Processing, students will be introduced to contemporary trends in computer-based art and concerns that arise with the advent of information technology. Students will use programming to assist in the production of images, animations, and sculpture that explore the expressive potential of computer-based media. This course will utilize the Digital Print Studio, the Digital Visualization Theatre and the Sculpture Studio in order to present works outside of the computer lab, and may employ rapid prototyping technologies for the "printing" of sculpture. In addition students will gain the skill sets necessary to produce work in a range of formats including internet-based interactive art, animation, installation, and CNC modeling. Required Text: Shiffman, Daniel. 2008. *Learning Processing: a beginners' guide to programming images, animation, and interaction*. Massachusetts: Morgan Kaufmann

ARST 41101. Ceramics I

(0 -6- 3)

This course examines basic techniques of wheel-thrown and hand-built clay structures for sculpture and pottery.

ARST 41203. Figure Drawing, Multilevel

(0 -6- 3)

Prerequisite: ARST 11201

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. Materials fee.

ARST 41307. Painting, Multilevel

(0 -6- 3)

Prerequisite: ARST 11301 or ARST 21301 or ARST 31302

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. Materials fee.

ARST 41401. Photography I

(0 -6- 3)

This course is an introduction to the theory and practice of still photography. It is designed for all students interested in developing their photographic skills and also serves as the entry-level sequence for the photo major in studio art. The course is based on the use of digital cameras. Adobe Lightroom software and professional quality inkjet printing. Creative assignments introduce students to various thematic approaches including documentary work and portraits. Presentations cover both historical and contemporary approaches to the medium. A digital SLR camera with manual controls is highly recommended; or students may check out departmental cameras to complete assignments. A portable hard drive compatible with the Apple OS platform is required for storing personal files. Materials fee.

ARST 41402. Alternative Processes

(0 -6- 3)

Prerequisite: ARST 21401

Students will be introduced to a variety of photographic manipulations including traditional black and white printing. Projects will be hands on and include building pinhole cameras, work with film cameras, non-silver processes and digital possibilities. Students will get a sense of historical processes and their contemporary rebirth. Projects encourage students to continue defining their own areas of interest and to locate their own concerns within the broad range of photographic practices. Film and digital cameras are available for check out. Lab fee.

ARST 41403. Advanced Digital Photography

(0 -6- 3)

Prerequisite: ARST 31403 or ARST 31405 or ARST 41402 or ARST 41407 or ARST 41408

This course uses Adobe Photoshop for creative image making with an emphasis on the constructed image. Students expand on the practices and procedures of digital imaging learned in previous courses. Assignments and exercises are designed to promote play. The final portfolio of digital images will be uploaded to the web to produce a full color book. Offered fall or spring semester.

ARST 41407. Studio Lighting for Photography

(0 -6- 3)

Prerequisite: ARST 21401

Introduction to the digital tools and creative methods for producing photographs with commercial studio lighting. Assignments promote both visual and technical skill building. Demonstrations include artificial lighting techniques, studio flash, digital capture and commercial workflow. The course serves as an introduction to professional studio photography and the development of a creative portfolio. This course is useful for those seeking media-based careers in advertising, photography, editorial work or to expand one's professional options.. Offered fall or spring semester.

ARST 41408. The Photographic Portrait

(0 -6- 3)

Prerequisite: ARST 31405

The human portrait has been one of the most significant and sustaining subjects within the history of all images. This course examines the various styles and thematic approaches to the photographic portrait from historical forms to contemporary and conceptual artworks. Students will produce portraits in the lighting studio and on location. Commercial lighting techniques will be covered. Offered fall or spring semester. Materials fee.

ARST 41417. Advanced Technical Production

(3 -0- 3)

Prerequisite: FTT 40410 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 41504. Alternative Relief Printmaking

(0 -6- 3)

This course investigates various relief methods of printmaking, including linocut, woodcut, and collograph. Emphasis is on experimentation and combining media. Materials fee.

ARST 41506. Advanced Printmaking and Books

(0 -6- 3)

Prerequisite: ARST 21501 or ARST 21503 or ARST 21505 or ARST 21507 or ARST 21509

This course offers advanced experience in making artist's books, lithography, photolithography, etching, silkscreen, and relief. Emphasis is on developing personal work and imagery. Materials fee.

ARST 41608. Sculpture Studio

(0 -6- 3)

Prerequisite: ARST 11601

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 41610. Installation Art: Space and Environment

(0 -6- 3)

The course will concentrate on the study of space and on the creation of environments in contemporary art. Throughout the semester the course will combine seminars and individual research, as well as the production and presentation of original artwork by students. In order to create a practical and theoretical understanding of what "installation art" is, the course will explore and analyze early 20th-century concepts embodied in the works of Duchamp, Malevich and Schwitters, as well as current ideas and practices, such as site-specific and site-responsive work; environments (Kaprow); relational aesthetics (Bourriaud); architectural interventions; and interactive media. Students will provide their own materials.

ARST 43406. Contemporary Issues in Lens Culture

(0 -6- 3)

Prerequisite: ARST 31403 or ARST 31405 or ARST 41402 or ARST 41407 or ARST 41408

A combined image-making/ lecture course for students who have completed two or more photography courses. Presentations, readings and discussions focus on contemporary artistic practice intersecting lens-based imagemaking. Students develop one or more creative projects during the semester. Course may include visiting artists, gallery visits and student presentations. Offered periodically. Materials fee.

ARST 43702. BFA Seminar

(2 -0- 2) Lahr

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 45310. Art Studio Internship

(V -V- V)

Permission required. This course provides an opportunity for the art studio major to earn credit for an approved studio art experience.

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/drawing under the direction of an individual faculty member.

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 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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.

DESN 11100. 2-D Foundations

(0 -6- 3)

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. Materials fee.

DESN 21101. Graphic Design 1: Introduction to Visual Communication

(0 -6- 3)

Prerequisite: DESN 11100

Corequisite: DESN 21102

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 21102. Adobe Creative Suite Tutorial: Introduction to Technology for Design

(2 -0- 1)

Corequisite: DESN 21101

This one-credit course will focus on Adobe Creative Suite 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, and font access and usage.

DESN 21110. Adobe Photoshop Fundamentals

(2 -0- 1)

Students who successfully complete the course will have a working knowledge of all the basic features of Adobe Photoshop. In addition, they will have mastery of the process of isolating part of an image through selections. Upon completion, the students will be prepared to use Photoshop in a photographic or design workflow.

DESN 21120. Web Design1: Introduction to Web-based Interactivity

(6 -0- 3)

Prerequisite: DESN 21101

Exploration of on-line interactive communications for web enabled platforms including desktop and mobile devices. Application of user-centered design

principles to hierarchical and navigational structures, interface, web typography, imagery, sound, and motion through a series of exercises and projects. Survey of technological aspects to web site design, development and production.

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 (may be taken concurrently) 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. Materials fee.

DESN 30104. Building the Modern Web

(3 -0- 3)

This course 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 Adobe 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 web site. 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) Casault

JavaScript is a popular scripting language used to add dynamic elements that breathe life into boring static Web pages. JavaScript is designed to work in standard Web browsers and is tightly integrated with HTML. It is difficult to find any popular commercial Web sites that do not use JavaScript to create an interactive user experience. Students in this class learn how to apply JavaScript to their own Web projects.

DESN 31100. Graphic Design 2: Typography

(6 -0- 3)

Prerequisite: DESN 21101

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. Materials fee.

DESN 31120. Interaction Design: Device Interface Design

(0 -6- 3)

Prerequisite: DESN 21101 or DESN 21201

Evaluation, design and simulation of user interaction with a computer or product interface. Development of interfaces through wireframes, sketches, renderings, illustrations, modeling and animatic sequences. Exploration of user testing and research methods for generative, participatory and evaluative stages of design.

DESN 31121. Web Design 2: Professional Practice

(0 -6- 3)

Prerequisite: DESN 21101

This course covers both the technical and graphic design considerations unique to the Internet for web page design. Topics include the basics of HTML and JavaScript code, the design of CSS style-sheets, and the use Adobe Dreamweaver and other graphics software.

DESN 31130. Motion Design 1: Introduction to Motion Media

(0 -6- 3)

Prerequisite: DESN 21101

This 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 Adobe After Effects software and also cover basic DVD and QuickTime movie development. Skill with various graphics software is useful, with expertise in Adobe Photoshop being very important.

DESN 31131. Motion Design 2: Kinetic Messages

(0 -6- 3)

Prerequisite: DESN 21101 or DESN 21201

Exploration of narrative, visual and aural principles to best convey a time-based message through a series of project assignments. Effective use of motion graphics through sketching, storyboarding, kinetic type, animation, narration and soundtracks. Media delivery may include digital signage, web, broadcast and other public venues such as a planetarium. Survey of the technological aspects to motion media including principles of digital animation, video output devices, and planning for application in a space.

DESN 31150. Book Design and Illustration

(0 -6- 3)

Prerequisite: DESN 41102

In this course, students will design and produce illustrated books. While the teachings of story-telling (creating a narrative), illustrating (identifying a unique aesthetic) and designing (the creation, including typography, image use, and materials choice) will be fundamentally consistent, the outcomes of this project will vary widely from student to student. Final projects could include children's books, graphic novels, and biographies. Theoretical and practical topics that will be covered include creating a compelling character; the ethics in character development; identifying a publisher; and securing an agent (pros and cons). Assignments will include a variety of exercises leading to portfolio pieces as well as a final book project.

DESN 31203. Product Design Research Project

(0 -6- 3)

Prerequisite: DESN 21201 and DESN 31205 (may be taken concurrently)

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. Product Design Research Project

(0 -6- 3)

Prerequisite: DESN 21200 and DESN 21201 and DESN 31205 (may be taken concurrently)

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 31205. Digital 3-D

(0 -6- 3)

Prerequisite: DESN 21201

This is an introductory course to Rhinoceros software. The focus of this class is to learn how to use the software to generate 3-D 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.

DESN 31206. Advanced Form and Model Making

(0 -6- 3)

Prerequisite: DESN 21201

This three-credit studio course will expand and refine student experience in hands-on model building techniques that begin with sketches and control drawings. Primary activities will focus on rapid soft-model construction techniques and conclude with refined show-model construction, surface development, applications of final finish, and display. The course is aimed at serving the model-making needs of product designers and industrial design BFAs. Advanced junior and senior industrial design students will find this course useful in building and refining portfolio content. Finished model photo documentation and gallery display methods will be introduced, serving the installation needs of design BFA seniors and students engaged in presentation to industry sponsors.

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 non-traditional applications of design principles. Full-scale furniture is produced for each project. Materials fee.

DESN 31209. Digital Sketch to Solids

(0 -6- 3)

Prerequisite: DESN 21200 and DESN 31205

This course is an introduction to various digital design techniques and workflows used by industrial designers. Students will explore design processes integrating digital tablet sketching and computer-aided design (CAD) in order to develop and effectively communicate design concepts. The course is aimed at students seeking to expand their 3-D visualization skills into a digital medium. Software introduced will include Autodesk Sketchbook Pro and SolidWorks 3-D. Materials 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 CS 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, and font access and usage.

DESN 35320. Anthropology of Everyday Life

(3 -0- 3)

Have you ever pondered how people live(d) in a world without television, YouTube, iPhones, Lady GaGa, and cellphones? Why have bellbottoms come and gone twice in the last 50 years? Will we be forced to relive the fashion mistakes of the 1980s? What new stuff will people invent and sell next? In asking and

answering these questions, we must focus on one underlying query: What does our stuff really say about who we are and who we want to be? This course combines lectures, discussions, and interactive small group activities to explore the nature and breadth of peoples' relationships with their things. We will investigate why and how people make and use different types of objects, and how the use of these material goods resonates with peoples' identities in the deep past, recent history, and today. Since everyone in the class will already be an expert user and consumer of things, we will consider how people today use material objects to assert, remake, reclaim, and create identities, and compare today's practices to those of people who lived long ago. Class members will learn about how anthropologists, including ethnographers (studying people today) and archaeologists (studying past peoples) think about and approach the material nature of our social, economic, and political lives. We will discuss why styles and technologies change through time, and why, in the end, there is very little new under the sun in terms of human behaviors and the way people produce and consume goods. The topical breadth of this workshop encompasses most social science disciplines, including history, economics, psychology, and anthropology, and resonates with classics, art history, and gender studies.

DESN 40580. History of Design: Forms Values and Technology

(3 -0- 3)

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.

DESN 40655. Technical Concepts of Visual Effects

(0 -3- 3) Bualuan

Prerequisite: DESN 31205

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 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.

DESN 41100. Graphic Design 3: Affecting Positive Change

(6 -0- 3)

Prerequisite: DESN 31100 or DESN 41102

This advanced course in visual communication illustrates how design can make a demonstrable difference by informing and educating the public. Class projects focus on design's ability to affect positive social change. The class also benefits students who intend to pursue the field of graphic design after graduation, preparing them both creatively and technically for professional practice by focusing on research-based assignments. These projects will allow students to address various issues affecting contemporary society while simultaneously building their portfolio.

DESN 41101. Graphic Design 4: Professional Practice

(6 -0- 3)

Prerequisite: DESN 41100 or DESN 41103

This advanced course in visual communication is for students who intend to pursue the field of graphic design after graduation. The research-based class will help prepare students both technically and creatively for professional practice through client-based projects created in both print and interactive forms.

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 41120. Information Design

(0 -6- 3)

Prerequisite: DESN 21101 or DESN 21201

Visualization and sequencing of complex or abstract subject matter for the purpose of informing, educating or training the end-user. Design process includes the acquisition of information and data to become a subject matter expert on a project topic. Development of topics through the parsing of information, focusing of subject, sketching, illustration and graphical data representation. Delivery of information through an interactive, user-driven experience possibly exploring handheld devices.

DESN 41201. Collaborative Product Development

(0 -3- 3)

This cross-disciplinary course will develop and harness useful innovation through an association of expertise from business/marketing, management entrepreneurship, chemistry, engineering, anthropology, graphic design, and industrial design. Collaborating teams of graduate and undergraduate students will engage several product development cycles, beginning with an identification of need or opportunity and concluding with comprehensive proof of concept, tests of function, specified manufacturing processes, and an appropriately resolved, aesthetically pleasing product or system. All collaborative team members will be engaged throughout the research and developmental process. Each participant will share in rotating leadership responsibilities, providing direction within their specific areas of expertise and in the context of a sequential course outline.

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 class.

DESN 41420. Advanced Technical Production

(0 -3- 3)

Fly like Peter Pan? Blow things up (safely)? Program moving lights? What makes *Les Miserables* go round? This course explores entertainment technology at the edge, from special effects to digital design. Coursework covers pneumatics, robotics, rigging (i.e. flying) and other technologies used to create the special and mundane effects used in theatre, film and television. A grant for a class trip to a national conference, in Charlotte, NC. is pending.

DESN 43200. Designing an Environment for Design

(V -0- V)

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, 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 43523. The Meaning of Things: Consumption in American History

(3 -0- 3)

This course asks how objects as diverse as a ND class ring, a pair of jeans, a Lava Lamp or a rosary acquire meaning and value. This course 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. As part of the process of working with material things, much emphasis will be placed on methods and theories for analyzing objects, in class and in experiential learning beyond the classroom (to include a component on material culture and Catholicism). This will lay the foundation for students to write substantive individual research papers on a "thing" of their choice.

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 graphic design: research or creative projects.

DESN 47173. Special Studies—Graphic Design

(0 -V- V)

Independent study in graphic design: research or creative projects.

DESN 47174. Special Studies—Graphic Design

(V -V- V)

Independent study in graphic design: research or creative projects.

DESN 47271. Special Studies—Product Design

(V -0- V)

Independent study in product design: research or creative projects.

DESN 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 48102. BFA Thesis—Graphic Design

(0 -5- 5)

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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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 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. A written statement defining the project, which is due at the end of the first senior semester, supports the thesis project. 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 20100. The Riddle of Korean Mythology

(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 2000 years ago to 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 20101. Introduction to Chinese Civilization and Culture

(3 -0- 3)

Prerequisite: EALC 10112

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 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.

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; nineteenth- and twentieth-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 20146. Music and Globalization in Asia

(3 -0- 3)

This course explores musical production in India and China, the "new cultural cores" that are gradually replacing the USA 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 like Twelve Girl Band and composers like Tan Dun in films like *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.

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, since 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 open ears and minds to the diverse ontological understandings comprising various worldviews.

ASIA 20206. 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 2000 years ago to 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)

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). 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.

ASIA 20825. World Religions and Catholicism in Dialogue

(3 -0- 3)

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; 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 Classical Japanese Literature

(3 -0- 3)

This course was designed as a survey of Japanese poetry, fiction, and drama from the earliest times through the mid-18th century. All texts are in English; no special knowledge of Japan or Japanese is required. The course is divided into three parts. In Part 1 we will begin with the development of court poetry (*waka*) as found in the *Man-yōshū* (Collection of Ten Thousand Leaves), the *Kokinshū* (the first Imperial Anthology), and the *Tales of Ise*. The centerpiece of this unit, however, is Murasaki Shikibu's epic of courtly love, *The Tale of Genji* (ca. A.D. 1000); we will

read an abridged version of the first 17 chapters. 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 Part 2 we will look at how Japanese literature developed during the medieval period (13th–16th centuries) of the samurai warrior-aristocracy with readings of plays from the No theater, linked verse (*renga*) and philosophical essays such as *An Account of My Hut* and *Essays in Idleness*. Of special interest here is the influence of Zen Buddhism on a wide range of aesthetic practices, including the tea ceremony, landscaping and painting. In Part 3 we will study the "popular" literature of the 17th and 18th centuries, the products of a new merchant-class culture that flourished in Edo (now Tokyo), Kyoto and Osaka. The main topics will be haiku poetry by Matsuo Basho.

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*, John Okada's *No-No Boy*, in addition to other texts.

ASIA 30101. Chinese Ways of Thought

(3 -0- 3)

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 30104. 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, 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.

ASIA 30106. Modern South Asia

(3 -0- 3) Sengupta

Home to over a billion people, just over 23% 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 30109. Chinese Literature and Religion

(3 -0- 3)

This course examines interfaces of religion and literature in the Chinese tradition. Students are introduced to the essential teachings of Daoism, Buddhism, and Confucianism and ways in which such teachings are represented or reflected in literary works, including poetry, prose essays, and fiction.

ASIA 30110. Ancient Japan

(3 -0- 3)

History is not a single “true story,” but many competing narratives, each defined by values, interests, and political commitments. This course on ancient Japanese history provides an overview of three sets of competing narratives: first, the politically charged question of Japan’s origins, when we explore archeological evidence and chronicles of the Sun Goddess; second, the question of whether culture (through continental imports of writing, religious forms, and statecraft) or nature (as disease and environmental degradation) defined the Yamato state from the sixth to the ninth century; and, third, whether Heian court power rested on economic, political, military, judicial, or aesthetic grounds and if its foundations were undermined internally or by the invasion of the Mongols. In examining these competing narratives, we aim to develop the disciplined imagination necessary to enter another culture and another time.

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 the 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 1500 years of Japanese history, tracing the permutations, continuities, and discontinuities of the imperial line.

ASIA 30120. Modern Japan

(3 -0- 3) Thomas

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)

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 30145. Confucian China and its Modern Fate: A Broad Survey of Chinese History

(3 -0- 3)

This course explores Chinese history from the Shang dynasty to today in terms of the development of Confucianism and its repeated reformulations in response to Buddhism, Western Imperialism, Marxism, and the global capitalism of today.

ASIA 30170. South Asia Before Europe

(3 -0- 3)

This course covers the history of the South Asian subcontinent from the beginning of the historical period to about 1700. During this period, the region witnessed the formation of regional states, the rise and fall of strong empires, the evolution of increasingly complex forms of caste and kinship ties, multiple religious traditions including Hinduism, Buddhism and Islam, and the coexistence of different economic organizations ranging from hunting and food-gathering to sophisticated urban communities. Discussion will focus on the transformation of local kinship ties into regional kingdoms and empires, the evolution of religion and the legacy of the expansion of Islam and the consequent rise of Turkish, Afghan and Mughal empires in the area. The main purpose of the course is to introduce students to South Asian civilization in a global context, with special emphasis on the wider linkages of transnational and world history. Finally, there will be a discussion

of how interpretations of the South Asian past resonate in the region's modern politics. Besides learning about India this course will provide transferable skills about analyzing primary resources, seminar presentation and effective ways of using Internet resources.

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 powers outside Asia, 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 % on research paper; 25% 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 U.S., 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 30403. Chinese Civilization and Culture

(3 -0- 3)

This course surveys Chinese culture and civilization from the beginnings to the present time. Readings include traditional 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 form comparative and reflective perspectives.

ASIA 30405. Introduction to Korean History and Culture

(3 -0- 3)

This introductory course is designed for students without extensive prior knowledge of Korea or Korean culture. Starting from its unique historical background, various aspects of Korea such as religion, thoughts, literature, politics, arts, life styles and pop culture ("Korean Wave") will be explored and discussed 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 so on. Students will have a presentation on their own topic related to Korean culture at the end of the semester.

ASIA 30413. Introduction to Japanese Civilization and Culture

(3 -0- 3) Brownstein

The purpose of this course is to provide an overview of the historical development of Japanese civilization and culture from the prehistoric era up through the 19th century. The course is intended for students with little or no knowledge of Japan. Topics to be covered include Japanese geography, historical periods, changing class structure and political organization, and continental influences on Japanese civilization, especially Chinese literature, Buddhism and Confucianism. Students

will also explore how values changed as seen through literature, drama and the arts. The format of the course is lecture/discussion, supplemented by a variety of visual materials. All readings are in English and there are no prerequisites for the course.

ASIA 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.

ASIA 30467. Introduction to 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. Fourth, international relations focusing on the role of three key actors—the U.S., China and the Middle East in regional politics.

ASIA 30608. The Worlds of Buddhism

(3 -0- 3)

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 & 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 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)

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; the ethical, political and economic decisions they make.

ASIA 31105. Masters of Contemporary Chinese Cinema—Lab

(0 -2- 0)

Corequisite: ASIA 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.

ASIA 31314. Cruel Stories of Youth: Children and Teens in Japanese Film Lab

(0 -0- 0)

Corequisite: ASIA 33314

Corequisite discussion lab for 33314 Cruel Stories of Youth.

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, non-Japanese)? Knowledge of Japanese is not required.

ASIA 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.

ASIA 33103. 20th-Century Chinese Literature

(3 -0- 3)

In this course we will read English translations of works in twentieth-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 eighties. 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)

Corequisite: ASIA 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.

ASIA 33108. 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 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 U.S. (but all with English subtitles). No prior knowledge of Chinese language, culture, or history is required.

ASIA 33111. Chinese Literary Dreams and *Dream of the Red Chamber*

(3 -0- 3)

Dreams have long been objects of fascination for people in all cultures, including the Chinese. Focusing on the eighteenth-century Chinese master work *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 subliminal 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)

This course studies a number of works in Chinese dramatic traditions from the premodern times up to the twentieth 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)

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 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)

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 fifteenth 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 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 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 fifty 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 which 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 non-fictional *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 Ōe Kenzaburō 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)

Corequisite: ASIA 31314

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)

In 20th-century Japan, as old roles such as samurai and geisha waned, both men and women had to re-define 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)

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 the 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. 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 in 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 35360. Immigration in Global 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 U.S., 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 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 thirty years, M.K. "Mahatma" Gandhi has also been the twentieth 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 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 non-violent 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.

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 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.

ASIA 40241. Hong Kong Action Cinema

(3 -0- 3)

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 supercedes 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 & 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 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 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 40831. Topics in Asian Anthropology: South Asia

(3 -0- 3)

This course explores the latest developments in the anthropology of Asian societies and cultures. The course may include the study of nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations of Asian societies in specific historical contexts.

ASIA 40843. U.S. 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; 1950–1975: 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)

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)

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 a multi-disciplinary approach to studying one of the oldest forums for inter-continental 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 inter-continental 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 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 supercedes 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. Seoul Searching Lab

(0 -0- 0)

Corequisite: ASIA 40242

Certain films will be viewed for further discussion in class.

ASIA 41316. Introduction to Japanese Pop Culture—Lab

(0 -0- 0)

Lab section for the Japanese Pop Culture course.

ASIA 42115. LAC Japanese Pop Culture Discussion

(1 -1- 1)

Corequisite: ASIA 43316

Students who have completed third year Japanese or equivalent Japanese language skills, are eligible to sign up for an additional one 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 (2–3 page) writing assignments.

ASIA 43108. Anti-Social Behaviors in Modern Chinese Fiction

(3 -0- 3)

This advanced course is offered for students who would like to have a more in-depth analysis of literary works and the challenge of writing a longer research paper. In this course, we will read fictional works depicting behaviors and attitudes that are considered by society in general as anti-social, anti-conventional, anti-government, and sometimes anti-Party. We will investigate the contexts of these behaviors and their political implications as portrayed in fictional works. For

instance, can we apply a universal standard or are anti-social behaviors culturally relative? How are anti-social behaviors used by writers and for what purposes? Are different standards applied to women? What are the temporal and spatial factors in people's conception of an anti-social behavior? This course is taught in English and no prior knowledge of the Chinese languages or China is required.

ASIA 43316. Introduction to Japanese Pop Culture

(3 -0- 3)

Corequisite: ASIA 42115

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 one 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 (2–3 page) writing assignments.

ASIA 47498. Independent Studies for Capstone Project

(V -0- V)

Requires contractual agreement with the professor prior to scheduling. For advanced students who wish to pursue an independent research project. Based upon the 2011 Asian Film Festival & Conference, students will examine the recent trends in Japanese animation. Students will participate in the film festival and conference by attending the screenings and guest presentations about the films. Students are required to actively participate in all festival and conference events, including film screenings and academic panels. Students are asked to read a selection of academic articles that are related to the films and panels. Students will submit one of the following: 1) a reflection paper, approximately 3-pages in length, double-spaced; 2) a creative project that is approved by the instructors.

ASIA 48512. Capstone Thesis

(3 -0- 3)

Students who are contemplating graduate study in a particular area of the world or a career in international business or government—or those who are merely curious—are well served by the minor in Asian Studies. It provides a well-rounded introduction to a particular area in the world's most populous continent. The minor in Asian Studies is a very appropriate accompaniment to majors in Anthropology, East Asian Languages and Literatures, History, Political Science, Economics, or other Arts and Letters departments. It is also suitable for students in the 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.

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 life and politics, and in comparison with other traditions of political thought, especially the classical and modern West.

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. Please note: This course will not count as degree-seeking credit for ITM majors.

CAPP 23507. La telenovela: historia, el significado cultural y produccion estudiantil

(3 -0- 3) Mangione-Lora

Prerequisite: ROSP 20202

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 non-linear video and audio editing techniques.

CAPP 30350. Visual Basic Programming

(3 -0- 3) Irmiger

Prerequisite: or CAPP 20506

The course will investigate object-oriented data processing concepts using Microsoft's Visual Basic programming language. Terminology and technique will be combined to explore the object-oriented paradigm. Object-oriented will be compared to traditional procedural paradigms wherever appropriate.

CAPP 30400. Research Methods in Computer Programming and Application Development

(3 -0- 3) Villano

The purpose of this lab-based course is to provide students with hands-on experience in various areas of computer programming. Essential programming topics will be demonstrated and practiced in class, including basic and advanced data types, control structures (conditionals, iteration, etc.), software timing, randomization, and text file manipulation. Examples will be provided in several computer languages that are commonly found in research settings.

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) Clark

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 30550. JavaScript

(2 -0- 3) Casault

JavaScript is a popular scripting language used to add dynamic elements that breathe life into boring static Web pages. JavaScript is designed to work in standard Web browsers and is tightly integrated with HTML. It is difficult to find any popular commercial Web sites that do not use JavaScript to create an interactive user experience. Students in this class learn how to apply JavaScript to their own Web projects.

CAPP 40150. Current Trends in Computer Applications

(3 -0- 3) Berzai

This 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) Rose

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. It will also evaluate how the Internet continues to change based on society's evolving needs and desires. 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. 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 practical, hands-on exposure to information security topics. Students completing this course will be prepared to address the information security issues facing managers and leaders in any organization. This course is also an excellent starting point for those seeking a career in information security or risk management consulting. Specific objectives include: Gain a working knowledge of basic information security principles and concepts. Understand how information security impacts managers and leaders at all levels of an organization through the use of case studies and classroom discussion. Explore information security in the context of current events including political, financial and cultural topics. Understand the role of ethics and Catholic Social Teaching in the context of information security and privacy

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 (<http://www.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 web site for student advising in the Psychology Department. 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 40546. Practicum in Robotics

(3 -0- 3) Crowell

This course will allow students to work with the Nao humanoid robot platform. Students will learn about how to control the sensory and motor capabilities of the robot to produce specific sequences of robot behaviors and/or to allow the robot to respond to particular inputs from the external environment. Students will work with the instructor to identify the specific behaviors and response sequences to be created.

CAPP 40547. Interactive Media Motion Graphics

(3 -0- 3)

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) Melchiorri

This is an introductory course to Rhinoceros. The focus of this class is to learn how to use the software to generate 3-D 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 40551. Motion Design 1: Introduction to Motion Media

(3 -0- 3) Sherman

This 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 Adobe After Effects software and also cover basic DVD and QuickTime movie development. Skill with various graphics software is useful, with expertise in Adobe Photoshop being very important.

CAPP 40553. Music through Technology (Music)

(3 -0- 3) Dye

This 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.

CAPP 40557. Advanced Enterprise Applications

(3 -0- 3)

This course will provide experience with a full range of applications which are employed in the 21st century organization including enterprise business software, smartphone apps, collaborative tools such as Sharepoint, wiki, blog sites and tools for integration with Facebook, Twitter and Google tools. The course will also provide understanding of and experience with cloud computing and Web services which are providing a new paradigm for deployment of applications without the traditional data center. The course will focus on how all of these packaged and custom software can be integrated in the modern organization to meet organizational goals.

CAPP 40558. Motion Design 2

(0 -6- 3)

Exploration of narrative, visual and aural principles to best convey a time-based message through a series of project assignments. Effective use of motion graphics through sketching, storyboarding, kinetic type, animation, narration and soundtracks. Media delivery may include digital signage, web, broadcast and other public venues such as a planetarium. Survey of the technological aspects to motion media including principles of digital animation, video output devices, and planning for application in a space.

CAPP 40559. Information Design

(0 -6- 3)

Visualization and sequencing of complex or abstract subject matter for the purpose of informing, educating or training the end-user. Design process includes the acquisition of information and data to become a subject matter expert on a project topic. Development of topics through the parsing of information, focusing of subject, sketching, illustration and graphical data representation. Delivery of information through an interactive, user-driven experience possibly exploring handheld devices.

CAPP 40561. Introduction to Web-Based Interactivity

(3 -0- 3) Murnieks

Exploration of on-line interactive communications for Web-enabled platforms including desktop and mobile devices. Application of user-centered design principles to hierarchical and navigational structures, interface, Web typography, imagery, sound, and motion through a series of exercises and projects. Survey of technological aspects to web site design, development and production.

CAPP 40600. Introduction to Computer Forensics

(3 -0- 3) Kajzer

Digital storage devices are a part of daily life. This course will introduce students to the field of computer forensics and its applications. The goal of computer forensics is to examine digital media for the purpose of identifying, preserving, recovering, or analyzing evidence left behind on storage devices. Topics to be covered include the scientific method of computer forensics, uses for forensics, legal issues, electronic discovery, and intrusion investigations, along with procedures for conducting forensic examinations on Windows systems, Macintosh systems, UNIX systems, mobile devices, and network systems.

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)

The course description for this course is slightly different for each section.

CAPP 45565 Section 01 Internship

This encompasses working with various civic, public and or private organizations using acquired computer applications knowledge and skills. Credit is given only if work is done in the Information Systems area of an organization.

CAPP 45565 Section 02 CAPP/TBS Community Service Internship

This internship was created to allow an interested CAPP/TBS student to lend their skills and talents to a worthy cause in our local community.

CAPP 47567. Special Studies

(V -0- V)

The course description for this course is slightly different for each section.

CAPP 47567 Section 01 Special Studies

This independent study course involves a programming or development project developed by a student in conjunction with a faculty advisor. Special independent study guidelines and permissions apply to this course that are described in a document available on the CAPP website (www.nd.edu/~capp). CAPP/TBS students only. NOTE: College guidelines apply as well.

CAPP 47567 Section 02 Special Studies

This independent study course involves a programming or development project developed by a student in conjunction with a faculty advisor. Special independent study guidelines and permissions apply to this course that are described in a document available on the CAPP website (www.nd.edu/~capp).

CAPP 47567 Section 03 Special Studies

Instructor permission required. The intent of this Special Studies experience is to mirror the major components of the classroom requirements of CAPP 40610. There are four foundational learning objectives:—Describe how accounting, finance marketing, management, and leadership work in an integrated fashion to guide successful business decisions.—Analyze the fundamental of a business

or potential business to determine its short and long-term viability.—Examine the roles entrepreneurship and small business perform in contributing to the economy.—Acquire a working vocabulary of business terms / concepts to facilitate job interview and your early career. NOTE: College guidelines apply as well.

CAPP 47567 Section 04 Special Studies

The purpose of this course is to provide students with experience in various aspects of video game development including level design, implementation, testing and deployment. The development environment will be the Half-Life 2 video game modding engine and its associated software tools. Additional third-party (and often free) utilities may also be necessary. Students will work on their own or in teams on agreed upon areas of interest. NOTE: College guidelines apply as well.

Center for Social Concerns

CSC 20703. Health and the Latino Paradox

(3 -0- 3) Duarte

The objective of this course is to enhance your awareness of major theories, concepts, issues and research studies related to the physical and mental health of Latinos in the United States. Particular attention will be drawn to the diversity of the Latino experience in the U.S. and the health care system in terms of country of origin, race, class, gender, and generation. This course attempts to be an introduction to the historical, political, economic and social structures that determine how a subpopulation in the United States is defined within and navigates thru a primary institution, like health care, and the ramifications of this for the society at large.

CSC 23001. Social Justice through Civic Engagement

(2.5 -2- 1) Purcell

This community-based learning course examines the principles and values of social justice through the lens of faith and an interdisciplinary engagement of social problems locally, nationally and internationally. Participants will develop a greater understanding of the principles of solidarity and service. Components of the course will include journaling, local service with a non-profit agency in South Bend, and the completion of a project for presentation.

CSC 23090. Social Concerns Seminar: Youth, Risk and Resilience

(1 -0- 1) Brandenberger

This seminar—formerly known as “Children and Poverty”—focuses on concerns that affect the youth of our nation, especially poverty and violence. Additional topics include resilience and efforts to foster positive youth development, including educational leadership. A week-long immersion in New York City provides an opportunity to meet with community leaders and policy makers focused on youth concerns. Participants read relevant Catholic social teaching and draw from a variety of resources/texts in psychology. Open to all Notre Dame students. Standard letter grade employed.

CSC 23855. Social Concerns Seminar: Take Ten

(0 -0- 1) Brandenberger

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 33300. Introduction to Community-Based Participatory Research Methods

(0 -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.

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 U.S. 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: Microfinance and Social Venturing

(1 -0- 1) Shappell

Corequisite: BAUG 30229

Students who are completing their junior year in the Mendoza College of Business are eligible for this course. After classroom sessions in the spring semester, students work for 8–10 weeks of the summer with social enterprise organizations, for-profit or not-for-profit organizations that attend to a financial, social and/or environmental bottom line. Students use their business skills to promote economic development initiatives, assist with feasibility or business planning for a new social enterprise, or guide future growth of an ongoing initiative through capacity building and other strategic activities. The experiential learning is complimented with readings from Catholic social thought. Course requirements include classroom sessions in April, reading and writing assignments during the summer, classroom discussions and a presentation in the fall semester.

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 Intern 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 33934. Social Concerns Seminar: Digital Education in Northern Ireland

(1 -0- 1) O'Brien

Students will travel to Northern Ireland to work with both Protestant and Catholic high school students to create a web-based multimedia project during spring break, 2012. The class will facilitate the design and construction of a site telling the stories of the ancient fort on the grounds of Lismore Comprehensive School that gives the institution its name—*an lios mór* or great fort. Because of the broad focus of the project, students from all academic backgrounds and technology skill levels will have something to contribute to the project. Prior to

travelling to County Armagh, students will meet to learn about the history of County Armagh—both in ancient times and in relation to the recently-ended Troubles, plan and design new media approaches to the project, and discuss how we can best prepare as a team to meet the unique challenges and opportunities of teaching in what may be the first de-segregated classroom many of the high school students have ever been in. Students will develop individual grant applications for funding to support their travel through on-campus organizations the Center for Undergraduate Scholarly Engagement (cuse.nd.edu), the Institute for Study of the Liberal Arts (isla.nd.edu) Undergraduate Research Opportunity Program, the Nanovic Institute for European Studies (nanovic.nd.edu), as well as the Keough-Naughton Institute for Irish Studies (irishstudies.nd.edu).

CSC 33936. Summer Service Learning: Confronting Social Issues
(3 -0- 3) Shappell

Immersion: eight week summer service-learning placements. This three-credit course of the Summer Service Learning Program takes place before, during, and after student participation in the eight consecutive week summer immersion sponsored by the Center for Social Concerns and the Notre Dame Alumni Association. The goal of the course is to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through experiential learning, reading, writing and discussions. Writing assignments include journal assignments and a final paper. The 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.

CSC 33938. Summer Service Learning: Confronting Social Issues: International

(3 -0- 3) Tomas Morgan

This course and internship is synonymous with the Center for Social Concerns International Summer Service Learning Program (ISSLP). The course seeks to challenge students who have domestic service-learning experiences to encounter international realities, and to provide them the opportunity to work with persons and grass roots groups working to address the needs of the poor internationally. The learning goals of the course are to gain and understanding of the multidimensionality of poverty in the developing world; analyze root causes, and identify strategies for social development (poverty alleviation); to gain an understanding of international social issues in light of Catholic social teaching; and to strengthen cross-cultural competencies. Academic requirements include a journal, reading and writing assignments during the summer months, a re-entry weekend retreat, four re-entry classes meeting on Thursdays 6:30–7:45 p.m. in September and October, and a final paper/project.

CSC 33950. Social Concerns Seminar: Appalachia

(1 -0- 1) Toms Smedley

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: Sustainable Development

(1 -0- 1) Toms Smedley

This course centers on a trip to Washington, DC, 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 Through Solidarity

(1 -0- 1)

The Leadership through Solidarity Seminar seeks to cultivate an understanding of leadership through the lens of Catholic Social Teaching. This seminar includes an experiential learning component as undergraduate students practice relationship

building through prayer and service with the South Bend Catholic Worker community. The principles of solidarity and the common good are explored through faith sharing, service learning, and fellowship at the Worker and in the classroom.

CSC 33955. Community Leadership for Tomorrow

(1 -0- 1)

This community-based learning course will explore in an interdisciplinary manner various models of leadership through mentoring in sports. Among the areas dealt with will be oral and written communication skills, character development, time management, problem solving, listening and servanthood. The students will work with low-income children from the South Bend community and with local non-profit partners, gaining a deeper understanding of social issues contributing to urban poverty. Among the evaluation will be a journal and oral participation reflecting on their mentoring experiences with an aim to a more in-depth analysis of social problems. Community-based learning offers the opportunity to integrate learning and service.

CSC 33959. Social Concerns Seminar: Latino Community Organizing Against Violence

(1 -0- 1) Mick

This seminar will examine current efforts among community activists and organizations in favor of violence prevention and intervention. As an active participant, you will be invited to explore the rich cultural heritage of Chicago during a five-day immersion. From the perspectives of the violence prevention and intervention initiatives that you will gain, you will be encouraged to reflect on the challenges and opportunities that go hand in hand with cultural diversity as it is experienced in Chicago and South Bend. In particular, we will explore cultural diversity from the standpoint of the dynamic of immigration and integration that the Latino population—especially its teenagers and young adults—is living through. The seminar is a one-credit hour course graded “s” or “u.”

CSC 33961. Social Concerns Seminar: Discernment

(1 -0- 1) Hebbeler

This seminar provides senior-level undergraduate students an opportunity to reflect on their Notre Dame experience and consider postgraduate plans with one another through small-group discussion. Each session is structured to assist the students' exploration and articulation of their respective vocations through a variety of means, including narrative theology, spiritual direction, literature, and the arts.

CSC 33962. Social Concerns Seminar: Gospel of Life

(1 -0- 1) Toms Smedley

This 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.

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 33965. Social Concerns Seminar: Organizing Power and Hope

(0 -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.

CSC 33966. Social Concerns Seminar: Border Issues

(0 -0- 1) Beyerlein

This seminar will expose students to diverse perspectives about México-U.S. border and immigration issues. During the winter break students will travel to the Southern Arizona borderlands and will attend legal proceedings focused on immigration, participate in humanitarian service efforts for migrants, hear religious leaders discuss their current and past border ministry work, and travel through the desert and ports of entry assuming that security is not an issue.

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 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.

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. Poverty and Development in Chile

(1 -0- 1) Cahill Kelly

This course serves as the required orientation course for all students who will participate in the Approaches to Poverty and Development course offered through the Universidad Alberto Hurtado in Santiago, Chile as part of the Santiago study abroad program. The course will provide students with information regarding many of the themes and topics that will be explored further in the UAH course. This one-credit preparatory course will provide the necessary information to facilitate a richer and more meaningful experience while in Chile. Students must first be accepted into the Santiago semester abroad program through the Office of International Studies before being able to apply for this course.

CSC 33976. Social Concerns Seminar: Environmental Justice and Human Rights in the Gulf Coast

(1 -0- 1)

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. 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. Apply through the Center for Social Concerns.

CSC 33978. Social Concerns Seminar: Urban Poverty and Homelessness

(1 -0- 1) Toms Smedley

Over 16,000 people, including more than 2,000 children, live without adequate food and shelter in the state of Oregon. Although the city of Portland, Oregon, manages to provide shelter for almost half of this population, the number of

individuals affected by poverty and homelessness continues to rise. This seminar examines the many myths associated with homelessness and explores the larger cycle of urban poverty from diverse interdisciplinary perspectives. Adopting a stance of solidarity and service, students will encounter the lives and stories of individuals affected by homelessness. During the weeklong immersion, students will visit social service agencies, non-for-profit groups, and faith-based outreach initiatives that provide relief to people living on the streets of downtown Portland. Particular attention will be paid to assessing the role of the Catholic Church in relation to poverty alleviation in this area of the country.

CSC 33979. Song, Caritas, and Social Justice: The Celebration Choir

(1.5 -0- 1)

This course allows students to integrate their faith and theology with community service/experiential learning through participation in sacred music outreach with the Notre Dame Celebration Choir under the auspices of Campus Ministry. A course goal is for students to experience the joys of service through performance of sacred music with a variety of community members, and to reflect on acts of Christian service and faith through readings from church documents, from social action theory, and on sacred music, discussing in depth such works as Pope Benedict XVI's "Deus Caritas est" encyclical letter. Requirements include participation in weekly rehearsals, occasional weekend field service projects, keeping a journal, and a short semester-end reflective paper. To enroll, contact Choir Director Karen Schneider-Kirner (karen.kirner@nd.edu) by December 1st. A brief personal interview/audition with the director should take place before December 10th.

CSC 33981. Leadership Training in Social Concerns Seminar

(1 -0- 1) Toms Smedley

This course will serve to prepare fall seminar and site leaders for immersion experiences over fall break. The overall goal of the course is to improve leadership skills, facilitate communal learning across seminars, and uniformly prepare leaders for the specific aspects of CSC seminars. The seminar will hold approx. 4–6 large classes around leadership theory, personal leadership style, mission of the CSC and service paradigms, as well as group facilitation and theological reflection. The format for the class will be a 30 minute training session, then small groups for particular seminar application or peer input. Unique features: each class will begin with a low-cost meal, allowing leaders to budget, prepare and consider meals in solidarity with the groups they will be traveling to serve. The immersion portion of this seminar is the student's participation as a seminar leader.

CSC 33985. Social Concerns Seminar: Energy Policy, the Environment and Social Change

(0 -0- 1) Toms Smedley

This course examines the role of energy in society and the impact of current energy use on the environment. Upon reviewing the benefits and problems associated with America's dependence on fossil fuels, attention is directed to the opportunities and challenges of transitioning to a more sustainable energy model. During an immersion in Washington, D.C., students will meet with industry leaders, government officials, regulatory agencies, and environmental advocacy groups in their efforts to resolve contemporary energy and environmental issues.

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 33992. Ethical Leadership Through Service and Civic Engagement

(V -0- V) Mick

This first-year course is designed to continue to develop the key characteristics of Hesburgh-Yusko Scholars: academic excellence, moral character, successful leadership, and commitment to service. Students sharpen their awareness of

global social concerns through tracking and analysis of current events informed by interdisciplinary research on the historical causes of and responses to those events. As that understanding deepens, students move into the future tense: how they can propose and participate in solutions to those issues. The UN Millennium Development Goals stand as one framework from which students identify global challenges and opportunities for leadership, focusing on how disciplined foresight can help establish indicators of progress that move communities toward a preferred future, one defined by justice for all. In order to interrogate the nature of service as a form of leadership, students engage in a range of community-based learning—direct service at local agencies, experiential learning through contact with local experts (University and community-based), and a final project employing community-based research methods. This course emphasizes the development of communication skills—written, oral, and multimodal—as central to reflecting on sound decision making, conducting effective community-based research, and persuading stakeholders to invest in proposed solutions. In short, students consider and express the importance of ethical leadership through intellect, action, and word.

CSC 33993. Ethical Leaders in Service

(1 -0- 1)

This community-based learning course will examine in an interdisciplinary process various modes of ethics and its implementation within community engagement. Among the areas explored will be personal, professional, sexual and global ethics. The students will work with vulnerable populations in the South Bend region through local non-profit partnerships to see how ethical decision making is lived out. Among the evaluation will be journaling and oral presentations on the experiences with the local non-profits.

CSC 33994. Social Concerns Seminar: Advanced Topics in Appalachia Seminar

(1.5 -0- 1) Toms Smedley

Prerequisite: CSC 33950 or THEO 33950 or CST 33950

This course allows students to explore social issues of the Appalachia region through community-based learning. Students expand on the Appalachia Seminar course through examining the socio-economic, cultural, and policy issues facing the region. The course will feature rotating focal points including: integration of Catholic Social Teaching, healthcare, environmental stewardship, and poverty studies. During the week in Appalachia students learn from individuals and community-based organizations; follow-up classes facilitate analysis and synthesis of insights gained during the week.

CSC 33995. Global Health Seminar

(1 -0- 1) Toms Smedley

The Center for Social Concerns, in collaboration with the Nuestros Pequeños Hermanos Holy Family Surgery Center and St. Mary's College will offer a weeklong seminar near Tegucigalpa, Honduras. During the weeklong course, students will gain exposure and insight into the medical care delivery and health conditions in rural Honduras. Students will observe orthopedic surgery. The health of populations will be considered in a global context, emphasizing health problems that transcend national borders or have a global political and economic impact. Students will examine the work of major international agencies such as the World Health Organization (WHO), United Nations Children's Fund (UNICEF), Millennium Development Goals, and the World Food Programme (WFP), World Bank, and the IMF. They will also explore the work of the Church and the role of Catholic Social Teaching to address global health and the complex social forces that affect it.

CSC 33996. Social Concerns Seminar: U.S. Healthcare—Policy and Poverty Seminar

(1.5 -0- 1)

This seminar invites examine strengths and weaknesses of our health care system, explore the possibilities for the future of American health care, and ask how modifications might help create the society we hope to become and improve the common good. A survey of our current system will include an evaluation of:

employer based healthcare, causes and consequences of being uninsured, public safety nets, under served populations, and the factors affecting the cost and reformation of healthcare.

CSC 33997. Rethinking Crime and Justice: Explorations from the Inside Out

(3 -0- 3) Brandenberger

What are the causes and costs of criminal behavior? How are people and communities affected by incarceration? How can we make our criminal justice system as good as it can be for all stakeholders? This course brings together students from both sides of the prison wall to explore issues including why people commit crime, what prisons are for, realities of prison life and reentry, effects of victimization, and restorative justice perspectives. This course follows the Inside-Out model of prison exchange now well established across the United States. It provides an opportunity for “inside students” (at the Westville Correctional Facility) and “outside students” (from Notre Dame) to learn with and from each other and to break new ground together. Notre Dame students travel to Westville each week of the semester for dialogue with students at the facility, who have read the same relevant texts. Together they examine myths and realities related to crime and to punishment, explore the effects of criminal justice policy, and develop ideas for responding more effectively to crime in our communities. Students must apply for this Social Concerns Seminar at the Center for Social Concerns website: <http://centerforsocialconcerns.nd.edu>

CSC 33998. Social Concerns Seminar: In Their Shoes—Understanding Mental Illness

(1 -0- 1) Mick

In the United States alone, over 25 million people are affected with mental illness. Countless family members, friends and mental health professionals struggle to understand and help those diagnosed with these confusing and often debilitating diseases. Unless we know someone or struggle with similar issues ourselves, the majority of the rest of us know virtually nothing about the confusing “world” of mental illness. This seminar gives students the opportunity to learn about mental illness from the personal perspective of those most directly impacted by it: those living with it, family members, and health care providers. The goals of this seminar are to help students become more knowledgeable about these diseases and their early warning signs and to develop compassion for those who suffer from them.

CSC 33999. Career Development through Community Engagement

(2.5 -2- 1) Purcell

This community-based learning course will examine in an interdisciplinary manner career development that is ethically and socially engaging. Discernment of vocation will include an experiential component of students serving with local non-profit agencies in the South Bend community. Among the evaluation will be journaling and an oral presentation reflecting on career development beyond the Notre Dame years. Community-based learning offers the opportunity to integrate the learning with service.

CSC 36991. Directed Readings

(V -0- V)

Research and writing on an approved subject under the direction of a faculty member.

CSC 63950. Social Concerns Seminar: Appalachia

(1 -0- 1) Toms Smedley

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

Corequisite: CLAS 12100

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 12100. Ancient Greece and Rome Discussion Section

(0 -0- 0)

Prerequisite: CLAS 10100 or HIST 10210

A weekly discussion group required for those registered for CLAS 10100

CLAS 13186. Literature University Seminar

(3 -0- 3) Ladouceur

Introduces first-year students to the study of classical literature on a comparative basis, with readings from Greco-Roman and Egyptian literature.

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 20105. The History of Ancient Greece

(3 -0- 3) Baron

Corequisite: CLAS 22105

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 archeological sources. The course prepares students for more detailed courses in ancient history. Offered biennially.

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 B.C.E 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 22105. The History of Ancient Greece Discussion Group

(0 -0- 0)

Prerequisite: CLAS 20105

A weekly discussion group required for those registered for CLAS 20105, The History of Ancient Greece, or its crosslists.

CLAS 30021. Greek Literature and Culture

(3 -0- 3)

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 six hundred years of literary versatility that combined enormous originality with a literary tradition inherited from the Greeks. Among the authors introduced are Plautus, Lucretius, Catullus, Cicero, Horace, Livy, Lucan, Tacitus, Apuleius, Ammianus, and Augustine. Special attention is paid the formal structures of Roman literary works, the cultural issue they raise, and the lasting value of Latin literature to the modern age. The course prepares students for more advanced study in classical literature and culture. Offered biennially.

CLAS 30025. Greek Literature from Ancient Text to Modern Screen

(3 -0- 3) Torrance

In this class we will study a variety of ancient Greek texts focusing on selections from Homer and Greek drama. Through the mythological content of the texts studied, we will analyze the transformations that all authors seek to create in relation to their predecessors. We will study the ways in which authors both appropriate earlier material and seek to differentiate themselves from earlier texts in order to create exciting and novel works. This same theoretical framework will inform our analysis of selected films that are inspired by the texts we have studied. For example: How is the Cyclops episode treated differently in Homer's *Odyssey*, Euripides' *Cyclops* and the Coen Brothers movie *O brother where art thou?* How is Oedipus presented differently in plays by Sophocles and Euripides and in Pasolini's film *Edipo Re?* How does recognition of the model inform our understanding of the new version? How does social and political context help to explain textual transformations? We will seek to answer these kinds of questions.

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)

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) 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 30213. Marcus Tullius Cicero (106–43 B.C.E.): Lawyer, Politician, Philosopher

(3 -0- 3)

We know more about Cicero than about any other Roman individual. He was born in Arpinum, a small Italian town near Rome, and was sent for his education to Rome, where he made his name, first as a lawyer, and then also as a statesman. Law and politics were intimately related throughout Cicero's career, because even as a young and relatively inexperienced advocate, he pleaded political cases that required not just skill but also courage. As consul in 63 B.C. he confronted a conspiracy led by the Roman nobleman Catilina to overthrow the government. His subsequent exile was in part the work of the enemies he made in the course of these events. Thanks to his opposition to Julius Caesar, Cicero was forced to withdraw into private life, but he used these years to write dialogues about politics and law, philosophy and rhetoric. After Caesar's assassination, Cicero returned to politics in the hope of restoring some form of the traditional government of the Roman republic. This cost him his life. Cicero's influence was enormous. In his own time he was recognized—even by his enemies—as a brilliant orator whose views had to be reckoned with. Some of his ideas on natural law entered Justinian's *Digest*, and late Roman pagans and Christians thought long and hard about his philosophical works—but in very different ways. In the renaissance, it was Cicero's speeches that invited imitation and emulation. Then and subsequently, the hundreds of letters he wrote to his friend Atticus and to other contemporaries have revealed his personal life, and his reflections and uncertainties about the turbulent times in which he lived. This course aims to portray Cicero in his time, seeing him through his own eyes, and the eyes of contemporaries. There will also be opportunities to read and think about Cicero's impact on subsequent generations.

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 30321. Roman Society and Culture

(3 -0- 3) Bradley

This upper-level course in ancient history is designed to introduce students to the principal features of Roman society and culture in the central era of Rome's history

(ca. 150 B.C.–A.D. 200). After a general introduction to Rome's historical development, the course focuses on topics such as: Roman social structure; marriage and family life; child-rearing and education; demography and disease; labor and leisure; life in the Roman army; religious festivals and rituals; the lives of women; and the practice of slavery. The course concentrates at large on Roman social relations in the transitional age from rule by Republican government to rule by autocratic emperors, and is intended to display what has been called the "fabulous diversity and richness" of Roman socio-cultural life. Original sources are read in translation. Previous exposure to Roman history is recommended but not required.

CLAS 30325. Slavery and Society in Classical Antiquity

(3 -0- 3) Bradley

This advanced course in ancient history examines the role played by slavery in the societies of ancient Greece and Rome (particularly Rome). Topics studied include how Greeks and Romans acquired slaves, the jobs and occupations to which slaves were assigned, how slaves were treated by their owners, and how they responded to enslavement (the revolt of Spartacus included). Attention is also paid to Greco-Roman theoretical views about slavery, including Christian views. Slavery is one of the least attractive features of Greco-Roman antiquity, but some understanding of it is crucial to understanding the nature of classical culture. The subject raises questions about freedom, exploitation, and human rights that have special contemporary relevance.

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)

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 30340. Exploring Late Antiquity

(3 -0- 3) Muller

In this course, we will study late antiquity both as a fascinating era in its own right and as a gateway to the Western Middle Ages and ultimately towards the emergence of modern Western civilizations. The Greco-Roman world of the late second to the early seventh century witnessed such important developments as the rise of Christianity, the birth of asceticism and monasticism, the fundamental

transformation of the Roman Empire, and an ethical and cultural shift in the population of its former realm. We will base most of our coursework on readings of original literary sources (both pagan and Christian), accompanied by the testimony of art and archaeology.

CLAS 30350. Introduction to Classical Archaeology

(3 -0- 3)

The course examines the archaeology of the ancient Mediterranean, primarily of Ancient Greece and Rome, from prehistoric times to Late Antiquity. Students will learn how archaeologists interpret material remains and reconstruct past events. Discussions of stratigraphy, chronology, and material evidence will introduce students to the fundamental principles of archaeology. Archaeological methods and theory will be studied in relation to field excavation and intensive surface survey. Students will assess the architecture of important sites, such as Troy, Mycenae, Athens, Pompeii, and Rome, and will learn how to analyze material artifacts from the Greco-Roman world, including ceramics, coins, glass, inscriptions, paintings, sculpture, and metalwork. The course aims to teach students how to evaluate the material culture of the ancient world on the basis of archaeological research and historical and social context.

CLAS 30352. Archaeology of the Roman Empire

(3 -0- 3) Hernandez

The course examines the archaeology of the Roman Empire, from the time of Rome's domination of the Mediterranean in the second century B.C. to its Christianization in the fourth century A.D. Students will analyze and interpret material evidence from the ancient Roman world, from both Italy and the provinces, in order to assess the multi-faceted histories and cultures of the Roman people. In addition to examining a wide range of material remains, such as ceramics, architecture, coins, inscriptions, sculpture, art, and other artifacts, students will also consider the methods, results, and theory of archaeological research, specifically in the areas of field excavation and intensive surface survey. Major topics that will be discussed in the course include Roman imperialism, colonization, political institutions, urbanism, the countryside, religion and the imperial cult, death and burial, the economy, trade, and society.

CLAS 30360. Words and/of Power: The Theory and Practice of Persuasive Speech in Greece and Rome

(3 -0- 3)

Rhetoric occupied a prominent place in the democracy of the Athenians and in the republican era of Roman history. This course examines the theory, practice and context of ancient rhetoric, and pays special attention to developments caused by radical changes in the political character of the Athenian and Roman civic communities. Representative readings from Greek and Roman orators and writers on rhetorical theory.

CLAS 30365. The Art and Literature of *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. 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 B.C.E. 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 B.C.E. through the early fourth century of the modern era.

CLAS 30416. Archaeology of Pompeii and Herculaneum: Daily Life in the Ancient Roman World

(3 -0- 3) Hernandez

The eruption of Mount Vesuvius in A.D. 79 buried two thriving Roman cities, Pompeii and Herculaneum, in a prison of volcanic stone. The rediscovery of the cities in modern times has revealed graphic scenes of the final days and an unparalleled glimpse of life in the ancient Roman world. The course examines the history of excavations and the material record. Topics to be discussed include public life (forum, temples, baths, inns, taverns), domestic life (homes, villas), entertainment (amphitheater), art (wall paintings, mosaics, sculpture), writings (ancient literary sources, epigraphy, graffiti), the afterlife (tombs), urban design, civil engineering, the economy, and themes related to Roman society (family, slavery, religion, government, traditions, diet).

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 30799. Hieroglyphs and History

(3 -0- 3) Ladouceur

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 Tutankhamun 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 40041. Introduction to Applied Linguistics

(3 -0- 3)

This course will introduce students to the properties of language and their systematic study via linguistic inquiry. Specifically, the origins and mechanisms of linguistic knowledge will be examined alongside the componential units of syntax, morphology, phonology and semantics. The course will further introduce students to applied linguistic study with an emphasis on second language acquisition and the integration of sociocultural knowledge within this process. Students will complete this course with a greater understanding of the nature of language and the mechanisms whereby it is acquired, conceptually represented and produced.

CLAS 40125. Classical Greek Tragedy

(3 -0- 3)

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, 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 40126. Ancient Comedy

(3 -0- 3)

This course will focus on the two models of western comedy found in the Athenian plays of Aristophanes and the Roman plays of Plautus and Terence. Students will read the plays in English translation. The course will investigate the historical contexts that gave rise to the different types of ancient dramatic comedy and read some modern theoretical work on humor and laughter; both provide clues to the mysterious operation of comedy, which can undermine authority and the status quo but can also lampoon innovation and progress. The larger purpose of the course is to identify the ideas that lie behind the conventions and devices of Greek and Roman comedic theater.

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 geo-political 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. Christianity in the Roman World

(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 ca. 150–750 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 410 A.D., 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 40344. Augustine and Cicero

(3 -0- 3)

Augustine of Hippo is best known and is most intensively studied as the theologian whose *Confessions*, commentaries on *Genesis*, *Trinity*, *On Christian Teaching*, and *City of God* have shaped Christian thinking for centuries, and do so even now. His engagement with classical Greek and Roman authors has also been studied, but much less so. The purpose of this course is to follow Augustine’s lifelong interest in the writings of the Roman orator, statesman and philosopher Cicero. It was Cicero who inspired Augustine’s early interest in philosophy, and references to Cicero’s ethical enquiries in the *Tusculan Disputations* and elsewhere appear frequently in Augustine’s writings. He also thought about Cicero the orator when considering the tasks of Christian writers and preachers. Above all, in the *City of God*, Augustine responded to Cicero’s dialogue *On the nature of the gods*, which in turn conditioned his understanding of Roman history and of the content of human history at large.

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) Schlegel

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’ 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 40406. The Topography of Ancient Rome

(3 -0- 3)

The course examines in detail the buildings and monuments of ancient Rome from the Archaic Period to the beginning of Late Antiquity (8th century B.C. to 4th century A.D.). The primary aim of the course is to consider the problems related to the identification, reconstruction, chronology, and scholarly interpretation(s) of Rome’s ancient structures. Students will investigate the history of excavations in Rome, analyze ancient literary sources, evaluate ancient art and architecture, and examine epigraphic, numismatic, and other material evidence related to Rome’s ancient physical makeup. This close examination of the city of ancient Rome in its historical context also explores how urban organization, civic infrastructure, public monuments, and domestic buildings reflect the social, political, and religious outlook of Roman society.

CLAS 40410. Greek Architecture

(3 -0- 3) Rhodes

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 40450. Classical Literature and its English Reception

(3 -0- 3)

Ancient Greek and Latin literature—history, epic, tragedy, novels, oratory—has a second life in English literature as it is reproduced, echoed, or recalled. Pairing important works in Greek and Roman literature (in translation) with works of English literature, this course will look at some of the ways that writers in English have used the traditions of western antiquity. Shakespeare uses Julius Caesar and Ovid, Milton reanimates Hesiod and Vergil, Alexander Pope and James Joyce share a Homeric inspiration but little else, and Victorian novelists plunder their classical educations to raise up and to tear down the social pretensions of their time. Students will study the ancient texts in their own right and will develop skills in interpreting the remarkable range of uses to which they are put by their modern translations, borrowings, and adaptations.

CLAS 40820. Writing History in Ancient Greece and Rome

(3 -0- 3)

Herodotus has been called both the "Father of History" and the "Father of Lies." Thucydides is revered by some as the first "scientific" historian; others deny him the title of historian altogether. The most famous tales in Roman history come from the early books of Livy, and yet it is unlikely that he had any way of obtaining reliable information for that period. The historians of the classical Greek and Roman world stand among the greatest writers of the Western tradition. But to what extent were they performing the task that we call "history"? In this course we will survey the works of the major historians of ancient Greece and Rome, including Herodotus, Thucydides, Livy, Tacitus and others. We will examine the origins of Greek historiography, the methods espoused and practiced by Greek and Roman historians, the effect political and social changes had on ancient historiography, and the relationship of ancient historical writing to that of the modern scholars. The class will be primarily discussion-based. All readings in the ancient authors will be in English.

CLAS 43142. Plato's *Republic* and *Statesman*

(3 -0- 3)

The course will deal with two of Plato's three main works on political philosophy, which we will read thoroughly and in detail. Aim of the course is to render the students familiar with the main theses and arguments of the dialogues and introduce them to some of the major questions every Plato interpreter faces: Why did Plato write dialogues? How does he himself relate to the main interlocutors in his dialogue? Is it true that he deliberately holds something back? Why are metaphysical, ethical, and political ideas intertwined in a way almost absent from modern political philosophy? What is the function of myths? How did Plato evaluate the political reality of his time? Is it true that he influenced modern totalitarianism? Can we learn something from his radical criticism of modern democracy?

CLAS 43341. Constantine and Julian

(3 -0- 3)

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, 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 43671. Latin Scientific Literature

(3 -0- 3)

This course is organized around the reading of Latin scientific texts, in the original language. We will read natural philosophical and scientific texts from antiquity to the seventeenth century, in a variety of genres (philosophical poetry, technical treatises, question commentaries etc.), working from manuscript and early printed editions, as well as modern editions. Equal emphasis will be paid to the content of the text, and linguistic or paleographical issues. Intermediate level Latin required.

CLAS 46801. Directed Readings

(V -0- V)

Individual or small group study under the direction of a departmental faculty member.

CLAS 53020. Roman History Seminar

(3 -0- 3)

This advanced course in ancient history introduces students to major documents of the Roman imperial age and investigates how they are to be assessed as historical sources. Particular attention is paid to the Achievements of the Deified Augustus (*Res Gestae*), a dossier of senatorial decrees recently discovered in Roman Spain (especially the *Senatus Consultum de Cn. Pisone patre*), and various letters, edicts and rescripts from emperors to provincial communities. The object is to learn how the history of the Roman Empire is advanced through non-literary documents known from inscriptional, papyrological, and legal sources. Special attention is given to documents involving Christian subjects of empire, accounts for instance of the trials of figures Christians subsequently claimed as martyrs, such as Perpetua and Felicity. Study of the Acts of the Apostles is also included as a subliterary text opening up perspectives on the Roman imperial age. All documents are read in translation.

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)

Topics course on special areas of Greek and/or Roman art.

CLAS 53500. Literature and Empire: The Roman Experience

(3 -0- 3) Bradley

This seminar examines major works of literature from the Roman imperial era and the political and ideological contexts in which they were written. Its principal theme is the relationship between literature and authority from the age of Augustus through the age of Augustine. Works from a variety of genres are read as items that engaged with the rise of autocracy at Rome and the impact autocracy had on freedom of expression and creativity, with the immanence in Roman culture of Mediterranean-wide rule, and with the threats to empire, both within and without, that emerged over time. Texts to be read, in English translation, include some or all of the following: Virgil's *Aeneid*, Ovid's *Poetry of Exile*, Lucan's *Civil War*; Tacitus' *Annals*, *Germania* and *Agricola*, Pliny's *Letters*, Juvenal's *Satires*, Apuleius' *The Golden Ass*, Tertullian's *Apology*, and Augustine's *City of God*.

CLGR 10001. Beginning Greek I

(4 -0- 4) Long

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 10002. Beginning Greek II

(4 -0- 4) Sullivan

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 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 every semester.

CLGR 30011. Homer

(3 -0- 3) Torrance

Prerequisite: 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)

Prerequisite: 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)

Greek tragedy raises some of the fundamental questions about human society. Why do states engage in warfare? How can the closest friends become the bitterest enemies? What role does the divine have in human lives? How responsible are humans for their actions? How do relationships between the sexes work? What is more important—the individual or the common good? This class will focus on a close reading and critical analysis of Aeschylus' *Seven Against Thebes*, a tragedy which addresses all these questions. We will seek to understand both the textual detail of Aeschylus' dense and renowned poetry and to comprehend the social, religious and historical contexts in which he was composing his tragedies. In the final part of the semester we will read selections from Euripides' *Phoenician Women* to assess the influence Aeschylus' *Seven Against Thebes* had on Euripides.

CLGR 30014. Athenian Oratory

(3 -0- 3)

Prerequisite: 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 that it reflects. Lysias' and Isocrates' 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)

Prerequisite: 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)

Prerequisite: 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 40021. Hesiod

(3 -0- 3)

Prerequisite: 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)

Prerequisite: 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) Torrance

Prerequisite: 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' 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)

Prerequisite: 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' 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' rhetorical style are examined.

CLGR 40031. Greek Lyric Poetry

(3 -0- 3)

Prerequisite: 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)

Prerequisite: 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)

Prerequisite: 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)

Prerequisite: 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 40510. Survey of Greek Literature from Homer to Plato

(3 -0- 3)

This survey of archaic and classical Greek literature traces the development of the major genres and literary movements from Homer to Plato. We shall read in Greek selections from the major texts of epic, lyric, tragedy, comedy, historiography, oratory, and philosophy. Additional readings will include other Greek literary works and a sampling of the most important scholarly studies. This course will also introduce students to scholarly interpretation and scholarly methods in the literary and cultural criticism of Greek literature.

CLGR 40520. Greek Literature in the Hellenistic and Roman Periods

(3 -0- 3) Baron

This survey of Greek literature in the Hellenistic and Roman periods traces the development of the major genres and literary movements in post-classical Greek. We shall read in Greek selections from the Alexandrian poets, Greek historians of Rome, authors of the Second Sophistic, and orators of the Late Roman Empire. Additional readings will include other Greek literary works and a sampling of the most important modern studies. This course will also introduce students to scholarly interpretation and methods in the literary and cultural criticism of Greek literature.

CLGR 46801. Directed Readings

(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 is offered each fall semester and CLLA 10002 is offered each spring semester. Both courses are offered in the summer.

CLLA 10002. Beginning Latin II

(4 -0- 4)

Prerequisite: CLLA 10001

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 20003. Intermediate Latin

(3 -0- 3) Hernandez;

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) Mazurek

Prerequisite: 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 30012. Latin History-Writing

(3 -0- 3) Hernandez

Prerequisite: 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.

CLLA 30013. Roman Lyric Poetry

(3 -0- 3) Schlegel

Prerequisite: 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.

CLLA 30014. Cicero's Speeches

(3 -0- 3)

Prerequisite: 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 30015. Cicero, Augustine and Rhetoric: Stylistic Theory and Practice from Republic to Empire

(3 -0- 3)

How did Latin rhetoricians signal their attitude towards their topic? How did those compositional techniques affect them as readers? How do compositional techniques develop over time? The classical rhetorical concept of "types of style" (*genera dicendi*) gives one point of entry into those questions. This class will center around the theory and practice of that idea, considering the relevant sections of the *Rhetorica ad Herennium*, Cicero's *Orator*, *Quintilian* and Augustine's *de Doctrina Christiana*, as well as Cicero's speeches, including *de lege Manilia*, *pro Rabirio perduellionis reo*, *pro Cluentio* and some of Augustine's sermons.

CLLA 30021. Lucretius

(3 -0- 3)

Prerequisite: Recommended for students who have completed CLLA 20003 or equivalent.

This advanced course introduces students to Lucretius' 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 tranquillity. Lucretius' 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 30025. The Age of Nero

(3 -0- 3)

Prerequisite: 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)

Prerequisite: 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 30075. Latin Saints' Lives in Late Antiquity

(3 -0- 3) Muller

Prerequisite: Recommended for students who have completed CLLA 20003 or equivalent.

Hagiography is one of the most versatile literary genres of Late Antiquity, and saints' lives are among the most famous and celebrated texts of that age. Starting out as simple eye-witness accounts of martyrdom and minutes of the martyrs' trials (*Acta*), they soon evolved into far more sophisticated literary forms: they served not only for the edification, but also for the amusement of the Christian people, replacing the pagan novel with their fanciful narratives of persecution and constancy, and they merged with the traditions of classical poetry to create a wide range of poetic forms: epigrams for martyrs' tombs (by Pope Damascus), hymns for liturgical use (Ambrose of Milan) and private piety (Prudentius), epic poems (the highly influential *Life of St Martin of Tours* by Venantius Fortunatus) and the laudatory "Birthday Poems" that Paulinus of Nola wrote for the patron saint of his city. In this course, we will cover both prose and poetic texts (authors, apart from the abovementioned, will include Jerome, Eusebius, Vita Severini, and the *Passio Perpetuae and Felicitatis*). Due to the historical importance and the wide later tradition of ancient hagiography, we will frequently refer to art and archaeology, history, and music. The texts are suitable for students with intermediate and advanced Latin knowledge. Some experience with classical poetry (Vergil) will be helpful.

CLLA 40016. Introduction to Christian Latin Texts

(3 -0- 3) Bloomer

This course will introduce students to early Christian literature and the language and styles in which scripture, commentaries, homilies, epistles, treatises, hymns, and poetry were written. There is no single phenomenon which we can label Christian Latin. Rather we must trace the influence that the translation of scripture, the changing vernacular, and the Late Antique literary genres had on the various writers and genres of the Latin Christian communities of roughly the second through the fifth centuries AD. While the course's goals include the training of students in the research tools and methods for advanced work in early Christian, late antique, and medieval literature, we shall focus on improving students' abilities to read Latin with understanding and fluency. Preparation for translation in class will constitute the lion's share of homework. Grammar will occupy us as it did the authors we read: orthography, morphology, syntax, and

lexicography will not, however, be as uniform as textbooks or dictionaries or grammars of classical Latin lead one to believe. Fundamentals of Latin style (prose and verse) will be emphasized. So too basics of literary history and of ancient literary terms and techniques.

CLLA 40017. Medieval Latin Survey

(3 -0- 3) Bloomer

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/she can try to accommodate their interests.

CLLA 40018. Introduction to Paleography

(3 -0- 3)

Prerequisite: 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)

Prerequisite: Recommended for students with advanced Latin skills.

This advanced course introduces students to Lucretius’ 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’ 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)

Prerequisite: 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 Gallic 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)

Prerequisite: 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 40027. Medieval Latin Texts

(3 -0- 3)

Prerequisite: 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)

The course will be of a philosophical-theological, historical, and literary-philological nature. It will also have two more specific aims: to introduce the philosophical work of Anselm of Canterbury, and investigate some of its sources and influences during the Middle Ages; and 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 towards the end of the semester. Requirement: competence in Classical Latin (intermediate or advanced level).

CLLA 40033. Roman Satire

(3 -0- 3)

Prerequisite: 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)

Prerequisite: 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 40035. Latin Prose Literature: The Age of Trajan and Hadrian

(3 -0- 3)

This advanced course in Latin literature examines prose works from the age of the emperors Trajan and Hadrian (A.D. 97–138), concentrating on selections from Tacitus (*Annals*), Pliny (*Letters*), and Suetonius (*Lives of the Caesars*). Complementary readings in translation allow comprehensive understanding of the authors studied and the literary genres to which their works belong. The main question asked in the course, and its theme, concerns the nature of the relationship between literary expression and the historical context in which the literature studied was composed. The writings of Tacitus, Pliny, and Suetonius are investigated as responses to the entrenchment in Roman society of imperial autocracy, and as windows on contemporary political, social, and cultural issues.

CLLA 40040. Roman History-Writing: The younger Pliny's Letters

(3 -0- 3)

Prerequisite: 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) Schlegel

Prerequisite: 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*, 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)

Prerequisite: 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)

Prerequisite: 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' Trimalchio, an ex-slave buffoon, and Apuleius' Lucius, a young aristocrat magically transformed into an ass, are two of Latin literature's most memorable creations. Narrative technique, critical interpretation, and the special perspective on Roman life the works present, are major subjects for discussion in the course.

CLLA 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)

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 40061. Remembering Rome: The Culture of Memory

(3 -0- 3)

As the Roman republic was failing, to be replaced by a system of empire, the memory of the past became a source of reflection, anxiety, and debate. Romans remembered their dead, their ancient customs, language, religion, warfare, and their vanishing liberty. Much of this remembering involved a fabrication of the past. What to remember and how to remember (writing literature, erecting monuments, passing laws, performing rites) are central concerns for Romans from Cicero through the Roman empire. Memory is theorized by philosophers, rhetoricians, and theologians. We shall study the theories and practices of remembering through an examination of texts and material culture (architecture, city planning, art history). Texts and topics will include the antiquarianism of the great republican scholar Varro, Cicero (especially in the dialogues), the early imperial historical writers Velleius Paterculus and Valerius Maximus, the encyclopedist Pliny the elder, the scholarly collector of the past Aulus Gellius, and Augustine's ideas of memory.

CLLA 40062. Livy and Ovid and the Foundations of Rome

(3 -0- 3) Mazurek

This advanced Latin course focuses on the mythology of Rome's foundation as depicted in Livy's history, *Ab Urbe Condita*, and Ovid's poem on the Roman calendar, the *Fasti*. Students will study Livy's and Ovid's portraits of the mythical heroes and kings associated with the origins of Rome, including Evander, Hercules, Aeneas, and Romulus, in order to explore the Romans' cultural understanding of their mythical/historical beginnings. In addition students will examine the literary qualities of Livy's history and Ovid's poetry and their reflections on social and political life during the reign of Augustus.

CLLA 40090. Latin Poetry in the Age of Augustus

(3 -0- 3)

This advanced course in Latin literature examines poetry of the Augustan era (31 B.C.–A.D. 14), concentrating on selections chiefly from Virgil (*Aeneid*), Horace

(*Odes*), and Ovid (*Ars Amatoria*, *Tristia*, *Epistulae ex Ponto*). Comprehensive reading in translation is also required. The main question asked in the course, and its connecting theme, concerns the nature of the relationship between literary expression and the historical context in which the poetry concerned was written. In particular, the literary works read are investigated as possible responses to Rome's first emperor Augustus and the appearance at Rome in his person of a system of autocratic rule.

CLLA 40210. Latin Philosophical Prose

(3 -0- 3)

A survey of selections of Latin philosophical prose from the late Republic to Late Antiquity. Authors to be read include Cicero, Seneca the Younger, Augustine and Boethius. Special attention will be devoted to the origins and development of philosophical idiom, the challenges of rendering Greek, and the influence of rhetorical training on philosophical works. According to the needs and interests of the class, texts from the early Medieval period may be included.

CLLA 40510. Latin Survey I: The Birth and Growth of Latin Literature

(3 -0- 3) Krostenko

This class offers an overview of Latin literature from its origins in the 3rd century to the late Republic. During this period, as the poet Horace put it, *Graecia capta ferum victorem cepit* ("Captured Greece captured her savage conqueror"): Greek literary forms—epic, tragedy, historiography and rhetoric—provided the models for literature in Latin. But these adaptations were never simple copies: the values of the Romans' militarist society lie close to the surface. Furthermore the values of that society were hardly static but themselves developed as Rome grew from a regional power into a world empire. The chief purpose of this class is to grasp the dual identity of Roman literature: what does it owe to the Greek world? and what does it owe to its own developing social world? Additional topics include the formal development of the Latin language; the development of Latin meters, especially the hexameter; and native Italic literary forms (e.g. farces and Saturnian epitaphs). Authors to be read include Plautus, Naevius, Ennius, Terence, Lucilius, Cicero, Lucretius, Caesar, Sallust and Catullus. Open to undergraduates by permission.

CLLA 43555. Augustine: Select Readings

(3 -0- 3)

Prerequisite: 3 years of college Latin or by permission of the instructor.

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 new-found 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).

CLLA 46801. Directed Readings

(V -0- V)

Individual or small group study under the direction of a departmental faculty member.

CLSS 43221. UG 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 unhellenized 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, Manichean, 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 in light of their affinities to primarily Jewish, and other related texts (Manichean, Zoroastrian, Gnostic). Participants must be able to read non-vocalized texts at least at the intermediate level. They must also be able to read related secondary literature in the history, culture, and literature of Late Second Temple Judaism and emergent Christianity in western Asia. Reading knowledge of French and German is presumed.

MEAR 10001. First-Year Arabic I

(5 -0- 5) Martin; Shehata

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) Martin; Shehata

Prerequisite: MEAR 10001

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 20003. Second Year Arabic I

(4 -0- 4) Bualuan; Shehata

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) Martin

Prerequisite: MEAR 20003

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 20020. Lebanese Colloquial

(3 -0- 3) Bualuan

Prerequisite: MEAR 10002

Colloquial Arabic, rooted in classical Arabic, is used in daily communication between people in the Arab world. This course initiates speech and dialogue through audiovisual aids, and focuses on the development of listening and speaking skills in interactive settings. Materials in the course are designed to provide students with very rich vocabulary needed in every day communication with Lebanese people. It presents a wide variety of themes and presents vocabulary in context. The Lebanese colloquial is a variety of Levantine Arabic (closely related to the Syrian, Palestinian, and Jordanian dialects) and is understood throughout the Arabic-speaking Middle East.

MEAR 30005. Third Year Arabic I

(3 -0- 3) Bualuan

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 KITAAB 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 20003 or MEAR 20004 or MEAR 30005

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 KITAAB 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 two-fold: 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)

Corequisite: MELC 40075

A one-credit reading or discussion group for students interested in reading/discussing course materials in the Arabic original. Course materials will vary term to term.

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

(3 -0- 3) Martin

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, on-line resources) are intended to supplement the readings and expand contexts and vocabulary for further interaction in Arabic.

MEAR 40020. Media Arabic I

(3 -0- 3) Martin

Prerequisite: MEAR 30006

This course aims to help the student acquire the skills needed to read and listen to Arabic media at the advanced level, and to communicate in Arabic on contemporary political, social, and cultural issues relating to the Middle East and North Africa. Through media material, the student will solidify and build on the Arabic skills already acquired in previous years of study, and s/he will be trained to read and listen to different forms of Arabic media, and speak and write about a wide range of topics related to contemporary events.

MEAR 40025. Advanced Arabic Composition and Conversation I

(3 -0- 3)

This course deals with aspects of Modern Standard Arabic in a comprehensive and integrated method, including vocabulary and phrases, reading comprehension, grammar, conversation, writing, and listening. The course will primarily focus on the contemporary Arabic that is understandable all over the Arab world and used in social, business, and intellectual gatherings. The students will also be exposed to the colloquial Arabic and the Arab culture through watching Arabic TV programs, movies, and other audio-visual programs accompanied with reading social magazines and other authentic materials. The course will enable the students to write relatively long Arabic essays, develop efficient reading skills, listen to and discuss topics of general and professional interest, be knowledgeable of Arabic culture, be able to express themselves fluently and conduct conversations dealing with issues presented in the course material.

MEAR 46801. Directed Readings

(V -0- V)

Individual or small group study under the direction of a faculty member.

MEAR 56100. Directed Reading

(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)

Prerequisite: MEHE 10001

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) Bualuan

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: The Arabian Nights and World Literature

(3 -0- 3) Guo

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.

MELC 20010. Modern 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; Arab Spain. No knowledge of Arabic is required.

MELC 20035. The Good Life in Medieval Islam

(3 -0- 3)

One learns a great deal about a society from its definition of what constitutes the good life. This textually-based course will therefore examine the lifestyles of the rich, the famous, and the not-so-famous in the medieval Islamic world, in order to learn about that civilization's mores, material culture, technological sophistication, material wealth, and social customs. Issues that will be covered

include the conspicuous consumption of the elite—in feasting; court ceremonial; slaves, eunuchs, and concubines; harems; hunting; extravagant parties; sartorial magnificence; retinues and private armies; jewels and objets d'art; praise poetry; and much more. In the process of exploring these issues, students will discover much about trade and agriculture in the Islamic Middle Ages; the role of women, slaves, eunuchs, and poets; the internal divisions within Muslim society; courtly life and culture; and, finally, the alternative definitions of the good life offered by religious ascetics, mystics, and chivalric brotherhoods.

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. MMME minors will need to secure an override from the Department office to register.

MELC 20100. The Arab-American Experience

(3 -0- 3)

This course follows the history of Arabic-speaking people in the United States from the first immigrants who arrived in the 1880s to the present. What motivated those first courageous immigrants to leave home and family and travel to a land they had never seen? What did they find when they arrived? How did they survive? These are all questions we will explore. We will investigate the entrepreneurial spirit that led to Arab-American contributions in business, science, the arts, and entertainment. Recent history has seriously affected American perceptions of Arabic-speaking people world-wide, and of Arab-Americans in particular. What these events mean for us as a nation will be thoughtfully explored. This course will rely on the works of Arab-American writers, actors, poets, and movie producers who will relate the Arab-American Experience in their own words. Requirements: Class participation, two short papers, a final collaborative project.

MELC 20150. Contemporary Political Islam

(3 -0- 3)

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)

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.

MELC 30035. Medieval Middle East

(3 -0- 3)

Corequisite: HIST 32080

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, religious, 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); ethnic, racial, and religious tensions and movements in the medieval Islamic world; the impact of Turkic migrations on the Middle East; 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 30036. The Medieval Iranian World: Iran, Afghanistan, and Central Asia

(3 -0- 3) Tor

The Iranian cultural world, from late antiquity until the 13th century, stretched from what is today Iraq all the way to India, and from the Persian Gulf deep into Central Asia. Although in the seventh century the early Islamic conquests put an end to the Persian Empire and occupied the Iranian world, a new era of Iranian hegemony began in Islamic history with the Abbasid Revolution in 750 and the establishment of the new Islamic capital, Baghdad, in the old Persian heartland. This event inaugurated a growing dominance by Iranians, and Persian traditions, in all areas of Islamic civilization—cultural, religious, military, and political—culminating in the establishment of the autonomous Persianate dynasties which ruled the Islamic heartland from the ninth century until invading Turco-Mongol tribes seized political control of the Islamic world in the twelfth century. This course will explore the many ways in which the Persianate world—today’s Iran, Afghanistan, and Central Asia—helped form the Islamic world, focusing on its contributions to political order and ideology; its leading role in the formation and elaboration of Sunnism; its rich cultural productions; and its expansion of the borders of Islam.

MELC 30040. Christianity in the Middle East

(3 -0- 3) Amar

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 30051. Islamic Religious Thought: Formation and Development

(3 -0- 3)

This course traces developments in the first few centuries of Islam in theology, law, and spirituality. Students will gain a solid understanding of diversity within Islam including and beyond the typical distinction between Sunnism and Shi’ism. Beginning with a brief overview of Muhammad and the Qur’an, the course explores the issue of succession, transmission of knowledge, formation of major schools of thought, and development of consensus. Students will receive both a historical survey and read excerpts of primary texts in translation. Given that most modern Islamic movements view the first few centuries of Islam as a “golden age,” this course also provides essential background for students to engage contemporary Islam.

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 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 30081. Cultures of the Middle East

(3 -0- 3) Baykal

This course is designed as an advanced introduction to the Middle East. It covers the anthropological research that has been conducted in the Middle East to provide students with the cultural knowledge necessary to understand and interpret contemporary social, political and economic dynamics of the region. Some discussion will be devoted to nearby Muslim societies of Central Asia. We will begin by outlining the underlying principles and tensions of Middle Eastern history and social organization, then move to a discussion of the ways in which these principles and tensions are expressed in religious, communal, gender and political relationships. We also will consider the effects of the media and global market on authority and power relations within these settings.

MELC 30090. Arab Women Writers

(3 -0- 3) Guo

This course explores literary works by modern Arab women that remain largely unknown in the West. While the focus is on a close reading of original writings—mostly in Arabic, some in French—in various genres of non-fiction (memoir, autobiography) and fiction (poetry, short story, novel), we will also read scholarly secondary literature for contextualization and theoretical discourse. We

deal with themes such as the conflict between tradition and modernity, colonialism and Arab nationalism, war and violence, love and sexuality, religion and gender roles. Readings include writings by the pioneers (Nazika al-Mala-ika, Huda Shari), leading feminists (Nawal El Saadawi, Fatima Mernissi, Leila Ahmed), and prominent authors (Hanan al-Shaykh, Layla Ba-labakki, Assia Djebar). The course includes screenings of several films by Arab women filmmakers. All readings are in English translation. No knowledge of Arabic is required.

MELC 30158. Modern Middle East

(3 -0- 3) Kaufman

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.

MELC 30159. The Israel-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 30161. 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.

MELC 30162. Society, Culture and State in Modern Israel

(3 -0- 3)

Corequisite: HIST 32083

This class surveys the political and social history of the state of Israel from the beginning of Zionism in the late 19th century to the present. Chronologically, we will explore the ideological and practical foundations of Zionism, the history of the pre-state era and the crystallization of a Jewish polity in Palestine, and of the state of Israel from its establishment in 1948 war until the recent past. Thematically, we will analyze the different social and political groups that form the Israeli society, certain foundational myths and their dissolution and the Arab-Israeli conflict and its impact on state and society in Israel. We will also dedicate some time to discuss U.S.-Israeli relationship.

MELC 30392. Diplomacy and Conflict in the Middle East

(3 -0- 3)

This course examines the role of diplomacy in shaping the Middle East and in managing conflict in the region today.

MELC 30393. Arab Spring

(3 -0- 3) Baluch

The Arab Spring is arguably the most significant development to take place in the Arab world since decolonization. In this course we will study the Arab Spring and compare it to other revolutions that have overthrown authoritarian rule. We will focus on two key interconnected questions regarding the Arab Spring: Why the revolutions? And why now? Our aim will be to identify the key grievances that led to the unrest, the parties involved, and the prospects for permanent change as a result of these revolutions. We will also consider the impact of these revolutions on the security situation of the region. We will begin by studying revolutions and social movements in general. Our comparative approach will lead us to briefly study the French revolution, decolonization movements in the Arab world, and the movements against totalitarianism in Eastern Europe.

MELC 30523. Islam and Politics in the Middle East

(3 -0- 3)

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 40075. Marriage, Divorce, and Family in Muslim Societies

(3 -0- 3) Guo

High rates of divorce, often taken to be a modern and western phenomenon, were also typical of pre-modern Muslim societies. How was that possible, insofar as "Marriage is half [fulfillment of one's] religious duties," as the Prophet Muhammad once famously dictated? What, then, is the Islamic ideal of marriage? What were the patriarchal models advocated by medieval Muslim jurists and moralists? Did the historical reality of marriage and family life in the Islamic Near East have anything in common with these models? Do the assumptions about the legal inferiority of Muslim women and their economic dependence on men hold truth? These are the questions this course will try to address. To that end, we will read and discuss a wide range of primary sources (all in English translation)—the Koran and Hadith (Muhammad's saying and deeds), legal writings, narrative (chronicles, belles-lettres) sources, and documentary (archives, contracts) materials—as well as recent scholarship on the subject. While our theoretical framework is that of social history, we will also pay close attention to intimate accounts of, and reflections on, individual medieval lives. We will conduct case studies as for group projects. While the focus is on the Islamic Near East (700–1500), we will extend our inquiry to include the modern Middle East as well. No knowledge of Arabic is required. For students who have taken two years of college Arabic and are interested in reading some course materials in the Arabic original, we will organize a reading group (meets one hour a week, earning an extra credit).

MELC 40700. Islamic Ethics of War & Peace

(3 -0- 3) Omar

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. Students are not expected to emerge from this course as experts on Islamic ethics or any of its subfields, but rather, they will be exposed to major authors and arguments and be provided with a number of conceptual lenses that can be applied to their analysis of the diverse ways in which Islam is implicated in conflict, violence and peace building on both a global and local level.

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 58000. Senior Thesis

(0 -0- 3)

The range of acceptable topics for a senior thesis is as wide as the discipline of Arabic and Middle East Studies; but most senior theses will fall into one of two categories. The first is a study of a limited problem through research in various materials, including significant use of primary source materials. The second is a critical essay, interpretive in nature, on a significant social, religious, historical controversy, or a historiographical and philological problem, or a literary and cultural figure.

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, trade and the international economy.

ECON 10011. 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.

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, fiscal and monetary policy.

ECON 13181. Social Science University Seminar

(3 -0- 3) Kim; 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 U.S., 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, trade and the international economy.

ECON 20011. Principles of Microeconomics

(3 -0- 3)

Prerequisite: MATH 10250 or MATH 10260 or MATH 10350 or MATH 10360 or MATH 10550

An introduction to economics, with particular attention to the pricing mechanism, competitive and monopolistic markets, government regulation of the economy, labor-management relations and programs, income determination and public policy, trade and the international economy.

ECON 2020. 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, fiscal and monetary policy.

ECON 30010. Intermediate Economic Theory—Micro

(3 -0- 3) Rath; Sullivan

Prerequisite: (ECON 10010 or ECON 10011 or ECON 20010 or ECON 20011) and (ECON 10020 or ECON 20020) and (MATH 10260 or MATH 10560 or MATH 10860) or MATH 10350 or MATH 10360

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) Sims

Prerequisite: ECON 10010 or ECON 10011 or ECON 20010 or ECON 20011) and (ECON 10020 or ECON 20020) or MATH 10350 or MATH 10360

An intensive examination of Macroeconomics with particular reference to the determination of economic growth, national income, employment and the general price level.

ECON 30150. Introduction to Economics and Catholic Social Thought

(3 -0- 3) Kaboski

Prerequisite: ECON 10010 or ECON 10020 or ECON 20010 or ECON 20020

This course will discuss the relationship between economics and Catholic social teaching. We will learn about key principles in Catholic social thought, read key Papal encyclicals and other writings. We will then discuss key economic concepts and empirical facts known from the field of economics, and how these relate to Catholic social teaching. Finally, we will apply these ideas to discussions on labor, capital, finance, the environment, globalization, and development.

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 30201. Topics in Political Economy

(3 -0- 3)

Prerequisite: ECON 10010 or ECON 10011 or ECON 20010 or ECON 20011

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 30220. Marxian Economics

(3 -0- 3) Ruccio

Prerequisite: ECON 10010 or ECON 10011 or ECON 20010 or ECON 20011 or ECON 10020 or ECON 10021

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) Berg; Noble

Prerequisite: ECON 10010 or ECON 20010 or ECON 10011 or ECON 20011

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) Evans; Lee

Prerequisite: ECON 30330 or BAMG 20100 or ACMS 10150 or ACMS 20340 or ACMS 30440 or ACMS 30540 or MATH 30540

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)

Prerequisite: (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 30481. American Labor Force

(3 -0- 3) Wozniak

Prerequisite: ECON 10010 or ECON 10011 or ECON 10020 or ECON 10021 or ECON 20010 or ECON 20011 or ECON 20020

This course uses the tools of economics to understand the major forces shaping the American labor force, in both the past and the present. Examples of course topics include: the major waves of European migration to the U.S., 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. This course is closely related to Econ 33480 (Migration, Education and

Assimilation) but does not require a research paper. Prerequisites: Principles of Microeconomics. Concurrent enrollment in or completion of a statistics course, Econometrics, or Intermediate Microeconomics is helpful but not required.

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 30535. Economics of Preserving Natural Resources

(3 -0- 3)

Prerequisite: ECON 30010

Treatises on “optimal” harvesting of trees and other natural resources date back at least to John Evelyn (1620–1706). This course examines a wide variety of situations in which the socially optimal “economic use” of a natural resource involves its preservation. Emphasis is placed on: using the logic of economics to demonstrate when preservation of a natural resource is preferable to its reduction or destruction; using examples to clarify these arguments; and broadening the definition of “natural resources” to include some nontraditional resources.

ECON 30800. Development Economics

(3 -0- 3)

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 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 postsocialist governments; to set out the theoretical analysis underlying the policies adopted to deal with them; to assess their impact on economic performance and the welfare of the population.

ECON 33200. Introduction to Political Economy

(3 -0- 3)

Prerequisite: (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 33201. Topics in Political Economy

(3 -0- 3) Ruccio

Prerequisite: ECON 10010 or ECON 20010 or ECON 10011 or ECON 20011
This course is a follow-up to Introduction to Political Economy, the initial presentation of nonmainstream economic theories and approaches. The content of Topics in Political Economy varies from semester to semester. This semester, we will read and discuss a series of classic book-length approaches to political economy (including Smith’s *Wealth of Nations*, Marx’s *Capital*, Veblen’s *The Theory of the Leisure Class*, and Polanyi’s *The Great Transformation*). We will also view and discuss some classic films in political economy.

ECON 33220. Marxian Economic Theory

(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 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 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)

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 33290. The Political Economy of the Financial Crises

(3 -0- 3)

Prerequisite: ECON 10010 or ECON 10011 or ECON 20010 or ECON 20011
A discussion seminar. This course will examine the recent experience of the U.S. and global economies with financial crises, especially the most recent crisis involving housing speculation, financial derivatives, and banking. 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. It will examine historical and structural changes in the financial system over the past 30 years, and how these changes have affected the behavior of financial crises. In addressing prospects for change, the course will examine policies, institutions, and the basic structures of power and influence in the economy.

ECON 33410. Labor Relations Law

(3 -0- 3)

Prerequisite: 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 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)

Prerequisite: (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 33481. Topics in the Development of the American Labor Force

(3 -0- 3)

This course uses the tools of economics to understand the major forces shaping the American labor force, in both the past and the present. Examples of course topics include: the major waves of European migration to the U.S., 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. This course is closely related to Econ 33480 (Migration, Education and

Assimilation) but does not require a research paper. Prerequisites: Principles of Microeconomics. Concurrent enrollment in or completion of a statistics course, Econometrics, or Intermediate Microeconomics is helpful but not required.

ECON 33500. Economics of Poverty

(3 -0- 3)

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 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 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 U.S. 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 36950. Directed Readings

(3 -0- 3)

This course provides students with an opportunity to explore readings and research as directed by an assigned faculty member in the department. It is offered by arrangement with individual instructors.

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) Rath

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 40330. Forecasting for Economics and Business

(3 -0- 3)

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) Flood

Prerequisite: 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

(3 -0- 3) Waller

Prerequisites: “Intermediate Macroeconomics.” “Money and Banking” desired
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.

ECON 40363. Bubbles, Crises and Speculative Attacks: The Economics of Extreme Events

(3 -0- 3) Flood

Prerequisite: ECON 30010 and ECON 30020 and ECON 30331

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, like the German Hyperinflation, during which time German prices rose at more than 50%/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)

Prerequisite: (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 40520. Economics of Education

(3 -0- 3)

Prerequisite: (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 40535. Economics of Preserving Natural Resources

(3 -0- 3)

Prerequisite: ECON 30010

Treatises on optimal harvesting of trees and other natural resources date back at least to John Evelyn (1620–1706). This course examines a wide variety of situations in which the socially optimal “economic use” of a natural resource involves its preservation. Emphasis is placed on: using the logic of economics to demonstrate when preservation of a natural resource is preferable to its reduction or destruction; using examples to clarify these arguments; and broadening the definition of natural resources to include some nontraditional resources.

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 policy makers 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 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)

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)

Prerequisite: ECON 30010

This course will explore cutting-edge work by economists on care for the poor, considering both government and non-government 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

This course focuses on the strategic behavior of firms in imperfectly competitive markets. The course will cover the acquisition and use of market power by firms, strategic interactions amongst firms, and the role/effects of government competition policy. There will be a strong emphasis on applying the theoretical tools developed in class to assess markets and issues observed in the world.

ECON 40700. International Economics

(3 -0- 3)

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 is a course on international microeconomics. Its primary goal is to develop analytical tools to help us to understand the causes and consequences of international trade flows. The course covers models of comparative advantage, which shows that countries engage in international trade to exploits differences in technology and resources, as well as new trade theories that emphasize increasing returns to scale in production. A substantial amount of time will also be devoted to studying the impact of trade policies, such as tariffs, quotas, export subsidies, and trade agreements on the economy.

ECON 40720. International Money

(3 -0- 3) Mark

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 40830. Economic Growth

(3 -0- 3)

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 40850. The Economics of Innovation and Scientific Research

(3 -0- 3)

Prerequisite: (ECON 10010 or ECON 10011 or ECON 20010 or ECON 20011) and (ECON 10020 or ECON 20020)

We will use simple microeconomics principles to understand how and why innovation happens, how innovation is related to basic scientific research, what factors influence the production and diffusion of new ideas, and how government policy can help or hinder innovation. We will also study the relationship between innovation and economic welfare using recent macroeconomic models. Intermediate microeconomics and at least one semester of econometrics are recommended, though not required. There will be two midterms and a final exam, as well as written homework assignments

ECON 43110. History of Economic Thought

(3 -0- 3)

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 10010 or ECON 20010 or ECON 10011 or ECON 20011

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 43330. Forecasting for Economics and Business

(3 -0- 3)

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 43350. Fed Challenge

(1 -0- 1)

An in-depth analysis of Federal Reserve Open Market Committee policy actions. Students must participate in college Fed Challenge competition.

ECON 43410. Labor Law

(3 -0- 3) Leahy

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 43430. 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 43530. Environmental Economics

(3 -0- 3) Lipscomb

Prerequisite: ECON 30331

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 43550. Economics of the Family

(3 -0- 3)

Prerequisite: ECON 30331

This course will use economic theory and empirical economic research to study the family. Topics will include household decision making; the determinants of marriage and fertility; how marriage, fertility, and family structure are related to other outcomes; and public policies that affect the family and family formation. Students will learn to read and evaluate empirical economic research. This is a writing-intensive seminar course.

ECON 43551. Federal Challenge

(2 -0- 2)

Prerequisite: ECON 30010 and ECON 30020

The course is designed as a preparation for the College Fed Challenge competition to be held in November at the Federal Reserve Bank of Chicago. Students will first be responsible for the preparation of a detailed analysis of the state of the U.S. economy. Students will also be responsible for the development of a recommendation for the conduct of monetary policy based on that analysis and a thorough understanding of the tools, goals, structure, and strategies of the Federal Reserve System. Students will be organized into teams to deliver oral presentations and to defend their analysis and recommendation before other students and faculty. On the basis of these presentations, a group of students will be selected to participate in the Chicago competition.

ECON 43570. Economics and the Law

(3 -0- 3)

Prerequisite: ECON 30010

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 43730. European Union

(3 -0- 3)

Prerequisite: (ECON 30010 or FIN 30210) and ECON 30020

This course is the seminar version of ECON 40730. This course focuses on Europe's movement towards 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)

Prerequisite: (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. Independent Laboratory Research

(V -0- V)

Prerequisite: ECON 30010 or ECON 30020 or ECON 30331

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.

English

ENGL 13186. Literature University Seminar

(3 -0- 3)

An introduction to the seminar method of instruction, emphasizing the analysis of literary texts. For a full description of this section of the course, please see the enhanced course information.

ENGL 20000. Introduction to Creative Writing

(3 -0- 3) Kalbach; Lattari

This course will introduce you to the craft of writing poetry and fiction. Thus, you will study the language, forms, techniques, and conventions of poetry and fiction with the purpose of putting that knowledge into practice. The hope is that by the end of the semester you will have also discovered ways of reading creative works that are stimulating and enriching for you. A large part of the semester will be devoted to the writing and sharing of exercises and original creative works in a workshop setting.

ENGL 20001. Introduction to Fiction Writing

(3 -0- 3) Lattari

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 is a beginning course in writing short prose fiction. No experience in the form will be necessary. Students will be writing every week, primarily short fiction and other prose forms, guided by assignments. There will be in-class student discussion of each other's work. There will be readings in both traditional and contemporary fiction.

ENGL 20002. Introduction to Poetry Writing

(3 -0- 3) Kalbach

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 introduces students to the basic elements of poetry writing: language as matter and its creative organization through rhythm, form and different kinds of patterning. The course emphasizes the preeminence of sound as the distinguishing feature of poetry, with listening and speaking poetry as a necessary basis for writing it. Technical exercises, language games, writing exercises both collective and individual, and encounters with poetry in print and through attending readings are required. Original poetry by participants is discussed both online and in workshop sessions.

ENGL 20003. Fiction Writing

(3 -0- 3) O'Rourke Tomasula

Students will begin with narrative exercises in style and form and ultimately write complete drafts and revisions of literary short stories. Readings in modern and contemporary literature will provide critical perspective and vocabulary, as well as narrative possibilities.

ENGL 20004. Poetry Writing

(3 -0- 3) Correa

This course invites you to build on the basics, develop your technical abilities, and broaden your approaches to the form, genres, media, language, and performance of contemporary poetry. Students should expect to read and view works from a variety of periods and cultures, and will generate their own poems in response to course readings and prompts as well as their own impromptu in-class writing. Students will also sharpen their critical vocabulary as they analyze assigned

readings, critique peer work, and receive critiques of their poems from both peers and instructor. Specific readings, activities and assignments will differ from section to section.

ENGL 20023. Writing Center Theory and Practice

(3 -0- 3) Capdevielle

A three-credit course in writing pedagogy for students working as tutors in the University Writing Center.

ENGL 20104. Introduction to Poetry

(3 -0- 3) Betz

This course will provide an introduction to poetry as a literary art form and develop students' skills of critical analysis and interpretation. The course will address the major poetic genres and a range of literary concepts and devices. We will read a variety of material both past and contemporary, with a special emphasis on poetry from the nineteenth and twentieth centuries and particularly the Romantic period.

ENGL 20106. Point-of-View in the Novel

(3 -0- 3) Deane-Moran

This course will focus on the introduction to the novel as a form, a means to view the world of the author/artist and the reader. Literature is an art whereby one consciousness seeks to communicate with another consciousness. One of the artist's techniques for controlling this flow is the concept of point of view. We will explore various approaches and uses of this "framing" in some nineteenth- and twentieth-century novels. The goal is to use an understanding of point of view to more fully comprehend, enjoy, and sensitively read this popular genre. Texts: Henry James, *Turn of the Screw*; Emily Bronte, *Wuthering Heights*; Gustave Flaubert, *Madame Bovary*; Edith Wharton, *Ethan Frome*; James Joyce, *Dubliners*; William Faulkner, *Absalom, Absalom!*; Carson McCullers, *The Heart is a Lonely Hunter*; E. L. Doctorow, *Ragtime*; Roddy Doyle, *Paddy Clarke, Ha, Ha*; and Richard Brautigan, *Trout Fishing in America*. Requirements: regular class participation; two short papers, a mid-term; and a final.

ENGL 20107. Satire

(3 -0- 3) Callis

While satire might initially appear to be a morally corrective genre, satirists frequently undermine their own moral intentions by creating works of verbal, rhetorical, and political anarchy. In this course we will examine both the purposes (or lack thereof) of satire and its uses in different literary genres and modes, including irony, humor, sarcasm, fables, etc. After a brief introduction to Roman satire, we will discuss a range of authors from the eighteenth through the twentieth century, such as Jonathan Swift, Voltaire, Alexander Pope, Mark Twain, Aldous Huxley, George Orwell, Nathanael West, and Walker Percy. The final part of the course will be devoted to the use of satire in American pop culture. We will look at the films *Dr. Strangelove* and *Network* and then conclude by watching excerpts from *The Simpsons* and Jon Stewart's *Daily Show*. We will focus not only on the traditional and generic characteristics of satire but also on its historical character, the way that satire speaks to the present.

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 20133. Catholic Fiction and Film

(3 -0- 3) Smyth

An examination of Catholicism in modern fiction, cinematic adaptations of those works of fiction, and other free-standing stories and films. In this course, as you might expect from its title, we will consider representations of Catholicism in the work of a number of authors and filmmakers. Our central texts are as follows: Georges Bernanos, *The Diary of a Country Priest* (novel, French, 1937); Robert Bresson (director) *The Diary of a Country Priest* (1950); Louis Malle (director) *Au Revoir Les Enfants* (1987); Leo McCarey (director) *The Bells of St Mary's* (1945);

Pat McCabe, *The Butcher Boy* (novel, 1992); Neil Jordan (director) *The Butcher Boy* (1997); Peter Mullan (director) *The Magdalene Sisters*; Brian Moore, *Black Robe* (novel, 1985); Bruce Beresford (director) *Black Robe* (1991); James Joyce, *Dubliners* (short stories, 1914); John Huston (director) *The Dead* (1987); Betty Smith, *A Tree Grows in Brooklyn* (novel, 1943); Elia Kazan (director) *A Tree Grows in Brooklyn* (1945). Alfred Hitchcock, Martin Scorsese, Frank Capra, John Ford, Robert Altman, Francis Ford Coppola, Leo McCarey, Robert Bresson, Jean Renoir, Federico Fellini—the list of great (lapsed or otherwise) Catholic film directors is staggering. In the films and novels and stories that we will be reading—for we will be reading the films just as closely as we will read the written words—Catholicism emerges in multiple ways. Some of the issues that will be raised for our analysis and discussion will be: iconography; sacrifice; mortality; sin; original sin; violence and religion; religious corruption; the tensions between the individual and the institutions of the Church, and the clergy; the loss of innocence; grace; hypocrisy; censorship; and silence. We will aim, too, to compare and contrast the different treatments of religion and humanity in these films and novels.

ENGL 20141. Voracious Reading: Four Centuries of Food and Fiction

(3 -0- 3)

This course will explore the role of food, drink, and consumption in a wide range of literature spanning the 18th through 21st centuries. The course aims to whet students' appetites by introducing them to new and fruitful ways of engaging with texts that are inspired by critical perspectives and methodologies including cultural studies, feminism, and the growing interdisciplinary field of food studies. Reading assignments for the class will be "omnivorous," including material from many different genres including poetry, fairytales, cookbooks, novels, short stories, and film. Students will be encouraged to think critically about both the texts they read and foods they ingest, though the primary aim of the class is to equip students with the tools necessary to fully savor a rich variety of literary texts.

ENGL 20142. Autobiography and Subjectivity

(3 -0- 3)

Life-writing is a capacious term that can be used to describe a variety of private and public statements about the self. Some of these are easily recognizable as artistic representations of subjectivity (for example, memoirs, diaries, letters, self-portraits) and some less so (for example, legal testimony, graphic novels, blogs, even medical forms have been read as part of the complex project of articulating subjectivity). This course will attend to a wide variety of forms of life-writing in order to trace shifting notions of what counts as a self and track the complex project of defining and representing subjectivity. A broad range of critical approaches to subjectivity and definitions of the autobiographical project will assist us as we attempt to map changing notions of the self. Many, but not all, of our primary materials will be drawn from the twentieth century, some from the current decade: texts may include selections of writings by Wordsworth and Rousseau, Art Spiegelman's graphic novel *Maus*, Harriet Jacobs' *Incidents in the Life of a Slave Girl*, Virginia Woolf's *Sketch of the Past*, Maxine Hong Kingston's *The Woman Warrior*, selections from Samuel Delany's *The Motion of Light in Water*, Alison Bechdel's *Fun Home*, photography by Cindy Sherman, Jo Spence and others, self-portraits by Frieda Kahlo, considerations of Web projects, My Space sites, political and legal testimony or "witnessing," and other examples of autobiography "at work" will also be considered. Requirements: participation, short commentaries, and three essays: two around 5 pages, and one of eight to ten pages.

ENGL 20143. The Modern Novel: Breaking Borders: Modernism across Nations

(3 -0- 3)

What we consider the "Modern Novel" is changing. This term no longer applies only to novels written in the United States and Western Europe from 1890–1940. Instead, studies of the modern novel are moving beyond nation; the modern novel is now being recognized as a global phenomenon. This is a new approach to Modernist studies and is one that is gaining momentum. In this course we will read some of the greatest modern novels of the nineteenth and twentieth centuries. We will look at literary Modernism from an expanded time period (1857–1966)

and from nations as disparate as the United States, Russia, the Sudan, and the Dominican Republic. Along the way we will discuss themes that are common to the study of the modern novel, such as psychoanalysis, colonialism and the role of the artist. We will ask ourselves questions, such as: Should literature from disparate countries be compared, or does this international comparison lessen or even ignore the significance of the national qualities in their writing? Should novels more than 100 years apart both be considered "modern?" Should the modern novel have specific qualities, and what qualities should those be? Should texts only be read in their original language?

ENGL 20144. The Pursuits of Happiness and the Novel

(3 -0- 3)

What does it mean to "pursue happiness?" Is happiness found in the fulfillment of passion, necessity, or in the rejection of both? Is it found in the acceptance of God's providence and the realization of salvation, or is happiness an escape from history and what history has taught us about meaning? According to the Declaration of Independence, the pursuit of happiness is an inalienable human right. But what exactly does that right entail? These and other questions will be at the heart of this course's investigation of the history and formal features of the novel. The selection of novels will include works by Voltaire, Jane Austen, and Ian McEwan, just to name a few, which we will read alongside a short selection of philosophical and political texts pertinent to our investigation into what it means to pursue "happiness."

ENGL 20145. Love and Memory in Literature

(3 -0- 3)

This course will explore connections between the themes of love and memory, especially remembrance of the dead, in English and American literature. From the ghost of Hamlet's father with its plea of "Remember me" to the lost child in Toni Morrison's *Beloved*, the living are haunted by their memories of the dead and by the knowledge that they too will die and either survive in or vanish from human memory. Why do we, as individuals and as a culture, turn to novels, plays, and poetry to preserve or come to terms with our memories of those who have died? Can these forms of memory help us to keep "devouring time" at bay or come to terms with mortality? How are the varied literary expressions of human love shaped by concerns about memory and loss? How have writers sought to make others or themselves remembered by future generations of readers? We will consider these questions in novels, plays, and poems, including works by John Donne, John Milton, Emily Brontë, and W.H. Auden, as well as Shakespeare and Morrison. In pursuing the theme of memory, the course will encourage students to explore how later writers remember and transform the traditions of their forebears.

ENGL 20146. Heroes and the Heroic in Literature

(3 -0- 3) Betz

This course focuses on depictions of heroes and heroines in British literary works from the 18th to the 20th century, and on the various ways literature of this period engages the theme of the heroic. Given the wide range of meanings associated with the figure of the hero/heroine, from the mere protagonist to the cultural revolutionary, we will investigate how this figure functions and changes over time, often in ways that reflect the values and developments of a particular period and culture. In particular, we will look at the preoccupation in key texts of this period with specific heroic figures, such as Prometheus or Ulysses, and ask what notions of heroism they are intended to portray. Additional specific topics will include: this period's new emphasis on previously "unsung heroes," such as the rural and industrial poor; the growing importance of women as authors and as literary subjects; the portrayal of the poet as a kind of hero; and, at the same time, the ironization of the figure or concept of the hero during this period. The poets and novelists to be read in this course will likely include: Henry Mackenzie, Thomas Gray, William Wordsworth, Lord Byron, Percy Shelley, Felicia Hemans, Jane Austen, Charlotte Brontë, Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, Robert Louis Stevenson, Wilfred Owen, T.S. Eliot, Virginia Woolf, and Simon Armitage.

ENGL 20147. Environment and Literature

(3 -0- 3)

Thanks to climate change and Al Gore, the environment has become an increasingly urgent concern in recent years. But the question of how to live in and with nature has vexed humankind for centuries. We will explore the relationship between humans and nature as it is portrayed in prose and poetry from the late seventeenth century through today. In addition to developing an understanding of the depiction of nature in each individual work, we will also track the development of environmental ideas over the course of the centuries with the goal of understanding what the ideas we have about the environment today inherited from the literature of nature. Authors covered will include Milton, Wordsworth, Mary Shelley, the Brontës, Thoreau and Annie Dillard. Two short papers, a group presentation, mid-term, and final exam.

ENGL 20148. Introduction to Poetry

(3 -0- 3)

An introduction to the close reading of poems, together with instruction in the standard methods of interpretation. Emphasis will be given to the language and forms of poetry, and how these inform meaning. Besides writing critical essays on poetry, students will write their own poems inspired by those they have read in class. Therefore, this course will combine analysis with creativity.

ENGL 20149. Black Reconstruction: African-American Literature and U.S. Society

(3 -0- 3)

If “critique” refers to the analysis of the present towards the transformation of society then this course considers how African-American literature has functioned in this creative and critical mode from its inception. Through lecture and class discussion, this course focuses on writings from African-American authors pondering the possibilities and goals of reconstructing their communities and the United States at large. We will cover various periods of literary activity, including antebellum slave narratives, the post-Reconstruction era, the Harlem Renaissance, and the Black Arts movement. We will cover multiple literary genres—including poetry, slave narrative, novel, and the essay, among others—used in the African-American literary tradition placed in their historical, cultural, and institutional contexts. By reading the African-American literary tradition in these contexts, we will pursue a number of questions, regarding issues of political agency, the role of the writer as intellectual, the relationship of literature to the folk, and literature as an avenue of recovering alternative histories. We will read material from Phillis Wheatley, Harriet Jacobs, Charles Chesnut, Zora Neale Hurston, Ann Petry, Amiri Baraka, and others.

ENGL 20151. 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.

ENGL 20152. An Introduction to Indo-European Epic: Poetry, Criticism, and Poetic Analysis

(3 -0- 3) Little

This course focuses on the three major divisions of Indo-European epic that are frequently studied separately, but rarely treated together. These divisions—Classical European Epic, Christian European Epic, and Non-European Epic—are

represented by three of the greatest literary achievements of all time: the *Aeneid*, the *Divine Comedy*, and the *Mahabharata*. We will look at these works individually and in relation to each other and to ourselves.

ENGL 20153. Happily Never After? Re-imagining the Fairy Tale

(3 -0- 3)

This course will examine the enduring popularity of the fairy tale, as well as the forces underlying the changes in its form and meaning. By investigating the historical development of the fairy tale, students will be introduced to various methods of literary and cultural analysis. The course will begin with the origins of the literary fairy tale in 16th-century Italy, and conclude in the 20th century with Anglophone postmodern transformations. We will consider the multi-cultural nature of the fairy tale, as we examine the transmission of various tales across linguistic and national borders. Students will be introduced to various theoretical models of interpretation; we will explore structuralist, psychoanalytical, feminist, and postmodernist readings of both traditional and modern fairy tales. This course will also involve cross-disciplinary materials from subjects like history, anthropology, philosophy, and gender studies in order to examine larger themes like identity and hierarchy. Course materials include collections of world fairy tales, short novels, poetry, cartoons, television programs, films, and graphic novels. Students are expected to complete a short critical review, a take-home midterm, and a substantial comparative final paper. Students who are enrolled in this course and 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 initiative Fridays at 12:50–1:40.

ENGL 20154. The Gothic Novel

(3 -0- 3) Deane-Moran

“From ghoulies and ghosties/ And long-leggedy beasties/ And things that go bump in the night,/ Good Lord, deliver us!” Why do we enjoy being scared out of our wits? Since its inception in the late eighteenth century, generations have loved the Gothic novel with its grotesque murders and bizarre terror. The course will study a number of the most celebrated Gothic tales from horrors in castles and monasteries (Lewis’s *The Monk*) to mysterious love stories (Brontë’s *Wuthering Heights*) to the eerie stories of the paranormal (Shelley’s *Frankenstein*) to contemporary horror stories. The purpose will be to study the ways in which the Gothic novel entertains us and what it is about us that loves to be entertained by the Gothic.

ENGL 20155. Of Kings, Crowds and the Guillotine: Literary Representations of the Revolution in France

(3 -0- 3)

The French Revolution, inspired by many of the same ideas as the American Revolution, followed a very different course and had an even more profound impact on Western civilization. Pop culture references to the French Revolution often dwell on the streets of Paris running with blood as angry mobs tear down historical monuments and the guillotine services countless victims. How does our understanding of the Revolution in France differ from fictional representations of it at various times over the two hundred years that have passed since it began? Who or what is considered responsible for the cataclysm that swept France and shook all of Europe? When and how are historical figures introduced into these fictional accounts? How did the French view their own Revolution as opposed to the way the British saw it from their front-row seat across the Channel? How do fictional representations of the Revolution portray the individual, the crowd, and the relationship between them? We will consider these and other related questions as we read and discuss 19th-century novels like Honoré de Balzac’s *The Chouans* (1829), Charles Dickens’ *A Tale of Two Cities* (1859) and Victor Hugo’s *Ninety-Three* (1874); twentieth-century fictions like Baroness Orczy’s *Scarlet Pimpernel* (1905) and Anatole France’s *The Gods Will Have Blood* (1912); and Chantal Thomas’ twenty-first century novel *Farewell, My Queen* (2002). We will also view some films, including Sophia Coppola’s *Marie-Antoinette*, and will consider pertinent historical or critical readings in our study of each fictional text.

ENGL 20156. Intro to The First Amendment: Freedom of Speech in Law and Culture

(3 -0- 3) Visconti

This introductory lecture course surveys the cultural controversies, doctrines, and principles expressed in the First Amendment protections for free expression and religious liberty. We will be especially interested in some large interpretive questions: what is a speech act? What counts as protected speech? What is the relationship between free expression and democratic-self government? Is there a difference between individual, group, and government speech? Where are the limits of permissible speech, and how have those limits evolved over time? Under what conditions is censorship permissible? Do literary texts enjoy privileged status as forms of expression? Should they? What does the future of free expression look like in light of the rise of digital media? We will consider a selection of exemplary cases, controversies, and literary texts: among out topics will include the following: censorship, hate speech, obscenity and pornography; student expression; cyberspeech; individual religious expression; libel; legislative prayer and government-authored religious speech; establishment of religion; blasphemy. Disclaimer: many of our materials describe potentially offensive topics, while some are themselves examples of offensive speech.

ENGL 20157. The Bible in English Literature

(3 -0- 3) Clausen-Brown

It's safe to say that no other text has had as great an influence on English literature as the Bible. In this course, we will examine some of the Bible's most inspiring, intriguing, and troubling passages alongside some of the literary texts that have borrowed from, rewritten, critiqued, and parodied them. We will think about how English authors take up the Bible's language, genres, characters, and stories; how they use the Bible to make arguments about politics, class, race, gender, and religion; and how literary responses to the Bible reflect upon the historical, political, social, and religious situations from which they emerge. We will read the Genesis creation story alongside excerpts from *Paradise Lost* and *Frankenstein*, the Exodus story alongside selected African-American slave narratives and *Huckleberry Finn*, the gospel narratives of Jesus' life and death alongside selected medieval plays and Monty Python's *The Life of Brian*, the book of Galatians alongside *The Merchant of Venice*, and Revelation's descriptions of the last judgment alongside selected apocalyptic poetry and *Waiting for Godot*.

ENGL 20158. Introduction to British Children's Literature

(3 -0- 3) Weeks

This course will take a whirlwind tour of British Children's Literature from the early educational pamphlets published for children in the 18th century to the global phenomenon of J.K. Rowling's *Harry Potter*. It is easy to dismiss children's literature as simple, innocent material calculated to appeal to simple, innocent minds—but in this class will consider the possibility that these texts are highly responsive to the political and social environments in which they were created. As we tease out different developments in children's literature historically, we will be taking into consideration the fundamental underlying importance of race and colonialism (how do famously racist texts like *Little Black Sambo* and *ABCs for Baby Patriots* give way to texts that much more racially diverse sense of "British" identity), gender (why are little boys and little girls encouraged to read different stories? is there such a thing as a gender-neutral text?), and economics (who can afford to buy children's books? and who gets paid to write them?). Some of our most powerful memories are associated with children's literature; it clearly has a lasting impact on adult consciousness. What will we see when we return to familiar texts with more careful, adult consideration?

ENGL 20160. Literature and Ecology

(3 -0- 3) Sitter

The course will study works of ecological imagination, primarily in contemporary literature but with some attention to classic earlier works. Reading non-fiction, fiction, and poetry, we will explore how ecological awareness figures in various kinds of literature, with a particular emphasis on late 20th- and 21st-century understandings of challenges to sustainability, such as diminishing resources, extinction of species, and climate change. We will attend to the heightened

importance of voice, narrative, and metaphor in literary renderings of how to best understand our creative possibilities at what is arguably the "beginning of the most crucial decades in the history of the human species on earth." Other topics concern how the relation of literature to science and the meanings of "nature" are changing, how to understand current environmental controversies more critically, and how to enter those discussions more thoughtfully. Readings will include novels by T.C. Boyle, Margaret Atwood, and Ruth Ozeki; non-fiction by Thoreau, Aldo Leopold, Annie Dillard, and Bill McKibben; and poems by Gary Snyder, Mary Oliver, Denise Levertov, A.R. Ammons, Wendell Berry, and Pattiann Rogers. Requirements include several one-page response papers, a more ambitious essay, a midterm examination, and a final examination. This course is primarily for non-majors; it can also satisfy one of the requirements of the minor in Sustainability Studies.

ENGL 20161. The Hero's Journey: The Quest in British and American Literature

(3 -0- 3) Fuller

In a book geared largely towards undergraduate readers, *How to Read Literature Like a Professor*, Thomas C. Foster identifies the quest as one of the great themes that recur over and over again throughout the whole of literary history. His first chapter, titled "Every Trip Is a Quest (Except When It's Not)," provides an overview of how the quest appears and reappears in literary, figurative, and even allegorical forms from the early medieval period to the present day. Focusing primarily on English and American literature, this course will take up Foster's discussion of the literary "quest" by examining different representations of journeys and the many types of travel that can occur under this heading, whether real or fantastical, religious or secular, literal or metaphorical, close to home or far away. It will include examples from a wide range of time periods and genres, beginning with a translations of *Gilgamesh* and Homer's *Odyssey* and ending with modern texts such as Jack Kerouac's *On the Road* and Douglas Adams *Hitchhiker's Guide to the Galaxy*. Because the quest can take many forms, the course will consider how the texts represent spiritual, psychological, and cultural journeys. Ultimately, students will be asked to consider what counts as a literary quest and what is its *raison d'être*. What role do they and did they play in literature and in society? What kinds of audiences do they target? What influences might they have had on history? And, how does the purpose and meaning of a quest change according to its historical context, genre, authorship, and intended readership? In addition to the ones listed above, the course readings will include *Beowulf*, *Sir Gawain and the Green Knight*, Sir Thomas Malory's *Le Morte D'Arthur*, Jonathan Swift's *Gulliver's Travels*, Samuel Johnson's *Rasselas*, and Joseph Conrad's *Heart of Darkness*.

ENGL 20162. Christ and Antichrist in Literature

(3 -0- 3) Wright-Bushman

The history of art and expression in the West is filled with representations of two antithetical Christian figures, Christ and Antichrist. Throughout literary history, Christ and Antichrist appear in many different guises: as knights in armor, comic jokesters, tortured individualists, cosmic powers, children, sailors, communists, judges, and even professors. In this course, we will begin with scriptural accounts of Christ and Antichrist and then examine the diverse representations of these figures in English literature, from the oldest medieval English poetry to recent novels, with attention to the aesthetic, theological, and cultural roles such representations play. Why do Christ and Antichrist keep showing up in our literature? How are changing representations of them related to the theological and cultural concerns of the eras in which they appear? What are the effects of representations of Christ and Antichrist on us as readers, on our literary culture, and on our understanding of Christianity and the place of religion more broadly? Among our objectives will be to examine what marks a character as a figure of Christ or Antichrist and to what uses authors put these figures. By examining a wide array of literary accounts of Christ and Antichrist alongside one another, we can begin to answer these questions and sharpen our perception of continuities and shifts across the history of literature, concerned as it ever is with questions of virtue, absolute goodness, suffering, temptation, and evil. We will read texts such as Chaucer's "Friar's Tale," Melville's *Billy Budd, Sailor*, Mark Twain's "The Man that Corrupted

Hadleyburg,” Cormac McCarthy’s *The Road*, Flannery O’Connor’s “Parker’s Back,” and Golding’s *The Lord of the Flies*, as well as excerpts from Dante’s *Divine Comedy*, Milton’s *Paradise Lost*, and C.S. Lewis’s *The Screwtape Letters*.

ENGL 20163. Science Fiction and Literature

(3 -0- 3) Miller

Science fiction. Literature. We often think of these two categories as fundamentally separate, even if the occasional author seems to cross over from one side to the other. But the main theme of this course will be that the best of modern science fiction takes up the same questions that great literature has always taken up. What does it mean to be human? What is our place in the universe? What do life and death mean—biologically, spiritually, or otherwise? In fact, science fiction seems better equipped to examine some of the newer problems human beings have had to face: for example, what comes next now that we have the power to change our environment irreversibly? This course is not a survey of science fiction, and we will instead read some of its major practitioners—H.G. Wells, H.P. Lovecraft, Frank Herbert, Isaac Asimov, and others—alongside more mainstream literary texts, including but not limited to Greek tragedy, Romantic lyric poetry, the postmodern novel, and the 20th-century literary short story (Borges, Joyce, Calvino, Rushdie, etc.). As the course will also emphasize the major role science fiction has played in the new media of the last century, we will take some time to consider SF film (including Ridley Scott’s *Blade Runner*), television (such as *The Twilight Zone*), and even rock opera.

ENGL 20164. The Irish Love Poem

(3 -0- 3) Nic Dhiarmada

This course traces the trajectory of the love poem in Ireland from the Middle Ages to the present day. We will begin with texts such as *Liadain* and *Cuirithir* (9th century) continuing through the late medieval genre of the *Dánta Grádha* as well as considering the corpus of love songs (*Amhráin Ghrá*) from the oral tradition before looking at the development of the modern love poem in the work of poets from W.B. Yeats to the contemporary Irish language poet Nuala Ní Dhomhnaill. All Irish language texts will be read in translation.

ENGL 20195. The Literature of Disability

(3 -0- 3)

“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, non-fiction, 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 20213. The World of the Middle Ages

(3 -0- 3) Constable

Corequisite: MI 22001

The Middle Ages have been praised and reviled, romanticized, and fantasized. Books, movies, and games like *Harry Potter*, *The Lord of the Rings*, *Prince of Persia*, *Assassin’s Creed*, and *Game of Thrones* continue to spark our interest in and curiosity about the Middle Ages. Because of these, most of us have some kind of

imaginative vision of the Middle Ages. But what were these ten centuries between Rome and the Renaissance really like? What do we mean when we talk about a “Medieval World?” This course will consider major themes and creations of the medieval civilization(s) that grew up in Europe, the eastern Mediterranean, and the Islamic world after the fall of Rome, exploring continuities and changes, war and peace, contacts and separations. We will constantly ask how can we know about the Middle Ages, and what kinds of things can we know, as we examine many types of medieval sources, including literary works, historical texts, religious and philosophical writings, and works of art. We will especially focus on certain kinds of people in medieval history and literature across cultures: rulers, lovers, warriors, traders, and believers. This course will constitute an extended introduction to the dynamic and fascinating world of the Middle Ages.

ENGL 20214. Arthurian Literature

(3 -0- 3)

The large body of history, verse chronicle, heroic narrative, poetic romance, and prose fiction—all gathered under the canopy term “Arthurian Legend”—represents one of the most fascinating and most enduring literary phenomena of western culture. In this class, which will follow a lecture-discussion format, we will read a selection of writings that reflect the textual trace of Arthur from his earliest appearances in mytho-historical chronicles beginning in the sixth century and extending from the earliest medieval poetic and prose fictions featuring Arthur and the members of his court, through the great array of writers, past and present, who have tended these myths and legends with such imaginative care. Our readings, which begin in the Middle Ages, will culminate with the “Arthurian revivals” of the nineteenth and twentieth centuries, the latter extending to theatrical and film texts ranging from *Camelot* and Eric Rohmer’s *Perceval* to Monty Python and Indiana Jones in their post-modern questing for the Holy Grail. In addition to attending ways in which the sheer pleasures-of-the-text have been constructed by these gifted authors, our own “literary quest” will involve questions of historical and social context, gender and genre, the history of reception, modes of literary representation including techniques of symbolic and allegorical figuration, and ways in which the theoretical and/or ideological positions of both writers and their audiences constrain and inspire the works they produce. While pondering how and why this vast body of myth and legend, clustered around the figure of Arthur, has managed to survive and thrive through such remarkably variant shifts of time, place, and circumstance; and while reflecting thoughtfully on our own investment in—or resistance to—the variety of assigned readings, each student will choose for particular close study an Arthurian hero, heroine, or villain (Lancelot, Gawain, Guinevere, Galahad, Merlin, Modred, etc.), as well as some mytho-historical theme like the Round Table, the Grail Quest, the Sword-in-the-Stone, the Bride Quest, the Giant Combat, the Fatherless Boy, the Childless Queen, etc., as this “character” or “motif” presents some specific problem in interpretation. These “character studies” and thematic clusters will form the basis of two short essays, one due at mid term, one at end term. Specific topics, which will be shaped through individual consultation with the teacher, should, in the course of their critical argument, engage a variety of formal, stylistic, and rhetorical practices that have been employed by writers from the twelfth to the twentieth century as they conform to—and create fresh versions of—the plenitude of literary exemplars that characterize Arthurian Legend. Creative projects—individual or collective—are also welcome and, with the approval of the teacher, may be substituted for one of the essays. These alternative ways of investigating the materials of Arthurian Legend might include original poetic or prose compositions, dramatic presentations, graphic arts, videos, and/or musical performances, vocal or instrumental performances.

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 20219. Heroic Quests in Early British Literature

(3 -0- 3)

Stories of questing knights and unending, heroic landscapes have enjoyed popularity in recent film versions of *The Lord of the Rings*, *The Chronicles of Narnia*, and even *Beowulf*. This course will explore the foundations of the heroic quest narrative in early British literature, focusing in particular on the transformations of the epic and romance genres in Medieval and Renaissance literature. What ties heroic tales to a given nation or culture? How do stories of knights, ladies, monsters, and faeries become vehicles for other ideas, such as religion, sex, and politics? And what happens when these stories become reimagined in early modern genres of drama, satire, and the novel? We will approach these questions by considering the epic ideal of the English warrior hero, and then follow it through the wanderings of the poetry, prose, and drama of Chaucer, Malory, Spenser, Shakespeare, and others. While we will spend the majority of our time on earlier British literature, we will consider, in class discussions and student presentations, contemporary versions and film representations of English epic and romance.

ENGL 20220. Migration and Identity in the New Ireland

(3 -0- 3)

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 which 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 20222. Heroes and Villains in Medieval Literature

(3 -0- 3) Baechle

We identify ourselves in so many different ways: we like a particular band or movie. We support a certain sports team. We identify ourselves through our friends, our family, our place of birth, the subject we study, the car we drive, the clothes we wear. Medieval people were no less dependent on a number of different ways of understanding who they were, both as individuals and within larger society, but the terms in which they did so could differ dramatically from ours. In this class, we will explore these medieval ways of thinking about identity as it was presented in the literature of the time. We will look at the way medieval authors defined and developed both their own identities and those of their characters, and the ways that they were expressed. What made a knight heroic, defined a saint, or marked a villain as truly monstrous were all problems of identity, and differed from our modern conceptions of the terms. These questions of identity were dependent on ways of thinking about oneself that were particular to medieval culture, from issues of class, gender and religion to codes of expected behavior, "scientific" explorations of the self through the disciplines of astrology, medieval theories of the mind and its relation to physical appearance, and even explorations of individual human identity in comparison with the inhumanity of medieval monsters.

ENGL 20223. The Book of Monsters: Monstrosity and Metamorphosis in Medieval Literature

(3 -0- 3)

Cyclopes, blemmyae, giants, women with the tails of lions, fairies, Chthulu-like beings from the chaotic abyss: these creatures and many more occupied the margins of human geography for centuries. In ancient thought, monsters were not merely fantastical creations, but existed as important ways of talking about humans and their society: despite their distance—living as they did in India, Africa, the depths of the sea or the burial mound, sometimes even on the moon—monsters and marvelous beings have been intimately involved with Western understandings of what it means to be a human being. While we will consider a few major works such as *Beowulf* and Shakespeare's *The Tempest*, we will also look at stories of werewolves in Norse saga and French romance, madmen, Biblical and apocryphal tales of monsters and fallen angels, classical and medieval travelogues (including

voyages to outer space), and other sources to acquire an understanding of the historical and cultural contexts that make medieval texts different from—and yet similar to—our own. Secondary critical readings will help students toward a sense of the many different issues at play in the primary works, from historical context to more in-depth considerations of gender, geography, and race.

ENGL 20224. The Bodies and the Blood: Shakespeare, Violence and Religion

(3 -0- 3)

During the English Renaissance, drama became an immensely popular art form, appealing to citizens across classes both in London and in the country. Bloody, dark, sensational, and sometimes even comical, tragic drama (and all its sub-genres) became a box-office staple of English theaters. Because English drama grew in part out of the medieval morality play tradition, and because much of this drama paradoxically emphasized violence and morality, spectacle and spirituality, this course will examine the plays of the most influential dramatist of the English Renaissance and their intersections with problems of violence, tragedy, religion, and sacrifice. What are the possible connections between dramatic violence and English Renaissance culture? To what extent is religion or spirituality bound up with Shakespeare's stage, his plots, and his characters? How does drama represent tragedy and sacrifice, and what possible relationships are there between staged violence and the audiences that witness it? And what is it about tragedy both as a dramatic genre and as a way of making spiritual or religious sense of real-life events that is so appealing to Shakespeare's age, and to our own? In addition to introducing Shakespeare's major plays and examining some of them through film and performance history, this course will also include plays by Christopher Marlowe, Thomas Kyd, and John Webster.

ENGL 20225. Seducing God and Other Lovers: Faith, Love, and Devotion in Renaissance Poetry

(3 -0- 3)

The English Renaissance gave birth to some of the most beautiful poetry in the language. It was also a period of immense theological and religious tension, as early modern Catholics and Protestants rethought and disputed questions fundamental to humanity such as grace, politics, and religious authority. This course will survey the rich and conflicted poetry of this period within its theological and literary contexts. In privileging close reading and attention to poetic form, this course will also serve as an introduction to poetry more generally.

ENGL 20226. Dreaming in the Middle Ages

(3 -0- 3) Frese

In this class we will read, analyze, discuss & write about an array of texts from the Middle Ages—all in Modern English translation—that feature the experience of human dreaming. To ground our analyses, we will begin with some readings from 20th-century Freud and 5th-century Macrobius on dream types and techniques for interpreting dreams. Religious and secular subjects—and their "dreamers"—including Boethius, King Arthur, St. Perpetua, and Chaucer's magnificent rooster, Chanticleer, will occupy us for the semester as we work to understand the universal and historically conditioned experience of dreams, as imagined by medieval poets & writers from the 5th to the 15th century.

ENGL 20233. *Beowulf* and Heroic Legend

(3 -0- 3)

Beowulf is one of the oldest poems in English, the closest thing we have to a medieval English epic, a literary monument of extraordinary complexity, and a study in heroic behavior that evaluates and problematizes every aspect of the folklore, myth, and legend that it weaves into its narrative. The relationship between *Beowulf* and early medieval heroic legend will be front and center in this course, which will undertake a close reading of the poem set against several comparable exemplars of heroic behavior in neighboring medieval traditions, including the Old English *Battle of Maldon*, the Old High German *Hildebrandslied*, the Old Welsh *Gododdin*, the Latin *Waltharius*, the Old Irish *Táin Bó Cuailnge*, the Old French *Chanson de Roland*, and the Old Icelandic *Hrólfs saga kraka* (all in modern English translation). We'll look carefully at how heroic characters are represented and defined

in these texts, and we'll consider the part played by feud, revenge, honor, loyalty, and social bonds and allegiances in constructing a heroic ethos. Weekly response papers, two essays, and a final exam.

ENGL 20240. Staging the Religious: Shakespeare and His Contemporaries

(3 -0- 3)

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 20313. Science in Fiction

(3 -0- 3)

Science and poetry have always spoken to one another—today perhaps more than ever—even as our modern culture assumes they have nothing in common. This course will look at science and literature, truth and beauty, and the world-changing power of both. How do we read novels that depend on scientific concepts, or science writing that uses the strategies of fiction and poetry? We'll walk a transept across the divide between science and literature, from science fiction and realistic novels to plays, poems, popular science writing, and professional research science, taking samples all along the way and asking, How do we tell the difference? What do our answers tell us about the nature of our world, and the ways we can know it and live in it? Readings to include Mary Shelley's *Frankenstein*, Richard Powers's *Galatea 2.2*, Michael Frayn's *Copenhagen*, Aldous Huxley's *Brave New World*, and James Watson's *Double Helix*, as well as an assortment of poems, essays, films, and articles by scientists and philosophers—and by a few who defy classification.

ENGL 20314. Bewildered Beginnings: Coming-of-Age Novels from Victorian England to Celtic Tiger Ireland

(3 -0- 3)

This course will explore the ways in which the development of an individual from childhood to early adulthood is depicted in literature in different periods and cultural contexts ranging from Victorian England to late 20th-century, Celtic Tiger Ireland. The readings include canonical works by Charlotte Brontë, Charles Dickens, James Joyce, as well as more contemporary Irish novels. As we read, we will try to figure out how “coming of age” is understood and achieved in different times and also consider the social function of coming-of-age novels.

ENGL 20316. Interpreting Jane Austen

(3 -0- 3)

Jane Austen is one of the most widely adapted authors in the English language. Over the 200 or so years since she published her first novel, scores of plays, movies, spinoffs, sequels, parodies and homages have appeared in cultures from Hollywood to Bollywood. What's less well-known is that Austen's own works themselves parody, adapt and allude to plays and novels from her own time, making her novels themselves a part of the same process of cultural recycling that produced novels like *Pride and Prejudice* and *Zombies*. In this course, we will study four of Austen's novels, two eighteenth-century novels that inspired her fiction, and several of her modern-day adaptations, including three film versions of *Pride and Prejudice*.

ENGL 20317. Beauty, Disability and the Novel of the Eighteenth and Nineteenth Centuries

(3 -0- 3)

The archetypal hero is handsome and the archetypal heroine is beautiful. This course examines the ways in which the novel of the eighteenth and nineteenth centuries attempts to challenge to the beauty myth. We will cover topics such as the value of beauty in the bourgeois marriage market, sighted culture, the association of deformity with evil, stigma and punishment, and the feminist social gains associated with female plainness. The course will introduce students to disability studies approaches to reading and will focus on concepts of bodily identity, impairment, stigma, monstrosity, marginalization, beauty, deviance, and difference. The main texts will be: Henry Fielding, *Amelia* (1751), Frances Burney, *Camilla* (1796), Mary Shelley, *Frankenstein* (1818), William Earle, *Obi; or The History of Three-Fingered Jack* (1800), Anne Plumtre, *Something New* (1801), Jane Austen, *Persuasion* (1818), and Charlotte Brontë, *Jane Eyre* (1847).

ENGL 20322. Progress, Prosperity, (In)Justice: The Plight of the Individual in 19th Literature

(3 -0- 3)

Analyzes a seminal transition in Western society as it moves from an agrarian world centered around the rural estate to an urban culture built on industry and commerce. Literary texts emphasize the physical, psychological, and moral consequences to the individual of the decline of the estate, the rise of capitalism, the nontraditional nature of life and work in the city, various challenges to the established order (socialism, anarchism), and changing notions of gender. Texts include Daniel Defoe, *Robinson Crusoe*; Nikolai Gogol, “The Overcoat”; Eugene Sue, *The Mysteries of Paris* (excerpts); Leo Tolstoy, *Childhood*; Charles Dickens, *Hard Times*; Horatio Alger, *Ragged Dick*; Emile Zola, *Germinal* and Henrik Ibsen, *A Doll's House*. Nonliterary texts used to support the literary depiction of the era include John Locke, “Of Property,” Adam Smith, *The Wealth of Nations* (excerpts); Karl Marx and Friedrich Engels, *The Communist Manifesto*; and Henry Mayhew, *London Labour and the London Poor* (excerpts).

ENGL 20323. The British Novel

(3 -0- 3) Thomas

Here we survey major British novels over a two-century time span, taking stock of key genre developments along the way. Proceeding chronologically, we begin by exploring how conventions of extended “realistic” prose narratives were established in the 1700s. Then we proceed up through the Romantic and Victorian periods, when the British novel reached a high point of social prominence, narrative variety, and sophistication. Finally, looking to the first decades of the 20th century, we see how Modernists fashioned radically new narrative approaches in an effort to move beyond the topical and literary constraints of the Victorian period. Likely readings include: Daniel Defoe, *Moll Flanders*; Mary Shelley, *Frankenstein*; Charlotte Brontë, *Jane Eyre*; Charles Dickens, *Great Expectations*; Bram Stoker, *Dracula*; Virginia Woolf, *Mrs. Dalloway*. Graded work includes short papers, classroom presentations, and a final exam.

ENGL 20325. The 19th Century British Bestseller

(3 -0- 3)

Rather than read the texts of high realism normally associated with the nineteenth-century, we will cover the sub-genres of the nineteenth-century novel that often are neglected in more traditional versions of such a course, including the gothic

novel, the sensation novel, the detective novel, and science-fiction. Our reading list tentatively includes, but is not limited to *The Monk*, *The Woman in White*, *The Island of Dr. Moreau*, and a number of Sherlock Holmes stories. Two essays/papers, midterm, final.

ENGL 20336. Seduction and the 1790s Novel

(3 -0- 3)

Attacked by Christian moralists and radical feminists alike, the re-emergence of the coquette and the aristocratic libertine rapist in the radical novel of the 1790s exposes a number of important gender and political preoccupations of the late eighteenth century. We will look at the role seduction plays in what has been called the “sex panic” of the 1790s, and at what the seduction narrative reveals about gender and agency, in the context of the moral and legal debates on seduction and sexual violence. A key strand focuses on how concepts of male and female gender identity impact on the perception and representation of seduction and rape (explored through the influence of Samuel Richardson’s *Clarissa* on the writers of the period). The course places legal cases, conduct manuals, newspapers, and moral and religious tracts alongside fiction of the 1790s, and takes as its focus novels that have only recently been republished, and which push the boundaries of our understanding of gender, class, and sexualities.

ENGL 20367. Work and Desire in the Victorian Novel

(3 -0- 3)

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.

ENGL 20405. Decadent Modernity

(3 -0- 3)

Narrowly understood, decadence indicates a late-nineteenth century fashion-craze of debauched poets and artists. In this course, we study those materials, but we also engage a broader view of decadence, extending from the 18th century to the present. That second viewpoint broaches the prospect that modern life itself involves us in less obvious versions of decadence—not only phenomena such as conspicuous consumption but also (if you believe Nietzsche) such concerns as morality and truth-seeking. Our course emphasizes literary texts, along with numerous forays into drama, visual arts, cinema and criticism. Early on, we lay conceptual groundwork with texts by Freud and Nietzsche. Other well-known authors include Charles Baudelaire, Oscar Wilde, Joris-Karl Huysmans, Walter Pater, Virginia Woolf, and Patrick Süskind. We also study films by Ken Russell, Peter Greenaway and Sally Potter. Please note that some of our discussion matter is not for the faint-hearted. Bring a sense of humor, a tolerance for the grotesque, and a readiness to think carefully about authors who deliberately challenge deeply held western attitudes concerning morality and values.

ENGL 20409. 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 nineteenth 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, 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.

ENGL 20410. Modernism to Punk: Poetic Communities in the 20th Century

(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, film makers, 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.

ENGL 20411. Shakespeare in Performance

(3 -0- 3)

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 20412. Inventing Modernity in Restoration and Eighteenth-Century England

(3 -0- 3)

Much of what we consider to be modern first emerged in the late seventeenth and eighteenth centuries. Our two-party system has its roots in the political upheavals of the seventeenth century, and our paper economy began with the creation of the Bank of England in 1694. Trade, consumerism, and advertising grew dramatically during the period, and shopping became a pastime. The scientific

revolution unsettled traditional understandings of the world, and the importance of classical learning decreased. These political, economic, and intellectual changes were accompanied by significant shifts in cultural values. The sexual libertinism of many late-seventeenth-century literary works gradually gave way to celebrations of sensibility and domesticity. These new ideals contributed to the development of the conception of marriage as a loving partnership and not an economic contract between two families. This change in ideas about marriage was part of a larger reconsideration of the role of women in society. During this period, women began to make significant public contributions to the arts and society. Women actors appeared on stage for the first time, and women writers made well-regarded contributions to the formerly male-dominated literary marketplace. We will examine how writers of this period (roughly 1660–1780s) engaged with these breaks with the past and what seemed to be the emergence of modernity. In addition to tracing this theme, we will consider how the idea of modernity affected language and literary form. Assignments: A quiz, a group presentation, three short papers, two longer papers, and a final exam. Major texts: *Moll Flanders*, Daniel Defoe; *The Battle of the Books* and *Gulliver's Travels*, Jonathan Swift; *Humphry Clinker*, Tobias Smollett; *The Man of Mode*, George Etherege; *The Rover*, Aphra Behn; *The Beggar's Opera*, John Gay; poems by the Earl of Rochester, John Dryden, Alexander Pope, Oliver Goldsmith, and William Cowper.

ENGL 20433. Modern Drama

(3 -0- 3)

In this course, we will trace the major developments in the past century of European drama, beginning with the “social problem play” developed by Norwegian playwright Henrik Ibsen in the 1880s and ending with the collaborative feminist theatre of Caryl Churchill in the 1980s. We will read plays by playwrights who tried to bring theatre as close to real life as possible, and by playwrights who sought to shatter audience expectations with bizarre innovations in acting, staging, and theatrical language. Along the way, we will ask ourselves some of the questions that modern playwrights and theatre audiences have struggled with: Should theatre strive merely to entertain, or should it encourage audiences to think about contemporary issues? Should plays attempt to uncover the truth about difficult issues and human problems, or should they take the position that all reality is illusory, all human life merely a performance? Should plays make sense? Are traditional plots important or is it better to use surprising, nontraditional—even nonsensical—methods to try to affect audiences emotionally or viscerally? Should stage sets try to look as much as possible like the places they are trying to represent, or should they reveal that they are stages and props? Should actors try to “become” their characters, or should they distance themselves from their characters and think analytically about them? As we consider these questions, we will read plays and short essays by influential thinkers about the theatre. Students will write five short response papers. 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 as a graded group presentation.

ENGL 20434. The City and Literature

(3 -0- 3)

On its most basic level, narrative involves an author and character interacting with their world, engaging it in a manner that entails a beginning, middle, and end. How can such a basic model of storytelling, however, fit the wild variety of sights, sounds, and people which greet anyone upon first entering a city? Thinking of our own experience, how can anyone hope to address the vast size and events of cities such as Chicago or New York, and moreover connect the variety of this environment in an integral way to his or her personal life? It is this basic question that I hope we can begin to answer in this class. We'll be looking at writers dealing primarily with London in the nineteenth and twentieth centuries, asking how they responded to a large metropolis undergoing drastic changes at this time. We'll look at how these writers responded to the vast crowds and new technologies which emerged in this urban space, and how race and gender impacted these authors' art. In order to place the experience of London in comparative perspective, we will also examine some literary treatments of Dublin, and of other cities such as New York and Paris by English writers. In these texts, which span from the end of the eighteenth century up to the 1960s, a number of common themes will emerge: the

individual's relationship with massive crowds of strangers, the difference between the country and the city, the close proximity of wealth and poverty, the effects of gender and race on one's experience of the city, the overwhelming novelty of the city's new sensations and technologies, and, ultimately, the place of art in such a setting.

ENGL 20435. Swift to Heaney: Irish Poetry Since 1700

(3 -0- 3)

This course introduces students to Irish poetry from the early eighteenth century to the present. We will cover major Anglo-Irish and English-language poets such as Jonathan Swift, William Butler Yeats and Seamus Heaney, as well as major Irish-language poets including Aogán Ó Rathaille, Brian Merriman, Seán Ó Riordáin and Nuala Ní Dhomhnaill. The poets and their poetry will be discussed in terms of language and national identity, as well as their place in Irish history. With Swift, for example, we will discuss what it means to be Anglo-Irish, to be Protestant and to write in English in a time when the vast majority of the Irish people are Catholic and speak Irish. Students will be introduced to terms such as hybridity and colonialism and will consider the bases on which we can make claims for a poem's “Irishness.” Similarly, with Irish-language poets like Ó Rathaille we will discuss both the choice and the necessity to write in Irish, the implications of language in terms of national identity and how we come to grips with the complexities of Ireland's fundamentally bilingual literary history. Although we will be reading the poetry from Irish historical perspectives, our critical approach will take inspiration from a distinctly English poet. W.H. Auden once wrote that a critic should approach a poem by saying, “Here is a verbal contraption. How does it work?” We will indeed consider the technical question of how a poem “works,” but we will at the same time consider, for example, the linguistic importance of Merriman's use of the couplet, the political implications of Thomas Moore's feminine rhymes, or how Swift uses meter and line length in imitating Hiberno-English speech.

ENGL 20470. Miscommunication in Modern Literature

(3 -0- 3) Cowan

The twentieth century witnessed widespread breakdowns in communication, and its literature reflects that fact. Some works depict miscommunication as a tragedy almost inevitable in modern times. One topic of fascination, in this regard, was the relationship between the sexes. T.S. Eliot's poetry, for example, exposed a masculinity either too paralyzingly self-conscious (Prufrock) or unthinkingly brutal (Sweeney) to ever effectively communicate with the opposite sex. The modern urban city, too, served as a site of tragic alienation and fragmentation, effectively undercutting the possibility of authentic connection. Other works, however, seem to embrace the chaotic overflow of experience in the city, the inevitable differences between the sexes, and miscommunication in general. In these works, writers sought actively to confuse, amuse, annoy, and bewilder the reader through the use of nonsense, or the intentionally non-communicative functions of language. While reading these works, we will also explore the philosophical underpinnings of the problem of miscommunication, and in turn deal with such larger concepts as language, community, gender, experience, and art. Authors may include: Samuel Beckett, Lewis Carroll, T.S. Eliot, Sigmund Freud, Robert Frost, James Joyce, Friedrich Nietzsche, Wallace Stevens, William Carlos Williams, and Rebecca West.

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 dilemma faced by the warrior heroes of the Celts. This course, 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, archaeological and historical evidence will also be considered in this course. No prior knowledge of Irish required. All texts provided in English.

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)

The Hidden Ireland denotes both a book and a concept. The book was written by Daniel Corkery in 1924 and was an immediate success as it encapsulated a version of Irish history which had not hitherto been available to the general public; it is still considered to be a classic of its kind. The concept promoted the notion that history should emanate from "below" and should not be confined to the elites and governing classes. Both book and concept have had a profound impact on our understanding of Irish identity, Irish history, and Irish literature. This course will examine the book in depth and utilize it to open a window on the hidden Ireland of the 18th century. The cultural, historical, and literary issues which are raised by the book will be studied in the context of the poetry of the period. Poetry will be read in translation.

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) O'Brien

Corequisite: ENGL 22514

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 eighteenth century to the present. Writers will include Jonathan Swift, Maria Edgeworth, Oscar Wilde, James Joyce, William Butler Yeats, 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 "Irishness" and "Englishness." Students can expect a midterm, a paper (5–6 pages typed) and a final.

ENGL 20517. All that you can't leave behind: Exile in the Irish Literary Imagination

(3 -0- 3)

This course 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 libratory 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's *Down by the River*, Marina Carr's *By the Bog of Cats* and Roddy Doyle's *The Woman Who Walked into Doors*.

ENGL 20518. Anglo-Irish Literature

(3 -0- 3)

An examination of Irish identity through an introduction to the literature, both historical and contemporary, of Anglo Ireland.

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 like 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 seventeenth century onwards, 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 (sixteenth to late-eighteenth 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 nineteenth 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. Course work will include several brief essays and a research paper.

ENGL 20526. 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 how the forms these writings take also reveal certain intersections and divergences between what characterizes Irishness and Englishness.

ENGL 20527. Introduction To The Irish Song Tradition

(3 -0- 3)

The music, the metres, the magic of the Irish song tradition in both the Irish and English languages will be explored in this course, spanning the known history of the most enduring songs, their transmission and migration in oral, written and sound-recorded form, and the sources from which they draw inspiration and their influence on writers and performers as diverse as W.B. Yeats and Sinéad O'Connor. Using recordings, live performance and close textual analysis the course will aim to chart the journeys of these songs through the centuries and offer insights into their lasting appeal.

ENGL 20531. Irish America

(3 -0- 3)

This course is an opportunity to see the United States and its culture from a new, sidelong perspective and to sample the rich Irish literary tradition. Emigration to the United States has been a major theme for Irish literature since the 18th century, when famine forced masses of Irish people to board the "coffin ships" and cross the Atlantic in the hope of a better life, a phenomenon treated in novels and plays by writers like Brian Moore, Brian Friel, Joseph O'Connor and Frank McCourt. Today, in an era of cheap flights, Skype and immigration control, moving Stateside has a very different slant, as we shall see from the poetry of Paul Muldoon and Vona Groarke. Finally, through works like *The Butcher Boy* and *The Commitments*, we'll look also at the export of North American culture to Ireland, where that culture has variously been seen as a route to escapism, a means to rebel or a temptation to sin.

ENGL 20533. Performing Irishness: A Century of Irish Drama

(3 -0- 3)

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, like 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 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)

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 nineteenth century and the emergence of the Irish short story and compare it to the American and French short 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, 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.

ENGL 20536. Narrating the Mind in Modern Fiction

(3 -0- 3)

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 20537. Introduction to Irish Studies

(3 -0- 3)

Corequisite: IRST 32375

This course will provide an outline of the field of Irish studies. We will look at Ireland and its internal and external relations through an interdisciplinary lens that connects literary, sociological, political, historical, and economic perspectives. We explore several key elements of the study of Ireland using critical scholarship, archival information, and a range of creative works including films (from *The Quiet Man* to *Once*), literature (from Bram Stoker and Oscar Wilde to Nuala Ní Dhomhnaill and Seamus Heaney), and music (from 18th-century harpist Turlough Carolan to U2 and Dropkick Murphys). This course is open to students at every level and there are no prerequisites for this class other than an interest in Ireland and the Irish. While this is an introductory class, the interdisciplinary focus will also benefit students who have studied Ireland in other courses. Requirements will include brief response papers, a midterm and final exam.

ENGL 20538. The Irish Novel

(3 -0- 3)

This course focuses on novels, memoirs and autobiographies that deal with Ireland, the Irish-language, folklore, history and cultural politics. Starting with the causes for the relatively late emergence of print culture in the Irish-language, we discuss the cultural, political and ideological forces that shaped these literary genres during the Irish Revival, the Free State and the post WWII period. We examine the impact of various literary movements on the Irish-language novel and use the memoirs and autobiographies to examine key-moments in Irish cultural life as framed in the controversies surrounding Michelle Smith, Cathal Ó Searcaigh, Máire Mhac an tSaoi and Hugo Hamilton. All texts will be read in English and no prior knowledge of Irish is required, but extra credit/classes are available for students willing to read the texts in their original format (see Language Across the Curriculum). Among the authors and texts to be studied are the following: *Séadna, My Own Story, Exile, The Islandman, Twenty Years A'Growing, Peig, When I Was Young, The Poor Mouth, Schnitzer O'Shea, Cré na Cille, Lead Us Into Temptation, Lovers, A Woman's Love, Speckled People, Light on Distant Hills, Same Age as the State, Triple Gold, Remembering Ahanagran.*

ENGL 20539. Ghosts, Ghouls and Other Victorian Nasties: British and Irish Gothic in the Victorian Period

(3 -0- 3)

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.

ENGL 20540. Samuel Beckett: What is Literature? What is Philosophy?

(3 -0- 3)

We will read Beckett's prose, poetry and drama in a (roughly chronological) conceptual or thematic way. Our main question will be how and why can we classify Beckett's text as literary or philosophical, and we will investigate this question through Beckett's own interest in philosophy (e.g. his first poem "Whoroscope" which deals with Descartes) as well as through some philosophers' interest on Beckett (Deleuze, Badiou, Adorno, etc). We will read some of his most famous works (e.g. *Waiting for Godot, Endgame, Molloy, Happy Days*), as well as some less known ones (e.g. *Company, Rockaby, Worstward Ho*). Finally we will look at some performances of his work, taken from the collection *Beckett on Film*. Considering his work as a major turning point in literary production, as well as a main reference in the history of 20th-century thought, we will finally try to understand what is literature after him, and how does the literary event invites us to think.

ENGL 20541. Anglo-Irish Identities

(3 -0- 3)

Observers of the political and cultural problems which continue to plague relations between the modern Irish State, six counties in the north of Ireland, and Great Britain cannot fail to note that the unresolved differences that have festered over the last two hundred years had their roots in the traumas of the preceding centuries of English colonialism in Ireland. Focusing on that crucial period in Irish culture, this course will explore the complex and contested cultural, political, and ideological identities of a group we have come to call the Anglo-Irish. How did they imagine themselves as a community, define themselves as a group? How did they differentiate themselves from others? We will examine these questions of identity and difference in several exemplary writers, beginning with Giraldus Cambrensis and with Edmund Spenser, author of a *View of the Present State of Ireland* (1596) composed during the initial phase of Tudor colonialism and published posthumously in 1633. We will move onto works by key figures who have dominated our understanding of eighteenth-century Ireland, including selections

from Jonathan Swift, George Berkeley, Edmund Burke and Maria Edgeworth. We will conclude the course with some reading of Oscar Wilde. Students can expect a term paper, a midterm, and a final.

ENGL 20542. Irish Modernism

(3 -0- 3)

Irish literature, in particular modern Irish literature, reflects the tumult of its time. Ireland was not only dealing with the standard issues of the day (massive losses from World War I, increased mechanization, and social change), but found itself in a battle for its independence from England. This independence came in 1922 in the midst of the Modern era and left a land divided. This class will analyze texts written both while Ireland was a colony, and after independence. We will examine works that on the surface seem to ignore the author's Irishness, as found in Bram Stoker's *Dracula* and G.B. Shaw's *Pygmalion*, as well as texts written specifically for the nationalist cause, as seen in the work of W.B. Yeats and J.M. Synge. We will examine Irish Modernism from those writers who wrote in English and in Irish and in a mixture of two, the result being that we will gain a breadth of knowledge about the various strands of Irish writing during the late nineteenth and early twentieth centuries. Along the way we will discuss themes that are common to the study of Irish Modernism, and question what makes Irish Modernism unique. We will ask ourselves questions such as: What are the common themes arising in Irish Modernism? Does the location of exile, or the choice to go into exile or not, change the writer's depiction of, or relationship with, Ireland? How does Irish Modernism evolve from the late-1800s to the mid-1900s? By the end of this course you will have gained a broad understanding of Irish Modernism and Irish history and will be able to approach and interact with a variety of genres including the novel, drama and poetry.

ENGL 20543. Romantic Ireland

(3 -0- 3) Hamrick

In 1913, W.B. Yeats famously declared that "Romantic Ireland's dead and gone," but the idea of Romantic Ireland was still very much alive and persists even to our own day. In this course, we will look at the role played by Ireland and by Irish writers in the development of British Romanticism. At the same time, we will examine the undying notion of Ireland as somehow inherently Romantic. While Romantic England passed from the scene sometime in the 19th century, we will consider the long arc of Irish Romanticism ca. 1800–1940. The work of Sydney Owenson, Thomas Moore, W.B. Yeats and other Irish writers will take us from metropolitan Dublin to wild Connemara to the rocky, windswept shores of the Aran Islands, and back again. Along the way, we will look at novels, poetry, a documentary film and a play or two.

ENGL 20545. The Modern British and Irish Short Story

(3 -0- 3)

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 twentieth 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 20576. Victorian Poetry

(3 -0- 3)

This course is designed to introduce students to Victorian poetry and culture. We will study poems by canonical figures such as Elizabeth Barrett Browning, Robert Browning, Alfred Tennyson, Gerard Manley Hopkins, Matthew Arnold, Oscar Wilde, A.C. Swinburne, Thomas Hardy, D.G. Rossetti, and Christina Rossetti. We will also look at poems by lesser-known figures such as Amy Levy, Alice Meynell, Charlotte Mew, Lionel Johnson, Augusta Webster, and Michael Field. Selections from Victorian prose will help us understand all of these poems in relationship to nineteenth-century developments in literary and aesthetic theory. This course will also pursue several organizing themes and topics that preoccupied much of the

Victorian imagination, such as social reform, the woman question, the crisis of faith, evolutionary science, empire, self and society, aestheticism, and modernity. Learning goals: Students in this course will learn to recognize the basics of poetry, such as rhyme, meter, and the different conventions of poetic forms. This course will also provide students with the analytical tools and techniques they require in order to recognize general literary devices, such as symbolism, imagery, voice, and figurative language. Students will not only read poetry in its historical context, but will also focus on how poetry—through aesthetic, formal, and intellectual innovations—transformed this cultural landscape that is the Victorian era. The range of assignments and classroom activities are designed to further foster students' critical thinking, reading, and writing skills. Regular participation, including classroom discussion and four short in-class writing assignments (2 pages maximum), teach students to position themselves within competing interpretations and arguments. Two formal papers (8–10 pages) give students an opportunity to apply their analytical and rhetorical skills as they develop their own interpretation of a text as situated within the relevant historical and cultural contexts. Ideally, this course will not only inspire students' appreciation for Victorian poetry but also for the importance of literature and writing in their own lives. Students will learn to identify themselves as historically and intellectually situated interpreters who navigate and participate in competing discourses on a daily basis. Course requirements: regular participation, 2 papers, a mid-term exam, and a final exam. Required texts: *The Broadview Anthology of Victorian Poetry and Poetic Theory*, the Concise Edition.

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 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 20607. Religious Imagination in American Literature

(3 -0- 3) Werge

A critical study of the religious and philosophical dimensions of selected American literary texts with a focus on literary forms, the history of ideas, and cultural and interpretive currents both traditional and modern. Students will be expected to write a series of brief, incisive critical papers.

ENGL 20608. 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.

ENGL 20610. From Work to Text: Representing Labor in Twentieth-Century America

(3 -0- 3)

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 twentieth 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 twentieth 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.

ENGL 20613. American Short Story

(3 -0- 3)

A carefully detailed look at the history of a particular form of American narrative. Along the way we will construct a methodology for reading stories, and a series of critical questions that can serve to open a story to our understanding and appreciation. At times we will give our attention to one or two remarkable stories by a particular writer, stories like Herman Melville's "Bartleby the Scrivener" and F. Scott Fitzgerald's "Winter Dreams" and Stephen Crane's "The Open Boat." At other times we will work through a collection of stories to highlight the aspects of a writer's particular vision and craft. These collections might include John Updike's *Pigeon Feathers* and Ernest Hemingway's *In Our Time* and Nathaniel Hawthorne's *Mosses from an Old Manse* and Richard Brautigan's *Trout Fishing in America*.

ENGL 20614. Twentieth-Century American Fiction

(3 -0- 3)

In this course we will study the interconnections among six of our best fiction writers from the 20th century. Although these six authors could erroneously be divided along the lines of gender and race, as well as by periods (roughly pre- and post-World War II), the sometimes painful connections among these various authors and these texts in particular reveal the dynamic aesthetic and moral development of American fiction from Fitzgerald's *The Great Gatsby* to Morrison's *Jazz*. Texts: Scott Fitzgerald, *The Great Gatsby*, "The Jazz Age"; Ernest Hemingway: *The Sun Also Rises*, *The Garden of Eden*; William Faulkner, *The Sound and the Fury*; Zora Neale Hurston, *Their Eyes Were Watching God*; Alice Walker, *The Color Purple*; Toni Morrison, *Sula*, *Jazz*.

ENGL 20620. Coming of Age in the American Novel

(3 -0- 3)

What does it mean to "come of age" in America? How do we know when we have become adults? How have twentieth-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 Hemingway'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 20627. Violent Modernisms

(3 -0- 3) Costantino

Ezra Pound's battle-cry to "make it new" encapsulates one of the defining features of Modernism in the early 20th century. The hope was to tear down the old ways of writing, painting, building, and thinking, and to erect in their place something entirely new. As a result, violence—whether political, social, or artistic—constitutes the subject matter and artistic philosophy of many authors and artists at the time. For this course, we will think through the purpose of violence in aesthetic practice and attempt to understand its usefulness on its own terms. Readings will include works by canonical Anglo-American Modernist writers such as Ezra Pound, Gertrude Stein, Virginia Woolf, and Ernest Hemingway. We will also consider the legacy of "violent Modernism" and its impact on authors in the broader Modernist tradition who similarly feel the need to "make it new."

ENGL 20701. African-American Literature

(3 -0- 3)

A survey of selected seminal works of African-American literature.

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, Yezierska, Wright, Paley, and Cisneros, as well as contemporaneous nonfiction and films

ENGL 20709. 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. In considering the relationships between the religious imagination and experience and its expression in literature, we will discuss the ways in which writers envision the nature and purpose of narrative and of language itself—as efficacious and even sacred or as ineffectual. Before dealing with particular modern writers, we will reflect on the presuppositions of the Bible and medieval thought and literature in relation to truth, faith, and narrative. Readings will be selected from the following: St. Francis, *Little Flowers*; Dostoevsky, *The Brothers Karamazov*; DeVries, *The Blood of the Lamb*; Melville, *Billy Budd*; Greene, *The Power and the Glory* or *The End of the Affair*; Flannery O'Connor, *Everything That Rises Must Converge* or *The Violent Bear It Away*; Hammarskjöld, *Markings*; Roth, *Job*; Hawthorne, *Selected Tales*; Wiesel, *Night*; and narratives by Primo Levi, Dinesen, and Updike.

ENGL 20710. Latino/a Literatures: Stories of New America

(3 -0- 3)

A survey of selected 19th- and 10th-century Latino/a American writings.

ENGL 20712. Caribbean Women Writers

(3 -0- 3) Palko

A sampling of novels written by Caribbean writers, with a particular emphasis on such themes as colonization, madness, childhood, and memory.

ENGL 20714. Contemporary American Literature

(3 -0- 3)

What does it mean to write fiction in the "Naughts" (2000–2010)? 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. Modern American Poetry (1945–1985)

(3 -0- 3)

In his masterpiece, *A Season in Hell*, French visionary and boy-genius Arthur Rimbaud proclaimed: "One must be absolutely modern." This remained at the core of the varied, radical artistic explorations that form the category "Modern Poetry." In the late 19th century and the first half of the 20th century, to be modern meant to keep up with and try to respond to vertigo-inducing, often brilliant and often shocking changes in technology and politics, including the invention of trains and planes, films and cars, and the horrific violence of two world wars. We will study how the intense and greatly varied impulse of modern poetry took shape in the U.S., from Walt Whitman through Modernism, to the upheavals of the 1960s. In the process, we will discuss such still pervasive questions as what is the value of the new? Must the new always be shocking? Can art be political? Should it be? We will also problematize our own positions as historians of this movement. What thinkers, writers and administrators have determined our views of these poets? Is poetry still "modern"? What does "modern" mean today?

ENGL 20716. 20th-Century American Individualism

(3 -0- 3)

This course will look to a selection of American literature over the 20th century to explore different ideas about what it means to be an individual in America. Examples will range from the community-oriented individuals of Steinbeck's *The Grapes of Wrath* to the confessional poetry of Sylvia Plath to postmodern ideas of the individual as an unstable, socially constructed entity. We will also consider examples of what happens to individuals who are not allowed a place in mainstream society in works like Richard Wright's *Native Son* and Nella Larsen's *Passing*. Our ideas about how different kinds of individuality are created will be informed by these text's formal elements as well as their social and political positions.

ENGL 20720. U.S. Latino/a Poetry, Art and Film

(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? 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.

ENGL 20721. Modernist Poetry and the Modern Novel

(3 -0- 3)

"We had the experience, but missed the meaning." So wrote T.S. Eliot, reflecting on a 30-year period that saw virtually the entire Western world experience a simultaneous and monumental spiritual, emotional, and intellectual crisis. Eliot's is just one of a tremendous variety of literary responses to a radically changing world that makes up the period called "modernism," in which both the world and how it was written about changed dramatically. This involves engagement with questions that are central to everyone's life—from the nature of God, love, friendship, race, sex, gender, and war, to drinking, laughing, shopping, cows, crabs, and puppy

dogs (seriously). We'll be reading a variety of texts—both British and American, poetry and fiction, bridging the period between the two Great Wars (Yeats, Pound, Williams, Loy, Eliot; Ford, Fitzgerald, Hemingway, Forster, Woolf, Rhys)—that, for various reasons and in myriad ways, experiment with preexisting conventional notions of genre, narrative, point of view, and language. By engaging these texts alongside short readings by the authors about their own writing, the goal of the course is to gain confidence working through texts that might otherwise be too intimidating to read in other contexts by tending to basic questions first: what did these writers and poets say themselves that they were doing, and why did they do it? Such basic questions will provide the necessary background against which the innovation and astonishing beauty of these works can take shape. As importantly, you will be introduced to an interpretive framework through which to understand literature and to think about why it matters in terms of larger social, cultural, and even personal contexts. No prior knowledge is assumed. We will cover in class methodological instruction devoted to the skills such as poetic scansion, close reading, note taking, etc. that are necessary to read, interpret, and discuss literary texts in terms of their formal elements as well as their connections to larger social, cultural, and literary contexts. The broader goal is to develop new ways of thinking about human experience and especially language that will remain long after the surface data of names, dates, and terms has faded, and to gain the confidence and skills necessary to make you feel like you can read, and think through, anything.

ENGL 20722. Black Arts and the Diaspora

(3 -0- 3)

This course offers a survey of black diasporic artistry. At the same time, it answers the question, “who constitutes the black diaspora?” in unique ways. We will focus primarily on this conversation's development from the 1920s up to the present through poetry, prose fiction and nonfiction, visual art, film, and television. Attention will be devoted to how these different genres and media frame what is known (or unknown) about the black diaspora. Moreover, we will consider how these media and genres influence political activism in the black diaspora. Due to the diversity of the materials covered, the themes will give the course its unity. Students will be urged to follow a particular theme (or two) throughout the course. Some of these themes might include race, gender, class, the body, and leadership. Some of the artists and intellectuals in this survey will include: African-American writers Zora Neale Hurston, Langston Hughes, and Nathaniel Mackey; Trinidadian-Canadian poet M. Nourbese Philip; musicians like Nigerian artist and activist Fela Kuti; Martinican philosopher and psychoanalyst Frantz Fanon; orator and activist Martin Luther King, Jr.; the Haitian-Puerto Rican visual artists Jean-Michel Basquiat; and the visual artist Kehinde Wiley. Class participation is paramount. Students will also write reader response papers and research essays.

ENGL 20723. Latinos, Leadership and Literature

(3 -0- 3) Limon

Recently a media news outlet raised the questions: “Who are the Latino leaders of today? Do Latinos need leaders?” Such questions are raised, of course, in the context of a continuing social marginalization of Latino communities in the United States. This class turns primarily to literary sources of varying genres to explore the issue of Latino leadership asking these same questions but others as well. What might be the characteristics of a successful Latino leadership? What constitutes failure? Are writers “cultural leaders?” Are Latinas the leadership of the future? What kind of an education best produces leadership for Latinos? Is there a special role for Notre Dame in such an endeavor? Among others we will read Franz Fanon, Ernesto Galarza, Américo Paredes, John Phillip Santos, Richard Rodriguez, Mario T. García and Esmeralda Santiago as well as having guest speakers on this question.

ENGL 20724. Class and Mobility in Latino Cultural Expression

(3 -0- 3) Limon

The continuing social marginality of Latinos in the United States has understandably led artists from these communities to emphasize this marginality in their representations cast chiefly in the imagery that the cultural theorist, Hayden White, has called the “Wild Man” and the “Noble Savage.” We will revisit these representational strategies in writers, painters and film makers such as Cesar

González, Tomás Rivera, Piri Thomas and Edward James Olmos among others. However, we shall also examine newer representations that are charting the mobility of these communities into the middle class such as the work of Oscar Hijuelos, Oscar Casares and the non-Latino film maker, John Sayles.

ENGL 20725. Native Perspective in American Literature

(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 centuries

ENGL 20728. Popular Culture and Literature

(3 -0- 3) Haney

This class will look at literary works that use popular culture—particularly popular music, spectator sports, and television—to tell stories about moments of deeper cultural upheaval and crisis. Using novels, plays, poems, short stories, essays, and films by recognized writers like Tom Stoppard, David Foster Wallace, Roddy Doyle, Nick Hornby, Don DeLillo, Sherman Alexie, Paul Muldoon, James Joyce, and Neil Jordan, we will investigate political and social unrest from Prague to Chicago, on college campuses and in city streets, from the very first years of the twentieth century to September 11th and beyond. Literary scholarship in recent years has come to recognize that “high” and “popular” culture are tremendously interdependent. As we explore that connection, we will try to develop an understanding of the ways in which literary culture and popular culture work together to document—and even to change—our world.

ENGL 20759. The Democratic Muse: Whitman and the shaping of the American Voice (Contemporary American Poetry)

(3 -0- 3)

How do poetry and the concept of American democracy blend? Using Emerson and Whitman as a starting point, this course will attempt to connect the dots. Poets we will be reading will include Emerson, Whitman, Neruda, June Jordan, Ginsberg, and others. We will land somewhere at the start of the present era, with the poets who have their beginnings with the slam: Paul Beatty, Patricia Smith, among others. Students will be responsible for writing reports of the books read and the era they represent (some of this may be in the form of a team video report), and for a long paper tracing either the influences that shaped one of the poets studied or on one aspect presented by our readings.

ENGL 20760. Twentieth-Century American Drama

(3 -0- 3)

This class 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, Amir 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.

ENGL 20790. 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.

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 20811. Women in the Americas

(3 -0- 3)

A survey of a wide variety of literature (fiction, poetry, testimonio, personal essay, autobiography, critical essay, and oral history) and film written by and about women in the Americas from the time of conquest/encounter to the present.

ENGL 20813. 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 30 years. Among them are such established and acclaimed authors as Gary Soto, Lorna Dee Cervantes, Pat Mora, and Martín Espada. Because Latinos are not homogenous, 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.

ENGL 20815. Writing Harlem's Americas

(3 -0- 3)

This course will serve as an introduction to writers of The Harlem Renaissance, with an emphasis on how black writers viewed "the black experience" in both within the black community and the larger American culture.

ENGL 20816. Latina Theatre

(3 -0- 3) Garcia-Romero

Latina/o theatre continues to expand throughout the U.S. theatre world since its rise to prominence in the 1970s. A significant aspect of this growth includes an increasing number of plays written by Latinas. This course is designed to introduce students to theatrical texts by U.S. Latina playwrights. Many of these playwrights hail from multi-cultural backgrounds and within their plays, engage equally with a variety of cultural complexities that complicate definitions of Latina/o culture and identity. Starting with works by the Obie-Award winning playwright, Maria Irene Fornes, this course will examine the trajectory of U.S. Latina theatre from the late 20th century to the present. Playwrights explored in this course also include Quiara Alegría Hudes, Cusi Cram, Elaine Romero, Caridad Svich and Karen Zacarias.

ENGL 20818. Thinking Through Crisis: Reading 20th- and 21st-Century African-American Literature and Cultural Theory

(3 -0- 3)

What does it mean to be in a "crisis?" We live only a few years after a natural disaster ravaged the southern coast of the United States; we live only a few years after incidents of racial violence and judicial mishaps culminated in national protest; finally, these issues have been swallowed up by our worry over an economic breakdown that has been called a mere downturn by some, a recession by others, and even fewer have called it a depression. But none of these descriptions help us understand what we mean by "crisis" and what potential there is to think and act in such turbulent times. The same sorts of issues troubling our present also troubled Americans living in the Great Depression. African-American writers of that period wrote novels, short stories, autobiographies, historiographies, poetry and other literary pieces that were both aesthetically rich and experiments in thinking critically about these issues. This course simply asks: How can Depression-era African-American literature help us understand what it means to think during a crisis, and see the word as a concept, not just a media buzz word? Readings will include canonical authors like W.E.B. Du Bois, Ida B. Wells, Zora Neale Hurston, Langston Hughes, and Carter G. Woodson, studied alongside artistic and theoretical responses to Hurricane Katrina, the Jena 6, and other recent events.

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 Interwar period of the twentieth-century to the turn of the twenty-first century through poetry, prose fiction and nonfiction, film, television, and dance. From the United States, we will look at how creative intellectuals like 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 20838. Twentieth-Century American Feminist Fiction

(3 -0- 3)

Close readings of major 20th-century novels, written by both men and women, which may be described as feminist.

ENGL 20840. Performing Personality: Democratic Selves in the Public Sphere

(3 -0- 3)

From the Salem witchcraft trials to the 1960s, how Americans created, discovered, and performed their "American" identities through public social formations such as audiences, traditions, political orders, reform movements, churches, friendships, and cities.

ENGL 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 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 5–6 page paper on common metaphoric themes, and one 5–6 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 satisfactory/unsatisfactory basis and credited to the student's transcript. Up to three LAC credits may be applied towards a major or minor in Italian.

ENGL 20901. Performance Theory

(3 -0- 3)

This class will take a philosophical approach to drama and performance. We will look at theoretical texts by theorists such as Antonin Artaud (“The Theater and It’s Double”), Peggy Phelan (“The Ontology of Performance”), Philip Auslander (“Liveness”), and Jacques Derrida (“The Theater of Cruelty and the Closure of Representation”). The class will serve as an introduction to the discipline of Performance Studies.

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 mid-term (30%), a final (30%), one long paper (20%), and several exercises (20%).

ENGL 20904. Introduction to African Literature: Writing the Colonial Encounter

(3 -0- 3)

In his essay “African Literature and The Colonial Factor” literary critic Simon Gikandi asserts, “Colonialism, especially in its radical transformation of African societies, remains one of the central problems with which writers and intellectuals in Africa have to deal . . . the colonial situation shaped what is meant to be an African writer, shaped the language of African writing, and over-determined the culture of letters in Africa.” In this introductory course, we will grapple with the important postulations put forward by Gikandi as we read significant works in the modern and contemporary African literary tradition. We will consider how African writers, many of whom themselves were colonial subjects, have rewritten and re-imagined the colonial encounter from the perspective of the colonized in the language of the colonizers. We will explore how African literature has become a primary venue through which intellectuals have complicated colonial discourse and sought to historicize the violence, contradictions, ambivalences, and limits within the cultures of British and French colonialism. We will reflect on how colonialism was, in Gikandi words, the “imperial catalyst” for modern African literature even as African literature became a fundamental means to articulate protest against Eurocentric imperialism. We will find that issues and themes which continue to challenge and frame postcolonial studies, such as language, education, modernity, hybridity, gender, and resistance, will be central to our reading and analysis. Texts may include *Things Fall Apart* by Chinua Achebe, *The Houseboy* by Ferdinand Oyono, *Death and King’s Horseman* by Wole Soyinka, *The Joys of Motherhood* by Buchi Emecheta, *A River Between* by Ngugi wa Thiong’o, *God’s Bits of Wood* by Ousmane Sembéne and *Nervous Conditions* by Tsitsi Dangarembga.

ENGL 22514. Introduction to Irish Writers/Discussion

(0 -1- 0)

Prerequisite: ENGL 20513 (may be taken concurrently) or IRST 30371 (may be taken concurrently)

Co-requisite 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)

This course provides beginning English majors with experience in the analysis, interpretation, and appreciation of literary works of different kinds and eras. Texts assigned will vary from one section to another, but all sections will include attention to poetry and at least one other genre (fiction, drama, non-fiction prose).

Frequent writing about works studied will introduce students to the practice of critical argument and consideration of how to read criticism as well as literature critically.

ENGL 30110. British Literary Traditions I

(3 -0- 3) Frese

Prerequisite: ENGL 30101 (may be taken concurrently)

This is an introductory survey of English poetic and prose texts written from the eighth to the mid-seventeenth century. We will study these literary artifacts as imaginative representatives of experience, as cultural maps, and as human messages-in-a-bottle, set afloat in the seas of time. As we read these selections composed in English from past centuries past, we will be looking for both familiarity and strangeness. We will also be forming a sense of the variety and differing uses of literary genres: epic and romance (*Beowulf* and *Sir Gawain & the Green Knight*); short story (Chaucer’s *Canterbury Tales* and the *Lais* of Marie de France); religious diary (excerpts from the mystical visions of Julian of Norwich in *Revelations of Divine Love*) and autobiography (from the first written in English, authored by Marjorie Kempe, a laywoman who records her business ventures, her negotiations of marital sex life, her adventures on pilgrimage, and her religious examination by the archbishop as a potential heretic). We will also read lyric poems from the Old and Middle English periods, and from the Renaissance and seventeenth centuries, including some of Shakespeare’s sonnets; political satire (excerpts from *Utopia*, a prose fiction authored by Sir/Saint Thomas More); and at least on play—possibly two—from the Medieval and/or Renaissance performing tradition. The semester’s literary pilgrimage will conclude by coming full circle, back to the epic revisited, with selections from Milton’s *Paradise Lost*. Regular short quizzes. Midterm & final examinations. Two short (5–10 pp.) Essays, due at mid-term and end-term. Text: *The Norton Anthology of English Literature*, Vol. I, 7th edition.

ENGL 30111. British Literary Traditions II

(3 -0- 3) Sitter

Prerequisite: ENGL 30101 (may be taken concurrently)

This course follows the main tradition of British literature by studying major writers from the end of 17th century to the beginning of the 21st. We will read selected poems, fictions, and essays intensively and in light of social contexts, the history of ideas, and connections with other arts. Informal lectures will engage texts, contexts, and illustrative parallels in the visual arts; at least half of each class period will be devoted to discussion. Particular attention to the capacities that knowledge of a literary tradition can contribute to one’s life-long reading, thinking, and writing. Requirements include frequent short response papers, class participation, midterm and final examinations.

ENGL 30115. American Literary Traditions I

(3 -0- 3) Werge

Prerequisite: ENGL 30101 (may be taken concurrently)

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) Limon

Prerequisite: ENGL 30101 (may be taken concurrently)

This course is premised on the contested concepts of “American” and “literature.” It posits and departs from the idea that a certain cultural stances were generated in the American colonial period and the earlier nineteenth century prior to the Civil War, subject always to transnational influence. Among these are Puritanism, the “Other,” nature, commerce, and the category of literature itself. Such positions continued to exert a powerful—if always conflicted and contested—hold on subsequent major writers in the United States after the Civil War into the twentieth and twenty-first centuries. We will closely examine writers such as Emily Dickinson, Mark Twain, Henry James, Kate Chopin, T.S. Eliot, F. Scott Fitzgerald, Wallace Stevens, William Carlos Williams, William Faulkner, Américo Paredes and James Baldwin on through J.D. Salinger, Sylvia Plath, Thomas Pynchon and Oscar Casares to see how they practice their craft in response to and revision of this inherited American tradition.

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 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 *The Colbert Report*—and vice versa?

ENGL 30156. Intro to The First Amendment: Freedom of Speech in Law and Culture

(3 -0- 3) Visconsi

Prerequisite: ENGL 30101 (may be taken concurrently)

This introductory lecture course surveys the cultural controversies, doctrines, and principles expressed in the First Amendment protections for free expression and religious liberty. We will be especially interested in some large interpretive questions: what is a speech act? What counts as protected speech? What is the relationship between free expression and democratic-self government? Is there a difference between individual, group, and government speech? Where are the limits of permissible speech, and how have those limits evolved over time? Under what conditions is censorship permissible? Do literary texts enjoy privileged status as forms of expression? Should they? What does the future of free expression look like in light of the rise of digital media? We will consider a selection of exemplary cases, controversies, and literary texts: among our topics will include the following: censorship, hate speech, obscenity and pornography; student expression; cyberspeech; individual religious expression; libel; legislative prayer and government-authored religious speech; establishment of religion; blasphemy. Disclaimer: many of our materials describe potentially offensive topics, while some are themselves examples of offensive speech.

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 U.S.

ENGL 30390. Introduction to Irish Writers

(3 -0- 3)

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 (may be taken concurrently)

This is a course in writing short fiction for English majors who come to writing with a broader literary background than non-majors. It is conducted through a discussion format centered on fiction written by students in the class, and in the context of readings drawn from the contemporary, literary landscape. Students will be encouraged to explore how style and language create aesthetic experience and convey ideas. No one type of fiction is advocated over another, and the emphasis

in the class will vary from section to section; however, students will be expected to write fiction that demonstrates an awareness of the difference between serious literature and formula entertainment.

ENGL 30851. Poetry Writing for Majors

(3 -0- 3) Goransson

Prerequisite: ENGL 30101

This course invites students to learn about the practice of poetry writing with reference to both contemporary and traditional forms, media and genres. Though assignments and readings will vary from section to section, typically, students will build up the range and depth of their writing through impromptu exercises, homework poems, and the assembling of a final portfolio of revised, polished works. Students receive feedback on their poetry from class members as well as from the instructor and will be expected to give consistent, constructive feedback on peers' poems. Other topics under consideration might include translation, performance, hybrid genres or multimedia, depending on the section.

ENGL 30853. Fiction Writing

(3 -0- 3) O'Rourke

Prerequisite: ENGL 30101

This is a course in writing short fiction. It is conducted through a discussion format centered on fiction written by students in the class. Readings drawn from the contemporary, literary landscape will be included. Students will be encouraged to explore how style and language create aesthetic experience and convey ideas. No one type of fiction is advocated over another, and the emphasis in the class will vary from section to section, depending on the instructor.

ENGL 32110. British Literary Traditions I/Discussion

(0 -0- 0)

Corequisite: ENGL 30110

Corequisite discussion session for ENGL 30110.

ENGL 40009. Media Culture

(3 -3- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Corequisite: FTT 41437

The goal of this course is to provide students concentrating in film and television with a chance to investigate some of the most significant issues in contemporary media study. The topics vary each semester but might include the effects of globalization on media production and consumption, the impact of new media technologies, other new critical approaches. Each student will write a substantial research paper that will be developed over the semester in close consultation with the instructor.

ENGL 40011. Television as a Storytelling Medium

(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

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 40107. Religion and Literature

(3 -0- 3) Werge

Prerequisite: ENGL 30101 (may be taken concurrently)

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*; Hemingway, *The Old Man and the Sea*.

ENGL 40118. Philosophy and Literature Seminar

(3 -0- 3) O'Connor

Prerequisite: ENGL 30101 (may be taken concurrently)

The course will focus on how Plato enters into the dialectic between skepticism and idealism in Romanticism. Plato's *Symposium* and *Phaedrus* be our lenses to look at five writers from the Romantic tradition of the nineteenth and early twentieth centuries who cross the lines between philosophy and literature: Percy Bysshe Shelley, Ralph Waldo Emerson, Walter Pater, William Butler Yeats, and Wallace Stevens. This seminar is the gateway for the undergraduate minor in Philosophy and Literature, but other interested students are welcome. Contact Professor O'Connor at doconnor@nd.edu for permission to register. A limited number of spaces are open to graduate students, who should register under the graduate course number.

ENGL 40127. Love and the Novel

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Beginning with *The Symposium* and ending with selected modernist writings, how Eros has appeared and been expressed in the West.

ENGL 40128. 20th-Century International Poetry

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 40131. Poetry and Prayer

(3 -0- 3)

An examination of how the words "poetry" and "prayer" are connected.

ENGL 40132. Novel Graphics and Graphic Novels

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 on-line archives, and a final project requiring you to draw on course examples to develop a hybrid format of your own.

ENGL 40133. Soliloquy and Dialogue in Medieval Narrative

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Augustine invented the term "soliloquy" and used it as a title for one of his early dialogues, in which a fictional Augustine debates with an allegorical Reason about the nature of the soul. Thus, at its very inception, the term combines the philosophical and the literary, describing a constructed narrative that unfolds through a volley of competing ideas. This course will investigate the pre-Shakespearean history of the soliloquy and the inward narrative. It will begin with Augustine's *Confessions*, and Boethius' *Consolation of Philosophy*, and then consider how the same dialectical pattern informs works in the vernacular tradition, such as the *Pearl* poem, Chaucer's *Book of the Duchess*, *The Mirror of Simple Souls*, and Julian of Norwich's *Revelations of Divine Love*. We will consider the literary construction of the "I", its relation to the narrator, and the competing forces within the "I", that both fragment and constitute its identity. We will examine the role of memory, reason and imagination for each writer, and consider how the interplay of these forces informs the literary, philosophical and meditative dimensions of their work.

ENGL 40134. Poetry and Liberal Education

(3 -0- 3)

With the work of six poets and several theories of poetry from the Renaissance to now as our guides, we will take up the large question of how poetry figures, or might figure, in liberal education. Some of the more specific but abiding questions we will consider are these: Does poetry offer ways of knowing as well as ways of saying? Does learning to understand poetry affect moral as well as intellectual development? Does it deepen our awareness of other kinds of language? Why has poetry often been seen paradoxically as both more sensuous and more abstract than other kinds of expression? Does the physicality rhythm of poetry illuminate Thoreau's puzzling claim that we "think as well through our legs and arms as our brain"? Is metaphor the realm in which we find our best meanings? We will focus on poems by Andrew Marvell, Alexander Pope, John Keats, P.B. Shelley, W.B. Yeats, Wallace Stevens, and Adrienne Rich. Essays on poetry will range from Philip Sidney's "Defence of Poetry" (1595) to reflections by several 20th-century poets and philosophers and some recent work in cognitive psychology on the processing of figurative and rhythmic language.

ENGL 40136. Monstrous Mothers of Literature

(3 -0- 3)

Images of terrible, horrifying mothers have long abounded in literature and have dominated media portrayals of motherhood for decades. Consider the mothers in Matilda or Coraline, or real-life examples like Nadya Suleman (the infamous Octomom) or Michelle Duggar: not only do a multitude of examples of "bad" mothering exist, but women's attempts to mother are also scrutinized in excruciating detail. In this course, we will read a selection of texts (novels, plays, poems), ranging from Greek tragedies and *Beowulf* to 20th-century poetry and novels to interrogate the literary use of maternal motifs. What purpose is served by making a fictional mother monstrous? What literary effect is created? We will examine contemporary American culture (magazines, blogs, movies) to theorize possible impacts on the role of the modern mother, as well as the implications

for American masculinity. What does it say about society that these images are so popular? And what is the connection between a woman's reproductive power and the urge to label her "monstrous?"

ENGL 40137. Before Freud: Dreaming in Some English Poetic and Prose Texts from the Middle Ages.

(3 -0- 3)

Where do our dreams come from? What do they mean? How and why do they matter? From ancient times to the contemporary present, the power of dreams to shape public and private experience has commanded the attention of authors writing both sacred and secular texts, with the human experience of dreams figured as crucial. In this class we will read an array of works from the medieval tradition in English where dreams hold a central place in the construction of meaning. Our conversation will be grounded in an initial reading of key selections from two seminal theoretical works on dreams, one medieval; one modern: (Freud, *On the Interpretation of Dreams* and Macrobius, *Commentary on the Dream of Scipio*). Subsequent readings will include the account in Bede's *History of the English Church and People* of how Caedmon's "Hymn of Creation"—the earliest surviving piece of poetry written in English—came to be composed by an illiterate cowherd under the inspiration of a dream; the Anglo-Saxon "Dream of the Rood"; some Middle English lyrics and ballads featuring dream texts; the Gawain-poet's powerful and moving dream-vision, Pearl; Chaucer's early "Book of the Duchess," an elegiac dream vision composed (probably for a memorial service) for Blanche, Duchess of Lancaster and wife of Chaucer's royal patron, John of Gaunt, after her death from plague. We will conclude the semester's readings with selections from the English Arthurian poetic tradition that were influential in Malory's great prose composition, *Le Morte D'Arthur*, followed by close reading of Malory's final book in that great compendium of Arthurian stories—*The Death of Arthur*—where the accumulating burden of portentous dreams, and the failure to "read" them correctly, results in those tragic and apocalyptic scenarios surrounding the death of the "once and future king." Throughout the term, we will be observing connections between biblical and secular traditions of reading and writing dreams and their imaginative entwinement by medieval fictionists. We will also be building an articulate sense of what dreams might have to do with the theory and practice of allegory, a major aesthetic mode of imaginative creation and reader-reception in the Middle Ages.

ENGL 40142. Religion and Literature

(3 -0- 3)

This course has as its essential context the crisis of authority of discourse in the modern period subsequent to literature gaining independence from Christianity. It focuses specifically on the three main postures literature strikes vis-à-vis confessional forms of Christianity no longer thought to have cultural capital: 1) The antithetical posture. Here Christianity is viewed in exclusively negative terms as repressive, authoritarian, and obscurantist, the very opposite of a true humanism that is literature's vocation. Readings include Voltaire and French existentialism. 2) The retrievalist posture. This posture is fundamentally nostalgic. The loss of Christianity's cultural authority is mourned, and literature is seen as an illegitimate substitute. Readings will include Dostoyevsky, T.S. Eliot, and Flannery O'Connor. 3) The parasitic posture. Here Christianity is criticized but not totally dismissed. Portions of it are savable, especially select elements of the New Testament that emphasize human being's creative capacities. Readings include Coleridge, Shelley, and Emerson.

ENGL 40143. Queer Plots: Narrative and Sexuality in 20th- and 21st-Century Fiction

(3 -0- 3) Harris

Prerequisite: ENGL 30101 (may be taken concurrently)

How do you tell a story that is supposed to be unspeakable? In this course, we will investigate the ways in which gay, bisexual, and lesbian writers have transformed narrative conventions as they explore their experiences and their identities through fiction. Beginning with the short fiction of Oscar Wilde at the end of the 19th century and continuing through the modern and postwar eras into the contemporary period, we will look at gay, bisexual and lesbian British, Irish and

American writers whose work engaged with or dramatically departed from the dominant conventions that typically shaped fictions of identity formation, of love and marriage, of sexual experience, of political protest, and of death and loss. We will also investigate the public responses to some of these fictions, and the changing discourses about gender identity, homosexuality, and sexual orientation that have shaped both the realities and the fictions of gay, bisexual, and lesbian writers over the past century. Students will write three papers and be responsible for one in-class presentation.

ENGL 40144. Classical Literature and its English Reception

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Ancient Greek and Latin literature—history, epic, tragedy, novels, oratory—has a second life in English literature as it is reproduced, echoed, or recalled. Pairing important works in Greek and Roman literature (in translation) with works of English literature, this course will look at some of the ways that writers in English have used the traditions of western antiquity. Shakespeare uses Julius Caesar and Ovid, Milton reanimates Hesiod and Vergil, Alexander Pope and James Joyce share a Homeric inspiration but little else, and Victorian novelists plunder their classical educations to raise up and to tear down the social pretensions of their time. Students will study the ancient texts in their own right and will develop skills in interpreting the remarkable range of uses to which they are put by their modern translations, borrowings, and adaptations.

ENGL 40145. Literary Theory

(3 -0- 3) Thomas

Prerequisite: ENGL 30101 (may be taken concurrently)

In literature and the humanities, we use the term "theory" to demarcate a way of looking at things. For example, a gender theorist insists upon the importance of gender or sexual identities, a Marxist theorist emphasizes how economic conditions affect social and political realities, and a narrative theorist examines the importance of such matters as perspective and plotting in storytelling. Rather than promoting one theoretical perspective, this course surveys numerous styles of literary theory and criticism. Students will come to understand key features and issues in topics such as: Marxist theory; psychoanalysis; French and Anglo-American feminisms; gender theory and masculinity; structuralism and poststructuralism; postmodernism; history of sexuality; race and ethnicity studies; the development of literary canons; and disability theory. There is a great deal of sheer fun and surprise in learning about these various approaches. But such knowledge is also empowering, raising our consciousness concerning our own commitments and interests as readers. This course is therefore of special value to students anticipating subsequent thesis writing or graduate study in the humanities, social sciences, and law. Our main text is *The Norton Anthology of Literary Theory and Criticism* (2nd Ed.). It's a typically huge Norton tome but worth the wrist damage as a superb launching point into all areas of literary and cultural theory. Graded coursework involves a midterm and a final exam, a paper documenting a point of theory controversy that interests you individually, and a paper in which you critique a theorist or apply a theoretical approach to a literary or cultural context of your choosing. Active participation is also important.

ENGL 40151. Writing India

(3 -0- 3) Smyth

Prerequisite: ENGL 30101 (may be taken concurrently)

Salman Rushdie, in a controversial introduction to an anthology of Indian writing, argues that the best writing to emerge from India, or from writers of Indian descent, is now undeniably written in English, the language of British colonization. This course will trace the recent development of Indian writing in English, or Indo-Anglican fiction, as Rushdie and others have called it. We will, however, begin with two old, canonical novels of India written by English writers: Rudyard Kipling's *Kim* and E.M. Forster's *A Passage to India*. Other texts to be read include: Salman Rushdie, *Midnight's Children*; Arundhati Roy, *The God of Small Things*; Kiran Desai, *The Inheritance of Loss*; Jhumpa Lahiri, *The Namesake*; Vikas Swarup, *Slumdog Millionaire*; Monica Ali, *Brick Lane*; Michael Ondaatje, *The English Patient*; David Davidar, *The House of Blue Mangoes*. We will be learning about

the complex cultural and political history of India, as well as studying the literary debates that have fired such an efflorescence of great fiction. Along the way, we will familiarize ourselves with aspects of post-colonial theory, and also of the enormous impact of imperialism on India. There will also be a film element to this class.

ENGL 40157. 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.

ENGL 40160. Political Poetry

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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, manifestoes, broadsides and websites. Coursework will include brief responses, creative and collaborative projects, performances, presentations, and formal papers.

ENGL 40161. The Irish Comic Tradition

(3 -0- 3) McKibben

Prerequisite: ENGL 30101 (may be taken concurrently)

Fantasy. Humor. Ribaldry. The Macabre. The Grotesque. Wit. Word play. Satire. Parody. This course will read diverse examples of the long and fertile comic tradition in Irish literature (in Irish and in English), from medieval to modern, in order to enjoy a good laugh, get an alternative take on the Irish literary tradition, and think about the politics of humor. Authors will include unknown acerbic medieval scribes, satiric bardic poets, Swift, Merriman, Sheridan, Wilde, and Flann O’Brien. No knowledge of Irish is assumed or necessary.

ENGL 40180. Performance Art: History, Theory, Practice

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 40192. Introduction to Linguistics

(3 -0- 3)

An examination of both the technical aspects of linguistics (phonetic transcription, morphology, syntax, etc.) as they relate to the development of the English language and the applications of linguistics to the study of literature.

ENGL 40194. Writing Center Theory/Practice

(1 -0- 1)

A one-credit course for students interested in tutoring in the University Writing Program.

ENGL 40195. The Literature of Disability

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

“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, non-fiction, 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 40197. Questions of Homosexuality in Film and Literature

(3 -0- 3)

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*, E. M. Forster’s *Maurice*; *The Kiss of the Spider Woman* by Manuel Puig; a selection of poems by Constantine Cavafy; *The Well of Loneliness* by Radcliff Hall; Djuna Barnes’ *Nightwood*; a selection of poetry by Adrienne Rich; *Rubyfruit Jungle* by Rita Mae Brown, and Yukio Mishima’s *Confessions of a Mask*.

ENGL 40198. Reading, Studying and Teaching Literature in the Contemporary Classroom

(3 -0- 3)

One of the most beloved storytellers of the 20th century, J.R.R. Tolkien, contemplates the power of stories within his masterwork, *The Lord of the Rings*. Resting for a while on the road to Mordor, Sam and Frodo find a measure of solace and purpose as they ruminate together on the nature of “the tales that really mattered, the ones that stay in the mind.” Shakespeare also acknowledges the power of story, albeit in a different sense, when he has Hamlet assert: “The play’s the thing/Wherein I’ll catch the conscience of the king.” Central to this course is our study of two great writers of the English tradition, Shakespeare and Tolkien. We will read and discuss works that “stay in the mind”—*Romeo and Juliet*, *Hamlet*, *King Lear*, and *The Lord of the Rings*. In one sense the contemporary classroom will be our own! Yet we will also study these works in the context of contemporary education, one in which, for example, English teachers find that many of their students either complain about reading or choose not to read much at all, at least in part because they lack the skill and patience to read long or difficult texts. So as we study Shakespeare and Tolkien, we will do so with attention to questions about the purpose of literature, issues of literacy, and the challenges and opportunities of teaching literature in the contemporary classroom.

ENGL 40199. Topics in Literature

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Selected topics in medieval literature.

ENGL 40202. Arthurian Legends

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 & the Green Knight*, and selections from Malory’s *Morte D’Arthur*, Tennyson’s *Idylls of the King*, and T.H. White’s *The Once & Future King*.

ENGL 40204. Medieval Romance

(3 -0- 3) Ziemann

Prerequisite: ENGL 30101 (may be taken concurrently)

This course will examine the preeminent narrative form before the novel: the romance. Beginning with some French and Anglo-Norman precedents (Chrétien de Troyes, Marie de France), we will look at the romances of England, including works by Chaucer, *Sir Gawain and the Green Knight*, and Malory’s *Morte D’Arthur*, while discussing the roles of chivalry and love in the late Middle Ages.

ENGL 40205. Shakespeare and the Supernatural

(3 -0- 3) Lander

An examination of the supernatural in Shakespeare.

ENGL 40206. Advanced Topics in Theatre Studies

(3 -0- 3) Holland

Prerequisite: ENGL 30101 (may be taken concurrently)*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 40209. Chaucer: *Canterbury Tales*

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 like popular piety, anticlerical satire, women’s issues, courtly love, magic, and social unrest.

ENGL 40211. History of the English Language

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This is a course on the history of the English language from its elusive but largely reconstructible roots in Indo-European to more or less the present, with a heavy bias towards the earlier pre-modern periods. The goals of the course are to acquaint students with the development of English morphology, phonology, syntax, semantics, graphics, and vocabulary, and to explore the cultural and historical contexts of the language’s transformation from the Anglo-Saxon period onward. In working toward these goals, we’ll spend time rooting around in the dustbins of English etymology, lexicography, onomastics, and dialectology, and we will explore some current problems in usage and idiom. The course is by nature heavily linguistic, which is to say we’ll be spending a lot of time talking about language, grammar, and the forces that act upon spoken and written English. Students can expect to achieve a basic understanding of the cultural and linguistic phenomena that have shaped the language we now speak and write; they will become versed in the fundamental methodology and terminology of historical and descriptive linguistics; they will learn to effect a reasonably credible pronunciation of Old, Middle, and Early Modern English (including something very close to Shakespeare’s probable pronunciation); they will discover the true meanings of their own given name and surname; and they will gain experience researching a couple of aspects of the language that interest them. In addition to regular reading and workbook assignments, the course’s requirements include two exams, three essays, and responsible attendance.

ENGL 40212. Introduction to Old English

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

In November 1882, Gerard Manley Hopkins wrote to his friend and fellow-poet Robert Bridges: “I am learning Anglo-Saxon and it is a vastly superior thing to what we have now.” Auden was similarly moved by his first encounter with Old English: “I was spellbound. This poetry, I knew, was going to be my dish . . . I learned enough to read it, and Anglo-Saxon and Middle English poetry have been one of my strongest, most lasting influences.” This course is an introduction to the language and literature that so captivated Hopkins and Auden, that later inspired Tolkien and Lewis, and that remains the historical and linguistic foundation of English literary studies. Our focus for about half the term will be the grammar of Old English, but from the very beginning we will read from a variety of texts in verse and prose (including riddles, a monastic sign-language manual, and King Alfred’s preface to the Old English translation of Gregory the Great’s *Pastoral Care*), and the course will culminate in a focused study of *The Wanderer* and *The Dream of the Rood*. This course may be especially useful for students interested in historical linguistics and the history of the English language, in the Anglo-Saxon foundations of British literature, and in medieval literature in general. Requirements include two exams, a series of grammar quizzes, and a translation project. The final exam will involve a short oral recitation. Graduate students will meet for two extra class periods and will be assigned some additional reading.

ENGL 40215. John Milton: Religious Literature and the Self

(3 -0- 3) Teller

Prerequisite: ENGL 30101 (may be taken concurrently)

John Milton is one of the most compelling, perplexing, and contradictory figures in English literary history. A zealous religious reformer and vociferous opponent

of monarchy, as well as a life-long proponent of the classical intellectual tradition, Milton embodies many of the tensions of early modern English culture. In this course we will read Milton's major works, from his earliest lyrics to his political treatises to his great epics *Paradise Lost* and *Paradise Regain'd*, examining how Milton invigorated English letters through a synthesis of classical form and early modern theology, polemic, and politics. We will also attend to the ways in which Milton, in a tendency often associated with early modernism, regularly turned to himself as a favorite literary subject in his art.

ENGL 40219. Chaucer: *Canterbury Tales*

(3 -0- 3) Kerby-Fulton

Prerequisite: ENGL 30101 (may be taken concurrently)

Geoffrey Chaucer wrote in a time of great social, political, and religious upheaval, a time in which the stakes of English writing were uncertain. This course examines Chaucer's efforts during that period to create sustained fiction in English through his most ambitious and experimental work, *The Canterbury Tales*. Ultimately, we will find out what earned Chaucer the title "Father of English poetry."

ENGL 40222. Medieval Drama

(3 -0- 3) Ziemann

Prerequisite: ENGL 30101 (may be taken concurrently)

This course will examine the performance of drama in England in the era before the establishment of professional theaters. Our starting point will be the actual play texts and records that survive from the Middle Ages. With our primary focus on biblical plays (plays that reenact stories from the bible) and morality plays (allegorical plays that explore the moral framework of humanity), we will pursue a number of questions: who wrote these plays? who performed them, how, and for whom? what was their purpose? We will investigate these issues through research and textual analysis, but also through our own experimentation in staging and performing parts of the plays in class. We will then put our knowledge to use in a class project: the mounting of a medieval play for the Notre Dame community. Together we will select the play, edit the text, design costumes, props and sets, all while we consider how and what it means to "translate" these pre-modern plays for a modern audience. Major writing requirements will include a short paper involving textual analysis, a slightly longer research paper on some aspect of medieval dramatic performance, and in-class essays. As mentioned above, the course will involve in-class performances, but this is not a class in performance itself: you will not be graded on your acting ability. All students will be required to contribute in some capacity to our class performance and to reflect on the this project in a short final essay.

ENGL 40223. 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.

ENGL 40224. Dante

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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. Essential Shakespeare

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This course will examine representative examples of comedy, history, tragedy, and romance in order to provide students with a broad overview of Shakespeare's work. Assignments will include a word history, a word cloud, a passage analysis, an essay (6–8 pages), a midterm, and a final.

ENGL 40227. Shakespeare II

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 nineteen 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- to 7-page paper.

ENGL 40228. Restoration, Early-Eighteenth-Century Literature

(3 -0- 3)

Questions of the developing interest in the concept of human nature in late 17th- and early 18th-century literature: What does it mean to be human? Are humans animals? Are humans naturally selfish or benevolent? Are gender differences natural or cultural? What sort of obligations do humans have to the rest of the creation? What is the relation of the sort of innocence that the pope imagined as "the eternal sunshine of the spotless mind" to mature development?

ENGL 40229. Shakespeare's Religions

(3 -0- 3)

A critical analysis of religious influences and iconography in selected Shakespeare plays.

ENGL 40230. Shakespeare's London

(3 -0- 3)

An analysis of how Shakespeare's migrations between rural England and metropolitan London affected his writings.

ENGL 40231. 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.

ENGL 40234. The Renaissance Imagination: Thinking with Spenser and Shakespeare

(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

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 40235. Shakespeare's Major Tragedies

(3 -0- 3)

Prerequisite: ENGL 30101

This course will examine the four tragedies upon which Shakespeare's reputation most securely rests: *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. Our objectives will be to acquire an in-depth knowledge of Shakespeare's four major tragedies; to become familiar with early modern English and develop an appreciation of the importance of linguistic history; to examine tragedy as a dramatic genre, as an experience, and as a cultural preoccupation; and to learn about Shakespeare's age and his afterlife. Along with our modern editions of Shakespeare, we will read Christopher Haigh's *Elizabeth I* and a number of recent scholarly essays. Work will include several short written assignments, a midterm, a final, and a paper of 7–10 pages.

ENGL 40236. Beowulf and Heroic Legend

(3 -0- 3)

Beowulf is one of the oldest poems in English, the closest thing we have to a medieval English epic, a literary monument of extraordinary complexity, and a study in heroic behavior that evaluates and problematizes every aspect of the folklore, myth, and legend that it weaves into its narrative. The relationship between *Beowulf* and early medieval heroic legend will be front and center in this course, which will undertake a close reading of the poem set against several comparable exemplars of heroic behavior in neighboring medieval traditions, including the Old English *Battle of Maldon*, the Old High German *Hildebrandslied*, the Old Welsh *Gododdin*, the Latin *Waltharius*, the Old Irish *Táin Bó Cúailnge*, the Old French *Chanson de Roland*, and the Old Icelandic *Hrólfs saga kraka* (all in modern English translation). We'll look carefully at how heroic characters are represented and defined in these texts, and we'll consider the part played by feud, revenge, honor, loyalty, and social bonds and allegiances in constructing a heroic ethos. Weekly response papers, two essays, and a final exam.

ENGL 40238. Witches, Knights, Goddesses, and a Robot: On Edmund Spenser's Faerie Queene

(3 -0- 3)

On January 16, 1599, a hearse borne by poets wound its way through London to Westminster Abbey, their burden destined for burial in a tomb adjacent to Geoffrey Chaucer's in what is now known as Poet's Corner. Once there, the poets who attended the body threw elegies for the dead poet, along with their pens and their tears, into the grave. The deceased, a former scholarship boy whose contemporaries came to call him the 'prince of poets', was not Shakespeare nor Donne but Edmund Spenser. Celebrated in his own day, influential for writers as varied as John Keats and C.S. Lewis, Spenser achieved much: a cheeky pastoral poem that announced an obscure twenty-seven-year old as England's new Vergil, an innovative sonnet sequence that departed from gendered norms in striking ways, and, most importantly, *The Faerie Queene*, a romance epic both dazzlingly learned and delightfully ludic. Our reading assignments will include selections from Spenser's *Shepherd's Calendar* and *Amoretti*; our main emphasis will be *The*

Faerie Queene itself. Its range of characters, including a cross-dressed female knight and the first robot in English literature, and of literary forms, such as saints' lives, Ovidian myth, Arthurian legend, and Greek romance, invites its readers to reflect on questions concerning moral and political philosophy, gender and sexuality, faith and misbelief, and much else. Because of its intense, self-reflexive focus on interpretive practices and its insistence on working by induction, through interpretive trials and errors, the poem has occupied a central place in literary criticism from C.S. Lewis to Northrop Frye to Stephen Greenblatt. A good reader of *The Faerie Queene* promises to be a good reader of much else: the poem still serves as a laboratory for critical innovations in literary scholarship today. It is an excellent training ground for English majors as well as would-be knights (cross-dressed or otherwise). Course assignments will likely include a reader's theatre presentation of a passage from the poem, short response papers, one longer paper written in several installments, and a final exam.

ENGL 40240. Chaucer's Early Poetry

(3 -0- 3) Frese

Prerequisite: ENGL 30101 (may be taken concurrently)

If Chaucer had never written the *Canterbury Tales* he would still be counted as a major medieval poet whose fictions rank among the most supreme examples of poetic complexity and enduring fascination. In this class we will read some of Chaucer's short lyrics—amorous, ironic, satiric and politically engaged—and his three major "dream vision" texts: *Book of the Duchess*, an elegy composed to commemorate the death-by-plague of Blanche of Lancaster, the young wife of Chaucer's patron, John of Gaunt; *House of Fame*, a fabulous fable of poetic, personal, philosophical and political satire and reflection; and *Parliament of Fowls*, a joyous combination of erotic, ethical, political & poetic strands that begin in anxiety & conclude in lyrical delight. We will conclude by reading *Troilus & Criseyde*, Chaucer's incomparable retelling of the 'tragedy' of 'star-crossed lovers, set against the mythopoetic backdrop of the Trojan War.

ENGL 40241. Book Under Suspicion: Censorship and Freedom of Expression in Medieval English Literature

(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

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 40243. Great Irish Writers

(3 -0- 3)

This course will look at masterworks originally written in Ireland's first language, the oldest vernacular literature of northern Europe. We'll look at the stories from the Ulster Cycle, including the most famous love story in Irish (a.k.a. "Deirdre of the Sorrows"), tales of kings acting badly, heroes astounding others before the age of 10, and the great Irish epic the *Táin Bó Cúailnge* ("The Cattle Raid of Cooley"), which tells a rollicking good story (body-morphing battle frenzy! treachery! jokes! boasting! tricolored hair!) while tackling confounding social and political concerns

(such as the dangers of chaos, jealousy, arrogance, and what you do with a bunch of overheated, underemployed young men). We'll next look at the poetic tradition in Irish between approximately 1540 and 1800, an era when England, later Britain, consolidates its conquest and colonization of the country. In this context, writers craftily defend Irish culture, manhood and authority while recalibrating Irish identity, sometimes in deadly earnest, sometimes by making fun of what they cannot necessarily change. All materials will be read in English translation.

ENGL 40244. Shakespeare and Political Theory

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This course uses Shakespeare as the focal point for an inquiry into the relationship between literature and political theory, broadly understood. We will read a range of plays across the major genres—*The Merchant of Venice*, *Richard II*, *Troilus and Cressida*, *Hamlet*, *Measure for Measure*, *King Lear*, *Othello*, *Cymbeline*, *The Tempest*—in order to consider how Shakespeare manages the following topics: the tension between retribution and the rule of law, the nature of political community and the limits of pluralism, the emergent idea of the nation, the limits of human dignity and the political character of the household. We will thicken our inquiry by pairing a few of the plays with contemporary legal or literary works: *Othello* with Tayeb Salih's *Season of Migration to the North*, *Measure for Measure* with *Lawrence v. Texas* (2004), *The Merchant of Venice* with *R. vs. JFS School* (2009), *The Tempest* with *Shakespeare Behind Bars*. Course text will be *The Complete Pelican Shakespeare*, eds. Orgel and Braummuller.

ENGL 40245. Shakespeare I

(3 -0- 3)

In this course we will read, in roughly chronological order, the plays from the first half of Shakespeare's career as dramatist. Beginning with *Two Gentlemen of Verona* and concluding with *Henry V*, we will cover eighteen plays over the course of the semester. Though comedy and history dominate the syllabus, *Titus Andronicus* and *Romeo and Juliet* provide two notable examples of tragedy. This course is paired with Shakespeare II (spring 2012), which covers the second half of Shakespeare's dramatic canon. Requirements will include a variety of shorter assignments (e.g. word history, paraphrase, and passage analysis), a midterm, a final, and a paper of 8–10 pages.

ENGL 40246. Faith, Love, and Devotion: The Sacred and the Secular in 17th-Century Poetry

(3 -0- 3)

England witnessed an explosion of religious poetry during the seventeenth century, one of the most turbulent periods in England's religious history. The devotional poems written in this period express a wide variety of attitudes toward salvation, toward divine love, and toward the Church: a longing for salvation, a fear of damnation, a deep desire to feel God's love and approval, and a turbulent vacillation between despair and ecstatic praise. Paradoxically, this poetry reacted against older models of courtly poetry and profane love at the same time as it was deeply indebted to those models. In addition, the religious debates and battles of the Reformation were far from resolved in this period: English Catholics and Protestants produced poetry that offered praise and sacrifice to God while often simultaneously criticizing the beliefs of their Christian opponents. Hence, this course examines seventeenth-century poetry through two major lenses: the conflicts and tensions between "sacred" and "profane" poetry, and the divisions and complications between Catholic and Protestant religious identities as created or expressed in that poetry. How does religious identity shape poetic devotion toward God? What is the effect of different conceptions of the Church on religious poetry of this period? To what extent do the categories of sacred and secular overlap, complement, complicate, or antagonize one another? And what are the possible relationships between devotional poetry, the English nation, and religious identities? To explore these questions, this course includes (among others) the works of major figures like John Donne, George Herbert, John Milton, and Andrew Marvell, as well as the poems of previously neglected Catholic poets like St. Robert Southwell, William Alabaster, and John Beaumont.

ENGL 40248. Books Under Suspicion: Controversial Writers from Chaucer to St. Thomas More

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Although the period between Chaucer and St. Thomas More saw the rise of modern English literature as we know it, it was also a period of severe social injustice, political oppression, church controversy and even martyrdom. Starving peasants rebelled against their overlords, knights rode off on crusade amidst anti-war critique, English translations of the Bible were suppressed by church authorities, women writers 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 and early Tudor 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, Christine de Pizan, Margery Kempe, Sir Thomas Malory, William Tyndale, Anne Askew and St. Thomas More, as well as the anonymous ballads of Robin Hood. Topics to be discussed will include: knighthood, visionary writing, attitudes toward women's learning and teaching, Jews and Muslims, emerging struggles for intellectual freedom, parliamentary rights and free speech, the Peasants Rising of 1381, and the rise of dissent.

ENGL 40249. Medieval Literary Imagination: Convention and Invention

(3 -0- 3) Frese

Prerequisite: ENGL 30101 (may be taken concurrently)

In this class we will read nine (9) representative texts that trace and track the formation, and creative development, of literary imagination in the European Middle Ages. All readings will be in Modern English translation. We will begin with one foundational text from each of the three fields of theology (Augustine, *On Christian Doctrine*); philosophy (Boethius, *Consolation of Philosophy*); and literary criticism (Boccaccio, "On Poetry"). Building on these three highly influential master-texts, we will then read a variety of poetic and prose works composed by medieval artists who are named and anonymous, male and female, laity and religious, whose creative range includes the genres of romance; lai; drama; chanson de geste; lyric; dream vision and Norse saga. In addition to the 3 titles, above, by Augustine, Boethius and Boccaccio, our readings will include Chaucer's "Knight's Tale" and Book of the Duchess; the Lais of Marie de France; The Song of Roland; the Play of Adam and the great Njal's Saga, often identified—on the basis of its striking stylistic compression and acute psychological representations of fatefully intersecting public and personal events—as the ancestor of the modern historical novel. These six (6) fictional titles—individually and collectively—constitute exemplars of both continuity and creative departure that will form the basis of our individual and collective study during the semester. Together, the foundational texts of Augustine, Boethius and Boccaccio + the syllabus of nine fictional readings can be seen as mapping many of the personal and political tensions that attended the emergence and evolution of amorous, social, political, mythic, ethnic, legal, religious and secular strands of culture in England, France, Italy, and Scandinavia between the 5th and 15th centuries. Additionally, while providing a rich, representative introduction to western medieval literary imagination, the class can also supply a sound basis for understanding certain subsequent developments and departures in British and American literary culture. Requirements: Midterm and final exams; class attendance and participation; possible, occasional short quizzes; occasional short supplementary readings. A literary/critical term paper: topic chosen and plan of development submitted in 1st quarter (for feedback); written & revised in 2nd quarter.

ENGL 40251. Everybody's Shakespeare

(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

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 twentieth century, a sophisticated idea of how literature both reifies and resists seminal literature which 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 40253. Beowulf

(3 -0- 3) Hall

An intensive study of *Beowulf* and the critical literature surrounding it. We will first read the poem in translation, then move slowly through the text in Old English, addressing the key problems and questions that have dominated recent scholarship. Previous experience reading Old English will be necessary. Requirements include regular reading and contribution to class discussion, a lexicography project, a translation exercise, and a research paper.

ENGL 40254. Shakespeare: Text and Performance

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Corequisite: ENGL 41254

What are King Lear's last words? In performances at the Globe, what did Hamlet do when he argued with Laertes? What were the costumes worn by the ghost of Hamlet's father and why? If Viola in *Twelfth Night* was played by a boy-actor, what changes? What happens in recent Japanese productions of *Hamlet*? What is Shakespeare like on YouTube? This course will explore productions of Shakespeare plays from Shakespeare's own theatre to 2011. We will see live productions as well as web-streamed versions in many languages and from all over the world. We will see what can be recovered of early modern production methods and of 18th century adaptations. We will, occasionally, use our lab time to watch films and TV versions but the lab will not be required ever week. The aim throughout will be to investigate the history of the text of Shakespeare plays and some of the myriad ways in which the plays have been translated into performance across time and space.

ENGL 40261. Money in the Eighteenth Century: Wealth, Poverty, Debt, Gambling, Bubbles, Consumers

(3 -0- 3)

The instruments of modern capitalism (including the Bank of England and a stock market) were invented at the end of the seventeenth century. The eighteenth century experiences the complexities and shocks of that system. The South Sea Bubble in England with the remarkable crash of the South Sea Company in 1720 gave the world its first lesson in a stock market crash. The feudal class system is pressed and reshaped to follow the nature of money. Theories about liberty cannot rightly ignore financial pressure, and personal freedom is deeply affected by relationships to money. Novelists, dramatists and poets of the late 17th and the 18th century examine a variety of forms of wealth and loss, and observe the startling effects of gains and losses of those at the bottom or the top of the social pyramid. Male and

female authors observe the price and significance of luxury goods (silk, mohair, diamonds, and coaches) and of new pleasures (coffee and tea drinking, card parties); they also follow the cost of bare necessities (a loaf of bread). Slavery is part of the economic dynamic, and the new system amplifies slavery in bringing to the fore such new staples as sugar, tobacco and cotton. Gambling assumes a central role; public projects are funded by lotteries. Marriage is deeply involved in speculation. ("Speculation" is the name of a real game introduced to her family by Jane Austen.) We will examine the work of theorists such as Adam Smith and Malthus, as well as a variety of poems plays and novels from Bunyan to Austen dealing with social patterns and individual experiences of prosperity or loss.

ENGL 40302. Romanticism and the Public Theatre

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Readings of drama written during the English Romantic period.

ENGL 40303. Eighteenth-Century Literature Imagines a Future

(3 -0- 3)

In literature of the late 17th century and the 18th century, fascination with possible futures—desirable or undesirable, stimulates literary invention of alternative worlds. Poets may prophesy a time of great happiness to come after trial and destruction, as at the end of Dryden's *Annus Mirabilis* ("The Year of Marvels"), and Pope's *Windsor Forest*. Or they may imagine a time of coming catastrophe, as Pope does in his *Dunciad*. Imaginary voyages like *Gulliver's Travels* and *Candide* offer visions of alternative societies that may or may not reflect England's or France's future. Science fiction appears, offering worlds in other planets, or fantastic cultures in this world, as in Cyrano de Bergerac's *A Voyage to the Moon*, Margaret Cavendish's *The Blazing World*, and Robert Paltock's *Peter Wilkins*. The "fairy tale" becomes a popular new form, dealing with change, stress, resourcefulness and deliverance. All of these works play in various ways with the possibilities of change—social, legal, political, sexual. Endeavors to imagine a better world stimulate creative encounters, as in Johnson's *Rasselas* (set in Abyssinia and Egypt) and Lessing's *Nathan the Wise*, envisaging harmony between Muslims, Jews and Christians. Philosophy of the period has much to say about human nature and how a better society might be made. Before the end of the 18th century, the American Revolution and the French Revolution attempt to bring ideals into actuality. Throughout the period, new literature (including popular stage farce) entertains us with counterfactual personages, including not only familiar giants and fairies but also "Bear-men," "Worm-men," sylphs, giants, dragons, a cat princess, an autobiographical lapdog, animated portraits and—at last—the first vampire. Theatre and music burst into fantastic farces and enchanting operas, while the graphic arts develop the art of caricature. Towards the end of the century the invention of the "Gothic" mode offers a striking means of dealing with the relation of the future to the past—a past that refuses to be quite killed off and continues to haunt us. Texts: De Bergerac, *A Voyage to the Moon*; Dryden, *Annus Mirabilis*; Cavendish, *The Blazing World*; Pope, *Windsor Forest*, *The Rape of the Lock*, *The Dunciad*; Perrault, *Fairy Tales*; Aulnoy, *The White Cat*; Swift, *Gulliver's Travels*; Voltaire, *Candide*; Johnson, *Rasselas*; Paltock, *Peter Wilkins*; Lessing, *Nathan the Wise*; Walpole, *The Castle of Otranto*; Lewis, *The Monk*; Polidori, *The Vampyre*. Texts include excerpts from philosophical writings by John Locke, Adam Smith, Thomas Jefferson and Edmund Burke. We shall enjoy operas by Handel and Mozart, as well as some art of the period (including caricatures, illustrations of myth, and theatrical designs and special effects).

ENGL 40304. Jane Austen and Her World

(3 -0- 3) Doody

Prerequisite: ENGL 30101 (may be taken concurrently)

Jane Austen's life spans the American War of Independence, the French Revolution and the Napoleonic Wars. Her novels have often been treated as idyllic romantic stories set in a gentle past, elegant tales of refined courtship. Yet she lived in times of turbulence and change, which her multi-faceted novels reflect. Her earliest works show a comic sense and a taste for absurdity and violence which led Chesterton to compare her to Dickens and Rabelais. She is a comic artist whose novels present us with a world of change and adaptation. "Jane Austen's world"

encompasses the world Jane Austen knew, a geographical, political, historical and social reality that was England. We shall consider the implications of the counties her heroines live in. How does Elizabeth's Hertfordshire differ from Darcy's Derbyshire? How might England's first census of 1801 illuminate the world she knew? First names and surnames often define or reflect a political outlook or a class or ethnic background, or relate characters to historical figures—including criminals and celebrities. Why is Fitzwilliam Darcy's name contradictory? Marriage is of great importance; we shall examine not only the Anglican Service of Holy Matrimony but also laws and customs affecting dowries, inheritance, and women's access to income. We will read all the fiction that Jane Austen wrote, not only the six novels, and the novella *Lady Susan* but also the youthful works and unfinished novels, including her last work *Sanditon*. A selection of Austen's letters will also be on our reading list. We can ask if there is only one "Jane Austen." Would Fanny Price really approve of Elizabeth Bennet? What kinds of conflict does Austen explore? Looking at works that Jane Austen read, including favorite novels, will help us to get closer to her and her era. Interpretations of Austen in our own time in TV dramatizations and films, including deliberate analogues like *Clueless*, demand our investigation, as we inquire into the significance of this Austen "boom" and what it may tell us of our own times and tastes. Texts include Austen: *Northanger Abbey*, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Persuasion*, "Catharine" and Other Writings; Letters, ed. Deirdre le Faye. Frances Burney: *Evelina*, or *the History of a Young Lady's Entrance into the World* (novel). Richard Brinsley Sheridan, *The School for Scandal*. (play). Charlotte Smith, *Emmeline*, or *the Orphan of the Castle*; Mary Wollstonecraft, *A Vindication of the Rights of Woman* (non-fiction treatise, selections); Maria Edgeworth (selected children's stories).

ENGL 40310. Visits to Bedlam

(3 -0- 3) Fox

Prerequisite: ENGL 30101 (may be taken concurrently)

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 eighteenth-century fascination with madness, with the irrational, with what Freud would call the "unheimlich," the "uncanny." Samuel Johnson's astronomer who comes to believe that he personally controls the weather, Laurence Sterne's mad Maria, piping for her lost lover, John Locke's man who believes himself made out of glass and who acts "reasonably" to avoid hard objects, or Jonathan Swift's modest proposer who concocts a cookbook to save the Irish nation all bear witness to this other side of the eighteenth century, the subject of this course. We will begin with selections from Cervantes' *Don Quixote* and some short readings in Locke and others who attempted to analyze madness. We will then move on to explorations of Samuel Johnson, Tobias Smollett, Laurence Sterne, and Jonathan Swift. Our major focus will be on Swift, with special attention to his poetry, ; 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. As he later said, "He gave what little wealth he had, To build a house for fools and mad: And showed by one satiric touch, No nation wanted it so much." For the sake of comparison, we will conclude with several nineteenth century selections.

ENGL 40312. The 19th Century Novel

(3 -0- 3)

Prerequisite: ENGL 30310 (may be taken concurrently)

This course is an examination of major Victorian novels.

ENGL 40315. The Other 19th-Century Novel

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

An examination of neglected 19th-century British novels and novelists, including gothic novels, sensation novels, and science fiction.

ENGL 40317. The Victorian National Romance

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 40319. Virtue, Sex, and the Good Life

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

How should I behave? Do I make my own decisions, or rely on the advice of others? Am I defined by my birth and family, or do I make myself. What exactly is "virtue?" Which matters more, the individual or the community? Can I be virtuous if I'm poor—or rich? Is it not virtuous to be rich in an expanding economy? Is Virtue possible in a mobile society which values flexibility above stability? Questions such as these are taken up by 18th-century writers of fiction and by philosophers like Shaftesbury and Rousseau. Female virtue supposedly consisted mainly or only in a demonstrable chastity. Women writers of the 18th century demonstrate the degree of artifice in which even "good" women must engage. In Daniel Defoe's *Roxana*, a wife abandoned by her husband with five children and no income finds that she can market herself, even acquiring great wealth. Should she have starved instead? Roxana plays with various selves on a road to what looks like success. In contrast, Pamela, the beautiful maidservant in the first novel about sexual harassment, tries to resist the advances of her young master. Is she just being conceited, or trying to raise her value? Can "Virtue" ever exist without conceit and self-consciousness? Henry Fielding in *Tom Jones, the History of a Foundling*, follows the fortunes of a male bastard who both is and is not accepted by his adoptive world. What does Virtue mean to the male life? How many affairs can he have—and with whom? Is prostitution an option for him? What does virtue mean in relation to the male life? Gothic novels and courtship novels, including Austen's *Pride and Prejudice*, question our desires for both autonomy and social success, for spiritual identity and economic security. Novels and plays repeatedly question how a moral center may be found at a time when social and familial boundaries, sexual manners and permitted behaviors are all changing. Throughout the period, a variety of narrative modes and the development of new styles alert readers to the range of possibilities and varieties of moral reasoning.

ENGL 40324. Garden to Ecosystem: Nature Poetry, 1650–2008

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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)

Prerequisite: ENGL 30101 (may be taken concurrently)

This course acquaints students with two understandings of decadence. We will learn about its most familiar aspect as an 1890s movement in which figures such as Oscar Wilde and Aubrey Beardsley provoked the respectable middle class with racy, sordid, overblown and/or absurdist subject matter and methods. But we will also explore a broader view of decadence stretching back to the 1700s and into the present, as traditional values and social structures come under the pressures of political and scientific revolutions. Our materials—which are not for the prudish or faint-hearted—include fiction, poetry, drama, philosophy, visual arts, cinema and criticism.

ENGL 40326. Romantic Revolutions: British Literature and Culture, 1790–1830

(3 -0- 3) Solomonescu

Prerequisite: ENGL 30101 (may be taken concurrently)

This course examines Britain literature of the late eighteenth and early nineteenth centuries in the context of the period's profound cultural, political, social, and scientific upheavals. Through a diverse range of texts, we will examine how these various "revolutions" affected literature and were in turn affected by it. Our readings and discussions will focus on how writers articulated and engaged with ideas concerning the rights of man and woman, the roles of government and religion, the circumstances of poverty and war, the relations between private and public life, the nature and powers of the imagination, and the social role of the writer. We will read selections from the best-known poets of the age—Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron—alongside works by some of their most innovative and influential contemporaries, including Edmund Burke, Tom Paine, Mary Wollstonecraft, William Godwin, John Thelwall, Charlotte Smith, William Hazlitt, and Mary Shelley. Instances of contemporary visual art and propaganda will help broaden our understanding of this tumultuous and intensely creative period in British literature and culture.

ENGL 40327. The Victorian Universe

(3 -0- 3) Maurer

Prerequisite: ENGL 30101 (may be taken concurrently)

The Victorian world was one made unsettlingly strange by industrialism, capitalism, technology, changing gender roles, and an increasing class mobility. Victorian authors dealt with this strange modernity by writing stories about the ways that society remained interconnected. The average Victorian novel was three volumes long and contained multiple plots in which characters were intertwined through romance, politics, money, secret identities, blackmail, disease and sometimes the sheer accident of sharing the same train. In order to become thoroughly acquainted with the Victorian novel's ambition to offer its reader a vision of society's totality, this class will focus intently on just three novels—Charles Dickens's *Dombey and Son*, George Eliot's *Middlemarch*, and Anthony Trollope's *The Way We Live Now*. We will closely study the formal techniques that each writer used to try to reproduce a sense of vast interconnectedness in Victorian society. We will also read excerpts from other Victorians who tried to explain the complexity of society—Charles Darwin, Karl Marx, Alfred Lord Tennyson, John Stuart Mill and John Ruskin among them. Students can expect to be graded on class participation, a series of short response papers, a presentation, and three longer formal writing assignments.

ENGL 40328. The Romantic Novel

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Although long associated chiefly with the genre of poetry, the Romantic period in Britain saw a remarkable surge in the publication and popularity of novels. This course will examine the major categories of novel that emerged and overlapped in the period straddling the late eighteenth and early nineteenth centuries: the Gothic novel, the novel of sensibility, the ideological or propagandistic novel, and the historical novel. Focusing on the works of novelists including Radcliffe, Godwin, Wollstonecraft, Thelwall, Mary Shelley, Austen, Scott, and Peacock, we will attend to the formal and ideological development of the Romantic novel in its historical and literary contexts, as well as from several key critical perspectives. Was novel-reading the frivolous or potentially subversive activity it was feared to be? And why did this particular genre raise such concerns? A particular interest of the course will be the Romantic novel's multiple and often contradictory perspectives on its own social situatedness and potency.

ENGL 40332. Reforming Victorian Literature

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 www.nd.edu/~cvandenb.

ENGL 40334. Eighteenth-Century Drama and the Novel: Playing with and Age of Change

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

In an era which saw the development of colonialism, new nationalisms, and capitalism the theater was the leading medium shaping public opinion in England and on the Continent. New dramatic forms emerged, altering acting styles and theater designs. Concepts such as "tragedy" and "comedy" undergo changes. Shakespeare is interpreted—and freely rewritten. New genres include "ballad opera" (ancestor of the musical), and the popular farcical "afterpiece" in which "characters" might include a windmill and a dragon. Satire finds versatile forms. Drama affects dialogue in conduct books, essays and novels, and combines with journalism for the first reports of the trials of ordinary people for common crimes—the Old Bailey Sessions Papers. New authorities try to give new "rules" to the theatre; censorship remains a constant threat. Various views regarding class, money, sexuality and politics are aired, and contentious issues such as female education, or the introduction of divorce, are embodied on stage. Men and even women could make their living (disreputably) by acting, and even by writing for the theater—it paid well. By the late 1770s, nearly half the plays on the London stage were by female authors. Many authors wrote both plays and prose fiction. We shall look at Aphra Behn (*The Lucky Chance*, *Oroonoko*), Henry Fielding (*The Historical Register*, *Jonathan Wild*), and Frances Burney (*Evelina*, *The Witlings*). *Pride and Prejudice's* effectiveness on screen may connect with its inheritance from Restoration and 18th-century stage comedy. A core part of Austen's *Mansfield Park* centers upon Elizabeth Inchbald's version of a new German play (*Lover's Vows*) and the problems of representation. Texts also include Pierre Corneille, *The Cid*; Moliere, *The Learned Ladies*, *Tartuffe*; John Dryden, *Aureng-Zebe*; William Congreve, *The Way of the World*; George Farquhar, *The Beaux' Stratagem*; John Gay, *The Beggar's Opera*; Henry Carey, *The Dragon of Wantley*; Oliver Goldsmith, *She Stoops to Conquer*; Hannah Cowley, *The Belle's Stratagem*. As plays don't totally exist "on the page," part of our classroom activities will include roughly acting out scenes as well as watching videos of dramatic productions—and perhaps even making one. A dramaturg who has worked with producing an 18th-century stage play for the Oregon Shakespeare Festival in 2005 will tell us about that production, and why and how Hannah Cowley's *The Belle's Stratagem* (1780) can excite and entertain 21st-century audiences.

ENGL 40336. Seduction and the Novel in the Era of the French Revolution

(3 -0- 3)

Prerequisite: 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 Hay'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 eighteenth century.

ENGL 40337. Thinking with Abbeys

(3 -0- 3) Doody

The startling success of the TV series *Downton Abbey* in the USA as well as in England demonstrates the enduring appeal in the English speaking world of an abbey as an image connected with change. What do we keep of the past and what do we discard? The dissolution of the Abbeys in the 1530s under Henry VIII was a monumental change, religious and social, as well as the most sweeping and immediate privatization. Private owners took over land once used for education, medical care and care of the poor. The buildings were often torn down for sale of valuables (such as lead roofing); some were reconditioned as private abodes. Through the following centuries, to own an abbey became a sign of great wealth and status. The treatment of Church lands in France during the early French Revolution revived questions regarding England's own history. In the late 18th and early 19th century abbeys begin to figure in English literature as settings, as social signs, and as bones of contention. They are associated with issues of class, gender and sexuality—not least in the notorious real-life case of Sir Francis Dashwood and the “Hellfire Club” of Medmenham Abbey. Abbeys are signs of change, as well as of economic and political power—and power shifts. They exhibit or stand for personal growth or loss, acquisition and dispossession, and conflicting aesthetic and moral values. To William Gilpin the travel writer they are aesthetic adornments; their ruins are a benefit to the “picturesque” but the institutions were rightly destroyed. Abbeys raise questions of social usefulness—or waste. We will pursue some persistent questions that seem constantly to be raised by literary contemplation of abbeys. What does England want to keep, and what should be changed and modified? Who is disinherited and why? Who is in power—and why? Frustration and anxiety are often associated with contemplating an abbey. Authors use both real and imaginary places; women writers—not least Jane Austen—are particularly skillful in creating imaginary estates with developed social, economic and historical backgrounds. The “Gothic” mode is only one approach to the puzzles and hidden pain associated with the inheritance of an abbey and the endeavor to suppress the past. As we learn how to think with an abbey, students will be invited to explore the use and significance of abbeys in fiction (both “high” and “low”) of the late eighteenth and early nineteenth centuries and of our own times.” and “low”. Texts will include *Downton Abbey* (script by Julian Fellowes); William Wordsworth, *Tintern Abbey*; William Gilpin, *Observations* (selected travel writings); Charlotte Smith, *Ethelinde*; Regina Maria Roche, *The Children of the Abbey*; “Mrs. Carver,” *The Horrors of Oakendale Abbey*; Jane Austen, “History of England,” *Northanger Abbey*, *Emma*; Thomas Love Peacock, *Nightmare Abbey*; Sir Walter Scott, *The Lay of the Last Minstrel*, *The Monastery*; Margaret Powell, *Below Stairs*.

ENGL 40341. The Romantic Period 1780–1840

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

“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*, 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)

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 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 40343. Eighteenth-Century Literature Imagines a Future

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

In literature of the late 17th century and the 18th century, fascination with possible futures—desirable or undesirable, stimulates literary invention of alternative worlds. Poets may prophecy a time of great happiness to come after trial and destruction, as at the end of Dryden’s *Annus Mirabilis* (“The Year of Marvels”), and Pope’s *Windsor Forest*. Or they may imagine a time of coming catastrophe, as Pope does in his *Dunciad*. Imaginary voyages like *Gulliver’s Travels* and *Candide* offer visions of alternative societies that may or may not reflect England’s or France’s future. Science fiction appears, offering worlds in other planets, or fantastic cultures in this world, as in Cyrano de Bergerac’s *A Voyage to the Moon*, Margaret Cavendish’s *The Blazing World*, and Robert Paltock’s *Peter Wilkins*. The “fairy tale” becomes a popular new form, dealing with change, stress, resourcefulness and deliverance. All of these works play in various ways with the possibilities of change—social, legal, political, sexual. Endeavors to imagine a better world stimulate creative encounters, as in Johnson’s *Rasselas* (set in Abyssinia and Egypt) and Lessing’s *Nathan the Wise*, envisaging harmony between Muslims, Jews and Christians. Philosophy of the period has much to say about human nature and how a better society might be made. Before the end of the 18th century, the American Revolution and the French Revolution attempt to bring ideals into actuality. Throughout the period, new literature (including popular stage farce) entertains us with counterfactual personages, including not only familiar giants and fairies but also “Bear-men,” “Worm-men,” sylphs, giants, dragons, a cat princess, an autobiographical lapdog, animated portraits and—at last—the first vampire. Theatre and music burst into fantastic farces and enchanting operas, while the graphic arts develop the art of caricature. Towards the end of the century the invention of the “Gothic” mode offers a striking means of dealing with the relation of the future to the past—a past that refuses to be quite killed off and continues to haunt us. Texts: De Bergerac, *A Voyage to the Moon*; Dryden, *Annus Mirabilis*; Cavendish, *The Blazing World*; Pope, *Windsor Forest*, *The Rape of the Lock*, *The Dunciad*; Perrault, *Fairy Tales*; Aulnoy, *The White Cat*; Swift, *Gulliver’s Travels*; Voltaire, *Candide*; Johnson, *Rasselas*; Paltock, *Peter Wilkins*; Lessing, *Nathan the Wise*; Walpole, *The Castle of Otranto*; Lewis, *The Monk*; Polidori, *The Vampyre*. Texts include excerpts from philosophical writings by John Locke, Adam Smith, Thomas Jefferson and Edmund Burke. We shall enjoy operas by Handel and Mozart, as well as some art of the period (including caricatures, illustrations of myth, and theatrical designs and special effects).

ENGL 40350. Dickens and Wilde

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This double-author course showcases what most readers would see as an “odd couple” among Victorian authors. Charles Dickens (1812–70) was the Shakespeare of his time, a prolific creator of memorable characters and incidents, at once comic and tragic. But post-Victorian critics often see him as a prime exponent of Victorian earnestness, sentimentality and even hypocrisy. And Oscar Wilde (1854–1900) 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 offenses. Our principal texts by Dickens will probably be *Oliver Twist*, *David Copperfield*, and *Our Mutual Friend*. Our readings in Wilde will cover the gamut of his efforts but emphasize his society comedies and his novel *The Picture of Dorian Gray*. Graded coursework includes three papers and a final exam, along with reading quizzes and participation.

ENGL 40401. Literature Between the Wars

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

A close analysis of the fiction, poetry, drama, and nonfiction written during the 1930s.

ENGL 40411. Twentieth-Century British Women Writers

(3 -0- 3)

Modern and postmodern fiction (and some nonfiction prose) by British women. Authors may include Woolf, Butts, Rhys, Cunard, Richardson, Carrington, West, Mansfield, Carter, and Winterson.

ENGL 40412. Twentieth-Century British Novels

(3 -0- 3)

In looking at several British novels, each published at a 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. 20th-Century British and Irish Poetry

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This course is designed to give students a firm grasp of the major developments that occurred in poetry overseas during the last century. That grasp will depend on our linkage of rather spectacular changes in poetic form to changes in culture; students will exit the course with an understanding of how the century's unprecedented violence in warfare and grand upheavals in philosophy, science, social-psychology and political thought impacted upon the artforms of these nations. (The United Kingdom contains, more precisely and often uncomfortably, four entities—England, Scotland, Wales and Northern Ireland—and requires study as a political “unity” with much internal turmoil.) We'll focus on writing between the great stock market crash of 1929 and the present moment, and much of our conversation will involve the differences between poetic responses to changing contexts in the experimental or small-press world of writing versus the mainstream. As we go, we'll discuss comparative issues too, like the differences between studying African American and black British poetry, as well as differences between studying women's poetry in the States and women's poetry overseas. Evaluation will be based on two papers, two presentations, and class participation. No prior experience of reading poetry is expected.

ENGL 40414. 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.

ENGL 40415. The Avant-Garde: From Dada to Punk and Beyond

(3 -0- 3)

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 40417. The Irish Tradition I

(3 -0- 3)

Ireland possesses the oldest vernacular literary tradition in Europe, spanning over 1500 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 seventeenth 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)

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 study of the spaces of modernity and gender in the novel.

ENGL 40423. Gender and Modernism

(3 -0- 3) Green

Prerequisite: ENGL 30101 (may be taken concurrently)

A study of modern British fiction in terms of the various shifts in the meaning and “doing” of gender during the early 20th century with special attention paid to the ways in which ideas about the modern were themselves gendered. We'll look at the sex radicals of modernity and new discourses of gay sexuality circulating in the public sphere, New Women and New Women novels, suffragettes and militancy, efforts to rethink the meaning of (gendered) labor, the domestic sphere and marriage. Special attention will be given to women's experiences of modernity, especially in relation to those aspects of culture typically excluded from definitions of the modern (shopping, the consumption of middlebrow culture, fashion etc.). Novelists considered may include Lawrence, Lewis, Richardson, Delafield, Forster, Marsden's journal *Freewoman*, E.M. Hull's bestseller *The Sheik*, Robin's *The Convert*.

ENGL 40424. Modern Revolutions in Poetry

(3 -0- 3) Huk

Prerequisite: ENGL 30101 (may be taken concurrently)

This course introduces students to twentieth-century “modernist” writing by familiarizing them with several of the period's most famously groundbreaking texts, such as T.S. Eliot's “The Waste Land,” Edith Sitwell's “Facade,” Hugh MacDiarmid's “A Drunk Man Looks at the Thistle,” and David Jones's “In Parenthesis.” Its pace will slow down at times to close read, as a class and as carefully as possible, several of the major, longer works of the era, and speed up at others in order to survey, in brief flights, the full and enormously colorful expanse of experiment that would change the genre irrevocably. Contextual study of revolutions in the other arts—like painting and music—as well as of Britain's “war culture” between 1914 and 1945 will give our growing understanding of the period more depth and help to illuminate the pressures that produced revolutionary art forms from figures as various as D.H. Lawrence, Stevie Smith and W.H. Auden. The ultimate goal of the course is to generate confidence in reading what Eliot would describe as that inevitable product of modernism: “the difficult poem.” Two papers will be required, as well as one presentation and a reading journal.

ENGL 40427. War, Economic Depression and Ideological Contest in British Writing of the 1930s

(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

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)

Prerequisite: ENGL 30101 (may be taken concurrently)

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.

ENGL 40506. Modern Irish Drama

(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 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)

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

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.

ENGL 40508. Heroic Literature in Modern Adaptation

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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)

In this course, we will study both the drama produced by the playwrights of the Irish literary renaissance—Yeats, Synge, Lady Gregory, and O'Casey—and the political struggle for Irish independence that was taking place at the same time.

ENGL 40511. Film, Literature, and Irish Culture

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 globalized and multi-cultural Ireland.

ENGL 40513. Culture and Politics in Northern Ireland

(3 -0- 3) Smyth

Prerequisite: ENGL 30101 (may be taken concurrently)

This course explores the politics of culture, and the cultures of politics, in the north of Ireland during the twentieth 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, Robert MacLiam Wilson, Colin McCann, and Thomas Kinsella.

ENGL 40514. The West of Ireland—An Imagined Space

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This course interrogates and examines representations of the West of Ireland in various twentieth-century literary 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 written in both Irish and English. (Irish language texts will be read in translation).

ENGL 40515. Contemporary British and Irish Fiction

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 twenty years or so. Expect a lot of reading; but also some superb novels. Two twelve-page papers and a presentation.

ENGL 40516. The 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 A.D. 800 and 1700). 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 that 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)

Prerequisite: ENGL 30101 (may be taken concurrently)

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)

Prerequisite: ENGL 30101 (may be taken concurrently)

A close analysis of James Joyce’s *Ulysses*

ENGL 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.

ENGL 40526. 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, 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.

ENGL 40529. Gender and Irish Drama

(3 -0- 3) Harris

Prerequisite: ENGL 30101 (may be taken concurrently)

In this course, we will examine the relationship between national and sexual politics through our study of gender and twentieth-century Irish drama. Beginning with the first controversies surrounding the representation of women on the Irish stage at the beginning of the twentieth century, we will study representations of gender and sexuality in the major canonical figures of the Irish renaissance—W. B. Yeats, J. M. Synge, Sean O’Casey—while investigating lesser-known female and queer Irish playwrights from that time such as Lady Augusta Gregory, Lennox Robinson, and Teresa Deevy. We will also look at how the treatment of gender and sexuality changes in the work of postwar and contemporary Irish playwrights, including Samuel Beckett, Brendan Behan, Brian Friel, Anne Devlin, Frank McGuinness, and Marina Carr. Along with the plays we will study their historical and cultural context and the sometimes quite vehement responses that these plays evoked in their audiences. Students will write three papers and do one in-class presentation.

ENGL 40530. Wilde and Synge: Art as Subversion

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

On the surface Oscar Wilde and John Millington Synge seemed very different kinds of artist. Wilde won fame for his witty portrayals of the English aristocracy, whereas Synge was celebrated for his lyrical depiction of an impoverished Irish peasantry. Wilde pursued a career on the London stage and in high society, whereas Synge embraced a life of austerity and wrote for the nascent Irish national theatre in Dublin. Wilde was often dismissed as a mere entertainer, who was so fixated on his audience that he risked the alienation of his audience. Yet these products of Protestant Dublin had much in common: a fascination with fairy tales and folklore; an anarchist ideal in politics; a belief in the artistic value of lying and in the truth of masks; and a distrust of merely representational art. For both men art should be an improvement on rather than a reflection of nature; and they saw their writing as a utopian project, addressed not just to present realities but to future possibilities. This course will offer an in-depth reading of the work of Wilde and Synge, assessing the differing opportunities and constraints faced by playwrights in London and Dublin in the late nineteenth and early twentieth centuries. It

will consider the ways in which both dramatists, by challenging their audiences and subverting traditional forms of art, helped to create a modern Irish literary movement.

ENGL 40531. Postcolonial British Poetry

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

When Queen Victoria celebrated her Diamond Jubilee, she was presented with a map of the British Empire, which, at that time, spanned 25% of the earth's landmass. The poetry written in England at the height of colonialism struggled to define a sense of national identity that was both local (emphatically British) and global (demonstrating citizenship in the British Empire). Familiar, well-loved authors like Robert Louis Stevenson and A.A. Milne wrote extensively about the experience of growing up as a citizen of the empire. Today, their work is often reprinted but rarely analyzed; however, it can offer us an important historical context through which to interpret contemporary postcolonial poetry—in which writers like Grace Nichols and John Agard (both born in what was then British Guyana) and Jackie Kay (whose father was Nigerian and whose mother was Scottish) struggle to articulate a sense of national identity after the fragmentation of the British Empire. This course will be centered on detailed close readings of four colonial and ten postcolonial poets. We will carefully consider shifts in vocabulary, tone, and rhythm, very closely studying the language of authorship, nation, and identity.

ENGL 40532. James Joyce

(3 -0- 3) Kiberd

Prerequisite: ENGL 30101 (may be taken concurrently)

“To read any of my work you must read all of it.” That might seem an arrogant claim, but there is a sense in which Joyce's writings from first to last form part of a lifelong project. That project grew in scope and ambition, as Joyce in successive works pulverized the traditional forms of literature. In extending the range of language, he also came up against its limits. From the sumptuous minimalism of his early stories of colonial Ireland in *Dubliners*, through the coming-of-age narratives in *A Portrait of the Artist as a Young Man* and *Exiles*, to the dazzling experiments with word and image in *Ulysses* and *Finnegans Wake*, Joyce was adamant that “the style is the subject.” While critics scoffed that his texts developed only at the instigation of language, he tried to shape sentences which would register the pressure of felt experience—and to claim new zones of consciousness for art. This course would locate Joyce against his backgrounds in revival Ireland and modernist Europe, attempting also to establish the distinctive nature of his artistic vision.

ENGL 40536. 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*.

ENGL 40537. Poetry in Irish Since the Revival

(3 -0- 3)

This course will examine the compelling poetry produced in Irish since the Gaelic Revival of the turn of the twentieth century running right up to very recent publications of the first decade of the twenty-first century. We will consider major authors whose influence on the tradition has been profound, more recent international stars, as well as emergent figures whose work is only very recently in print. Our method will be that sine qua non of literary study, close reading, the dogged and unsparring analysis of the inner workings of the text at hand, an enduring and essential skill for both scholars of liberal arts and the educated, thinking individual

more generally. To this will we join attention to the sociocultural, linguistic and political context of the works, relating to the aftermath of Irish independence, economic hardship and emigration, the crisis of the Catholic church, transformations in gender and familial expectations, the Troubles in the north, and the new composition of Irish society with immigration and globalization. Poetry as well as selected criticism will be read in English.

ENGL 40538. Modern Irish Language Poetry in the 20th and early 21st Century

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This course will use (often multiple) translations into English to chart the development of Irish language poetry in the 20th and early 21st century from rather meager beginnings as an instrument of the language revival movement to become a fully fledged and highly sophisticated art form. The main poets of this period will be richly represented, and some lesser-known talents will also be discussed in terms of sociological context. Though taught in English, the course will include detailed close analysis of key texts in the original Irish. This will be useful to students studying Irish, but knowledge of Irish is not mandatory for the course.

ENGL 40539. The Blasket Islands and their Literature

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

“The island of the Great Blasket lies three miles off the Kerry coast of Ireland, at the westernmost tip of Europe. Virtually unknown before this century, it was to produce a rich and extraordinary flowering of literature that has made it famous throughout the world.” Oxford University Press. This course will examine the phenomenon that is Blasket Island literature. Before its eventual desertion in 1953, the previous thirty years had seen the production of literary works by inhabitants of the Blaskets such as *An tOileánach! The Islandman* by Tomás Ó Criomhthainn; *Fiche Bliain ag Fás! Twenty Years A Growing* by Muiris Ó Súilleabháin; *Machmamb Seannbhad! An Old Woman's Reflections* by Peig Sayers. This course will trace this remarkable flowering both to the immensely rich oral traditions of the island and the dynamic interplay of such literary and scholarly visitors as George Thompson and Robin Flower with the island authors. All texts will be read in translation.

ENGL 40540. The Irish Hunger Strikes

(3 -0- 3)

“We remember them with pride for on hunger strike they died, these brave men were Ireland's sons they were the men of '81”—*Republican ballad*. “We'll never forget you Jimmy Sands”—*Loyalist graffiti in East Belfast shortly after Bobby Sands' death on hunger strike*. Thirty years ago, in 1981, Bobby Sands and nine other Irish republican prisoners died on hunger strike in the Maze Prison outside Belfast. Their deaths and the British response were pivotal in the history of the recent “Troubles.” It would hardly be an exaggeration to say that the fallout from the 1981 Hunger strike had the same momentous impact on nationalists and on Irish politics as had the executions of the leaders of 1916. This course will examine the 1981 hunger strike in the context of previous political hunger strikes in Ireland and will examine both its genesis, the strike itself and its aftermath. It will pay particular attention to the ways in which the political hunger strike and the 1981 hunger strike in particular is remembered and commemorated, drawing on the work of Paul Ricoeur among others. We will engage with a variety of texts and sources including memoirs, news reports, documentaries, film and songs.

ENGL 40541. Gender Troubles: Contemporary Irish Fiction

(3 -0- 3)

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 which 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 twentieth 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 twenty-first century.

ENGL 40545. The Modern British and Irish Short Story

(3 -0- 3)

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 twentieth 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 40568. Women and Magazines

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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.

ENGL 40601. American Renaissance

(3 -0- 3) Walls

Prerequisite: ENGL 30101 (may be taken concurrently)

In the decades leading up to the Civil War, religious certainty, economic stability, and political authority were everywhere in doubt, and sweeping change seemed not merely possible, but essential. As a result, utopian dreams jostled against the brutal realities of slavery, injustice, and the emerging industrial revolution, conflicts played out in America's first great literature: "The American Renaissance" or "America Reborn." This was the time of abolitionism, women's rights, and Thoreau at Walden Pond; of Emerson's defiant "Self-Reliance," Hawthorne's twisted psychic dramas, Melville's breakthrough fictions, and Poe's grotesque fantasies; of the rise of women's fiction and mass literature; of Walt Whitman's expansive poetry of the body and Emily Dickinson's dense poetry of the mind. As we navigate this period, our questions will be: what connects these writers with their time? With each other? With us?

ENGL 40604. Nature in American Literature

(3 -0- 3)

A study of the role of nature in the work of American writers of the nineteenth century.

ENGL 40606. Mark Twain

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

A study of Twain's life and writings in light of the history of ideas and the literary, political, philosophical, and religious currents of nineteenth-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. 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 *No. 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; No. 44, The Mysterious Stranger*; and selections from the *Autobiography*. Students will be expected to write a series of brief, incisive papers and a longer critical paper.

ENGL 40608. Novels of American Naturalism

(3 -0- 3)

Prerequisite: ENGL 30101

In this course we will undertake a comparative survey of twentieth-century American naturalist novels, tracing a trajectory from turn-of-the-century texts by Norris, Chesnut, and Dreiser, to the neo-naturalist fiction of a few decades later that operated alongside developments in modernist literary form (Stein, Wright), and concluding with a look at its postwar resurgence in the novels of authors such as Don DeLillo and Cormac McCarthy. We will also discuss the return to these novels in recent films including *There Will Be Blood* and *No Country for Old Men*. Students will be asked to write one short formal analysis and two mid-length papers, in addition to regular discussion assignments.

ENGL 40609. Dilemmas of American Transcendentalism

(3 -0- 3)

America's first great literature, and its first great reform movement, were born together just before the Civil War in the group of writers named the Transcendentalists. The name was intended to mock their romantic ideas, but it stuck, and with it has come 150 years of debate. Were they fired more by religion, literary ambition, or social reform? Were they American nationalists or international cosmopolitans? While some of them—Emerson, Thoreau, Fuller, Alcott—wrote some great books, and they inspired the likes of Hawthorne, Whitman, Poe and Melville, their goal was not to write great literature but to change the course of American society. Did they succeed? We may not settle this debate, but in taking it on, we will find haunting lessons for our own time as well. Readings to include selected essays by Emerson, Brownson, and Fuller, Thoreau's *Walden*, poems by Whitman and Dickinson, Hawthorne's *Blithedale Romance*, Louisa May Alcott's *Little Women*, and a variety of shorter readings by a range of supporters, participants, and detractors.

ENGL 40611. American Short Story

(3 -0- 3) Krier

Prerequisite: ENGL 30101 (may be taken concurrently)

A carefully detailed look at the history of a particular form of American narrative. Along the way we will construct a methodology for reading stories, a series of critical questions that can serve to open a story to our understanding and appreciation. At times we will give our attention to one or two remarkable stories by a particular writer, stories like Herman Melville's "Bartleby the Scrivener" and F. Scott Fitzgerald's "Winter Dreams" and Stephen Crane's "The Open Boat" and Carson McCuller's "Ballad of the Sad Café." At other times we will work through a collection of stories to highlight the aspects of a writer's particular vision and

craft. These collections might include John Updike's *Pigeon Feathers* and Ernest Hemingway's *In Our Time* and Nathaniel Hawthorne's *Mosses from an Old Manse* and Richard Brautigan's *Trout Fishing in America*.

ENGL 40613. Mexican-American Fiction

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

In 1542 the Spanish explorer, Cabeza de Vaca, published his *Relacion*, an imaginatively elaborated account of his long trek through what is now the U.S. Southwest after being shipwrecked on the Texas Gulf Coast. With its occasional imaginative elaborations, some critics, in a perhaps overstated fashion, have suggested that the *Relacion*, with its themes of adversity, conflict and the "Other," may be the first instance of an American literature largely set within what are now the boundaries of the United States. In later centuries and into our own time other literary examples set in the Southwest appeared from writers of Spanish and later Mexican heritage, literature written in Spanish. However, the nineteenth century brought four new inter-related developments: the incorporation of the Southwest officially into the United States; the identification of its resident and immigrant Spanish/Mexican peoples as citizens of the United States; the continuation of literary work from such peoples but now also written in English; and finally, the clear emergence of fiction within this literary discourse. This course will closely examine several examples of such English-language fiction from the nineteenth century to the present. For demographic reasons, the largest and most artistically and culturally significant work has come from the states of Texas and California, and therefore we will restrict our inquiry to those bodies of work, but we will do so in an inter-regional comparative fashion. Among others, our writers will include early authors such as Jovita González, María Amparo Ruiz de Burton, Américo Paredes and José Antonio Villarreal and later writers such as Tomás Rivera, Helena María Viramontes, Sandra Cisneros and Oscar Casares.

ENGL 40614. The Nineteenth-Century American Novel

(3 -0- 3)

In this course we will read, discuss, and study selected American novels of significant importance within the 19th century, a time when the questions of what constitutes an authentically American literature preoccupied many authors seeking to fashion and interrogate a specifically American tradition. As we situate these novels within their historical and cultural contexts, we will consider the various reasons for their place within the canon of American literature, with an eye toward understanding better the works themselves and exploring several recurring themes of particular concern for American writers (freedom, democracy, American identity and national destiny, slavery and the problem of race, to name a few). At the same time, we will scrutinize the very nature of the literary canon and reflect on the nature and significance 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 seek both to teach and to delight. Authors we will study include Sedgwick (*Hope Leslie*), Douglass (*Narrative of the Life of Frederick Douglass, an American Slave*), Melville (*Moby-Dick*), Stowe (*Uncle Tom's Cabin*), Twain (*Huckleberry Finn*), and Chopin (*The Awakening*).

ENGL 40615. Conflict and Democracy in Classic American Literature

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

In his influential study *Democracy in America*, Alexis de Tocqueville described the United States as an unprecedented experiment in political democracy that would soon reshape the world. Tocqueville particularly noted the prominence of deliberative bodies, which ranged from town hall meetings, to voluntary associations, to local, state, and national legislatures, where social concerns could be addressed and conflicts peaceably resolved. He also observed the exclusion of many people—women, African Americans, Native Americans—from those deliberative bodies and anticipated some of the difficulties that would arise from those exclusions. In this class, which is cross-listed with the Peace Studies program, we will read iconic works of American literature that explore the main social conflicts of American history, including poverty and class difference, colonialism and westward

expansion, slavery and racism, prejudices regarding gender and sexuality, religious difference, environmental degradation, and war. Beginning with colonial-era and early national statements about the good society, we will trace the themes of conflict and democracy through classic literary works that centrally and explicitly engage the problem of how best to democratically resolve differences. Conflict is an essential element in all plots. What distinguishes this class is its focus on works that foreground the rich experiential and social sources of major conflicts and that explore the means to resolve them in a manner that respects democratic ideals. Our readings will include social and political writings such as James Madison, selections from *The Federalist Papers*; Judith Sargent Murray, "On the Equality of the Sexes"; Daniel Webster, *The Second Reply to Hayne* (opposing nullification and defending deliberative democracy); David Walker, *An Appeal to the Coloured Citizens of the World*; and William Apess, "An Indian's Looking-glass for the White Man." We will also read a number of novels, which are likely to include James Fenimore Cooper, *The Last of the Mohicans*; Harriet Beecher Stowe, *Uncle Tom's Cabin*; Upton Sinclair, *The Jungle*; Ernest Hemingway, *A Farewell to Arms*; Ralph Ellison, *Invisible Man*; Norman Mailer, *An American Dream* (with a response by Kate Millet from *Sexual Politics*); Joan Didion, *Democracy*; and Leslie Marmon Silko, *Ceremony*.

ENGL 40651. Atmospheric: Twentieth-Century Fiction

(3 -0- 3)

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 twentieth-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 twentieth century, beginning with turn-of-the-century spiritualism and broadcast aesthetics (Du Bois, Adams, Hopkins), moving to the realm of fashion, contagion and the zeitgeist (West, Porter, Cather), taking up the spirit of revolution in the sixties (Didion, Pynchon, rock), then discussing the idea of the "turn" in academic study through re-readings of James' *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 twentieth 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. They will develop critical frameworks for analyzing media and narrative forms together, and use this attention to form to ask questions about the boundaries of modern selfhood and the consequences of information movement throughout the twentieth century and through to our contemporary moment.

ENGL 40701. The American Novel

(3 -0- 3)

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

Prerequisite: ENGL 30101 (may be taken concurrently)

A look at what makes a film American. The course will be structured by pairing films from the classic period with films from the more recent past, in order to highlight essential features, particularly genre characteristics, the work of directors, and the performance of "stars." Possible films: *It Happened One Night*, *French Kiss*, *The Lady Eve*, *Double Indemnity*, *Body Heat*, *Basic Instinct*, *Zero Effect*, *Shane*,

Unforgiven, The Man Who Shot Liberty Valance, Die Hard, The Godfather, Bound, Silence of the Lambs, Crimes and Misdemeanors, Don Juan de Marco, Moulin Rouge, Crash, The Hours, The Maltese Falcon and others.

ENGL 40707. Experimental Writing by Contemporary Women Poets

(3 -0- 3)

Close readings of selected contemporary experimental women poets.

ENGL 40708. Poetry and Performance

(3 -0- 3) Fredman

Prerequisite: ENGL 30101 (may be taken concurrently)

Artists are taking on many of the most crucial questions of our time, in ways that offer insight into what's happening to us and that propose models for what to do about it. In this course, we investigate the meeting ground of poetry, conceptual art, and performance, not only through reading, discussion, and writing, but also through seeing live performances and videos and through doing our own performance art. What this class requires is an open, exploratory mind and a keen spirit of fun. Caution: exposure to the avant-garde can be habit-forming.

ENGL 40712. American Fiction

(3 -0- 3)

A close examination of major mid-20th-century American novelists.

ENGL 40720. Poetry and Painting in Manhattan 1950–1965

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 (1926–1966), 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 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 40722. Latino/a Literature and Visual Culture

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 twentieth century.

ENGL 40725. Class, Labor, and Narrative

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

An exploration of short stories and novels depicting the "working stiff" in the U.S. from 1920 to the present. Our reading list will include many of the usual suspects (James Farrell, John Steinbeck, Richard Wright, Nora Zeale Hurston, William Saroyan, Langston Hughes, Grace Paley, Tillie Olsen, and Raymond Carver); writers not usually associated with labor (Jean Toomer, Gertrude Stein, and Donald Barthelme); and contemporary writers (Sherman Alexie, Sandra Cisneros, Aleksandar Hemon, Edwidge Danticat, Juno Díaz, Gish Jen, and George Saunders). We'll question the representation of labor, laborers, and class differences, and we'll also pose aesthetic questions: What narrative forms most provocatively explore particular kinds of work? What work do experimental texts perform that more conventional narratives cannot (and vice versa)? Many of these theorists we'll rely on for insights about workers, class, and writing (Tillie Olsen,

James Agee, and Barbara Ehrenreich) make good use of narrative themselves, and will help us contemplate how writing about labor can also reflect the labor of writing. Short response papers, group presentation, midterm, and a final project.

ENGL 40727. The American Novel, 1929–Present

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 40731. American Novel

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

A survey of selected 19th and 20th-century American novels.

ENGL 40735. Witnessing the Sixties in America

(3 -0- 3)

Beginning with a review of post-World War Two authors, a close analysis of both fiction and nonfiction written in America in the 1960s, with a particular emphasis on the Vietnam experience and the development of the counter culture.

ENGL 40736. Harlem's Americas

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 twentieth 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 twentieth 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 twentieth century, but on into the twenty-first. Course texts: Booker T. Washington, *Up From Slavery*; W.E.B. Du Bois, *The Souls of Black Folk*; Jessie Fauset, *Plum Bun*; Nella Larsen, *Quicksand & 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 five-page essays, in-class writing, 20-minute group presentation.

ENGL 40739. American Fiction since 1945

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 mid-term and final as well as an independent paper on a novel selected by each student.

ENGL 40744. Southern Fiction

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Readings in twentieth century southern fiction from 1900–1960, 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 40745. 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 nineteenth and twentieth century American explorers, activists and writers have understood our alterations to landscape and river, and what the stakes are for modern environmentalists who seek to preserve what wilderness remains.

ENGL 40747. Contemporary American Women Poets

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 40748. Engendering Renaissance: Chicago, Harlem and Modern America(s)

(3 -0- 3)

In answering the question, "What was American modernism?" most literary critical perspectives might commonly be expected to focus on a modernity represented by the authors of the "lost generation" in the U.S., such as F. Scott Fitzgerald, Gertrude Stein, and Ernest Hemingway. While a conventional understanding of American modernism might serve to underscore the importance of the stylistic, cultural and artistic contributions of these and other canonical moderns, such a view might also give little consideration to the significance of those modern American voices not ordinarily heard in such a context. This course poses the question, "What was American modernism?" to answer it by exploring its roots in two less conspicuous early 20th-century American modernisms: the Chicago Renaissance of 1912–1925, and the Harlem Renaissance of 1920–1929. In "engendering renaissance," these two moments suggest a literary birth and rebirth of modern American identity that questions its seemingly stable boundaries and borders, reconfiguring the idea of American within and opening the door to the larger and more varied cultural fabric that is modern America(s). By locating the rise of American modernism in the relation between these two literary moments, this course will broaden our understanding of the idea of American at this time

by considering how it is created within a frame determined by the interplay of race, gender, class and nation. In this way, it seeks to deepen our understanding of U.S. American culture and the idea of "American in the early 20th century, while suggesting new ways to engage the global social and cultural challenges facing the idea of American in the 21st. Course Requirements: two 5-7 page papers, group presentation, several short in-class writing assignments Required texts may include Walt Whitman, "Song of Myself"; Jose Martí, "Our America"; Henry Blake Fuller, *The Cliff-Dwellers*; Theodore Dreiser, *Sister Carrie*; Willa Cather, *The Song of the Lark*; Waldo Frank, *Our America*; Sherwood Anderson, *Winesburg, Ohio*; Randolph Bourne, "Trans-National America"; Booker T. Washington, *Up From Slavery*; W.E.B. Du Bois, *The Souls of Black Folk*; Anna Julia Cooper, *A Voice From the South*; Jean Toomer, *Cane*; Jessie Fauset, *Plum Bun*; Nella Larsen, *Quicksand & Passing*.

ENGL 40752. Novels by Aliens

(3 -0- 3)

This course will constitute a study of the strange narrative creatures populating the contemporary novel, "persons" who are something close to but not quite human. These characters and narrators are sometimes slight genetic modifications of the traditional human, cognitive beings existing after traditional comforts such as history, or victims of technological trauma who think just a little bit differently than what we are accustomed to. By examining these novels and their techniques for rendering the interiority of such characters, we will also begin a survey and discussion of how key texts in narrative theory might be accountable to the perspectives forming each text's experiment with fictional form. By doing so, we will also consider the alienation that always goes along with reading novels in the twenty-first century. Texts will include Kazuo Ishiguro's *Never Let Me Go*, Michel Houellebecq's *The Elementary Particles*, David Mitchell's *Cloud Atlas*, Tom McCarthy's *Remainder*, Cormac McCarthy's *The Road*, and others.

ENGL 40753. Contemporary U.S. Novel

(3 -0- 3) Wilkens

Prerequisite: ENGL 30101 (may be taken concurrently)

This course is devoted to the last decade of U.S. fiction. Its aim is to provide an overview of currently developing—and often competing—trends in contemporary literature and to offer a preliminary theorization of the literary-cultural present in the United States. To this end, we'll read a bit of theory and six American novels published since 1996. These texts present an array of responses to the changing cultural landscape of what we might call late postmodernism, a period concerning which there is as yet little critical consensus. The books we read will provide us with material for an emerging understanding of what this moment and its aesthetic production look like; the ways in which they embrace, differ from, and reject the cultural dominants of postmodernism proper; the paths they suggest for twenty-first century fiction; and the ways in which they adapt and redeploy earlier cultural forms. By the end of the semester, you will be in a position to offer your own analysis of contemporary cultural production and to speculate on the future of American literature. Note that the reading load will be fairly heavy, especially during the first half of the semester. Primary readings: David Foster Wallace, *Infinite Jest* (1996, 1104 pp.) Barbara Kingsolver, *The Poisonwood Bible* (1998, 576 pp.) Uzodinma Iweala, *Beasts of No Nation* (2005, 142 pp.) Jonathan Safran Foer, *Extremely Loud and Incredibly Close* (2005, 368 pp.) Junot Díaz, *The Brief Wondrous Life of Oscar Wao* (2007, 352 pp.) Rivka Galchen, *Atmospheric Disturbances* (2008, 256 pp.).

ENGL 40754. American Poetry After 1945

(3 -0- 3)

A survey of American poets and poetry after World War Two

ENGL 40755. California Culture at Mid-Century

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 like Jess, Wallace Berman, Bruce Conner, Joan Brown, and Jay DeFeo, and filmmakers like 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)

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 survey of American women writers from Chopin to present.

ENGL 40758. Human Beasts, Beastly Things, and Material Texts: the Novels of American Naturalism

(3 -0- 3) Marshall

Prerequisite: ENGL 30101 (may be taken concurrently)

In this course we will undertake a comparative survey of the materialisms of twentieth-century American naturalist novels, tracing a trajectory from turn-of-the-century texts by Frank Norris and Stephen Crane, to the neo-naturalist fiction of a few decades later that operated alongside developments in modernist literary form (Gertrude Stein, Ann Petry, John Steinbeck), and concluding with a look at its postwar resurgence in the novels of authors such as Don DeLillo and Cormac McCarthy. We will also discuss the return to these novels in recent films including *There Will Be Blood* and *No Country for Old Men*. Students will be asked to write one short formal analysis and two mid-length papers, in addition to regular discussion assignments.

ENGL 40760. African Americans in U.S. Society and the World: Thinking With W.E.B. Du Bois

(3 -0- 3)

How might thinking of the African American increase our understanding of U.S. society's diversity and its relation to the modern world? If such a task could be addressed by looking at the work of one thinker, who would it be? This course offers writer and philosopher W.E.B. Du Bois as one avenue to answering these questions. Not only did Du Bois predict that the problem of the twentieth century would be the "problem of the color line," and study for his Ph.D. at the University of Berlin and Harvard University in the 1890s. Not only did he found the NAACP and gained the respect of thinkers and activists like Martin Luther King and Albert Einstein. W.E.B. Du Bois was also a prolific writer of philosophy, fiction, correspondence, editorials, novels, and lectures, resulting in a 70-year career and over 175,000 pages of published and unpublished writings. This course will only read (and, in some cases, view or listen to) some of the key moments in Du Bois's intellectual career, primarily *Souls of Black Folk*, *John Brown*, *Dark Princess*, selections from *Black Reconstruction* and *Darkwater*. We will examine how he reconfigured philosophical concepts, literary genres and tropes in specific contexts to think in innovative ways about African Americans and our modern world in general. We will also contextualize Du Bois in relation to national and international figures in Europe, Africa, and Asia. Ultimately, we will consider how his ideas can inform critical thinking about the present. Grades will consist of class participation and writing assignments based on particular themes that encountered in Du Bois's thought.

ENGL 40761. American Culture as Collage

(3 -0- 3) Fredman

Prerequisite: ENGL 30101 (may be taken concurrently)

One of the exciting aspects of American culture is that we make it up as we go along, with no historical or traditional or divine template that we all agree to follow. Without such a template, American artists and thinkers have often resorted to collage, or what you might think of as a "kitchen-sink" approach to representing American culture, creating new forms to contain all our marvelous odds and ends. We will trace this urge to capture American culture through the medium of collage in R. W. Emerson's essays, H. D. Thoreau's *Walden*, T.S. Eliot's *The Waste Land*, Gertrude Stein's *Tender Buttons*, Ezra Pound's poetry and translations, Harry Smith's *Anthology of American Folk Music*, Charles Reznikoff's *Testimony*, Langston Hughes' *Montage of a Dream Deferred*, assemblage art of the fifties and sixties, Laurie Anderson's performance film *Home of the Brave*, and *A New Literary History of America*.

ENGL 40762. Black Milk and Heart-Shaped Boxes: The Grotesque in Modern Art, Literature, Music and Film

(3 -0- 3)

Since the Renaissance—when ancient underground rooms were discovered beneath Rome with walls covered in scandalous depictions of human-animal hybrids—the grotesque has been a controversial presence in the various arts. In this class we're going to look and listen to examples of the grotesque, from German Expressionist sleepwalkers to Goth singers with smeared mascara, from Kafka's man-who-becomes-an-insect and hunger artist to Kurt Cobain's starved body with a "mosquito" for a "libido," from Alfred Hitchcock's shattering swarms of cinematic birds to the violent fairytales of David Lynch, from Kara Walker's unsettling silhouettes from Antebellum South to Matthew Barney's body-as-spectacle, from Surrealism's "exquisite corpses" to the Rodarte fashion shows of burnt dresses, from Sylvia Plath's suicide sideshow to Lady Gaga's sensational masques. We will also consider various theoretical frameworks for the grotesque. Course work will write one short paper and one longer, research-based paper.

ENGL 40763. Postwar U.S. Fiction and the Birth of Postmodernism

(3 -0- 3) Wilkens

Prerequisite: ENGL 30101 (may be taken concurrently)

In-depth study of the literature and culture of the United States in the years after the Second World War. Particular emphasis on the collapse of modernist forms and the rise of postmodernism between 1945 and 1970. Related consideration of post-industrial economic production, domestic liberation movements, and Cold War politics. Authors may include Wright, Ellison, Baldwin, Gaddis, Plath, Beckett, Pynchon, Nabokov, Hansberry, O'Connor, Kerouac, and others. Theoretical readings as appropriate.

ENGL 40764. Slavery and the Writing of Black History

(3 -0- 3) Carico

This course will consider the historical crisis of slavery in America. That means we'll consider how slavery endures as a catastrophe in history and for history—as a crime that isn't redressed and as a story that resists being told. From personal narratives written by the enslaved to contemporary scholarly studies, we will read accounts of slavery that grapple with that institution's legacy and how its collective history can be told. Through novels, political appeals, and recollections, we will be thinking about slavery's inheritance: What is its history, and how is that history to be written? What notions of power, identity, and belonging encircle "slavery" and "freedom?" What's the relation between an enslaved past and a "free" present? And to whom does slavery's inheritance fall?

ENGL 40765. Literature of the Modern U.S. South

(3 -0- 3) Limon

Prerequisite: ENGL 30101 (may be taken concurrently)

This course will deal chiefly with the literature of the U.S. South in the twentieth and twenty-first centuries with some emphasis on fiction. Among others, we will examine writers and movements such as Richard Wright, William Faulkner,

Eudora Welty, Tennessee Williams, the Southern Agrarians, Bobbie Ann Mason and Cormac McCarthy in relation to questions such as modernity and modernism, race, and the world beyond the South.

ENGL 40766. Don DeLillo's Amerika

(3 -0- 3)

"Everything in the culture argues against the novel, particularly the novel that tries to be equal to the complexities and excesses of the culture. This is why we need the writer in opposition, the novelist who writes against power, who writes against the corporation or the state or the whole apparatus of assimilation. We're all one beat away from becoming elevator music." (Don DeLillo) "It takes close attention to see what is happening in front of you. It takes work, pious effort, to see what you are looking at." *Point Omega* (2010). No author has more completely captured the landscape of contemporary American culture with the foresight and accuracy of Don DeLillo. Verging on the prophetic, his novels examine how we live and struggle through a world that increasingly exceeds our grasp. They describe a society in which the proliferation of information and technology is overwhelming, where the market culture is totalizing, and in which the individual is pushed to the edge of what it means to be human. This course will follow DeLillo as a "writer in opposition," someone who teaches us how to pay close attention to what is happening and why that has become so important in a postmodern world. To this end, "Don DeLillo's Amerika" will include a wide selection of his novels, short stories, essays, and dramatic works, and a broad range of secondary material that places DeLillo's work in its cultural context. Following DeLillo's interests, topics will include politics, Catholicism, terrorism, technology, the Kennedy assassination, conspiracy theory, financial culture, baseball, sex, consumer culture, urbanism, art and film. Interested students should read DeLillo's *Underworld* over the summer. Requirements will include engaged discussion, some short writing, class presentation and a seminar project.

ENGL 40770. American Modernism

(3 -0- 3)

Discussions of the late-nineteenth, early twentieth-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 (1910–1925), 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 "Americanness" 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*; Theodore Dreiser, *Sister Carrie*; Ernest Hemingway, *Torrents of Spring*; F. Scott Fitzgerald, *The Great Gatsby*; Gertrude Stein, *Three Lives*; Jessie Fauset, *Plum Bun*; Jean Toomer, *Cane*; William Faulkner, *Absalom! Absalom!* Course Requirements: Two 10-page essays, one mini-presentation, one larger presentation.

ENGL 40771. American Modernisms

(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 study of American literature of the modern period.

ENGL 40803. Women of Color

(3 -0- 3)

A critical examination of the literature and scholarly writings about literature from "women of color" across disparate cultural backgrounds.

ENGL 40804. Race and Visual Aesthetics in American Literature

(3 -0- 3) Costantino

Prerequisite: ENGL 30101 (may be taken concurrently)

We often believe that we can see what we read in a novel or a poem. Our ability to extrapolate a complex visual world from a set of simple verbal cues is part of the seeming "magic" of literature. Within the American context, visual assumptions about race have often been a part of making that happen. In this course, we will attempt to understand how visual aesthetics and representations of race have mutually informed one another, and we will attempt to understand what—if anything—is uniquely "American" about this relationship. In addition to written works by Ralph Ellison, Herman Melville, Sui Sin Far, Gertrude Stein, Oscar Acosta, and others, we will also view one or two relevant films and read brief selections from aesthetic philosophy.

ENGL 40807. African-American Literature

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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)

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 40814. Native American Literature

(3 -0- 3) Walls

Native Americans have long been trapped in a betwixt and between state, caught by the forces of past and present, tradition and assimilation, romanticization and caricature. Yet through it all, Native voices have continued to speak of the Indian experience with great power and eloquence. This course will introduce Native American literature as a distinctive contribution to American and world literature. We will examine a wide range of expressive culture from the last century, including novels, poetry, graphic stories, children's literature, film, digital media, autobiographies, performances of oral literature, and music. Through the passion, creativity, and humor of Indian authors, we will learn something of the historical experience of Native men and women, and how they have reacted to massacres and mascots, racism and reservations, poverty and political oppression. Above all, we will try to understand how indigenous authors have used literature to engage crucial issues of race and culture in the United States that continue to influence their lives: identity, self-discovery, the centrality of place, cultural survival, and the healing power of language and spirituality. Class discussions will incorporate literary, historical, and ethnographic perspectives of Native expressive culture and the agency of authors as artists and activists vis-à-vis the wider American literary tradition. Authors include Sherman Alexie, Nicholas Black Elk, Louise Erdrich, D'Arcy McNickle, N. Scott Momaday, Linda Hogan, Winona LaDuke, and Leonard Peltier.

ENGL 40815. African-American Poetry

(3 -0- 3)

Close readings of selected contemporary African-American poets.

ENGL 40816. Caribbean Migrations: An Interdisciplinary Excursion

(3 -0- 3)

What is the meaning of identity in a transnational space straddling the United States and the Caribbean? Migration, settlement and return are central to the historical experiences and the literary and aesthetic expressions of Caribbean societies. This course combines literary and anthropological perspectives to the study of novels and historical and anthropological texts in which themes of migration, immigration and transnationalism play central roles.

ENGL 40817. Black Skin, White Masks

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This course explores the literary and cultural implications of W.E.B. Du Bois's famous contention, made in 1903, that African Americans' life under segregation had given them special insight into the paradox of race and citizenship in American society. Our aim will be to situate Du Bois's notion of "double-consciousness" in historical context on the way toward surveying texts that alternately reflect and revise this concept from the Jim Crow era to the present. Discussions will touch on key issues in racial (dis)identification, from passing and assimilation to sexual relations and authenticity. Texts will include novels by James Weldon Johnson, Paule Marshall, and Adam Mansbach; two films (*Nothing but a Man* and *Training Day*); and biracial memoirs by Barack Obama and Thomas Chatterton Williams.

ENGL 40820. Writing Harlem: Race, Renaissance, and the Modern

(5 -0- 3) Johnson-Roullier

Prerequisite: ENGL 30101 (may be taken concurrently)

A multicultural study of the historical, cultural, and political circumstances behind what has come to be known as the Harlem Renaissance of the 1920s and 1930s. The course will focus on the many different cultural voices that were a part of the movement, and examine their contributions to the cultural meaning of race at this time in literary history.

ENGL 40826. South by Southwest: Literature, the U.S. South, and Greater Mexico

(3 -0- 3)

C. Vann Woodward, the late eminent historian of the U.S. South, once noted that the study of the U.S. South stood "in great need of comparative dimensions if suitable comparative partners could be found," comparative projects, he added, beyond the now stale North-South axis. Woodward was speaking specifically of comparative history, but other disciplines such as English, can also generate such comparative projects. This course will examine a significant range of two distinctive yet comparable bodies of American literature, mostly twentieth century, produced respectively in the U.S. South and in the culture area that Americo Paredes called "Greater Mexico." Americo Paredes, a U.S. intellectual and literary figure akin to Woodward, coined the phrase, Greater Mexico, to refer to all peoples of Mexican-origin wherever they may be geographically found although they continue to be concentrated in Mexico and the U.S. Southwest. Our close examination of such literary works, all written in English, will proceed from a broad understanding of these two cultural-geographical areas as historically created peripheral zones relative to a dominant capitalist core even as we will also take account of direct connections between these two peoples. Authors: Jovita Gonzalez and Eve Raleigh, *Caballero: A Historical Novel*; Richard Wright, *Uncle Tom's Children*; Mariano Azuela, *The Underdogs*; William Faulkner, *Absalom, Absalom!*; Carlos Fuentes, *The Death of Artemio Cruz*; Ralph Ellison, *Invisible Man*; Americo Paredes, *George Washington Gomez: A Mexico-Texan Novel*; Walker Percy, *The Movie-Goer*; Rolando Hinojosa, *The Valley and Rites and Witnesses*; Mary Karr, *The Liars' Club*; John Phillip Santos, *Places Left Unfinished at the Time of Creation*; Bobbie Anne Mason, *Shiloh and Other Stories*; Sandra Cisneros, *Woman Hollering Creek and Other Stories*.

ENGL 40850. Advanced Fiction Writing

(3 -0- 3) Sayers

Prerequisite: ENGL 20000 or ENGL 20003 or ENGL 13186 or ENGL 13186 or ENGL 13186 or ENGL 13186 or ENGL 13186 or ENGL 13186 or ENGL 13186 or ENGL 13186 or ENGL 13186 or ENGL 30850 or ENGL 20003

This course is intended for students who have already taken a fiction writing course (or the equivalent) and who are seriously interested in writing fiction, and graduate students who are not in the Creative Writing program. The expectation is that the student is beyond the point of requiring assignments to generate stories. Over the semester, in a workshop setting, student stories will be taken through various stages: due attention will be paid to revision, rewriting, polishing, editing, with a goal that the stories be brought as close as possible to the point of submission as finished work. Practical as well as theoretical issues will be investigated; there will be assigned readings from a variety of fiction authors.

ENGL 40851. Advanced Poetry Writing

(3 -0- 3) Goransson

Prerequisite: ENGL 20002 or ENGL 20000 or ENGL 20004 and ENGL 30852 and ENGL 30851

This is the most advanced undergraduate course in poetry writing offered by the Department, and while it does not require existing skills in writing poetry, it assumes an existing interest in poetry developed through reading. The course will extend students' knowledge of lyric poetry both as readers and as writers, emphasizing its distinctive, performative qualities. A safe but critical workshop environment is offered for adventures in reading and writing; the course will enrich an understanding of poetic language for those seeking to enhance their enjoyment, as well as opening creative possibilities for those drawn primarily to writing poetry.

ENGL 40852. Advanced Fiction Writing II

(3 -0- 3) Sayers

Prerequisite: ENGL 40850

This course is intended for students who have already taken Advanced Fiction Writing and who are seriously interested in writing fiction. The expectation is that the student is beyond the point of requiring assignments to generate stories. Over the semester, in a workshop setting, student stories will be taken through various stages: due attention will be paid to revision, rewriting, polishing, editing, with a goal that the stories be brought as close as possible to the point of submission as finished work. Practical as well as theoretical issues will be investigated; there will be assigned readings from a variety of fiction authors.

ENGL 40854. Advanced Poetry Writing II

(3 -0- 3) Goransson

Prerequisite: ENGL 40851

This course is intended for students who have already taken Advanced Poetry Writing and who are seriously interested in writing poetry. The expectation is that the student is beyond the point of requiring assignments to generate stories. Over the semester, in a workshop setting, student stories will be taken through various stages: due attention will be paid to revision, rewriting, polishing, editing, with a goal that the stories be brought as close as possible to the point of submission as finished work. Practical as well as theoretical issues will be investigated; there will be assigned readings from a variety of fiction authors.

ENGL 40903. Deconstruction and Exegesis

(3 -0- 3)

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 a) on one of the texts or authors studied in the course, or b) applying the methodologies discussed to another philosophical or literary text of your choice.

ENGL 40920. Hermeneutics and Literary Theory

(3 -0- 3)

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.

ENGL 40957. The Post-Realist Cinema

(1 -0- 1)

It is extremely useful to study the post-realist documentary films which are built out of what's understood as non-fiction materials but which refuse the pedigree of "the real"—which don't take the stance of truth-telling in the traditional documentary ways—in fact, which contradict the construct of "the real" to speak about the medium itself—all in different ways. Many of them straddle the line between the avant garde cinema and the non-fiction film. We'll screen, for instance Bunuel's *Blood of the Beasts*; Bruce Connor's *A Movie & Crossroads*; Harun Farocki's *Inextinguishable Fire*; Su Friedrich's *First Comes Love*; Kyle Kibbee's *100 NY NY 1989* and Guy Maddin's *My Winnipeg*.

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 41254. Shakespeare: Text and Performance Lab

(0 -0- 0)

Corequisite: ENGL 40254

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 43105. Seminar: The Devotional Lyric

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 passivity. 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; 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), *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).

ENGL 43210. Seminar: Shakespeare's Religions

(3 -0- 3)

A critical analysis of religious influences and iconography in selected Shakespeare plays.

ENGL 43212. Seminar: Mystic Voices

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 43215. Seminar: Love and Society in Renaissance Poetry

(3 -0- 3)

How depictions of love in selected Renaissance poetry reflected notions of love in the larger Renaissance society.

ENGL 43220. Seminar: The Medieval Saint

(3 -0- 3)

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 43223. Seminar: Shakespeare's Major Tragedies

(3 -0- 3)

A close reading of William Shakespeare's major tragedies, including historical and biographical aspects of the works.

ENGL 43241. Seminar: Censorship and Literary Freedom in Medieval England and Ireland

(3 -0- 3) Kerby-Fulton

Prerequisite: ENGL 30101 (may be taken concurrently)

Medieval writers operated in a world fraught with political and ecclesiastical controversy, sometimes extending to censorship, imprisonment and judicial execution. Yet at the same time, evidence survives of a surprising degree of tolerance for certain radical ideas. This course will examine how the major writers of late medieval England negotiated official censorship, but also exploited or earned tolerances extended by the authorities. English authors to be studied will include Geoffrey Chaucer, William Langland, John Wyclif, Julian of Norwich, Margery Kempe, Marguerite Porete (the only medieval woman author to have been burned at the stake for her writings). These texts will be read alongside excerpts from some anonymous English texts, including political lyrics like the Kildare poems, popular imitations of *Piers Plowman* and the *Canterbury Tales*, and Wycliffite writings. Articles of inquisition, statutes, legal defenses, trial records, petitions and broadsides will also be available for research. 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. Topics to be discussed will include: reception of visionary writing, attitudes toward women's learning and preaching, controversial religious doctrines (like universal salvation, millenarianism, and intellectual freedom), and political controversies over the Commons' control of royal tyranny, the Rising of 1381, the deposition of Richard II, and the problems of colonial Irish literary culture.

ENGL 43301. Virtue, Sex and the Good Life

(3 -0- 3) Doody

How should I behave? What exactly is "Virtue?" Is one defined by birth, or can the "self" be redesigned? Virtue may not seem relevant in a competitive world and an expanding global economy. Can I be "virtuous" in a mobile society which values flexibility above stability? Yet the ideal society, the virtuous Republic, demands a shared concept of "Virtue." Questions about "Virtue" occupy 18th-century philosophers (like Shaftesbury and Rousseau) and writers of fiction. Female "Virtue" oppositely consists mainly or only in a demonstrable chastity. Women writers like Aphra Behn (*The History of the Nun*) and Eliza Heywood (*Fantomina*) demonstrate the artifice in which women of all kinds feel compelled to engage. In Daniel Defoe's *Roxana*, a wife abandoned by her husband with five children and no income finds that she can market herself, even acquiring great wealth. Should she have starved instead? Roxana plays with various selves on a road to what looks like success. In contrast, Pamela, the beautiful maidservant in the first novel about sexual harassment, tries to resist the advances of her young master. Is she just being conceited, or raising her market value? Can "Virtue" exist at all without conceit and self-consciousness? Henry Fielding in *Tom Jones, The History of a Foundling*, follows the fortunes of a male bastard who both is and is not accepted by his adoptive world. What does Virtue mean to the male life? How many affairs can a man have, and with whom? Is prostitution an option? Personal virtue is supposed to relate to public virtue. Popular advice works such as sermons and "conduct books" advocating honesty, modesty and prudence. Yet the 18th century experienced a huge "Bubble," the first stock exchange crash, and the first defined crisis of addiction (to gin). Caricatures of celebrities, gossip and news regarding crimes and sexual misconduct were spread by engraving and the printing press. How do central concepts like "scandal" or "crime" operate?

ENGL 43302. Seminar: Jane Austen and Her World

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

Research in the novels of Jane Austen.

ENGL 43307. Rebels, Rakes, and Reactionaries: Politics in the Romantic-Era Novel

(3 -0- 3) Solomonescu

Prerequisite: ENGL 30101 (may be taken concurrently)

Long associated chiefly with the genre of poetry, the Romantic period in Britain saw a remarkable surge in the publication and popularity of novels. This seminar

focuses on the lively and controversial novels that variously advocated or satirized the "new philosophy" of moral, political, and sexual freedom arising out of the Enlightenment and the French Revolution. Our readings will center on works by the English "radicals" William Godwin, Mary Wollstonecraft, and their circle, as well as by their conservative critics. We will examine these novels in their historical and literary contexts and from several key critical perspectives. The main element of assessment will be the step-by-step composition of a research paper of 15–20 pages.

ENGL 43311. Seminar: British Aestheticism and the Fin de Siècle

(3 -0- 3) Thomas

Prerequisite: ENGL 30101

This course explores literature and the arts during the latter half of the nineteenth-century in Britain, looking especially to the 1880s-1890s. The most famous figure of this period is the writer Oscar Wilde, noted for his brilliant irreverence and for his tragic downfall after prosecution for homosexual offences. But the period also showcases a kaleidoscopic array of writers and artists who were pursuing artistic and social innovations, hatching radical political philosophies and utopian social schemes, rethinking women's roles in the public sphere, and fashioning new understandings of human psychology, sexuality and race. In addition to Oscar Wilde, our authors include figures such as George Bernard Shaw, John Ruskin, Walter Pater, and the Rossettis (Dante Gabriel and Christina). We also explore Victorian artworks, such as paintings from the Pre-Raphaelite Brotherhood. Coursework involves various exercises aimed at supporting student work toward a 20-page, research-based term paper.

ENGL 43315. Seminar: Poetry and Knowledge

(3 -0- 3)

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 Empire

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

We still have to ask how a little island nation managed to dominate, in one sense or another, a large proportion of the civilized world, embracing Africa, the Middle East, the West Indies, Australia, and India/South Asia. This seminar will address that big question and challenge some of our preconceptions about this great British power. But we will do so mainly through literary works that reveal how compelling the little stories were, as well. How, and for whom, was the empire a career? A calamity? A maker and breaker of families and friendships? By reading the literature of the British empire, we can begin to gain a nuanced, textured sense of these issues and these lives. Students will choose from a great array of research projects drawing from various critical methodologies and interests: the empire showcases problems of law, politics, gender relations, racial and interracial relations, and much more. We will strive to gain a global picture of the British empire, but our emphasis will go to works concerning British India. Literary readings include Wilkie Collins's *Moonstone*, H. Rider Haggard's *King Solomon's Mines*, several works by Rudyard Kipling, E.M. Forster's *Passage to India*, and George Orwell's *Burmese Days*. We will encounter lesser-known but important writers (such as Sara Jeanette Duncan and Flora Annie Steel). We will also study at least one Indian film, *Lagaan*, which shows how modern-day Indian cinema represents the British empire from a century earlier (and teaches us how the game Cricket works!). Assignments include a short paper a longer research paper with preliminary exercises.

ENGL 43378. Seminar: Identifying with Characters in Nineteenth-Century Fiction

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 43402. Seminar: God in Postmodern British Poetry

(3 -0- 3)

A multifaceted analysis of modes of "belief" in postmodern British poetry, with a particular emphasis on how the operations of ancient Hebraic and Christian texts come back into practice for these writers, and why those earlier frameworks for conceptualizing language and "saying God," or failing to say it, seem newly hospitable in the face of deconstructive postmodern theories about "the word."

ENGL 43409. Seminar: Woolf and Bloomsbury

(3 -0- 3)

The modernist feminist writer Virginia Woolf lived and worked with a loose collective of writers, painters, and social thinkers that we now call the Bloomsbury Group (though many members of the group disliked the phrase). We will look at the novels, essays, art, interior design, and political writings of some of the members of Bloomsbury—including works by Virginia Woolf, E.M. Forster, Roger Fry, Leonard Woolf, Vanessa Bell, and Clive Bell—to explore the complex moments of cross-fertilization, critique, and revision that define their encounters. In addition, we will attend to a few areas that have dominated discussions of Bloomsbury modernism: ideas of nation, civilization, and critiques of Empire; the formation of literary modernism's often tense relation to mass culture; the development of modern discourses of sexuality; the relationship between literature and the modern metropolis; and explorations of women's experience of modernity. Because members of the Bloomsbury Group worked in a number of fields beyond the literary—painting, economics, social thought, publishing, and interior design to name a few—students often find that they can easily develop projects that engage more than one area of interest and that combine skills developed in a second major with those that belong to literary criticism. Requirements include one seminar paper (written in stages in consultation with me) of at least 20 pages, participation in one group presentation.

ENGL 43410. Seminar: Feminism, Print, and Spectacle in the 20th Century

(3 -0- 3)

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: 20th-Century British Women Writers

(3 -0- 3)

Modern and postmodern fiction (and some nonfiction prose) by British women. Authors may include Woolf, Butts, Rhys, Cunard, Richardson, Carrington, West, Mansfield, Carter, and Winterson.

ENGL 43413. Postwar British Poetry: Lyric and Society

(3 -0- 3) Huk

Prerequisite: ENGL 30101 (may be taken concurrently)

This course will, among other things, introduce students to genre studies—but its polemics will soon exceed them (at least as they tend to play out in the U.S.), and therein lies much of the point of the exercise. It'll begin with reactionary postwar poetry in Britain: the infamous "Movement" against "Modernism" (with a capital M), as the latter was associated with both ideological extremism in pre-war Europe and with American-driven poetic experiment's displacements of lyric subject and syntax—which Movement poet-critic Donald Davie allied with "threaten[ing] the rule of law in the civilized community," "choosing a leader out of the ruck" (*Purity of Diction in English Verse*, 1952). The course will end with Britain's 21st-century avant-garde, which has developed something that post-postmodern poets Stateside—now referred to as "post-avant"—have yet to fathom: what John Wilkinson in *The Lyric Touch* (2007) describes as "political lyric." Students should emerge from the course with a good sense of what's been happening on the

British scene since Auden left it in 1939, since both sides of its radically (all but pathologically) divided terrain, mainstream vs. experimental, will be studied. They should also have formed an understanding of why, say, Adorno is the main theorist British experimental poetics still engages with—rather than Heidegger, the muse of the U.S. scene—and why—lyric—has had a completely different ride there: i.e., why it was never relinquished as it was in the U.S., with some fanfare, at the outset of "postmodernism," and why it's returned—the ultimate irony!—to power Britain's post-9/11 avant-garde.

ENGL 43502. Seminar: Contemporary Irish Literature

(3 -0- 3)

Irish drama, fiction, and poetry of the second half of the 20th century.

ENGL 43504. Seminar: Modern Irish Fiction

(3 -0- 3)

A close examination of the works of major Irish writers of fiction after the Second World War—Flann O'Brien, Frank O'Connor, Mary Lavin, Patrick Kavanagh, Edna O'Brien, Michael MacLaverty, Sam Hanna Bell, and Brian Moore.

ENGL 43505. Seminar: Gender Troubles: Contemporary Irish Fiction

(3 -0- 3) Harris

Prerequisite: ENGL 30101

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 which 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 twentieth-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 twenty-first century.

ENGL 43506. Seminar: Irish Fiction: 1914–1945

(3 -0- 3)

It was during the years 1914–1945, which encompass the two World Wars, that the twenty-six southern counties of Ireland emerged as an independent state, but at the cost of partition from the six counties of Northern Ireland, which have remained loyal to the British crown. In this course we investigate how Irish fiction of the period responds to these historical events, as well as to the draconian censorship imposed on film and literature in the Irish Free State. Reading will include novels and short stories by James Joyce, Liam O'Flaherty, Eimar O'Duffy, Sean O'Faolain, Frank O'Connor, Kate O'Brien, Seamus O'Kelly, Kathleen Coyle, Samuel Beckett, and Elizabeth Bowen. Requirements consist of class presentations, regular postings to Concourse, and a final research paper of 15 pages.

ENGL 43515. Seminar: Contemporary British and Irish Fiction

(3 -0- 3)

This course will focus on 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: 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 twenty years or so.

ENGL 43603. Seminar: Voices of the American Renaissance

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

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 1835–1865). 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 twenty pages, produced in stages.

ENGL 43604. Seminar: The Institution of Henry James

(3 -0- 3) Marshall

Prerequisite: ENGL 30101

In this research seminar, we will examine the forms of institutionality that inform literary study in the American academy and beyond by looking at the many lives of Henry James. Objects that will be included in this study include: the novels and essays of James himself; his literary legacy; the influence of James studies on literature departments and scholars; his celebrated biographer Leon Edel; film adaptations of key works; and the figure of “the Jamesian” in recent fiction by Colm Toibin and Alan Hollinghurst. Students will encounter a range of methods—from new critical readings to the statistical analysis of titles of James criticism—in their project to develop a broad view of modern institutionality as indexed by this fascinating figure.

ENGL 43616. Seminar: American Literature in the World

(3 -0- 3)

How does the world influence America? What is the place of America in the world? In this course we will read poetry, plays, manifestoes, 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 ten-page paper.

ENGL 43703. Seminar: Writing Harlem’s America

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This course will serve as an introduction to writers of The Harlem Renaissance, with an emphasis on how black writers viewed “the black experience” in both within the black community and the larger American culture.

ENGL 43704. Seminar: American Visions

(3 -0- 3)

An intra-hemispherical study of literatures of the “Americas” from the mid-16th to the 18th centuries.

ENGL 43706. Seminar: Latino/a Literature

(3 -0- 3)

Close readings of several seminal works of 20th-century Latino/a literature.

ENGL 43707. Seminar: Contemporary American Women Poets

(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 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 World War II, with special emphasis 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). 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/or on one author of their choice for the final project. Written assignments will range from an occasional 1-page response to the longer, final project, with two shorter papers in between. At the end of the course, I hope students will have been inspired by these writers to produce creative work of their own. If this is true, students’ own creative work (if of high quality and if also clearly related to the themes of the course and the writers studied) can be substituted for one of the assignments. Texts: Elizabeth Bishop, *The Complete Poems*; Adrienne Rich, *An Atlas of the Difficult World* and selected essays; Lorna Dee Cervantes, *Emplumada*; June Jordan, *Naming Our Destiny* and selected essays; Amy Tan, *The Joy Luck Club*; Susan Power, *The Grass Dancer*; Sandra Gilbert, *Belongings* and selected essays.

ENGL 43721. 20th-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 43748. Seminar: Engendering Renaissance: Chicago, Harlem and Modern America(s)

(3 -0- 3)

In answering the question “What was American modernism?” most literary critical perspectives might commonly be expected to focus on a modernity represented by the authors of the “lost generation” in the U.S., such as F. Scott Fitzgerald, Gertrude Stein, and Ernest Hemingway. While a conventional understanding of U.S. American modernism might serve to underscore the importance of the stylistic, cultural and artistic contributions of these and other canonical moderns, such a view might also give little consideration to the significance of those modern U.S. American voices not ordinarily heard in such a context. This course poses the question “What was American modernism?”—to answer it by exploring its roots in two less conspicuous early 20th-century U.S. American modernisms: the Chicago Renaissance of 1912–1925, and the Harlem Renaissance of 1920–1929. In “engendering renaissance,” these two moments suggest a literary birth and rebirth of modern U.S. American identity that questions its seemingly stable boundaries and borders, reconfiguring the idea of “American” within and opening the door to the larger and more varied cultural fabric that is modern America(s). By locating the rise of U.S. American modernism in the relation between these two literary moments, this course will broaden our understanding of the idea of “American” at this time by considering how it is created within a frame determined by the interplay of race, gender, class and nation. In this way, it seeks to deepen our understanding of U.S. American culture and the idea of “American” in the early 20th century, while suggesting new ways to engage the global social and cultural challenges facing the idea of “American” in the 21st. Course Requirements: Four short thesis practice papers, two Essay Introductions, two 5-page essays, presentations. Course Texts: Alan Trachtenberg, *The Incorporation of America*, excerpts; Thorstein Veblen, *The Theory of the Leisure Class*, excerpts; Henry Blake Fuller, *The Cliff-Dwellers*; Theodore Dreiser, *Sister Carrie*; Sherwood Anderson, *Winesburg, Ohio*; Willa Cather, *The Song of the Lark*; Booker T. Washington, *Up From Slavery*, excerpts; W.E.B. Du Bois, *The Souls of Black Folk*, excerpts; Jean Toomer, *Cane*; Jessie Fauset, *There is Confusion*; Claude McKay, *Banjo*; Zora Neale Hurston, *Their Eyes Were Watching God*.

ENGL 43755. Seminar: California Culture at Mid-Century

(3 -0- 3)

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 like Jess, Wallace Berman, Bruce Conner, Joan Brown, and Jay DeFeo, and filmmakers like 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.

ENGL 43812. Seminar: The First Amendment and the Literature of Rights

(3 -0- 3)

Prerequisite: ENGL 30101 (may be taken concurrently)

This is a cross-disciplinary course that surveys the literary and cultural history of First Amendment protections for free speech and religious liberty from the early modern period into the global present. We will look at the intellectual genealogy, development and contestation of those concepts in Anglo-American literature, jurisprudence, and political thought, and we will attend with special care to the function of literature as a medium of public constitutional commentary. We will also study the modalities of constitutional interpretation, read some First Amendment case law and its UK equivalents, and consider a few contemporary cases in which literature and other cultural forms test the limits of permissible speech in pluralist democracies. The course may be of special interest to students considering law school.

ENGL 47999. Directed Readings

(V -0- V)

Independent study under the direction of a faculty member.

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.

ENGL 53001. Honors Colloquium

(3 -0- 3) Vanden Bossche

The Honors Colloquium will introduce students completing the honors thesis to research methods in literary studies. Students will complete a series of assignments designed to enable them to develop her thesis topic. They will conduct research in consultation with their thesis advisor and begin work on the thesis project, which will be completed in the Spring semester.

ENGL 53002. Creative Writing Honors Colloquium

(3 -0- 3) Goransson Sayers

This colloquium is for students completing a creative writing honors thesis. Students will participate in Advanced Fiction Writing. Students will complete a series of extra assignments designed to enable them to develop their thesis topics. They will also work in consultation with their thesis advisor and begin drafting the thesis, which will be completed in the spring semester.

ENGL 58999. Thesis Research

(0 -0- 3)

Research and composition of a thesis in English.

University Writing Program**WR 11050. First Year Writing and Rhetoric Summer Studio**

(2 -0- 2)

Students in the First-Year Writing and Rhetoric Summer Program also enroll in the Summer Seminar, WR 13150, which meets in a computer lab on campus. In the studio, students practice academic writing conventions, draft and revise assignments, and conference with a writing specialist. This course is a corequisite of WR 13150.

WR 12100. Writing and Rhetoric Tutorial

(1 -0- 1)

Students enrolled in the Writing and Rhetoric Tutorial either will have completed or will be concurrently enrolled in first year Writing and Rhetoric. 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 Writing and Rhetoric and other first-year classes.

WR 13100. Writing and Rhetoric

(3 -0- 3)

This course is designed to help students learn how to identify an issue amid conflicting points of view and craft ethical arguments 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.

WR 13150. Writing and Rhetoric Summer Seminar

(3 -0- 3) Capdevielle; MacLaughlin; Teller

Identical in its aims, assignments, and grading criteria as first-year composition courses offered during the traditional school year, students in WR 13150 learn how to identify an issue amid conflicting points of view and craft ethical arguments 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.

WR 13200. Community Based Writing and Rhetoric

(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. We welcome students with commitment to social justice and community service to enroll.

WR 13300. Multimedia Writing and Rhetoric

(3 -0- 3)

Because researching and composing arguments is increasingly linked to technological tools, multimedia sections of Writing and Rhetoric teach students how to make the most of a wide array of resources. From standard tools, such as Microsoft Word, to more powerful Web sites 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 may be required to bring a wireless laptop to class and to keep their laptops functioning properly throughout the semester.

Film, Television, and Theatre

FTT 10101. Basics of Film and Television

(3 -0- 3)

Corequisite: FTT 11101, FTT 12101

This class is designed to enhance your understanding and appreciation of film and television. You will learn about the basic elements that distinguish films and television programs from other aesthetic forms, such as editing, cinematography, sound and set design, and how these components work together to develop stories and characters. We will also work with interpretive frameworks that uncover deeper meanings and patterns in film and television, such as genre theory, the idea of “authorship,” and ideological analysis. The class presents a range of films, from such Hollywood classics as *Casablanca* and *The Departed*, to award-winning international films and projects from our very own student film festival. Television shows we will screen include *Mad Men*, *Grey’s Anatomy*, and *Ugly Betty*. This course is required for all majors in Film, Television, and Theatre.

FTT 10701. Introduction to Theatre

(3 -0- 3) Cole; Stephens

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 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)

Corequisite: FTT 10101, FTT 11101

A tutorial in conjunction with Basics of Film & Television.

FTT 13182. Fine Arts University Seminar

(3 -0- 3)

Corequisite: FTT 13182

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. Note: Freshmen only.

FTT 20009. Broadway Theatre Experience

(1 -0- 1) Donnelly

This short course offers students the opportunity to experience professional theatre at its finest. The course will include two days and one night in New York City where we will see three Broadway or off-Broadway professional productions. The course has a lab fee TBA, (per person), which includes round-trip bus and air transportation from Notre Dame to a Times Square hotel in Manhattan, 1 night at the hotel, and best seats available for the three shows. Prior to the tour the class will meet to discuss the shows that will be seen, to become familiar with production practices, and to understand the structure and development of professional theatre in America. The course will culminate with a paper discussing aspects of the plays that were seen. This class will meet for three Wednesdays, April 18, 25 & May 2 from 6:00–9:00 pm.

FTT 20101. Basics of Film and Television

(3 -0- 3)

Corequisite: FTT 21101, FTT 22101

This class is designed to enhance your understanding and appreciation of film and television. You will learn about the basic elements that distinguish films and television programs from other aesthetic forms, such as editing, cinematography, sound and set design, and how these components work together to develop stories and characters. We will also work with interpretive frameworks that uncover deeper meanings and patterns in film and television, such as genre theory, the idea of “authorship,” and ideological analysis. The class presents a range of films, from such Hollywood classics as *Casablanca* and *The Departed*, to award-winning international films and projects from our very own student film festival. Television shows we will screen include *Mad Men*, *Grey’s Anatomy*, and *Ugly Betty*. This course is required for all majors in Film, Television, and Theatre.

FTT 20260. La telenovela: history-culture-production

(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. 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 20700. Introduction to Theatre

(3 -0- 3)

An introductory study of theatre viewed from three perspectives: historical, literary, and contemporary production practices. Students will gain a basic understanding of live theatre performances with the goal of becoming more objective about their own theatre experiences.

FTT 20701. Introduction to Theatre

(3 -0- 3) Cole; Stephens

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) Dreyer

This course will explore the duties and functions of the stage manager in both the pre-production and production phases of the mounting of a show. Students will learn how to produce a promptbook and to track and block a show. They will also learn performance etiquette and documentation of a production. Students will

be required to attend some rehearsals, performances, and develop a promptbook and related forms. Grading is based on active class participation and regular attendance, a final project, a journal, a paper, and a written final. Students are also encouraged to serve as a stage manager or an assistant stage manager on a Film, Television, and Theatre production during the semester.

FTT 20703. Theatrical Production

(3 -0- 3) Donnelly

A practical introduction to the techniques, processes, and materials of creating costumes for the stage. Students will gain practical experience by participating in realized projects and productions.

FTT 20705. Performance Analysis

(3 -0- 3)

This course 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.

FTT 20707. Latin American Theatre

(3 -0- 3)

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.

FTT 20708. Latina Theatre

(3 -0- 3) Garcia-Romero

Latina/o theatre continues to expand throughout the U.S. theatre world since its rise to prominence in the 1970s. A significant aspect of this growth includes an increasing number of plays written by Latinas. This course is designed to introduce students to theatrical texts by U.S. Latina playwrights. Many of these playwrights hail from multi-cultural backgrounds and within their plays, engage equally with a variety of cultural complexities that complicate definitions of Latina/o culture and identity. Starting with works by the Obie-Award winning playwright, Maria Irene Fornes, this course will examine the trajectory of U.S. Latina theatre from the late 20th century to the present. Playwrights explored in this course also include Quiara Alegria Hudes, Cusi Cram, Elaine Romero, Caridad Svich and Karen Zacarias.

FTT 20900. Script Analysis

(3 -0- 3) Prizant

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 21000. Dynamic Movement for the Actor

(3 -0- 3)

This course is an introduction to Russian-based movement for the stage. Students will learn beginning acrobatics, circus technique, yoga and rhythm games to increase strength, flexibility and comedic timing. In addition, class performances will allow students to play with integrating their new-found physical skills into storytelling. The focus of the course is to help actors increase their physical awareness and malleability in order to portray a wider range of characters.

FTT 21001. Acting: Process

(3 -0- 3)

The purpose of this class is self-discovery and growth as an actor. You will be introduced to basic principles and techniques for preparation and performance, as well as a context for developing a working methodology for personal creative growth as an actor, the creation of a role, realization of a scene, and an introduction to the production process. You are expected, therefore, to know and apply these principles and processes. Scene work is prepared and rehearsed with a partner(s) outside of class for presentation in class. Written textual analysis (including detailed character study) is required for all scene work. A critical journal will reflect on assigned readings, responses to the work, and continuing assessment of personal growth.

FTT 21005. Viewpoints for Actors and Directors

(3 -0- 3)

Prerequisite: FTT 21001

This course is designed to introduce actors and directors to the fundamentals of a dynamic technique known as Viewpoints. Viewpoints allows a group of actors to function together spontaneously and intuitively and to generate bold work quickly. It develops flexibility, articulation, and strength in movement and makes ensemble playing truly possible. The Viewpoints further gives directors a vocabulary with which to create and transform their work on stage or in film.

FTT 21006. Playwriting

(3 -0- 3)

This course is designed to introduce students to creating original work for the theater. The course will explore the writing process as well as models from contemporary U.S. theater with the aim to present a variety of paths toward creating new, vibrant plays. This is primarily a writing course. In addition, by reading and discussing ten separate dynamic play texts, we will analyze dramatic writing. Weekly writing exercises, movement work, visual arts approaches, improvisation techniques and collaborative discussions will create resources for rich play material, which each student will eventually use in a final scene, presented in a public reading at the end of the semester.

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. This class is a prerequisite for Writing for Screen and Stage II, FTT 31007, which will be offered during the spring semester.

FTT 21008. Playwriting Towards 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 21009. Choreography and Modern/Contemporary Dance Technique Workshop

(1 -0- 1)

The modern/contemporary dance technique workshop consists of a series of technical exercises that increase skills of coordination and alignment while

building strength, flexibility and endurance. Class begins with warm-up exercises and progresses to rhythmic movement patterns that travel through space, building rhythmic, spatial and dynamic skills. 1) The warm-up includes floor work and center work, focusing on contraction, release, spiral, and balance. This part of the class will strengthen, align and center the body and get it ready for more complex movements. The student should be able to demonstrate: a sculptural approach to form—maintain dynamic alignment while moving and standing still in center work—perform with rhythmic clarity, with attention to phrasing and accent. 2) The second part is “moving through space” or rhythmic movement patterns that travel through space. Students practice general modern dance vocabulary like walks, jumps, hops, turns, spirals, etc. The student should be able to demonstrate: move through space with command—and move in space with awareness of self and others—coordinate movement with ease and presence. 3) The third part is devoted to learning a choreographic work with more complex patterns of movement through space challenging the movement memory, musicality, range of movement and coordination. The student should be able to demonstrate: pick up sequence with and all details quickly; dance given phrases with dynamic shifts using the knowledge of weight, momentum, and the body’s relationship to gravity; bring a sense of self to the movement; learn how to improvise in a given structure. At the end of the workshop we will have a small demonstration of the choreographic work.

FTT 21101. Basics/Film and Television Lab

(0 -0- 0)

Corequisite: FTT 20101, FTT 22101

During the lab times, certain films will be viewed for further discussion in class.

FTT 22101. Basics of Film and Television Tutorial

(0 -0- 0)

Corequisite: FTT 20101, FTT 21101

A tutorial to be taken in conjunction with the Basics of Film & Television course.

FTT 23000. Animation Cinema: History and Theory

(3 -0- 3) Crafton

From its pre-cursors in the late 19th century to contemporary computer-animated features and cable-TV shows, the appeal of animated films has derived from their unique technology (filming one frame at a time), from their charming, humorous, provocative or challenging subjects, and the perception that somehow they operate outside mainstream cinema. It sometimes has been regarded as a minor genre mainly for kids. Some argue that the art of animation is inherently subversive, even a social threat. This survey course interrogates these notions by applying three methods: tracing the development of animation through its history as an applied technology and as a graphic storytelling medium; closely analyzing individual films; situating the films within their cultural contexts. Among the possible topics for study are: the relationship between filmmaking techniques and the films’ content and meaning; explorations of cartoon characters and how we relate to them; the relationship between short cartoons and feature films (animated and live-action); how attitudes regarding ethnicity, race and gender have been reflected in animation; theoretical issues such as the status of cartoons as constructed realities and/or fantasies; the effects of mass communication and new media on animation; the arguments about cartoon violence. A survey course such as this one aims to give students a broad sense of the subject and various critical approaches to it. It also means that the exposure to each topic will be brief. Students therefore will supplement the lectures and reading by doing their own more detailed research or their own critical thinking, to be summarized and presented as a short paper and a longer paper, and as contributions to lively class discussions. There will be a wide range of films studied, ranging from silent pioneers to relatively recent works, from shorts to feature-length animation, from classic to avant-garde productions, and from international filmmakers. Familiar toon faces like Mickey and the gang will be augmented by less well known characters, like Mr. Magoo. You’ll encounter Pinocchio again, and maybe for the first time, Gertie the Dinosaur. For fans of recent Disney features and of Japanese anime, there will be very little coverage, but there are other courses devoted to those topics offered from time to time. There will be required reading, required outside film viewing and regular examinations.

Because this course concentrates a week’s coursework into each session, attendance at every class is mandatory. Be assured that, although we’re taking a serious look at these films, we’ll have fun too!

FTT 30004. Makeup for the Stage

(3 -0- 3) Donnelly

The theories and practices of makeup design and application, including basic techniques, old age, prosthetics, and special character makeup for the stage. Students will learn how to interpret a play script, analyze a character, and create the makeup for use on the stage. Requirements: Attend class, practical makeup design projects, mid-term exam, and final exam project. Students will provide their own supplies. NOTE: Due to the practical application of makeup, all male students will need to be clean shaven.

FTT 30005. History of Costume

(4 -0- 3)

This course is a survey 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. The course will include a research trip to England.

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 twenty 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) Crafton

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) Magnan-Park

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 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 30237. Masterpieces of German Cinema

(3 -0- 3)

Corequisite: FTT 31237

German cinema has been from the start one of the most impressive, distinctive, and influential national traditions of cinema. This course, taught in English, will introduce students to some of the greatest works of German cinema, from the wake of World War I and the beginning of the Weimar Republic to the present day. The two-fold focus will be historical and aesthetic. Students will gain an appreciation of some of the fascinating complexities of German history, including the ways in which German films have tended to reflect contemporary issues, often indirectly, and some of the distinctive features of German film, also as an industry. In addition, we will interpret the films with appropriate attention not only to themes but also to the ways in which film as an art form expresses meaning indirectly, by integrating genre and narrative form as well as film-specific dimensions such as setting, lighting, sound, camera work, and editing.

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 U.S. (but all with English subtitles). No prior knowledge of Chinese language, culture, or history is required.

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 twentieth 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. New Russian Cinema (in English)

(3 -0- 3) Gillespie

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 30247. 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*.

FTT 30249. Masters of Contemporary Chinese Cinema

(3 -0- 3)

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 30300. The West of Ireland—An Imagined Space

(3 -0- 3)

This course will interrogate and examine representations of the West of Ireland in various twentieth 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).

FTT 30400. The Film Producer: From Concept to Distribution

(3 -0- 3)

This course will provide an in-depth explanation of the little understood job of producer; the program manager of a film, as well as gardener, mother hen, cheerleader, drill sergeant, counselor, and eternal optimist. With a moderate emphasis on low-budget narrative films, the course will examine the tasks of selecting or developing projects, attaching talent, securing funding, overseeing production, and reaching the audience. Overarching subjects such as legal matters, leadership, and helpful personality traits will also be covered. The course will be a combination of lecture and discussion, and the assignments will include an investor presentation to the class, a pitch letter to distributors, and some short papers, plus a midterm and final exam.

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 30407. Internet Television Production

(3 -0- 3) Mandell

Prerequisite: FTT 30410 or FTT 30462 or FTT 30405

Working in conjunction with Fighting Irish Digital Media and the website UND.com, students will learn the many aspects of producing content for an Internet-based television network. From the beginning idea to the final upload, this is a creative hands-on production course with students writing, shooting, and editing digital media pieces for an online audience. In addition, as part of a live broadcast production team during numerous Notre Dame sporting events throughout the semester, students will also learn the many techniques used in multi-camera television production.

FTT 30410. Introduction to Film and Television Production

(3 -0- 3) Mandell

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 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. Multimedia 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)

JavaScript is a popular scripting language used to add dynamic elements that breathe life into boring static Web pages. JavaScript is designed to work in standard Web browsers and is tightly integrated with HTML. It is difficult to find any popular commercial Web sites that do not use JavaScript to create an interactive user experience. Students in this class learn how to apply JavaScript to their own Web projects.

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 30431. Women and Documentary

(3 -0- 3)

Corequisite: FTT 31431

Women shoot film! Women direct! Women run sound! They ask questions! Hard ones! When only 6% of Hollywood fiction films were directed by women in 2007, how is it that the number of documentaries crafted by women was estimated to

be as high as 50% that same year? In this course we will explore some of the most potent, groundbreaking, funny, inspiring and thought-provoking American and international documentaries made by women. We will learn why the form has routinely attracted female filmmakers, what advantages they bring to the genre, and why the documentary film industry has welcomed women in all roles. Social justice, autobiographical, cinéma-vérité and traditional forms will be featured, including works by Barbara Kopple, Sadie Benning, Pirjo Honkasalo, Emiko Omori, Agnes Varda and Jill Godmilow. Academy Award winners, to a girl with a toy camera—you'll find them all in this course.

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) Becker

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 U.S.

FTT 30462. Broadcast Journalism

(3 -0- 3) Sieber

Four major topics are covered: 1) Writing for broadcast with emphasis on developing the student's understanding of grammar and style in the construction

of effective news stories; 2) newsroom structure: understanding who does what in today's broadcast newsroom and how economics affects the flow of information; 3) journalism ethics: analysis of personal values, ethical principles, and journalistic duties that influence newsroom decisions; and 4) legal considerations in news gathering with special attention paid to libel laws and invasion of privacy.

FTT 30463. Broadcasting and Cable

(3 -0- 3) Heisler

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. Taught in the spring only.

FTT 30464. Introduction to New Media

(3 -0- 3)

Corequisite: FTT 31464

This course will explore the history and theory of so-called new media including the Internet, games, mobile technologies like cell phones and iPods, and their apps like Twitter, Facebook, and Google. It will use representations of new media and technologies in films, television, and journalism to figure out the cultural meanings and value given to new media. Over the course of the semester, we will analyze four aspects of new media: Aesthetics, politics, economics, and interpretations. How do digital or new media aesthetics influence the look and production techniques of "old" media? How is social networking borrowing from fan practices to change how we organize politically or receive news? Who owns and who has access to and knowledge of emerging technologies? And how do we interpret new media's actual uses in relation to all the hype that surrounds every new innovation?

FTT 30465. Sports and Television

(3 -0- 3) Heisler

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. Taught in the fall only.

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) Ohmer

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 30704. Theatre, History, and Society I

(3 -0- 3) Pilkinton

This course analyzes and evaluates the art form of theatre within its larger societal context throughout history while emphasizing the period before 1800. Treating the art form as a culture industry, the course examines periods and sites to understand the theatrical event, its audiences, and its methods. Each unit emphasizes theatre as a source of cultural debate and political and social change and considers the larger role of representation in human society throughout time.

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

(3 -0- 3) Stephens

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

(3 -0- 3) Dreyer

This class will teach you what is involved in creating and executing a lighting design. We will cover lighting equipment and safety. You will design and draft a light plot, and you will learn how to write and use paperwork. Most importantly, the goal of this class will be to teach you how to see light. There will be lectures, videos, projects (take-home and in-class), hands-on training, and required attendance at **two** performances. The semester culminates with a final design project, as well as written components.

FTT 30803. Costume Design

(3 -0- 3) Donnelly

This course teaches the principles of costume design for the stage. The course will explore the use of costumes to express character traits by analyzing play scripts. Students will design costumes, and explore the process of organizing the script from the costume designer's viewpoint. The course will include projects, discussions, and lectures. The course will end with a portfolio presentation of the work completed throughout the semester. Students will be expected to provide their own materials and supplies.

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 30805. Historic Fashion: The Greeks to the Victorians

(3 -0- 3) Donnelly

This course is a survey of historic fashion from the Greek culture through the Victorian era. 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 of clothing.

FTT 30808. New Play Process

(3 -0- 3) Garcia-Romero

This course is designed to introduce students to analyzing new theatrical texts and understanding the general field/practice of new play dramaturgy. Students will be expected to read plays and analyze them using the methodology provided. They will also have the opportunity to act as dramaturges, connecting with contemporary U.S. playwrights and their work as well as actively practicing tasks directly related to theatrical collaboration. The course aims to provide students with tools for reflection and decision-making to develop their own creative contributions to theatrical productions of new plays.

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)

What does popular theatre look like beyond our borders? What can we learn from artistic choices are 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)

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 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

This course 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. 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 required 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 31008. Acting: Text and Technique

(3 -0- 3)

Prerequisite: FTT 21001

This upper level acting course will focus on the intersection between written and embodied (performed) text. The class will use scripts from film, television and theatre to practice the actor's craft of close reading: students can learn to look beyond the explicit facts in a given scene to uncover the implicit information that feeds objectives and intentions. Daily classes will explore the relationship between close reading and strong artistic choices. We will begin the semester solidifying the basic acting techniques of improvisation, physicality, intention and subtext and move quickly into textual analysis. Students will be required to create detailed scene breakdowns with scene studies and to rehearse weekly outside of class time.

FTT 31009. Classical Text and Techniques for Actors and Directors

(3 -0- 3)

Prerequisite: FTT 21001 or FTT 31006

This course introduces actors and directors to the unique challenges and opportunities presented by working with classical text. Students will combine research with practical explorations of historical acting and directing techniques in order to create truthful and believable performances for contemporary audiences. Dramatic texts used in this course may include those from the classical Greek period, Shakespeare and his Elizabethan and Jacobean contemporaries, and Restoration comedies among others. Students will have the opportunity to prepare, cast and rehearse monologues and/or scenes inside and outside of class that will culminate in an end-of-semester showcase performance. This course is appropriate for all students interested in performing themselves and/or guiding the performance of others.

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)

This course 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 31130. Motion Design 1: Introduction to Motion Media

(0 -6- 3)

Prerequisite: DESN 21101

This 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 Adobe After Effects software and also cover basic DVD and QuickTime movie development. Skill with various graphics software is useful, with expertise in Adobe Photoshop being very important.

FTT 31403. Moving Media

(3 -0- 3)

This is an introductory course in creating time-based imagery with digital still cameras and video cameras. Students will work with their own photographs, video footage and recorded sound to create works that blur the boundaries of photography and video. Assignments will explore a variety of visual possibilities including non-traditional narratives, sound-works and conceptual constructions. Students will be responsible for producing several assigned projects using Final Cut Express including an independently designed final project. Final projects will be screened publicly at the end of the semester.

FTT 33112. Readings in Chinese Drama

(3 -0- 3)

This course studies a number of works in Chinese dramatic traditions from the premodern times up to the twentieth 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.

FTT 35501. FTT Internship

(V -V- 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, mid-semester progress report and a final evaluation paper. NOTE: This course does not count as an upper level course toward the FTT major.

FTT 40000. 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.

FTT 40002. Directing: Practice

(3 -0- 3) Juan

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)

Fly like Peter Pan? Blow things up (safely)? Program moving lights? What makes *Les Misérables* go round. This course explores entertainment technology at the edge, from special effects to digital design. Coursework covers pneumatics, robotics, rigging (i.e. flying) and other technologies used to create the special and mundane effects used in theatre, film and television. A grant for a class trip to a national conference, in Charlotte, NC, is pending.

FTT 40004. Advanced Makeup for the Stage

(3 -0- 3) Donnelly

The advanced design and application of stage makeup. Students will interpret play scripts, analyze characters, and create the makeup for use on stage. Requirements: Attend class, practical makeup design projects, mid-term exam project, and final exam project. Students will provide their own supplies. NOTE: Due to the practical application of makeup, all male students will need to be clean shaven.

FTT 40008. Dramatic Text, Production, and Social Concerns from the 1900s to the Present

(3 -0- 3) Juan

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 inter-disciplinary material.

FTT 40014. Anglo-Irish Theatre since 1700

(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 40015. Medieval Drama

(3 -0- 3) Ziemann

This course will examine the performance of drama in England in the era before the establishment of professional theaters. Our starting point will be the actual play texts and records that survive from the Middle Ages. With our primary focus on biblical plays (plays that reenact stories from the bible) and morality plays (allegorical plays that explore the moral framework of humanity), we will pursue a number of questions: Who wrote these plays? Who performed them, how, and for whom? What was their purpose? We will investigate these issues through research and textual analysis, but also through our own experimentation in staging and performing parts of the plays in class. We will then put our knowledge to use in a class project: the mounting of a medieval play for the Notre Dame community. Together we will select the play, edit the text, design costumes, props and sets, all while we consider how and what it means to “translate” these pre-modern plays for a modern audience. Major writing requirements will include a short paper involving textual analysis, a slightly longer research paper on some aspect of medieval dramatic performance, and in-class essays. As mentioned above, the course will involve in-class performances, but this is not a class in performance itself; you will not be graded on your acting ability. All students will be required to contribute in some capacity to our class performance and to reflect on the this project in a short final essay.

FTT 40101. Film and Television Theory

(3 -0- 3)

Prerequisite: FTT 10101 or FTT 20101 or FTT 30461*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 40230. Perspectives on Gender: Theory and Practice

(3 -0- 3) Wojcik

Prerequisite: FTT 10101 or FTT 20101

This course encourages you to develop your own perspective on gender and gender issues by reading across a span of thinkers who have engaged issues related to sex and gender including: debates over women's rights, difference, the body, sexuality, gender performance, gender surgery, gay marriage, masculinity, race, transgender politics, and more. Students will read and analyze texts by diverse writers from the 19th century to the present day, speaking from perspectives informed by suffrage and abolition movements, second wave feminism, third wave feminism, black liberation and black pride movements, gay liberation and queer pride movements, and men's movements; and from disciplines such as political science, anthropology, psychology, literary criticism, film theory, history, biology, sociology, cultural studies, and more. Throughout, students will consider how ideas about gender have changed over time and why, how the ideas and debates relate to their lives and everyday practices, and which ideas can or should be put into practice and how.

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 globalised and multi-cultural 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 40240. The Irish Hunger Strikes

(3 -0- 3)

"We remember them with pride for on hunger strike they died these brave men were Ireland's sons they were the men of '81"—*Republican ballad*. "We'll never forget you Jimmy Sands" —*Loyalist graffiti in East Belfast shortly after Bobby Sands death on hunger strike*. Thirty years ago, in 1981, Bobby Sands and nine other Irish republican prisoners died on hunger strike in the Maze Prison outside Belfast. Their deaths and the British response were pivotal in the history of the recent "Troubles". It would hardly be an exaggeration to say that the fallout from the 1981 Hunger strike had the same momentous impact on nationalists and on Irish politics as had the executions of the leaders of 1916. This course will examine the 1981 hunger strike in the context of previous political hunger strikes in Ireland and will examine both its genesis, the strike itself and its aftermath. It will pay particular attention to the ways in which the political hunger strike and the 1981 hunger strike in particular is remembered and commemorated, drawing on the work of Paul Ricoeur among others. We will engage with a variety of texts and sources including memoirs, news reports, documentaries, film and songs.

FTT 40241. Hong Kong Action Cinema

(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 supercedes 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 & 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.

FTT 40242. Seoul Searching

(3 -0- 3)

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 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 40249. Italian Cinema: Realities of History

(3 -0- 3) Baranski

This course explores the construction and development of the Italian cinematic realist tradition from the silent era to the early 1970s, although its primary focus is on the period 1934–1966, which stretches from the appearance of Blasetti's openly fascist "historical" reconstruction, *La vecchia guardia*, to Pasolini's "eccentric" exercise in Left-wing commitment, *Uccellacci e uccellini*, with its mix of expressionist and hyper-realist techniques. At the centre of this period are found some of Italy's most highly regarded films made by directors, such as Vittorio 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 film-makers, 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.

FTT 40250. Contemporary European Cinema: Poverty and the Economic Crisis

(3 -0- 3) Morel

Corequisite: FTT 41250

As in French literature, there is a long history in French cinema of depictions of poverty. The working class, the lives of the working poor, the homeless and other "vagabonds" make frequent appearances in films from France. Nevertheless, many film critics point out that, with few exceptions, the theme of poverty disappeared from the screens for a while, especially during the 1970s and '80s, when the economic crisis arose. Things started to change slightly toward the end of the '80s, but it wasn't until recently that something significant happened in French cinematic production: in the past several years, poverty has made a strong and remarkable comeback. From comedies to socially engaged feature films and documentaries, there is now a wave of films depicting a new form of poverty: a "systemic poverty" that affects every social category. The acclaimed *Une Vie Meilleure* by Cédric Kahn and *Louise Wimmer* by Cyril Mennegun are probably the best examples of this trend; both films, released at the end of 2011 and beginning of 2012 respectively, are breaking the cliché of a French cinema often seen by critics as too "bourgeois," self-centered, apolitical and unaware of the world's challenges. Poverty is obviously not a topic limited to French cinematic production, and in this course we analyze the prolific French creation alongside films from other European countries (Italy, UK, Belgium). We try to distinguish among different periods represented in these films, and we seek both commonalities and differences among these cinematic works. We will watch and analyze a selection of pertinent films while reading critical texts on the subject, such as, for example, Pierre Bourdieu's famous book on the *Misère du Monde* (*The Weight of the World: Social Suffering in Contemporary Society*). We will also welcome the French filmmaker Cyril Mennegun to our class, or at the very least, we will organize a Skype discussion with him on his 2012 film, *Louise Wimmer*. Our class will be divided in three chapters: 1) Vagabonds and Eccentrics: Post-1973 Crisis ('70s and '80s); 2) Systemic Poverty and Misery: From the mid-90s to the post-2008 crisis 3) Documentaries. Assignments: Assiduous reading and lab, active participation in all class discussions and two papers will be required for this class. 1. Students are expected to engage critical dialogues: student pairs will present "critical dialogues" on films/topics. This assignment includes an oral dimension and a written dimension. Student pairs will deliver a 30-minute presentation (followed by a Q&A) in class; following the class presentation/discussion, each student will prepare an individual written summary. 2. Students are required to write two papers: one mid-length term paper (6 pages), due at midterm, and one short term paper (10 pages) due in the 15th week of class.

FTT 40410. Intermediate Filmmaking

(3 -0- 3) Donaruma

Prerequisite: FTT 30410 or FTT 30405

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 3–4 min 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 mid-term 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) Mandell

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 non-fiction based video projects, while learning advanced non-linear 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 30410

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 non-fiction practices. Students will work in teams of two to produce and prepare films for shooting.

FTT 40413. Production Design

(3 -0- 3)

Prerequisite: FTT 40410

This class is a three-hour elective, serving as an introduction to the craft of production design. Critical to those interested in pursuing a career in film design, this class will also inform a body of work for many design disciplines contributing to a collective visual culture: vis-à-vis performing arts, visual arts, and architecture. All who are interested in design are encouraged to enroll. An aptitude for visual creativity is necessary for any successful designer. Although students are not required to have any requisite design skills to gain enrollment, each student will be required to complete creative design assignments. These assignments will require students to exercise creative muscles. Creative endeavors are the distillation and synthesis of core design pedagogical components and necessarily comprise a substantial weighting within a final grade structure. Additionally, attending class film screenings, completing readings, and participation in class discussions are all required components of the class. Students will gain an understanding of the role of the production designer by examining seminal films selected as the basis of an historical development of the craft. While an exhaustive timeline is not possible within the limits of the semester, students will be exposed to a range of production techniques and styles. At semester's end, students should be able to recognize and articulate the role of the production designer's hand within the scope of any narrative film. They will also have the skills to locate the design within a larger historical and cultural context of the art. Through a series of assigned readings, film screenings, and class discussions, students will explore the *meaning* of design within the narrative language of film. Students will gain insight into design analysis and should be able to recognize, articulate, and synthesize how the components of a design strategy sustain the larger narrative structure of a film. Students will cover the design process of film production. We will examine the role of all design trades and the development process highlighting set design, set decorating, costume design, plaster/construction, props, greens, locations, and CGI. Students will be exposed to first-hand experiences as well as cautionary tales from past film productions. We will also establish a background vocabulary for critical components of design conception, production, and construction. Students will be required to complete a creative assignment exploring a production design concept. Students are encouraged to use this assignment to augment work within the larger film production sequence. All inquiry topics must be approved in advance by the instructor.

FTT 40415. Screenwriting: Writing the Feature Film

(3 -0- 3)

Prerequisite: FTT 10101 or FTT 20101*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 40420. Topics in Film Production:

(3 -0- 3)

Prerequisite: FTT 30410

This course will be devoted to a variety of different topics in film, and film production, depending on the individual instructor's interests.

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*, Barnes' *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 twenty-first 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)

Prerequisite: FTT 10101 or FTT 20101*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 40434. The Telly in Transition: British Television Today

(3 -2- 3) Becker

Prerequisite: FTT 30461 or FTT 30463*Corequisite:* FTT 41434

This course offers undergraduate students an introduction to the structures, standards, programming, and consumption of contemporary British television at

a time when nearly all traditional practices are in flux due to the rapid adoption of new technologies. With its strong legacy of public broadcasting, as well as a competitive culture of commercial broadcasting, British television offers a particularly dynamic system for analysis, one which compares and contrasts with the American television system in revealing ways. The course will also delve into the history of British television as a way to understand and reflect on the industry's present challenges. Assignments will include short response papers, a research paper, and a final exam. Class sessions will consist of a combination of lecture, discussion, and program viewing.

FTT 40436. The Post-Realist Cinema

(1 -0- 1)

It is extremely useful to study the post-realist documentary films which are built out of what's understood as non-fiction materials but which refuse the pedigree of "the real"—which don't take the stance of truth-telling in the traditional documentary ways—in fact, which contradict the construct of "the real" to speak about the medium itself—all in different ways. Many of them straddle the line between the avant garde cinema and the non-fiction film. We'll screen, for instance Bunuel's *Blood of the Beasts*; Bruce Connor's *A Movie & Crossroads*; Harun Farocki's *Inextinguishable Fire*; Su Friedrich's *First Comes Love*; Kyle Kibbee's *100 NY NY 1989* and Guy Maddin's *My Winnipeg*.

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 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)

Prerequisite: (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 U.S. and international film and culture. For many, the name evokes treasured childhood memories of watching *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, such as *Snow White and the Seven Dwarfs*, *Pinocchio*, *Dumbo*, *Cinderella*, and *Peter Pan*, as

well as more recent works such as *Mary Poppins*, *Aladdin*, and *Beauty and the Beast*. Requirements include weekly reading responses, exams, and an extended research paper.

FTT 40444. Sinatra

(3 -0- 3)

Corequisite: FTT 41444

This course examines the career and image of Frank Sinatra. As an entertainer who worked in numerous media—radio, the music industry, television, cinema, and live performance—Sinatra provides a lens through which to examine American 20th century media. Moreover, as an iconic figure, Sinatra enables an explanation of masculinity, American identity, ethnic identity, race, liberalism, and more. Sinatra will be paired with various other performers, especially Bing Crosby, Dean Martin, and Gene Kelly, to consider his star image comparatively. Sinatra will be situated within discourses on Italian immigration, urbanism, the Depression, prohibition and war. Students will listen to Sinatra music and radio programs, watch Sinatra films and TV shows, and read a wide range of materials—including contemporary accounts of Sinatra performances, analyses of his career and meaning, essays and articles about the star system, recording technology, film genre, acting styles, the mob, and more. Throughout, we will consider what model of American masculinity Sinatra embodies—ranging from early concerns that his female fans and lack of military service rendered him effeminate to his image as family man, and later incarnation as playboy. We will consider what Sinatra means today through an analyses of his entertainment heirs, like George Clooney; parodies, like Joe Piscopo's; the use of his music in film soundtracks and advertising; and in performances like the Twyla Thorpe "Come Fly With Me."

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 twentieth 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)

Prerequisite: (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 towards 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. Gender and Space

(3 -0- 3)

Prerequisite: FTT 10101 or FTT 20101

Corequisite: FTT 41494

This course will investigate the many intersections and problematics of gender, place, and space. Space, place and gender have been key topics in areas such as architecture, law, history, sociology, urban studies, area studies, literary criticism, cultural studies, film studies, and gender; and the class will draw from those various disciplines. Students will address the issue of gender, place and space through a variety of disciplinary approaches, investigating a wide range of real and imagined places and spaces, including masculine spaces, feminine spaces, queer spaces, or virtual spaces; spaces such as the home, the office, the railroad, the apartment, the skyscraper, the museum, the store, the church; the urban, the rural, the suburban; spaces as represented in various texts and discourses; uses of space; theories of space, and more. The course will pay particular attention to how space and place are produced and negotiated as spaces of fantasy in mid-20th century American films and popular literature, including the films *Baby Face*, *How to Succeed in Business*, *The Boys in the Band*, *The Killing of Sister George*, *All That Heaven Allows*, *That Funny Feeling*, *The Lady Vanishes*, and *Rear Window*; and the novels *The Girls in 3B*, *The Women's Room*, *Fear of Flying*, *The Fountainhead*, *The Best of Everything*.

FTT 40495. Television as a Storytelling Medium

(3 -0- 3)

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) Lagerwey

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 40497. Religion and Television

(3 -0- 3)

Corequisite: FTT 41497

According to polls, some 95% of Americans believe in God, and over 75% of them identify themselves as Christians. With such large proportions of the population claiming some kind of religious belief, it is impossible to ignore their presence in media and popular culture. This course will explore representations of religious faith onscreen, behind the camera, and in the audience. We'll focus on television,

but also investigate how different forms of media including film, novels, and the internet create or challenge the ideas we hold about different faiths as well as the role they play in public life.

FTT 40498. Advanced Newsgathering and Visual Storytelling

(3 -0- 3)

Prerequisite: FTT 30462 and FTT 31410

This hands-on course requires students to research, shoot, write, and edit *packaged* stories for television and other visual media, building on skills taught in Broadcast Journalism (FTT 30462) which serves as a prerequisite. Class time is used for instruction and critique. The bulk of the student's time commitment for this course is in the field, producing well-written, accurate, balanced and visually compelling stories with feedback from the instructor. Each student will complete a minimum of six fully edited stories for selective use on NDTV News.

FTT 40501. Media and Presidential Elections

(3 -0- 3) Ohmer

Prerequisite: FTT 10101 or FTT 20101 or FTT 30401

Presidential elections afford us an opportunity that is rare in U.S. politics: the experience of direct participation. Though our votes are needed to select a candidate, our experience of the election process is mediated through representational forms such as film, radio, television and digital media. This course examines how print, film and electronic media have functioned in U.S. elections since we began choosing presidents in the late 18th century. We will look at how journalists' ideas about their roles have changed, from the partisan coverage of the 18th and 19th centuries, through the commitment to "objectivity" in the 20th century, to the renewed partisanship of today. We will also analyze how candidates have used various media forms to construct representations of themselves, their parties and their platforms. We will examine the narrative strategies and verbal and visual codes by which media present candidates, issues, and the political process itself to us, the voters. This course is offered during a presidential election to allow us to connect this broader history with current events.

FTT 40510. Shakespeare: Text and Performance

(3 -0- 3)

Corequisite: FTT 41510

What are King Lear's last words? In performances at the Globe, what did Hamlet do when he argued with Laertes? What were the costumes worn by the ghost of Hamlet's father and why? If Viola in *Twelfth Night* was played by a boy-actor, what changes? What happens in recent Japanese productions of *Hamlet*? What is Shakespeare like on YouTube? This course will explore productions of Shakespeare plays from Shakespeare's own theatre to 2011. We will see live productions as well as web-streamed versions in many languages and from all over the world. We will see what can be recovered of early modern production methods and of 18th century adaptations. We will, occasionally, use our lab time to watch films and TV versions but the lab will not be required ever week. The aim throughout will be to investigate the history of the text of Shakespeare plays and some of the myriad ways in which the plays have been translated into performance across time and space.

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, 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 40700. The Culture of Portable Media Devices

(3 -0- 3) Collins

Prerequisite: (FTT 10100 or FTT 20101) and (FTT 30461 or FTT 30102)

The most significant development in media culture within the past decade has not been a new wave in filmmaking or unprecedented developments in television programming. An ever-increasing percentage of the global population now has portable media devices where they can download their music, books, films, and videos into personal digital archives, and then take those libraries with them wherever they go. What are ramifications of this accessibility, and just as importantly, this "archivability"—from the form of the work itself, to who can speak as a cultural authority, to what pleasures are generated by the experience? How have these devices changed the production, circulation, and consumption of media in fundamental ways? How do we sort out the complicated interplay between technology, consumerism, and identity formation which is at the heart of digital culture?

FTT 40701. Screen Culture: Vampiric Convergence

(3 -0- 3)

Prerequisite: FTT 10101 or FTT 20101

Corequisite: FTT 41701

This course will focus on the current mania for vampire narratives in order to develop a more sophisticated understanding of how genre works in convergence cultures. We'll set up shop by looking closely at the origins of the genre through a close reading of Stoker's *Dracula*. Once we establish our operating definition of genre, we'll explore the ways in which vampire texts since the eighties have become increasingly self-conscious about their own history (most spectacularly in the form of Rice's *The Vampire Lestat*). We'll then turn to the *Twilight*, *True Blood*, and *Vampire Diaries* phenomena and investigate the elaborate interplay between the publishing, film, television, music, and new media industries. Central questions: How do cross-media franchises work at the beginning of the twenty-first century? How has quality television become franchise television? How has the entire category of genre been changed profoundly by new delivery systems and ever more active fan communities? What does the increasing diversification of audiences for vampire narrative tell us about how gender and generation factor into both "genericity" and convergence?

FTT 40702. Audition Seminar

(3 -0- 3) Scott

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 40803. Advanced Costume Design

(3 -0- 3) Donnelly

Prerequisite: FTT 30803

This advanced course teaches the principles of costume design for the stage. The course will explore the use of costumes to express character traits by analyzing play scripts. Students will design costumes, and explore the process of organizing the script from the costume designer's viewpoint. The course will include projects, discussions, and lectures. The course will end with a portfolio presentation of the work completed throughout the semester. Students will be expected to provide their own materials and supplies.

FTT 40900. Contemporary Media Practices: Industry Alliance Master Class

(1 -0- 1) Mandell

A unique insiders' view of the entertainment industry, this course features seven guest lecturers/industry professionals who will share the inner workings of the many aspects of the film and television world. Members of Notre Dame's iNDustry Alliance alumni group will speak on aspects of development, marketing, production, distribution, new media and other areas. A one-of-a-kind chance for students to meet and learn from working professionals in a classroom environment. Meets every other Friday.

FTT 40901. Martial Masculinities in the Cinema

(3 -0- 3) Magnan-Park

Corequisite: FTT 41901

When confronted with danger, humans face a binary choice: fight or flight. For men across the ages, a "true man" in the heroic tradition had only one option: fight. In other words, is the underlying definition of idealized masculinity tied to fighting ability and a willingness to use these skills in a time of crisis? If this is the case, then every society, be it a time of peace or war, has favored a vision of masculinity that is by definition martial. Think about King Leonidas and his 300 Spartans fighting to the last man against the Persian onslaught at the Battle of Thermopylae, think about the Medieval knight-errant upholding the honor of chivalry with his sword, think about the Asian martial artist who must fight against impossible odds to restore social harmony, think about the American citizen soldier who fought against the Axis powers in World War II, think about our notion of the comic book super hero like Superman and Spiderman, and think about the many computer games that grant you higher scores based on massive body counts. How do these cultural forces shape us as individuals especially when we live in a civilized society governed by the rule of law where the use of violence is seen as a barbarian throwback to less refined times? Is this a schizophrenic scenario or deep down, is the martial requirement still alive and well for a man to claim masculine status? Furthermore, what happens when this strict gender division is crossed when women gain martial prowess and decide to also fight? Martial skills are not required to take this course but a willingness to learn some martial skills and think through these issues are a must.

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 41005. Acting Shakespeare

(3 -0- 3)

Prerequisite: FTT 21001 and (FTT 31001 or FTT 31002)

This 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 Filmmaking Lab

(0 -1- 1)

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 4–6 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 -1- 1)

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 non-linear 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 43100. Performance Art in the Black Atlantic

(3 -0- 3) Noel

Caribbean-Canadian poet M. Nourbese Philip once stated that the Caribbean aesthetic is based in performance. Indeed, this perspective can be extended to the rest of the African diaspora. This course will explore the various performance traditions of the black Atlantic that developed from the nineteenth to the twenty-first centuries. It will examine how the notion of diaspora unifies the different traditions of performance across space and time. We will analyze these performances by taking into account the impact of race, class, gender, location, and culture. During the semester, we will interrogate the genre of performance as a creative tool in the Western visual art tradition. It is a known fact that African performance traditions have been a viable influence in the development of Western performance art. But can various performance traditions outside the realm of Western art be considered performance art? We will therefore examine the parameters of this important art movement. The course will also look at how contemporary artists draw inspiration from various cultural practices of the African diaspora and contribute to a redefinition of performance. Finally, apart from assessing the aesthetic leanings of these performances, this course will examine the political motivations that have often hinged black performance and other cultural practices. Is there value in being seen during these performances, since many of them were presented in the public sphere? Have these performances been successful in attaining their political goals?

FTT 43101. Telling About Society: Media, Representation, and the Sociology of Knowledge

(3 -0- 3) McDonnell

How do we see the world? How do these modes of representation determine our social reality? How can we use media to create social change? This rigorous seminar interrogates the lenses through which we see, and more importantly make, our world. We open with an interrogation of theories of media, representation, and the sociology of knowledge so as to develop a critical eye towards how these lenses shape our everyday reality. From there we discuss particular modes of representation: photography, ethnography, statistics, journalism, maps, and more. We consider the inherent biases within these ways of seeing, and debate the appropriate uses of these technologies. From this starting point, the course turns its eye to particular historical periods and phenomena: the Great Depression, Vietnam War, the era of HIV/AIDS, and the growing surveillance society. We compare across different media representations of each event to evaluate how different media tell very different kinds of stories about that moment. Ultimately, this class presses students to consider the capacities of these media for encouraging mobilization and change—to redesign the world. To work through these issues, students will engage in fieldwork on a local topic of their choosing. Their final project will consider how different media have shaped our knowledge of a local issue, and in response students will create a final multimedia campaign designed to alter people's "ways of seeing" that topic. In this project, students will persuade their audience using a variety of "lenses" to make their case: from ethnography to documentary film to radio journalism to new media and more.

FTT 43102. Art in Everyday Life

(3 -0- 3) McDonnell

When discussing “art,” most people think of paintings housed in museums, winners of the Booker Prize, or Russian ballet. This rigorous, hands-on seminar is less interested in the so-called fine arts. We will bend, stretch, and stress our definitions of art by considering the aesthetics of our daily lives and the urban streetscapes around us. What are the politics of producing public sculpture and graffiti? How do we judge the power of protest posters? What ideologies underlie the practices of advertising? This seminar addresses a variety of perspectives on visual culture, from critical theory to contemporary cultural sociology. We will consider the autonomy and politics of art, examine the distinctions between high and popular culture, and consider what is at stake in the production and interpretation of these images. From there, we use these theories as a framework to examine a number of pieces of pop culture, and not-so-popular culture.

FTT 43601. Issues in Film and Media

(3 -0- 3)

Prerequisite: FTT 30101 or FTT 30102*Corequisite:* FTT 41601

The purpose of this capstone course is to provide students concentrating in film and media with a senior seminar in which they may participate in some of the current critical debates in advanced film, television, and new media studies, through class discussion and in individual projects. The topics vary each semester, but might include the role of government control of and social influence on the media, the effects of new global markets, concerns about representing race and gender, and new critical and aesthetic approaches. The course will be formatted as the kind of seminar that one might encounter in a graduate program, with students sitting around a table giving oral presentations based on readings and screenings. The class will meet in one 150-minute session, with a short mid-session break. There will be guest faculty visiting the class. Each student will write a 15–20 page term paper that will be developed over the semester in close consultation with the instructor. Lab attendance at screenings is required.

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*.

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 43607. Honors Seminar: Film, Television, and Theatre Now

(3 -0- 3) Becker

This course’s primary aim is to teach honors students research methods, project development, presentation skills, and advanced writing techniques. However, the broad topic through which we will steer those efforts is “film, television, and theatre now,” meaning we will analyze what is currently happening in these three areas of art and entertainment. Each week will have a pre-set general topic (such as economics, aesthetics, marketing, ideology, authorship, etc.), but the case study focus for the week will be chosen based on current events in film, TV, and theatre at the given moment. As a result, you should be aware that this class requires great flexibility on the students’ part, as some readings will be assigned on short notice, certain class session topics will be chosen and directed by students, and there will be required outside-class attendance at occasional screenings, plays, and talks. The assignments for the course will include short essays, a presentation, a research paper, and assorted in-class writing and discussion exercises.

FTT 45999. FTT Internship

(1 -1- 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, mid-semester progress report and a final evaluation paper. NOTE: This course does not count as an upper level course toward the FTT major.

FTT 46000. Acting Pedagogy and Practice

(V -V- V)

This course introduces the advanced acting student to various methods of acting training. In addition to directed readings, the student serves as the teaching assistant for Acting: Process or Acting: Character under the supervision of the instructor. The student is expected to attend all class meetings and supervise weekly rehearsals outside of class.

FTT 46600. Thesis/Undergraduate Research

(V -0- V)

Research for the advanced student. Taken S/U only.

FTT 47001. Practicum

(V -0- 1)

Corequisite: FTT 30805

Individual practical projects for the advanced student. May be repeated up to six hours of credit. Taken S/U only.

FTT 47600. Notre Dame 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 <http://ftt.nd.edu/> or by visiting the FTT departmental office.

FTT 47700. Honors Special Studies

(V -V- V)

For FTT Honors students thesis research. By permission and application only.

FTT 50000. How to Teach Film Across the Humanities

(V -V- V) Collins

This summer course is intended for Notre Dame faculty and graduate students who would like to incorporate films into their courses but have hesitated to do so because they have had little or no formal training in film studies. I have designed a week-long intensive course that will solve that problem by exposing seminar participants to the different pedagogical strategies they might use to incorporate films in their courses. We will begin with a crash-course in close visual analysis because I think that's the chief source of anxiety. So I've got this image up on the wall, what do I do with it? How do I get my students to be analytical about those images? Then we'll explore the various ways that really productive interdisciplinary study can be achieved through film analysis. How can we use films effectively to pursue aesthetic, political, philosophical, or theological issues? Most importantly, how can we talk about film as a "way of knowing" in what are increasingly visual cultures? During each morning session, I'll introduce a variety of approaches through lecture, scene analysis, and short selected readings. We'll have a screening each day, right after lunch, and then we'll discuss pragmatic utilization of those methods in our afternoon discussions of the film, focusing on specific applications in courses now being taught or in the process of being developed. Screenings and discussions in the Browning Cinema in the Performing Arts Center.

FTT 50505. Introduction to Film and Television Production

(3 -0- 3) Mandell

An introductory course in the fundamentals of writing, shooting, editing, and lighting for narrative film and video productions. This is a summer hands-on course emphasizing creativity, aesthetic, and technical expertise. Students learn the many aspects of filmmaking while making short films of their own using the new facilities in the Marie P. DeBartolo Performing Arts Center. Requirements: Three short digital video assignments, selected readings, and a final exam.

FTT 50530. Contemporary Hollywood

(3 -0- 3)

This course concentrates on the most important developments in American cinema and culture since the 1960s. Beginning with the collapse of the classic studio system at the end of the 1950s, this course explores the profound changes that the film industry has undergone over the decades, and investigates the major aesthetic developments that occurred in film and other media during the same period—pop art, metafiction, and postmodernism.

FTT 50591. Entertainment and Arts Law

(3 -0- 3) Wilson

One of the largest industries in the United States, the entertainment business is heavily intertwined with the law. From contracts to First Amendment issues, from rights of publicity to copyright and trademark issues, both talent and management need to have a working awareness of the legal issues that affect the industry. In this course we will examine these problems in depth using real cases involving well-known (and, in some instances, some not-so-well-known) people, including Aerosmith, Woody Allen, Shirley MacLaine, and Jim Croce, just to name a few. No prior study of the law is required.

FTT 53601. Methods and Issues in Screen Cultures

(3 -0- 3)

This course is a rigorous overview of key texts and methods in film and media theory, history and historiography. It includes an introduction to archival research in media. Students should plan to visit the Chicago Film Seminar at least once during the semester.

FTT 57601. Special Studies

(V -0- V)

Permission required. This course gives a student the opportunity to work with a faculty member.

Gender Studies

GSC 10001. Introduction to Gender Studies

(3 -0- 3)

This course provides students with an introduction to the field of gender studies as practiced across a range of disciplines and in relation to various kinds of texts, issues, and contexts. Students will explore issues in gender studies related to concepts of femininity, masculinity, heterosexuality, homosexuality, sexuality, identity, and more. Students will consider the ways in which gender identities and roles are produced and performed, and the ways that ideology and representation shape our understanding of gender. The course will take up debates and discourses around gender from anthropology, film and visual culture, history, sociology, literature, political science, philosophy, theology, and other areas of study, thus providing students with an introduction to those fields as well as gender studies. Theories, criticism, films, literature, art, and everyday life will be analyzed through a perspective informed by gender. Gender will be analyzed in contexts that bring out debates and differences related to race, national identity, globalization, and historical and ideological shifts. Thus, rather than assume that masculinity or femininity or queer or straight or transgender are stable or static concepts, we will attempt to unpack and explore their changing meanings.

GSC 20001. Introduction to Gender Studies

(3 -0- 3)

Corequisite: GSC 27999

This course provides students with an introduction to the field of gender studies as practiced across a range of disciplines and in relation to various kinds of texts, issues, and contexts. Students will explore issues in gender studies related to concepts of femininity, masculinity, heterosexuality, homosexuality, sexuality, identity, and more. Students will consider the ways in which gender identities and roles are produced and performed, and the ways that ideology and representation shape our understanding of gender. The course will take up debates and discourses around gender from anthropology, film and visual culture, history, sociology, literature, political science, philosophy, theology, and other areas of study, thus providing students with an introduction to those fields as well as gender studies. Theories, criticism, films, literature, art, and everyday life will be analyzed through a perspective informed by gender. Gender will be analyzed in contexts that bring out debates and differences related to race, national identity, globalization, and historical and ideological shifts. Thus, rather than assume that masculinity or femininity or queer or straight or transgender are stable or static concepts, we will attempt to unpack and explore their changing meanings.

GSC 20221. Gender Roles and Violence in Society

(3 -0- 3)

Corequisite: GSC 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.

GSC 20466. Marriage and the Family

(3 -0- 3)

Corequisite: GSC 27999

The family is the most fundamental institution of all known societies, and the study of families is a core area of sociological inquiry. The word “family” is one that is pervasive in society, but it can have multiple meanings in various contexts, and it is a more difficult concept to define than we may initially think. What “family” means changes over time and varies across cultures, and there is much continual debate about what a family should be. By the end of this course, you should have a much broader understanding of what a “family” is and the significance of families for our society. It is within the family that socialization occurs

and the family is the site where we derive many of our personal experiences, which may give the impression that “family” is very personal. Yet, the institution of the family is fundamentally intertwined with larger institutions such as the economy, the workplace, and the state. Additionally, families can both reflect and reinforce societal inequities, such as those based on class, race, and gender. We therefore assess these linkages by taking a sociological approach to studying the family.

GSC 20503. Autobiography and Subjectivity

(3 -0- 3)

Corequisite: GSC 27999

Life-writing is a capacious term that can be used to describe a variety of private and public statements about the self. Some of these are easily recognizable as artistic representations of subjectivity (for example, memoirs, diaries, letters, self-portraits) and some less so (for example, legal testimony, graphic novels, blogs, even medical forms have been read as part of the complex project of articulating subjectivity). This course will attend to a wide variety of forms of life-writing in order to trace shifting notions of what counts as a self and track the complex project of defining and representing subjectivity. A broad range of critical approaches to subjectivity and definitions of the autobiographical project will assist us as we attempt to map changing notions of the self. Many, but not all, of our primary materials will be drawn from the twentieth century, some from the current decade: texts may include selections of writings by Wordsworth and Rousseau, Art Spiegelman’s graphic novel *Maus*, Harriet Jacobs’ *Incidents in the Life of a Slave Girl*, Virginia Woolf’s *Sketch of the Past*, Maxine Hong Kingston’s *The Woman Warrior*, selections from Samuel Delany’s *The Motion of Light in Water*, Alison Bechdel’s *Fun Home*, photography by Cindy Sherman, Jo Spence and others, self-portraits by Frieda Kahlo, considerations of Web projects, My Space sites, political and legal testimony or “witnessing,” and other examples of autobiography “at work” will also be considered. Requirements: participation, short commentaries, and three essays: two around 5 pages, and one of eight- to ten-pages.

GSC 20505. Seduction and the 1790s Novel

(3 -0- 3)

Corequisite: GSC 27999

Attacked by Christian moralists and radical feminists alike, the re-emergence of the coquette and the aristocratic libertine rapist in the radical novel of the 1790s exposes a number of important gender and political preoccupations of the late eighteenth century. We will look at the role seduction plays in what has been called the “sex panic” of the 1790s, and at what the seduction narrative reveals about gender and agency, in the context of the moral and legal debates on seduction and sexual violence. A key strand focuses on how concepts of male and female gender identity impact on the perception and representation of seduction and rape (explored through the influence of Samuel Richardson’s *Clarissa* on the writers of the period). The course places legal cases, conduct manuals, newspapers, and moral and religious tracts alongside fiction of the 1790s, and takes as its focus novels that have only recently been republished, and which push the boundaries of our understanding of gender, class, and sexualities.

GSC 20506. Anthropology of Gender

(3 -0- 3)

Corequisite: GSC 27999

Gender is a fundamental organizing principle in societies through time and across space. Gender is a cultural construction that is grounded in perceived biological differences. Gender shapes what it means to be masculine and feminine; how economic resources and social power are distributed; and how marriage, kinship and reproduction are understood, among many other things. Are there gender universals? What role do politics and economic systems play in the determinations of gender? We will use interdisciplinary examples from economics, political science, anthropology, psychology, art, architecture, and history to explore the various ways in which gender defines differences, organizes societies, and shapes human experiences.

GSC 20507. Social Inequality: Social Construction of Difference and Inequality

(3 -0- 3)

Corequisite: GSC 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. Further, 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 these taken-for-granted beliefs about race and ethnicity, social class, sex and gender, and sexuality by learning more about both structural causes and individual experiences of inequality. This class embraces the idea social construction—that our subjective reality, which we gain through interaction, is as, if not more, important than objective fact—because situations perceived to be true will be true in their consequences. We will discuss how “constructed” categories of difference (racial and ethnic groups, social classes, women and men, and so forth) are given significant meaning and how this process subsequently results in “real” differences in experiences, expectations, and achievements between groups and individuals.

GSC 20508. Beauty, Disability and the Novel

(3 -0- 3)

Corequisite: GSC 27999

The archetypal hero is handsome and the archetypal heroine is beautiful. This course examines the ways in which the novel of the eighteenth and nineteenth centuries attempts to challenge to the beauty myth. We will cover topics such as the value of beauty in the bourgeois marriage market, sighted culture, the association of deformity with evil, stigma and punishment, and the feminist social gains associated with female plainness. The course will introduce students to disability studies approaches to reading and will focus on concepts of bodily identity, impairment, stigma, monstrosity, marginalization, beauty, deviance, and difference. The main texts will be: Henry Fielding, *Amelia* (1751), Frances Burney, *Camilla* (1796), Mary Shelley, *Frankenstein* (1818), William Earle, *Obi; or The History of Three-Fingered Jack* (1800), Anne Plumptre, *Something New* (1801), Jane Austen, *Persuasion* (1818), and Charlotte Brontë, *Jane Eyre* (1847).

GSC 20509. Miranda’s Meaning/Sycorax’s Speech: Caribbean Women Writers

(3 -0- 3)

Corequisite: GSC 27999

The Caribbean has fascinated Europe since Columbus’s 15th century voyages, rapidly inspiring the Shakespearean figures of Caliban, Prospero, and Miranda. In the 20th century, Caribbean (male) intellectuals appropriated these tropes, figuring themselves as Caliban to Europe’s Prospero. This new configuration of power, however, still silenced Miranda, an exclusion that Caribbean women have sought to rectify for the past four decades. This course will begin with two plays written by men in order to contextualize the trope of Caliban and Miranda, illustrating the ways in which the Caribbean has figured in Western imaginations since its “discovery”; it will then focus on the development of women’s voices in their attempts to define and describe their unique concerns. Novels have been chosen to represent the diversity of authors at work in this region; as such, they come from six different islands (plus the U.S. and France) with varied cultures and traditions, representing three of the dominant linguistic traditions (English, French, and Spanish) in the Caribbean. Readings are grouped thematically, exploring themes such as colonization, madness, childhood, memory, and subjugation (also touching on family relationships, love, and sexuality), with the objective of arriving at a fundamental, but necessarily incomplete, understanding of this complex region and its concerns as expressed in its radical rereading of Western culture. As early as our reading of Sylvia Wynter’s essay “Beyond Miranda’s Meanings: Un/silencing the ‘Demonic Ground’ of Caliban’s ‘Woman,’” we will begin to see why the course title is necessarily problematic and to explore the various restrictions of women’s voices in the Caribbean and the implications of overcoming them.

GSC 20510. Women, Gender and Theology

(3 -0- 3)

Corequisite: GSC 27999

This course is an introduction to Christian attitudes toward women and reflections on gender throughout the Christian tradition.

GSC 20511. Latina Theatre

(3 -0- 3)

Corequisite: GSC 27999

Latina/o theatre continues to expand throughout the U.S. theatre world since its rise to prominence in the 1970s. A significant aspect of this growth includes an increasing number of plays written by Latinas. This course is designed to introduce students to theatrical texts by U.S. Latina playwrights. Many of these playwrights hail from multi-cultural backgrounds and within their plays, engage equally with a variety of cultural complexities that complicate definitions of Latina/o culture and identity. Starting with works by the Obie-Award winning playwright, Maria Irene Fornes, this course will examine the trajectory of U.S. Latina theatre from the late 20th century to the present. Playwrights explored in this course also include Quiara Alegria Hudes, Cusi Cram, Elaine Romero, Caridad Svich and Karen Zacarias.

GSC 20530. Art, Vision, and Difference

(3 -0- 3)

Corequisite: GSC 27999

Art and visual culture have shaped our conceptions of ourselves and others. In this course, we will explore the role played by art objects like painting, sculpture, photography, craft, film and video in informing our (often implicit) assumptions regarding such concepts as femininity and masculinity. We will ask how art contributes to, reflects, or affirms specific gendered stereotypes of places, roles, and values. Some topics we will discuss include the body and standards of beauty; the role of the sex of the artistic maker; the hierarchy of the arts; art’s relationship to domesticity and public spaces; and the potential for art to challenge assumptions and accepted norms. This course will not be a survey, but will instead be based on close examination of specific works and writings that have been especially significant in defining aesthetic concerns relating to such ideas and values. No prior art history knowledge is required; assignments will include a midterm, a non-cumulative exam, and a short writing assignment.

GSC 20552. Introduction to British Children’s Literature

(3 -0- 3)

Corequisite: GSC 27999

This course will take a whirlwind tour of British Children’s Literature from the early educational pamphlets published for children in the 18th century to the global phenomenon of J.K. Rowling’s *Harry Potter*. It is easy to dismiss children’s literature as simple, innocent material calculated to appeal to simple, innocent minds—but in this class will consider the possibility that these texts are highly responsive to the political and social environments in which they were created. As we tease out different developments in children’s literature historically, we will be taking into consideration the fundamental underlying importance of race and colonialism (how do famously racist texts like *Little Black Sambo* and *ABCs for Baby Patriots* give way to texts that much more racially diverse sense of “British” identity), gender (why are little boys and little girls encouraged to read different stories? is there such a thing as a gender-neutral text?), and economics (who can afford to buy children’s books? and who gets paid to write them?). Some of our most powerful memories are associated with children’s literature; it clearly has a lasting impact on adult consciousness. What will we see when we return to familiar texts with more careful, adult consideration?

GSC 27999. Gender Studies Pre-Registration Approval

(0 -0- 0)

This course is used as a co-requisite for administrative purposes so that students in the Gender Studies program will be able to web register for other GSC courses.

GSC 30177. Men in America, Women in America

(3 -0- 3)

Corequisite: GSC 27999

The words “men” and “women,” and the concepts and formations they seek to describe, have meant very different things in different places and times. This course explores the changing ways that “men” and “women” have been defined and understood in the United States since the seventeenth century, with particular attention to how these categories have been shaped by race, class, sexuality, nation, and empire. We will ask how racialized and classed formations such as marriage, family, justice, and fraternity have influenced how we understand both “men”/“women” and the U.S. nation-state. This class is not a broad survey of all men and all women throughout all time. Rather, we’ll perform close readings of a handful of sites that offer especially provocative or productive insights into how gender categories like “men” and “women” are defined and re-defined in particular historical contexts. Evaluation will be based on reading journals, a midterm exam, and a final project.

GSC 30178. American Marriage

(3 -0- 3)

Corequisite: GSC 27999

Although we often think of marriage as a “natural” or timeless institution, the social, political, and economic meanings of marriage in the U.S. have actually changed dramatically and often over the last two centuries, and varied across America’s diverse social and geographic spaces. This course explores those changes and differences, asking what role marriage has played in the definition and re-definition of formations such as citizenship, capitalism, gender, race, and family in the U.S. As we chart the history of marriage as an American institution, we’ll focus in particular on protest movements since the 19th century that have questioned or challenged the politics of marriage, including abolitionist, anarchist, feminist, Marxist, civil rights, and queer political thought and activism. Evaluation will be based on participation, online reading journals, in-class presentations, and a final project.

GSC 30224. Today’s Gender Roles

(3 -0- 3)

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 30255. Men and Women in Modern Japanese Literature

(3 -0- 3)

Corequisite: GSC 27999

In 20th century Japan, as old roles such as samurai and geisha waned, both men and women had to re-define 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.

GSC 30309. Working in America since 1945

(3 -0- 3)

Corequisite: GSC 27999

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe’s unequaled economic and political

power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families—and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican-Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace—an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked?

GSC 30310. American “Chicks” in a Global World: The Politics of Postfeminist Culture

(3 -0- 3)

Corequisite: GSC 27999

Since the mid 1990s, a new wave of American popular culture has featured (and been marketed toward) the figure of the “chick”: a single woman in her twenties or thirties who finds individual empowerment, sexual agency, and self esteem as she navigates the muddy waters of careers, relationships, and shopping. Most academic readings of this cultural explosion have understood it as a symptom of *postfeminism*: the myth that the political goals of American feminism have been accomplished, and that women in the U.S. can now seize freedom by making empowered choices at work, at home, and at the mall. Our study of “chick” culture will use this academic literature on postfeminism as a starting place. We will then expand existing critiques of postfeminist culture by putting them in conversation with critical race and transnational feminist scholarship, in order to critically read various examples of postfeminist popular culture. We will assess how these examples—including film (chick flicks), literature (chick lit), video games (action chicks), and music (rock chicks), as well as television, video, and internet texts—define “Americanness” in relation to social and political formations such as gender, generation, race, sexuality, globalization, and political economy.

GSC 30311. Arab Women Writers

(3 -0- 3)

Corequisite: GSC 27999

This course explores literary works by modern Arab women that remain largely unknown in the West. While the focus is on a close reading of original writings—mostly in Arabic, some in French—in various genres of non-fiction (memoir, autobiography) and fiction (poetry, short story, novel), we will also read scholarly secondary literature for contextualization and theoretical discourse. We deal with themes such as religion and gender roles, the conflict between tradition and modernity, colonialism and Arab nationalism, war and violence, love and sexuality. Readings include writings by the pioneers (Nazika al-Mala’ika, Huda Sha’rawi), leading feminists (Nawal El Saadawi, Fatima Mernissi, Leila Ahmed), and prominent authors (Hanan al-Shaykh, Layla Ba’labakki, Assia Djebar). The course includes screenings of several films by Arab women filmmakers. All readings are in English translation. No knowledge of Arabic is required.

GSC 30425. Love, Death, and Exile in Arabic Literature and Cinema

(3 -0- 3)

Corequisite: GSC 27999

This course explores literary and artistic presentation of the themes “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.

GSC 30516. Gender and Science

(3 -0- 3)

Corequisite: GSC 27999

Thanks to former Harvard University President Lawrence Summers and his suggestion, back in 2005, that women are neither motivated enough nor smart enough to succeed in science (at least not as motivated and smart as men), widespread attention has again been directed to the “gender gap” in science. But the full story has yet to be told. In this course we shall try to uncover at least key elements of that story, especially the key factors, past and present, that have kept the female/male success gap in science in place. We shall concentrate, however, on the importance of closing that gap: the significant difference it has made to both scientific knowledge and the society shaped by that knowledge when the gap has been narrowed. In the process we shall find reason to challenge the prevailing house philosophy in both science and philosophy of science, the one that assumes that such differences as gender have no bearing on the production of scientific knowledge.

GSC 30524. Women and Documentary

(3 -0- 3)

Corequisite: GSC 31524 or GSC 27999

Women shoot film! Women direct! Women run sound! They ask questions! Hard ones! When only 6% of Hollywood fiction films were directed by women in 2007, how is it that the number of documentaries crafted by women was estimated to be as high as 50% that same year? In this course we will explore some of the most potent, groundbreaking, funny, inspiring and thought-provoking American and international documentaries made by women. We will learn why the form has routinely attracted female filmmakers, what advantages they bring to the genre, and why the documentary film industry has welcomed women in all roles. Social justice, autobiographical, *cinéma-vérité* and traditional forms will be featured, including works by Barbara Kopple, Sadie Benning, Pirjo Honkasalo, Emiko Omori, Agnes Varda and Jill Godmilow. Academy Award winners, to a girl with a toy camera—you’ll find them all in this course.

GSC 30525. Rebel Youth in Latino/a America

(3 -0- 3)

Corequisite: GSC 27999

This course will explore the history of youth and youth movements of Latino descent in the United States during the 20th century with particular emphasis on the historical evolution of two representative communities: Mexican Americans in the South West and Puerto Ricans in New York. How was youth discovered and defined as an age group in these two “communities?” More specifically, what did it mean to be a “pelona” or a “flapper” of Mexican descent during the roaring 1920s, a “pachuco” in East Los Angeles during WWII, a “rebel without a cause” of Puerto Rican descent in postwar New York, a young Chicano/a or a young Mexican American during the 1960s and 1970s, a young Nuyorican or a member of the Young Lords Movement in Spanish Harlem in the same turbulent period, a so-called “cholo” in the streets of San Antonio and Los Angeles during the 1980s, or a Latino/a hip-hop artist in the Bronx and Miami during the 1990s? Did young people construct these identities and/or labels different in any way or fashion, as the media, the state, the conservative right, the left, or the cultural industry? Moreover, what were some of the social and political consequences that negative as

well as positive perceptions of Latino/a youth had on mainstream America? Finally, how did young people of Latin American descent organize politically to challenge “labels” imposed on them from above, shape their respective identities from below, and improve their local communities? Were they successful in achieving their goals; if so, how?

GSC 30526. Military Regimes and “Dirty Wars” in Latin America

(3 -0- 3)

Corequisite: GSC 27999

Between 1964 and 1990 most South American countries lived under dictatorial military regimes. In this period of extreme political radicalization, these societies were divided alongside contending visions of their national states. Under the premise that they were assuming office in order to save their nations, the South American military established regimes characterized by widespread repression, human rights violations and impunity. Violence, however, was resisted by different sections of society and a particular type of motherhood—embodied by the women who looked for their missing children—acquired subversive connotations in countries like Argentina and Peru. In this course we will seek to understand why military institutions played such a prominent role in the region in the twentieth century, how their doctrines of national security and U.S. assistance enabled them to assume power, and the mechanisms that the military used in order to establish cultures of fear and death in their countries. We will also focus on the responses by individuals and organized civil society to state repression and violence. Although the course keeps a regional approach, it pays particular attention to three countries: Chile, Argentina, and Peru. What were the similarities and differences among the “dirty wars” occurred in these countries? How did the categories of class, gender and race interplay in the implementation of military and insurgent violence? What memories about repression were crafted in these countries? How did successor regimes make a break with the past, establish a new set of social norms, and work toward the administration of justice, redress and reconciliation? We will approach to this subject by using a variety of primary and secondary sources, fiction and documentary films, as well as elements of pop culture. We aim to see how these lengthy military and authoritarian interventions have shaped present-day societies in South America, and what mechanisms Chile, Argentina and Peru have established to deal with the legacies from their troubled pasts.

GSC 30527. Gender and the American Empire

(3 -0- 3)

Corequisite: GSC 27999

Since the earliest days of contact and conquest, imperial relationships have been central to the changing definitions of gender in America. At the same time, the project of U.S. empire has been a gendered one, carried out in the name of categories like “manliness,” “true womanhood,” and “women’s rights.” This course investigates the historical and ongoing connections between gender and empire in American culture, asking how formations such as missionary movements, feminist activism, Hollywood film, and tourist industries have continually re-produced the political and cultural meanings of both empire and gender. As we investigate how cultural production has been a vital part of transmitting and re-imagining gender and empire, we’ll analyze early American literature and art, as well as more contemporary texts like *Rambo*, *Harold and Kumar*, and *Sex in the City*. Evaluation will be based on reading journals, in-class presentations, a midterm exam, and a final project.

GSC 30528. Art, Feminism and Gender since 1960

(3 -0- 3)

Corequisite: GSC 27999

This course considers issues in contemporary art since the feminist movement took hold in the 1960s and 1970s. In looking at artworks and ideas that precipitated the rise and followed in the wake of feminist art, we will consider such questions as whether or not there is such a thing as “women’s art,” what has constituted an art of resistance; and how art has aided in the renegotiation of questions regarding gender and identity. We will examine theoretical issues concerning the roles that media and spaces have played in the constitution and reconstitution of these

concepts, as well as the roles of cultural institutions, film, and advertising. Case studies will focus on women artists, including Martha Rosler, Cindy Sherman, Adrian Piper, Mona Hatoum, Rachel Whiteread, Zoe Leonard, and Doris Salcedo.

GSC 30529. The Movie Musical

(3 -0- 3)

Corequisite: GSC 27999 or GSC 31529

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.

GSC 30530. Men, Women and Work in America

(3 -0- 3)

Corequisite: GSC 27999

From the current fixation on TV “housewives” to political battles over workers' rights, ideas about gender and work surround us. This course focuses on work as a framework for understanding American culture. The gender division of labor has never been static, and we will examine the process whereby the same jobs get characterized at different times as masculine or feminine, just as work categories were alternately identified as appropriate to whites versus non-white, free versus enslaved, and paid versus “stay-at-home.” This course has a strong “learning beyond the classroom” component. There will be opportunities throughout the semester for experiential and community-based learning experiences, for example through activities at the Center for the Homeless and interactions with pioneer sportswomen.

GSC 30531. Global Activism

(3 -0- 3)

Corequisite: GSC 27999

Take action now! This course is about transnational networking, organizing, and campaigning for social change, with equal attention for conceptual and substantive issues. Conceptual issues include framing, strategies, tactics, and actors. The issue areas examined are labor, human rights, women's rights, the environment, peace and disarmament, and anti-globalization. The course zooms in on specific campaigns like global warming, violence against women, and ban-the-bomb. Counter-campaigns are also reviewed and readings on any given issue or campaign always include a critical or dissident voice.

GSC 30532. Working to Eat: A Labor History of American Food

(3 -0- 3)

Corequisite: GSC 27999

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the drive-through window, and everywhere Americans have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries.

GSC 30533. Literacies: Education, Schooling and Power

(3 -0- 3)

Corequisite: GSC 27999

Literacy matters for schooling. Actually, literacies matter. The ability to code switch within and to a given literacy that's been granted “most-favored-nation” status for political reasons is a valuable skill for students today. When it comes to schooling, socioeconomic background, gender, sexuality, racial identity, ethnicity

and country of origin (among any number of other social identities given short shrift here as in society at large) all bear significant influence on the literacies a student brings to the classroom. These literacies, in turn, have great influence on student motivation, persistence and achievement. This course will engage students in a conversation about the role that literacies play in (de)limiting possibilities for students in the American educational system. In the process we'll look at the concept of “literacy” as a fraught political vehicle used as a tool to communicate myriad—and often troubling—messages.

GSC 30534. Race, Ethnicity and Indigeneity in Latin America

(3 -0- 3)

Corequisite: GSC 27999

This seminar examines the historical production of “race,” ethnicity, and indigeneity in the Latin American context. We will begin with the creation of “Indians” by European colonists, who attempted to erase social differentiation in the peoples they conquered but then had to deal with the consequences of early forms of resistance and solidarity. We will then investigate the degree to which “race” and “ethnicity” were important concepts to non-Europeans in the colonial context, and the beginnings of scientific racism in the Americas. Slavery, especially in Brazil and the Caribbean, obviously added another dimension to social differentiation and the development of racial thinking, which we will investigate. The second half of the course will address contemporary issues that stem from these colonial concerns: nationalism, the romantic invocation of the indigenous past, cultural practices, land rights, political representation, and racism.

GSC 30535. Transatlantic Odysseys/Postcolonial Masculinities: Reading Joyce and Walcott

(3 -0- 3)

Corequisite: GSC 27999

This course begins with the premise that the twentieth-century situations of Ireland and the Caribbean bore more than a passing resemblance to each other. In a 1979 interview, Derek Walcott (the first Caribbean writer to be awarded the Nobel Prize for Literature) claimed affinity with Irish writers on the grounds of a shared colonial background: “I've always found some kind of intimacy with the Irish poets because one realised that they were also colonials with the same kind of problem that existed in the Caribbean—Now, with all of that, to have those astounding achievements of genius, whether by Joyce, or Yeats, or Beckett, illustrated that one could come out of a depressed, deprived, oppressed situation, and be defiant and creative at the same time.” To explore this assertion, we will read selected writings of James Joyce (Irish novelist, short story writer, and essayist) and Derek Walcott (St. Lucian poet, playwright, and essayist). This comparative reading will highlight their common themes of ethnicity, postcolonial constructions of masculinity, cultural chauvinism, and political inequality. Both work within and against the traditional Western canon, and so our primary focus on their epics, *Ulysses* and *Omeros* (we will read selections from each), will consider the ways that Joyce and Walcott are writing back to the imperial center/rewriting the imperial canon, employing its literary techniques and traditions in their works. Both writers thematically investigate the dichotomy between colonizer and colonized, the interplay between their own culture and Western civilization writ large, and the influence of island geography on their societies. Their writing exposes the lasting wounds—personal, cultural, and political—inflicted by British colonialism in their native lands and the ways that anxieties of masculinity were exacerbated by and contributed to this domination. Our readings of Joyce's and Walcott's texts will be guided throughout by the theoretical lens of masculinity studies. This course is open to students interested in exploring the ways that masculinity studies serves as a useful lens for reading Joyce and Walcott and for analyzing the political and cultural ties between their homes (as well as their problematic relationships to those homes); no prior knowledge is assumed.

GSC 30536. Schooling Masculinities

(3 -0- 3)

Corequisite: GSC 27999

This course will examine the ways in which schooling and education come to de/reform American concepts of masculinities. Along the way we will leverage queer,

feminist and poststructural theories in developing complex understandings about the historical formation of genders and sexualities in schools through curriculum, architecture and sports. We will encounter some version of the following questions (among many others) together: What do portrayals of schooling in the media (think *Glee* or *Awkward!*) do in terms of shaping gendered and masculine expectations? What might the shape and design of a school building and its subsequent grounds say about sexual priorities and surveillance? How do we “teach” gender through the null, hidden, and intended curriculum enacted nationwide?

GSC 30537. Fashioning American Identities

(3 -0- 3)

Corequisite: GSC 27999

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.

GSC 30569. Post-Soviet Russian Cinema

(3 -0- 3)

Corequisite: GSC 27999

Freed from the constraints of Soviet-era censorship, between 1990 and 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. Short readings supplement the film component of the course. Films will be available on reserve and via streaming video.

GSC 30578. Survey in French Literature II (Taught in French)

(3 -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 30582. Laboring Women in Early America

(3 -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 and girls' labors both inside and outside of the home. We will consider work that was skilled or unskilled, free or enslaved, and paid or unpaid, and how changing definitions of “women's work” helped to shape boundaries of race and class. Servants were restricted from marrying and procreating while the value of enslaved women resided in both their work and their reproductive potential. Hence this course will also consider the dual facets of women's labor in work and their laboring in childbirth.

GSC 30624. U.S. Sex, Sexuality and Gender To 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 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.

GSC 30625. U.S. Sex, Sexuality and Gender from 1880

(3 -0- 3)

Corequisite: GSC 27999

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 twentieth-century movements for and against birth control and legal abortion; and the late-twentieth-century politicization of sexual issues.

GSC 30672. What is Friendship? Questions and Answers, Old and New

(3 -0- 3)

Corequisite: GSC 27999

The question in this course's title “What is Friendship”—sounds like a no-brainer. Friendship is such a common and ordinary part of human experience: how can anyone be in any doubt about what it is? Yet some of the great minds in the western philosophical tradition have thought long and hard about friendship—its distinctive nature; its real meaning. For that reason, we examine the writings of Plato, Aristotle, Cicero, Michel de Montaigne, Mary Wollstonecraft, Ralph Waldo Emerson and Friedrich Nietzsche, among others, on friendship. Along with critically examining what such thinkers say about friendship, we will ask whether we have anything to learn from them about our own lives and relationships. Participants in this course will raise and try to answer a number of questions about friendship, such as: Can I be friends with family members? Does the nature of friendship differ by gender? Is friendship an appropriate and viable model for marriage? Can friendship provide a model for political relations? We will also consider the representation of friendship in popular culture. And we will, of course, reflect on the meaning of friendship in the age of social networking sites such as Facebook.

GSC 31524. Women and Documentary Lab

(0 -0- 0)

Corequisite: GSC 30524

Certain films will be viewed for further discussion in class.

GSC 31529. The Movie Musical Lab

(0 -0- 0)

Corequisite: GSC 30529

Lab corequisite to accompany GSC 30529 The Movie Musical course.

GSC 31654. Cruel Stories of Youth: Children and Teens in Japanese Cinema lab

(0 -0- 0)

Corequisite: GSC 33654

Corequisite discussion lab for 33314 Cruel Stories of Youth.

GSC 33653. Can Latin American Social Inequality Be Tamed?

(3 -0- 3)

Corequisite: GSC 27999

Scholarly interest in Latin American welfare regimes has grown significantly in recent years. By addressing the most unequal region in the planet, experts grapple with the complex and dynamic relationship between social policies and structures as played out through families and labor markets. We will concern ourselves with novel research addressing gender relations as organizational pillars of welfare

regimes and engage in South-South comparisons as we look beyond the largest and most studied Latin American countries (e.g., Argentina and Chile). Drawing from the work of leading scholars in the area, we will examine theories, methods, findings and policy implications of contemporary research as we struggle to understand one of the world's most daunting ethical and political questions: "can social inequality be tamed?"

GSC 33654. Cruel Stories of Youth: Children and Teens in Japanese Cinema

(3 -0- 3)

Corequisite: GSC 27999, GSC 31654

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.

GSC 35000. Internship

(3 -0- 3)

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose an organization or business in the South Bend area for which they serve as a non-paid intern, performing 6–8 hours of internship service per week for their chosen internship site. 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 serves an elective in either the Gender Studies supplementary major or the Gender Studies minor.

GSC 35500. Anthropology of Everyday Life

(3 -0- 3)

Corequisite: GSC 27999

Have you ever pondered how people live(d) in a world without television, YouTube, iPhones, Lady GaGa, and cellphones? Why have bellbottoms come and gone twice in the last 50 years? Will we be forced to relive the fashion mistakes of the 1980s? What new stuff will people invent and sell next? In asking and answering these questions, we must focus on one underlying query: What does our stuff really say about who we are and who we want to be? This course combines lectures, discussions, and interactive small group activities to explore the nature and breadth of peoples' relationships with their things. We will investigate why and how people make and use different types of objects, and how the use of these material goods resonates with peoples' identities in the deep past, recent history, and today. Since everyone in the class will already be an expert user and consumer of things, we will consider how people today use material objects to assert, remake, reclaim, and create identities, and compare today's practices to those of people who lived long ago. Class members will learn about how anthropologists, including ethnographers (studying people today) and archaeologists (studying past peoples) think about and approach the material nature of our social, economic, and political lives. We will discuss why styles and technologies change through time, and why, in the end, there is very little new under the sun in terms of human behaviors and the way people produce and consume goods. The topical breadth of this workshop encompasses most social science disciplines, including history, economics, psychology, and anthropology, and resonates with classics, art history, and gender studies.

GSC 40001. Perspectives on Gender: Theory and Practice

(3 -0- 3)

Corequisite: GSC 27999

This course encourages you to develop your own perspective on gender and gender issues by reading across a span of thinkers who have engaged issues related to sex and gender including: debates over women's rights, difference, the body, sexuality, gender performance, gender surgery, gay marriage, masculinity, race, transgender politics, and more. Students will read and analyze texts by diverse writers from the 19th century to the present day, speaking from perspectives informed by suffrage and abolition movements, second wave feminism, third wave feminism, black liberation and black pride movements, gay liberation and queer pride movements, and men's movements; and from disciplines such as political science, anthropology, psychology, literary criticism, film theory, history, biology, sociology, cultural studies, and more. Throughout, students will consider how ideas about gender have changed over time and why, how the ideas and debates relate to their lives and everyday practices, and which ideas can or should be put into practice and how.

GSC 40143. Queer Plots: Narrative and Sexuality in 20th- and 21st-Century Fiction

(3 -0- 3)

Corequisite: GSC 27999

How do you tell a story that is supposed to be unspeakable? In this course, we will investigate the ways in which gay, bisexual, and lesbian writers have transformed narrative conventions as they explore their experiences and their identities through fiction. Beginning with the short fiction of Oscar Wilde at the end of the 19th century and continuing through the modern and postwar eras into the contemporary period, we will look at gay, bisexual and lesbian British, Irish and American writers whose work engaged with or dramatically departed from the dominant conventions that typically shaped fictions of identity formation, of love and marriage, of sexual experience, of political protest, and of death and loss. We will also investigate the public responses to some of these fictions, and the changing discourses about gender identity, homosexuality, and sexual orientation that have shaped both the realities and the fictions of gay, bisexual, and lesbian writers over the past century. Students will write three papers and be responsible for one in-class presentation.

GSC 40370. Anthropology of War and Peace

(3 -0- 3)

Corequisite: GSC 27999

This class will explore the human capacity for war and for peace. Research suggests that for 90% of human history (which extends back tens of thousands of years) there was no war. Today, war is firmly entrenched in the world. At the same time, peace is critical to human advancement, social stability, and, some would argue, cultural creativity. Anthropology provides a unique perspective on violence and conflict resolution as anthropologists often go to the frontlines to document the experience of war and peacebuilding firsthand. They observe and collect stories of war and peace told by those directly involved; across cultural, ethnic, gender, and age differences—they interview soldiers and civilians, rogues and heroes, adults and children. The course will explore examples of the many forms of war in the world today, from tribal conflicts through guerrilla warfare to conventional and nuclear war. It will also study societies without war and populations with innovative ideas about peace. Questions about war and peace are really questions about the human condition. The class will discuss such issues as what is 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. We will investigate answers that range from four-star generals to tribal elders; from arms merchants to ND students.

GSC 40502. Women and Magazines

(3 -0- 3)

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 (8–10 page) essays and one group presentation.

GSC 40508. Jane’s Heirs

(3 -0- 3)

Corequisite: GSC 27999

What is it about Jane Eyre that has so captured our collective imagination for the past one hundred and sixty years? In this course, we will celebrate Charlotte Brontë’s cultural legacy and assess the enduring appeal of her mousy governess. We will begin by carefully reading Jane Eyre; we will supplement our understanding of the novel by applying selected theoretical approaches (specifically feminist and cultural theories) to the novel. As we work with Brontë’s text, we will explore as well the historical parameters under which she worked, attempting to account for her success. We will then sample the richly varied film and novel adaptations of Brontë’s novel (including *Rebecca*, *Wide Sargasso Sea*, and *The Autobiography of My Mother*, as well as pop culture reincarnations like *Jane Slayre*) to interrogate the story’s continuing hold on our imagination. Our readings of these derivative texts will focus on their constructions of femininity and masculinity and their questioning of social mores to reveal the gendered concerns driving them. Throughout the semester, we will interrogate the ways in which people respond to the literary canon so that their literary intervention and reinventions assure a classic like Jane Eyre’s lasting relevance.

GSC 40512. Monstrous Mothers of Literature

(3 -0- 3)

Corequisite: GSC 27999

Images of terrible, horrifying mothers have long abounded in literature and have dominated media portrayals of motherhood for decades. Consider the mothers in *Matilda* or *Conalinde*, or real-life examples like Nadya Suleman (the infamous Octomom) or Michelle Duggar: not only do a multitude of examples of “bad” mothering exist, but women’s attempts to mother are also scrutinized in excruciating detail. In this course, we will read a selection of texts (novels, plays, poems), ranging from Greek tragedies and *Beowulf* to 20th-century poetry and novels to interrogate the literary use of maternal motifs. What purpose is served by making a fictional mother monstrous? What literary effect is created? We will examine contemporary American culture (magazines, blogs, movies) to theorize possible impacts on the role of the modern mother, as well as the implications for American masculinity. What does it say about society that these images are so popular? And what is the connection between a woman’s reproductive power and the urge to label her “monstrous”?

GSC 40514. Gender and Irish Drama

(3 -0- 3)

Corequisite: GSC 27999

This course will examine constructions of gender in the works of Irish playwrights.

GSC 40516. Decadent Modernity

(3 -0- 3)

Corequisite: GSC 27999

This course acquaints students with two understandings of decadence. We will learn about its most familiar aspect as an 1890s movement in which figures such as Oscar Wilde and Aubrey Beardsley provoked the respectable middle class with racy, sordid, overblown and/or absurdist subject matter and methods. But we will also explore a broader view of decadence stretching back to the 1700s and into the present, as traditional values and social structures come under the pressures of political and scientific revolutions. Our materials—which are not for the prudish or faint-hearted—include fiction, poetry, drama, philosophy, visual arts, cinema and criticism.

GSC 40517. The Matriarchate in Spanish Film and Literature

(3 -0- 3)

Corequisite: GSC 27999

Drawing upon the literature and film of the last one hundred years or so in Spain, we will explore archetypal women in the context of matriarchal and patriarchal value systems, with emphasis on the former. Some of the texts to be studied include Galdo’s *Doña Perfecta*, Lorca’s *La casa de Bernarda Alba*, Carlos Saura’s *Cria cuervos*, Almodovar’s *Todo sobre mi madre* and Victor Eric’s *El espíritu de la colmena*. These representations of the matriarchate will be read against a background of contemporary feminist theories on the subject. Taught in Spanish.

GSC 40565. Gender and Peace Studies

(3 -0- 3)

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 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.

GSC 40568. Martial Masculinities

(3 -0- 3)

Corequisite: GSC 27999, GSC 41568

When confronted with danger, humans face a binary choice: fight or flight. For men across the ages, a “true man” in the heroic tradition had only one option: fight. In other words, is the underlying definition of idealized masculinity tied to fighting ability and a willingness to use these skills in a time of crisis? If this is the case, then every society, be it a time of peace or war, has favored a vision of masculinity that is by definition martial. Think about King Leonidas and his 300 Spartans fighting to the last man against the Persian onslaught at the Battle of Thermopylae, think about the Medieval knight-errant upholding the honor of chivalry with his sword, think about the Asian martial artist who must fight against impossible odds to restore social harmony, think about the American

citizen soldier who fought against the Axis powers in World War II, think about our notion of the comic book super hero like Superman and Spiderman, and think about the many computer games that grant you higher scores based on massive body counts. How do these cultural forces shape us as individuals especially when we live in a civilized society governed by the rule of law where the use of violence is seen as a barbarian throwback to less refined times? Is this a schizophrenic scenario or deep down, is the martial requirement still alive and well for a man to claim masculine status? Furthermore, what happens when this strict gender division is crossed when women gain martial prowess and decide to also fight? Martial skills are not required to take this course but a willingness to learn some martial skills and think through these issues are a must.

GSC 40569. Philosophical Women Theologians: Edith Stein and Simone Weil

(3 -0- 3)

Corequisite: GSC 27999

This course pairs two extraordinary Jewish women philosophers of the World War II period who died during the period of Nazi persecution—Stein (1891–1942) in Auschwitz, and Weil (1901–1943) in England. Both studied under (and with) noted male philosophers—Husserl, Heidegger, Scheler, Von Hildebrand, and Alain, among others—and they developed their original insights on empathy and education (Stein), decreation and affliction (Weil) partly in response to their teachers. Both women struggled with their Jewish identity—Weil exemplifying an unconventional Christian Platonism and mysticism, Stein becoming a Catholic nun and canonized saint. Both wrote (auto)biographies. Literary and artistic criticism, meditations on mystical writings and experiences, and creative expressions (poetry and plays), as well as important essays on politics, philosophy, and theology belong to their fertile writings. Their lives and letters have inspired, in turn, the creative expressions of others: novels, plays, and poetry. Their intellectual quests in the shadow of the Holocaust led them to take up theological questions, studying St. Thomas Aquinas, Dionysius the Areopagite, St. John of the Cross (Stein), St. Francis, Bernanos, Marx, and Pascal (Weil). The answers they gave to God and others testify to the heroism and brilliance of their spiritual searches for truth and help to explain their continuing influence within the Church.

GSC 40570. Gender and Modernism

(3 -0- 3)

Corequisite: GSC 27999

A study of modern British fiction in terms of the various shifts in the meaning and “doing” of gender during the early 20th century with special attention paid to the ways in which ideas about the modern were themselves gendered. We’ll look at the sex radicals of modernity and new discourses of gay sexuality circulating in the public sphere, New Women and New Women novels, suffragettes and militancy, efforts to rethink the meaning of (gendered) labor, the domestic sphere and marriage. Special attention will be given to women’s experiences of modernity, especially in relation to those aspects of culture typically excluded from definitions of the modern (shopping, the consumption of middlebrow culture, fashion etc.). Novelists considered may include Lawrence, Lewis, Richardson, Delafield, Forster, Marsden’s journal *Freewoman*, E.M. Hull’s bestseller *The Sheik*, Robin’s *The Convert*.

GSC 40571. Gender and Colonization in Latin America

(3 -0- 3)

Corequisite: GSC 27999

In this seminar we will examine the historical construction of gendered and sexual roles in the Spanish and Portuguese colonial worlds. This will entail thinking about gender and sexuality in the societies which “encountered” each other in the New World, and also thinking about how that encounter, as well as Atlantic slavery, produced new forms of gendered and sexual relations. Among the questions we’ll consider: how was the conquest gendered? How did colonial society produce masculinities as well as femininities? What gendered forms of power were available to women? How did ethnicity and caste, as well as gender and class, determine people’s sense of themselves and their “others?” What were normative and alternative sexual roles in the pre-modern Americas, and how did a European Catholic

conquest affect these? Readings will include monographs and primary sources. Students will write an extended research essay in this class, and History majors may use it for their departmental seminar in consultation with the instructor.

GSC 40601. 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 41568. Martial Masculinities Lab

(0 -0- 0)

Corequisite: GSC 40568

Certain films will be viewed for further discussion in class.

GSC 43301. Seminar: Narratives of Modern Art

(3 -0- 3)

Corequisite: GSC 27999

Permission required. Seminar on specific subjects in 19th-century and 20th-century European art.

GSC 43505. American “Chicks” in a Global World: The Politics of Postfeminist Culture

(3 -0- 3)

Corequisite: GSC 27999

Since the mid 1990s, a new wave of American popular culture has featured (and been marketed toward) the figure of the “chick”: a single woman in her twenties or thirties who finds individual empowerment, sexual agency, and self esteem as she navigates the muddy waters of careers, relationships, and shopping. Most academic readings of this cultural explosion have understood it as a symptom of postfeminism: the myth that the political goals of American feminism have been accomplished, and that women in the U.S. can now seize freedom by making empowered choices at work, at home, and at the mall. Our study of “chick” culture will use this academic literature on postfeminism as a starting place. We will then expand existing critiques of postfeminist culture by putting them in conversation with critical race and transnational feminist scholarship, in order to critically read various examples of postfeminist popular culture. We will assess how these examples—including film (chick flicks), literature (chick lit), video games (action chicks), and music (rock chicks), as well as television, video, and internet texts—define “Americanness” in relation to social and political formations such as gender, generation, race, sexuality, globalization, and political economy. The senior seminar is designed to be a capstone experience for American Studies majors. Readings and assignments will explore course themes in the context of American Studies as a field. Throughout the semester, students will keep a reading journal and be responsible for occasional presentations of course readings. Requirements will also include seminar-style discussions and either a final research paper of approximately 20 pages or a creative project accompanied by a critical essay, based on primary source research.

GSC 43506. Seminar: Engendering Renaissance: Chicago, Harlem and Modern America(s)

(3 -0- 3)

Corequisite: GSC 27999

In answering the question “What was American modernism?” most literary critical perspectives might commonly be expected to focus on a modernity represented by the authors of the “lost generation” in the U.S., such as F. Scott Fitzgerald, Gertrude Stein, and Ernest Hemingway. While a conventional understanding of U.S. American modernism might serve to underscore the importance of the stylistic, cultural and artistic contributions of these and other canonical moderns, such a view might also give little consideration to the significance of those modern U.S. American voices not ordinarily heard in such a context. This course poses the question “What was American modernism?”—to answer it by exploring its

roots in two less conspicuous early 20th-century U.S. American modernisms: the Chicago Renaissance of 1912–1925, and the Harlem Renaissance of 1920–1929. In “engendering renaissance,” these two moments suggest a literary birth and rebirth of modern U.S. American identity that questions its seemingly stable boundaries and borders, reconfiguring the idea of “American” within and opening the door to the larger and more varied cultural fabric that is modern America(s). By locating the rise of U.S. American modernism in the relation between these two literary moments, this course will broaden our understanding of the idea of “American” at this time by considering how it is created within a frame determined by the interplay of race, gender, class and nation. In this way, it seeks to deepen our understanding of U.S. American culture and the idea of “American” in the early 20th century, while suggesting new ways to engage the global social and cultural challenges facing the idea of “American” in the 21st. Course Requirements: Four short thesis practice papers, two Essay Introductions, two 5-page essays, presentations. Course Texts: Alan Trachtenberg, *The Incorporation of America*, excerpts; Thorstein Veblen, *The Theory of the Leisure Class*, excerpts; Henry Blake Fuller, *The Cliff-Dwellers*; Theodore Dreiser, *Sister Carrie*; Sherwood Anderson, *Winesburg, Ohio*; Willa Cather, *The Song of the Lark*; Booker T. Washington, *Up From Slavery*, excerpts; W.E.B. Du Bois, *The Souls of Black Folk*, excerpts; Jean Toomer, *Cane*; Jessie Fauset, *There is Confusion*; Claude McKay, *Banjo*; Zora Neale Hurston, *Their Eyes Were Watching God*.

GSC 43507. Seminar: Woolf and Bloomsbury

(3 -0- 3)

Corequisite: GSC 27999

The modernist feminist writer Virginia Woolf lived and worked with a loose collective of writers, painters, and social thinkers that we now call the Bloomsbury Group (though many members of the group disliked the phrase). We will look at the novels, essays, art, interior design, and political writings of some of the members of Bloomsbury—including works by Virginia Woolf, E.M. Forster, Roger Fry, Leonard Woolf, Vanessa Bell, and Clive Bell—to explore the complex moments of cross-fertilization, critique, and revision that define their encounters. In addition, we will attend to a few areas that have dominated discussions of Bloomsbury modernism: ideas of nation, civilization, and critiques of Empire; the formation of literary modernism's often tense relation to mass culture; the development of modern discourses of sexuality; the relationship between literature and the modern metropolis; and explorations of women's experience of modernity. Because members of the Bloomsbury Group worked in a number of fields beyond the literary—painting, economics, social thought, publishing, and interior design to name a few—students often find that they can easily develop projects that engage more than one area of interest and that combine skills developed in a second major with those that belong to literary criticism. Requirements include one seminar paper (written in stages in consultation with me) of at least 20 pages, participation in one group presentation.

GSC 43508. Seminar: Gender Troubles: Contemporary Irish Fiction

(3 -0- 3)

Corequisite: GSC 27999

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 which 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 twentieth 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 twenty-first century.

GSC 43509. Women and American Religion

(3 -0- 3)

Corequisite: GSC 27999

This seminar introduces students to major themes in the history of gender and religion in America. Topics explored include: the role of religious belief and practice in shaping understandings of gender difference; gender in the context of family and religious life; gender, education, and work; religion and reform; and faith and feminism. Most of the readings and class sessions will focus on Christianity, though there will be ample opportunities to explore the religious lives of American Jewish and Muslim women. The class will meet several times at the Center for History in downtown South Bend, where a major, interactive, exhibit on Catholic sisters in America will be on display from September 2 through December 31, 2011. (for more information, see <http://www.womenandspirit.org/>) This course is a senior seminar is designed to be a capstone experience for American Studies majors. Readings and assignments will explore course themes in the context of American Studies as a field. Throughout the semester, students will keep a reading journal and be responsible for occasional presentations of course readings. Requirements will also include seminar-style discussions and either a final research paper of approximately 20 pages or a creative project accompanied by a critical essay, based on primary source research.

GSC 43510. Economics of the Family

(3 -0- 3)

Corequisite: GSC 27999

This course will use economic theory and empirical economic research to study the family. Topics will include household decision making; the determinants of marriage and fertility; how marriage, fertility, and family structure are related to other outcomes; and public policies that affect the family and family formation. Students will learn to read and evaluate empirical economic research. This is a writing-intensive seminar course.

GSC 43511. Miranda Speaks: Caribbean Women Writers

(3 -0- 3)

Corequisite: GSC 27999

The Caribbean has fascinated Europe since Columbus's 15th century voyages, rapidly inspiring the Shakespearean figures of Caliban, Prospero, and Miranda. In the 20th century, Caribbean (male) intellectuals appropriated these tropes, figuring themselves as Caliban to Europe's Prospero. This new configuration of power, however, still silenced Miranda, an exclusion that Caribbean women have sought to rectify for the past four decades. This course will begin with two plays written by men in order to contextualize the trope of Caliban and Miranda, illustrating the ways in which the Caribbean has figured in Western imaginations since its “discovery”; it will then focus on the development of women's voices in their attempts to define and describe their unique concerns. Novels have been chosen to represent the diversity of authors at work in this region; as such, they come from six different islands (plus the U.S. and France) with varied cultures and traditions, representing three of the dominant linguistic traditions (English, French, and Spanish) in the Caribbean. Readings are grouped thematically, exploring themes such as colonization, madness, childhood, memory, and subjugation (also touching on family relationships, love, and sexuality), with the objective of arriving at a fundamental, but necessarily incomplete, understanding of this complex region and its concerns as expressed in its radical rereading of Western culture. As early as our reading of Sylvia Wynter's essay “Beyond Miranda's Meanings: Un/silencing the ‘Demonic Ground’ of Caliban's ‘Woman,’” we will begin to see why the course title is necessarily problematic and to explore the various restrictions of women's voices in the Caribbean and the implications of overcoming them. Authors to be read include: Mayotte Capécia, Michelle Cliff, Maryse Condé, Edwidge Danticat, Cristina Garcia, Merle Hodge, Elizabeth Nuñez, Gisèle Pineau, Jean Rhys, and Sylvia Wynter. Course requirements include five short response papers

GSC 43512. Socialization and the Life Course

(3 -0- 3)

Corequisite: GSC 27999

Socialization is a fundamental concept in sociology. It is our discipline's contribution to the "nature-nurture" debate. Students will come away from this course with a deep appreciation for the countless ways in which external stimuli—society, culture, language, interaction with others—constantly molds, shapes, and influences everything from our beliefs about the world and ourselves to our actions and emotions. In short, this course focuses on how our social world affects us over the entire course of our lives, from the very moment we are born until we are no longer counted among the living.

GSC 43600. Global Sociology

(3 -0- 3)

Corequisite: GSC 27999

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.

GSC 43603. Mother Nature?: An Interdisciplinary Introduction to Motherhood Studies

(3 -0- 3)

Corequisite: GSC 27999

Over the last decade, "Motherhood Studies" has emerged as a distinct, interdisciplinary field of scholarly inquiry with associations, journals, and conferences devoted to its development. In this course, we will consider motherhood as an institution and as a practice, questioning the nature of motherhood in the ideologies that society promulgates. We will read the classic texts upon which this field is founded, including Adrienne Rich's *Of Woman Born* (1976) and Sara Ruddick's *Maternal Thinking* (1989), and contemporary responses to their work. We will investigate the ways that disciplines as diverse as economics, literature, and theology have shaped our perception of motherhood as an institution; we will explore topics like the relationship between motherhood studies and feminism; the decision to work or stay home after the birth of a child; and the different faces of motherhood, including partnered mothers, single mothers, and lesbian mothers. Assignments: Students will submit weekly responses to the readings; create an annotated bibliography; write an article-length paper that draws on scholarship from multiple disciplines. There may be an opportunity to attend a conference devoted to motherhood issues.

GSC 43604. 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 43652. Family, Gender and Employment

(3 -0- 3)

Corequisite: GSC 27999

This course addresses the competing responsibilities of employment ("work") and family. It explores how work and family life interconnect and interfere with each other and the implications that this has for women, men, children, marriage, single/divorced parents, and employers. Topics include the work-family time crunch, gender and the division of labor, gender and parenting, and the changing nature of work. The class will also examine how family structure, gender, race, and social class affect the ability to achieve work-life balance. Special consideration will be given to the effect that work-family tension has on children, parenting, and parents' relationship quality. The focus is on the contemporary United States, but this course will also include historic and cross-national comparisons.

GSC 43655. Gender, Print Culture, Modernity

(3 -0- 3)

Corequisite: GSC 27999

Both the rapid transformation of existing communication technologies and the emergence of new media made possible the expression of new gender norms and roles in modernity. At the center of the course will be the complex and varied periodical culture of modernity: little magazines that advanced literary and artistic experiments; "slicks" that advertised a "modern" lifestyle; feminist papers; women's magazines, and more. We'll explore the "mediamorphosis" of modernity (during the period 1880 to 1940 or so) by taking up a few key sites of experiment and contest. These will include the role of the feminist periodical press in advancing a counter public sphere; the role of the little magazines such as the *Little Review* and the *New Freewoman* in entwining questions of literary experiment with the cultivation of new identity categories for modern ("advanced") women and men; the role of popular magazines in circulating a "pulp modernism" marked as masculine; the circulation of images of a "queer" modernity in the pages of *British Vogue*. We'll also consider literary representations of women's encounters with new information systems: novels of the "typewriter girls" and secretaries of modernity; "new woman" novels of encounter with the "new journalism" and more. Readings may include theoretical texts on the public sphere and on modernism's relation to mass culture by Habermas, Huyssen; key works from the "new periodical studies" by Ann Ardis, Catherine Keyser, Sean Latham, David Earle, Mark Morrisson, Lucy Delap, Maria DiCenzo, Mary Chapman, and more; exploration of a number of modern periodicals, some housed on the Modernist Journals Project; novels such as *The Typewriter Girl* (Grant Allen) or *The Story of a Modern Woman* (Ella Hepworth Dixon). Requirements include leading a discussion, the production of a research essay, brief response papers.

GSC 45103. Mexican Immigration: A South Bend Case Study

(3 -0- 3)

Corequisite: GSC 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, gender relations, 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.

GSC 45104. Crisis and Community: Shaping a Gendered Response

(3 -0- 3)

Corequisite: GSC 27999

What is crisis? As a community, how do we interpret and respond to public crisis events? These guiding questions will propel our work into understanding a gendered crisis response from the perspective of a local community organization. In collaboration with a local community organization, we will examine multidisciplinary perspectives of public crisis events, theoretical approaches to crisis management and crisis communication, and the channels of communication necessary to prepare for, analyze, and respond to public crisis events. We will work with the local community organization to co-create a gendered approach to local crisis preparation and response that connects to regional, national, and international initiatives. Students will gain a gendered perspective of crisis response through analyzing case studies, evaluating theories of crisis and gender, and producing a summary report of recommendations in addition to a formal presentation for the local community organization. After completing this course students should be able to do the following: Describe key concepts and theories central to crisis preparation and response; Apply gender theories and research to different crisis events in various community settings; Evaluate crisis preparation and response strategies for various public crisis events; Practice essential skills for crisis management (managing information, managing communication, strategic planning, and problem solving). Course texts: Benhabib, Seyla. *Situating the Self: Gender, Community, and Postmodernity in Contemporary Ethics*. Routledge, 1992. (Select chapters), Coombs, W. Timothy. *Ongoing Crisis Communication: Planning, Managing, and Responding*. Sage, 2007. Millar, Dan P., and Robert L. Heath. *Responding to Crisis: A Rhetorical Approach to Crisis Communication*. Lawrence Erlbaum Associates, 2004. Also, I may give you several short articles to read.

GSC 46000. Directed Readings

(3 -0- 3)

Reading and research on specialized topics that are immediately relevant to the student's interests and not routinely covered in the regular curriculum. Letter grade given.

GSC 47000. Special Studies

(3 -0- 3)

Special studies are available with gender studies-affiliated faculty.

GSC 48000. Capstone Essay

(3 -0- 3)

In collaboration with the Director of Undergraduate Studies in Gender Studies, students choose a Gender Studies faculty member who will guide them through the semester-long composition of a capstone essay. The capstone essay is an original and professional piece of scholarly writing based on the student's interdisciplinary research in their primary and supplementary majors. The capstone essay 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 essay to be accepted by Gender Studies, the minimum page requirement is 20 pages.

Hesburgh Program in Public Service

HESB 20000. Introduction to American Government

(3 -0- 3) 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) Radcliff

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) Wolff

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 20003. Economics for Policy Analysis

(3 -0- 3) Betson

This one-semester introduction to economic theory will cover material that is relevant to the study of politics and policy analysis covered in introductory microeconomic and macroeconomic courses. Topics to that will be covered will include demand, supply and the allocation of resources through competitive and non-competitive markets; sources market failures and the governmental regulation of the economy; aggregate models of the economy to study unemployment and inflation and growth.

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 20211. Rich, Poor, and War

(3 -0- 3) Whitmore

This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the U.S. and worldwide. We also look at the history of Christian thought on wealth and poverty. We then address the ways in which economic disparity intersects with the problem of violence in both domestic (violence against women) and political

realms (war and revolution). Next, we canvass Christian thought on the use of violence. This raises the question of whether Christianity itself contributes more to violence or to peace. Finally, we pose the question of whether forgiveness for violence is advisable or feasible.

HESB 20212. War, Law, and Ethics

(3 -0- 3)

This course is designed to explore the ethical and legal considerations related to war and the use of force. Beginning with a historical overview of Christian thinking on war and peace, we will develop an account of various ethical positions on the use of force, including views rooted in the just war tradition and in pacifism. We will also consider the ethical implications of contemporary issues related to the use of force, e.g., sanctions, war crimes, humanitarian intervention, and terrorism. In collaboration with the Center for Social Concerns and La Casa de Amistad, students will have the opportunity to engage in service-learning by working with students from Washington High School to collect stories from local war veterans as part of the Library of Congress, “Veterans History Project.”

HESB 20215. Medical Ethics

(3 -0- 3)

A discussion of ethical problems in the medical profession in light of natural law and Christian moral principles.

HESB 30015. Analyzing Public Policy

(3 -0- 3) Betson

Prerequisite: ECON 10010 or ECON 20010

Public policy can be viewed as the adoption of a collective response to a perceived problem facing society. But what differentiates one course of action from another? What makes one policy better than others? This course will provide students with instruction into the welfare economics paradigm as a basis to develop and analyze policy alternatives.

HESB 30100. Methods Sociological Research

(3 -0- 3) 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) Andrew

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) Rath

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 Pol. 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. 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) Berg

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 30107. Research Design and Methods

(3 -0- 3) Gould

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.

HESB 30108. Applied Quantitative Methods

(3 -0- 3)

Students in this course will learn to understand, and to use, the most common statistical techniques used in political science. They will apply this methodological training to the development of a research project that will culminate in a paper modeled upon, and suitable for submission for publication in, peer reviewed scholarly journals. No prior understanding of or experience with statistical methods is expected. While students are encouraged to develop their own projects, and course time will be devoted to precisely the question of how we develop and craft ideas into do-able research projects, some recommended paper topics will be provided. This course is especially recommended to students contemplating graduate work in the social sciences.

HESB 30207. Politics and Conscience

(3 -0- 3) Keys

Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of “conscience” recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect? Are there 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 relate to concepts of natural law and natural rights, rationality and prudence, religion and toleration? This course engages such questions through readings from the Catholic intellectual tradition (Augustine, Thomas Aquinas, Thomas More, Francisco de Vitoria, Desiderius Erasmus, John Henry Newman, Karol Wojty’a/John Paul II, and Joseph Ratzinger/Benedict XVI) and other writers of the history of ethical-political thought (Cicero, Seneca, John Locke, Mahatma Gandhi, Jan Patořka, and Alexandr Solzhenitsyn). We consider also various contemporary reflections on conscience expressed in films, essays, letters, plays, short stories, speeches, and declarations, beginning with Martin Luther King, Jr.’s “Letter from a Birmingham Jail” and Václav Havel’s speech “Politics and Conscience.” This class serves as both the capstone course for the interdisciplinary minor Philosophy in the Catholic Tradition and an upper-level elective for Political Science majors and Peace Studies minors. Its format combines lecture and seminar-style discussion.

HESB 30217. American Political Thought

(3 -0- 3) Munoz

In this course we shall attempt to understand the nature of the American regime and its most important principles. Since we lack the time for a comprehensive

survey of American political thinkers, we shall focus on select statesmen and critical historical periods, specifically, the Founding era, Lincoln and the slavery crisis, and the Progressives. We shall also reflect upon how the American regime relates to the larger tradition of Western political thought.

HESB 30218. Civil Liberties

(3—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 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.

HESB 30222. 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.

HESB 30230. 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.

HESB 30231. Moral Problems

(3 -0- 3)

An introduction to the field of moral philosophy, with major emphasis on contemporary moral issues.

HESB 30232. 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.

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 30234. 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.

HESB 30237. 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.

HESB 30238. Philosophical Reflections on Christian Belief

(3 -0- 3) Potter

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.

HESB 30240. 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.

HESB 30241. 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.

HESB 30244. World Religions and Catholicism in Dialogue

(3 -0- 3)

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

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) Jurkowitz

Corequisite: STV 22556

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 30247. 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.

HESB 30248. Catholics in America

(3 -0- 3)

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)

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)

“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)

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.

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 30254. Moral Limits of a Free Market

(1 -0- 1)

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)

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)

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 30259. U.S. Intellectual History Since 1870

(3 -0- 3)

This lecture course will survey major developments in American thought from the later nineteenth century to the end of the twentieth 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.

HESB 30260. 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.

HESB 30261. Catholicism and Politics

(3 -0- 3) Philpott

Catholicism and Politics poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in "Vatican III," where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.

HESB 30263. Ethics

(3 -0- 3) Delaney; Holloway; Sterba

An examination of the relationship between thought and action in light of contemporary and traditional accounts of the nature of ethics.

HESB 30264. Freedom and the American Novel

(3 -0- 3)

This course looks at how the concept of "freedom" functions as an aesthetic, cultural, political, and social component in a selection of American novels and other forms of literature which helped create the larger landscape of American fiction from the 19th century until the present. Selected works will address issues of economic freedom, political freedom, religious freedom, freedom and gender, sexuality, race, identity, and death among others. Short papers, presentations, long papers and exams.

HESB 30265. Constitutional Conventions

(3 -0- 3)

This course will focus on the American constitutional convention of 1787 with an eye to understanding the constitution proposed by the convention and the political process that produced it. The main reading will be James Madison's notes on the convention debates. We will also experiment with a new simulation role playing game of the convention.

HESB 30266. Constitutional Leadership

(3 -0- 3)

Means are normally subordinate to the ends they serve, and practical reasonableness calls for new means when the old means fall short of their goals. Yet American-style constitutions establish their institutional means as the "supreme Law of the Land," and this yields a tension between the Constitution's ends-oriented and legal aspects. The chief function of constitutional leadership is coping with this tension, and though the task has historically fallen mostly to executive leaders like Abraham Lincoln and Franklin D. Roosevelt, other leaders include collective actors like the Joint Committee on Reconstruction of the 39th Congress, the Civil Rights Movement of the 1960s, and the framers of the American Constitution themselves. The course will ask how the phenomenon of constitutional leadership both illuminates and is illuminated by different models of leadership from those of Plato and Aristotle to those of Machiavelli, Hobbes, Locke, *The Federalist Papers*, and modern scholars like Richard Neustadt, Carl Schmitt, Theodore Lowi, Jeffrey Tulis, James McGregor Burns, Clement Fatovic, and Nannerl Keohane. This course would impart to the student a framework for assessing the performance of political leaders in the tasks of maintaining, reforming, and if necessary changing constitutions. It will emphasize the intellectual and moral virtues and the political skills that these functions demand. Course requirements include two objective exams and, with the instructor's permission, an optional term paper. Previous courses in American Government and Constitutional Law are strongly recommended.

HESB 30267. God, Country and Community

(3 -0- 3)

This course investigates how religion influences what Americans think about politics and how they are involved in public life, including political participation and volunteering and community service. We will examine, for example, how and why religion influences opinions on controversial social and political issues, such as abortion, expanding the welfare state, and school choice policy. At the organizational level, the course seeks to understand what religious congregations and schools are doing for their communities and how they are active in political life, such as mobilizing protest, inviting political speakers, talking about politics, or organizing voter registration drives. The analysis will pay close attention to religious tradition differences, including investigating whether and why conservative Protestants are more or less likely to give and volunteer in their communities than Catholics, mainline Protestants, or the nonreligious. By investigating what about religion leads to good works and active citizens, the course will shed light on the complex and changing relationship between religion and public life in the United States.

HESB 30268. Science and Catholicism

(3 -0- 3) O'Callaghan

A historical and philosophical examination of the relations, if there are any, between science and religion with particular reference to the Catholic intellectual tradition. Through the use of historical materials the course will attempt to isolate and examine philosophical difficulties that might be thought to obtain between the claims made by Christian revelation and various scientific theories about features of the world. Emphasis will be placed upon distinctive ways in which the intellectual tradition of the Catholic church has faced the issues raised. Figures to be considered may include Augustine, Aquinas, Galileo, Bellarmine, Darwin, Huxley, Dawkins, Newman, Leroy, Zahm, LeMaitre, and Hawking, as well as others. Topics to be discussed are Language, Meaning, and Revelation, the Nature of Science, Theory, and Hypothesis, Evolution, the Big Bang, Soul and Body, Creation versus Making, Providence and Chance.

HESB 30269. Intro to Economics and Catholic Social Thought

(3 -0- 3) Kaboski

This course will discuss the relationship between economics and Catholic social teaching. We will learn about key principles in Catholic social thought, read key Papal encyclicals and other writings. We will then discuss key economic concepts and empirical facts known from the field of economics, and how these relate to Catholic social teaching. Finally, we will apply these ideas to discussions on labor, capital, finance, the environment, globalization, and development.

HESB 30270. Theo, Ethics and the Environment

(3 -0- 3) Artinian-Kaiser

What does it mean to *think and act* as a Christian in an age of environmental degradation and uncertainty? Although this may be a new query brought on by our current context, theologians have been reflecting upon the created order and the human place within that order for centuries. Focusing on the development of Roman Catholic thought while also drawing on Eastern Orthodox and Protestant sources, this course seeks to introduce students to primary texts in the Christian theological tradition from the patristic to the modern era and demonstrate their pertinence for addressing contemporary ecological problems. Students will gain an understanding of the central ecological issues of our day, develop a critical awareness of the assumptions and values of the mainstream environmental movement, and acquire the tools to think and act in ways that are creative, compassionate, and informed by centuries of theological reflection.

HESB 30271. Twentieth Century Ethics

(3 -0- 3) Solomon

The course will begin with an examination of the main metethical positions developed from 1903 to 1970—intuitionism, emotivism, prescriptivism and the various forms of ethical naturalism. This material will provide a background for a discussion of issues arising from the more recent revival of classical normative theory.

HESB 30272. Radical Politics II: Socialism

(3 -0- 3) Rush

This course is a consideration of classic, politically left texts in modern political theory that pose direct challenges to liberal democracy. The course typically takes one of two forms, depending on whether the emphasis falls on one of two traditions: socialism or anarchism. The subject matter for S12 is socialism. Readings from: Saint-Simon, Fourier, Marx & Engels, Lenin, Trotsky, Luxemburg, Gramsci, Lukács, etc.

HESB 30273. Ethics of War and Peace

(3 -0- 3) Kaiser

This course explores Christian understandings of the ethics of war and peace from the time of the early church to the present. Through this historical survey, we will seek to develop an account of various ethical positions on the use of force, particularly views rooted in pacifism and in the just war tradition. We will also consider how different theological convictions in the areas of Christology, ecclesiology, and eschatology (among others) have shaped Christian teaching on the nature of peace and the permissibility of using violence. Finally, we will investigate the ethical implications of several contemporary issues related to the ethics of war and peace such as war crimes, sanctions, humanitarian intervention, and terrorism.

HESB 30274. Women, Gender and Theology

(3 -0- 3)

This course is an introduction to Christian attitudes toward women and reflections on gender throughout the Christian tradition.

HESB 30400. American Congress

(3 -0- 3)

Prerequisite: POLS 10100 or POLS 20100 or GOVT 10100 or GOVT 20100

This course will approach the United States Congress from several perspectives. First Congress will be viewed from the perspective of the American founding. Then we will read several major studies Congress including Mayhew's *Congress: the Electoral Connection*, Cox and McCubbins' *Legislative Leviathan*, and Jacobson's

Congressional Elections. Students will also learn how to do basic roll call analysis through short data assignments. In addition they will prepare a complete legislative history, using primary materials. In addition to these writing assignments, there will be a mid-term and a final.

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 30403. Latinos and the U.S. Political System

(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—particularly, Mexican-Americans, Puerto Ricans, and Cuban-Americans. To provide a context and grounding, various theoretical perspectives are first considered, followed by discussions of the historical experiences and contemporary socioeconomic situations of the several Latino groups. Attention then turns to a number of issues concerning political attitudes, behaviors, and activities. Assessments of Latino influence upon the major local, state and national institutions of the political system—and vice versa—are next are considered. Policy areas particularly significant for Latinos are also examined. Finally, the major issues, questions, and themes considered throughout the semester are "revisited" and reconsidered.

HESB 30406. 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. The 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 U.S. 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, DC; 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.

HESB 30410. The United States since 1945

(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 principle topics to be investigated will be the Progressive Period legislation of Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson, the causes and effects of World War I, the cultural developments of the 1920s, the causes of the Wall Street Crash and Great Depression, the New Deal legislation of President Franklin Roosevelt, the diplomacy of the interwar period, and the home front during World War II.

HESB 30421. Race/Ethnicity and American Politics

(3 -0- 3)

This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores

the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American political institutions the Congress, presidency, judiciary, state and local governments, etc. play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

HESB 30422. Introduction to Social Problems

(3 -0- 3) Vaidyanathan

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 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 problems.

HESB 30426. Today's Gender Roles

(3 -0- 3)

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 20100 or GOVT 10100 or GOVT 20100
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 30442. Homefronts 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.

HESB 30443. Religion in American Politics

(3 -0- 3)

This course begins by examining the unique religious “economy” within the United States, and the extent to which it is a function of the First Amendment and/or other factors. We will then explore the imprint religion has made on the American political landscape, drawing on both historical and contemporary examples. From abolitionism to school vouchers, from William Jennings Bryan to George W. Bush, the course will address how religion and politics have converged to affect public policy in the courts, Congress, and the executive branch.

HESB 30449. Constitutional Interpretation

(3 -0- 3) Barber

Prerequisite: POLS 10100 or POLS 20100 or GOVT 10100 or GOVT 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.

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 30452. Contentious Politics and Resistance Movements

(3—3) Hui

This course analyzes prominent resistance movements in the twentieth and twenty-first 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.

HESB 30456. Jacksonian U.S.: Pol/Soc/Cul

(3 -0- 3)

This course explores the early nineteenth-century history of the United States, from the close of the War of 1812 to the coming of the Civil War (1815–1848). 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.

HESB 30457. 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.

HESB 30458. African-American History Since 1865

(3 -0- 3) Pierce

Corequisite: HIST 32800

This is a course that examines the broad range of problems and experiences of African Americans from the close of the American Civil War to the 1980s. We will explore both the relationship of blacks to the larger society and the inner dynamics of the black community. We will devote particular attention to Reconstruction, the migration of African Americans from the rural south to the urban north, and the political machinations of the African-American community. We will also examine the political impact of cultural exhibitions. The course will utilize historical documents in the form of primary sources, scholarly articles and other secondary sources. Classes will be conducted as lecture-discussions.

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

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) Miscamble

This course covers the main developments in American foreign policy from World War II through the end of the Cold War. 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 détente; Carter and the diplomacy of Human Rights; Reagan and the revival of containment; Bush and the end of the Cold War.

HESB 30474. Crime, Heredity, and Insanity in American History

(3 -0- 3) Przybyszewski

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?

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% 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 30481. American Voting and Elections

(3 -0- 3) Ramirez

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.

HESB 30482. On War

(3 -0- 3) Rosato

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, 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.

HESB 30486. Introduction to Political Economy

(3 -0- 3)

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) Rose

This course will spend the semester studying the impact the World Wide Web has had on several key areas of our society, including communications, commerce, marketing, productivity, education, collaboration, and our sense of community. Through a combination of discussion, group presentation, guest lectures, and out of class research, students will be exposed to some of the profound effects this medium has had on our culture. In spite of the bursting of the dot come bubble, the Web has left all of the above mentioned areas substantially changed, many for the long term. The positive and negative forces brought on by this technology must be recognized, studied, and dealt with if we are to truly embrace the momentous opportunities brought about by the World Wide Web.

HESB 30489. Gender Roles and Violence

(3 -0- 3)

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.

HESB 30490. International Migration: Mexico and the United States II

(2 -0- 2) Bustamante

Designed to be either complementary to or independent of International Migration: Mexico and the U.S. 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 U.S. 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 30496. Men in America, Women in America

(3 -0- 3) Butler

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.

HESB 30497. Culture and Society in the Great Depression

(3 -0- 3)

This course explores the culture and society of 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 and social activism of this period (1929–1941), including the conditions and responses of those affected by various hardships. Also, we will be concerned with the cultural expression and 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 study the role and importance of documentary expression (letters, photographs, reportage), the art of urban social realism, literature, and film.

HESB 30499. Public Opinion and Political Behavior

(3 -0- 3) Davis

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.

HESB 30501. Witnessing the Sixties

(3 -0- 3)

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

HESB 30505. Multicultural Education in the New Millennium: The Sociopolitical Context

(3 -0- 3)

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.

HESB 30508. 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.

HESB 30509. Men, Women and Work

(3 -0- 3)

From the current fixation on TV “housewives” to political battles over workers’ rights, ideas about gender and work surround us. This course focuses on work as a framework for understanding American culture. The gender division of labor has never been static, and we will examine the process whereby the same jobs get characterized at different times as masculine or feminine, just as work categories were alternately identified as appropriate to whites versus non-white, free versus enslaved, and paid versus “stay-at-home.” This course has a strong “learning beyond the classroom” component. There will be opportunities throughout the semester for experiential and community-based learning experiences, for example through activities at the Center for the Homeless and interactions with pioneer sportswomen.

HESB 30511. The City in American Culture

(3 -0- 3)

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. This course looks closely at the origins and continuation of that dance as it analyzes some of the forces which 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 twentieth-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.

HESB 30512. Foundations of Sociological Theory

(3 -0- 3)

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 1960’s

(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 U.S., 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 30515. 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 U.S., 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.

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)

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 CT, or Diversity Project in Berkeley CA, 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)

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)

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)

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)

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)

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 30524. Sociology of Law

(3 -0- 3)

This course examines the central issues and debates in the sociology of law. Lectures and discussions will cover a diverse range of topics drawing from a wide range of legal settings. The goal of the course is to survey the distinct ways in which sociologists view and study the law and legal institutions.

HESB 30525. Gender and Society

(3 -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.

HESB 30526. Business, Economics and Culture

(3 -0- 3)

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). 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.

HESB 30527. Foundations of Political Anthropology

(3 -0- 3)

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)

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)

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)

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 a New Beginning?

(3 -0- 3) Pinderhughes

This course explores the core elements associated with black politics in the U.S.: 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 open access to the political system, and the development of black political participation in northern cities. Competition for leadership roles and public resources from the increasing numbers of Latinos, Asians and other immigrants will also be addressed. Since the course will be taught in spring 2010 at the beginning of the second year of the Obama administration, we will also have the chance to explore the impact of the first black president on national politics, and to consider the impact of the president and his administration on African-American politics itself. The course incorporates political science concepts, but the readings and other materials are accessible to students from a variety of disciplines and levels of knowledge.

HESB 30532. Patriotism and Cosmopolitanism

(3 -0- 3)

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 30533. Education and Social Entrepreneurship

(3 -0- 3)

Constituted in three parts, this course will explore the interplay of education and social entrepreneurship. Part 1 of the course will focus on social entrepreneurs active in the field of education and youth development. Part 2 will study entrepreneurial school leaders, particularly those in public, charter and Catholic schools serving high needs students. This part will introduce course participants to the contemporary debates in the education leadership literature. Finally, Part 3 will focus on teaching and learning of entrepreneurship for school age adolescents and youth, and will be informed by research in youth entrepreneurship and entrepreneurship education programs at school levels. Offered as an ESS Elective, this course will feature guest lecturers from Mendoza College of Business.

HESB 30534. Abraham Lincoln's America, 1809–1865

(3 -0- 3)

This course 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 (1809–1865), 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 30536. Domestic Sources of U.S. Foreign Policy

(3 -0- 3)

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 U. S. 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 eight-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)

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 which 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 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.

HESB 30539. Civil Rights and Protest Movements

(3 -0- 3)

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 19th Century (1776–1919)

(3 -0- 3)

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 nineteenth 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)

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)

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 U.S. and other advanced industrial and developing countries.

HESB 30543. American Political Life

(3 -0- 3)

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

HESB 30544. People, Environment, Justice

(3 -0- 3)

What is our environment? What is our role within our surroundings? How do our actions affect ecological landscapes, and people's livelihoods, across the globe? How does our reliance of fossil fuels lead to catastrophes such as Hurricane Katrina? What—if anything—does it mean to be “green?” This course will address these and other questions through the use of critically applied anthropology. We will explore the interaction of local peoples and cultures with natural and man-made ecosystems. We will focus equally on traditional environmental knowledge held by small-scale communities as on the usage of the environment by the industrial world. This course will focus on theory and major environmental questions, problems, and possible solutions illustrated by various case studies from different parts of the world. Topics to be discussed include: intellectual property rights, poverty and environmental health and justice, economic development, health and

emerging disease, and ethno- and eco-tourism. Through readings, films, discussions, and independent research students will be able to critically understand the complexity surrounding humans' place within the environment.

HESB 30545. Capital Crimes

(3 -0- 3)

At a meeting in 2003 R. Allen Stanford, accused multibillion-dollar Ponzi embezzler and president of Stanford International Bank, is said to have taken a “blood-oath” with the chief regulator of his Antiguan bank. When news of this oath broke in the fall of 2009 Stanford joined Bernard Madoff in the league of the most undignified “gentleman” in American culture. Like Madoff, Stanford had committed a “capital crime”—which robbed many and riveted the nation's attention. Like Stanford and many another “capital” criminals (Al Capone comes to mind), until his arrest Madoff enjoyed the welcome of society's elite and was generally regarded as a “celebrity.” This course is thus about American culture's love affair with money. The course begins with Mark Twain's blistering satire *The Gilded Age* and moves through the current economic crises, which some critics like Paul Krugman and Kevin Phillips have referred to as coming at the tail end of America's second Gilded Age. Twain's satire was aptly called “A Tale of Today.” In looking over the time between the two Gilded Ages, this course will try to construct a coherent account of the uneasy relationship between the period's major literary figures and its political and mercantile elite. We'll see if and how writers and artists who set themselves up as the voices of culture often share much in common with political and business leaders—both a Ponzi scheme and a political campaign are after all “fictions in progress” which require an audience and a fairly complete willing suspension of disbelief. In looking over material drawn from literature, film, television, news media, politics, and academia we'll try to measure the personal and cultural benefits and consequences associated with American culture's embrace of money, its hagiographic celebration of the CEO, its adoration of celebrity culture, and its elevation of the market as an idol.

HESB 30546. Representations of Urban Life

(3 -0- 3)

This course will begin with a children's tale from the 1880s, *Five Little Peppers and How They Grew*, and examine how urban life has been depicted in American literature and culture. The course will trace the experiences of Mrs. Pepper and her five children as they move from life in a rural New England clap-board house to an urban Brownstone mansion in New York City through to Charles Bukowski's modern San Francisco rooming house madrigals and the down-and-out wanderings of his poet/Barfly Henry Chinaski. Along the way we will ask a series of questions such as the following: Does urbanization thrive on a culture of poverty? Are today's gated communities a continuation of the brownstone mansion? Why do neighbors gentrify? Does the American Dream require vivid urban poverty? How has the global and American economic collapse, credit crisis, and mortgage meltdown changed our perception of slums, little brown houses, and brownstone mansions. Is there such a thing as “enough”?

HESB 30547. Latinos in Chicagoland

(3 -0- 3)

Latinos have long contributed to the social fabric of the region popularly known as “Chicagoland,” which includes Northwestern and North Central Indiana. From food to sports to politics to the arts, Latinos have shaped and reshaped the local culture and formed vibrant communities. However, Midwestern Latinos have been marginalized by both local/regional approaches to history and by the field of Latino studies, which tends to focus on the east and west coasts and the U.S. Southwest. This interdisciplinary course will explore Latino communities from Chicago to South Bend to better understand how these communities fit into the broader Latino experience but remain uniquely Midwestern. Some of the questions that we will ask include: Why did Latinos settle in Chicagoland and Northern Indiana? Why do new migrants keep coming? How has gentrification affected urban Latino communities? How are individuals and organizations working to improve the lives of migrant workers in rural areas? How do Latinos contribute to the Chicago arts scene? The course will include several site visits to

community organizations and cultural institutions throughout the region and will require students to collect an oral history from a member of one of the communities encountered in class.

HESB 30548. Race Relations and Ethnic Conflict in the U.S.

(3 -0- 3)

The course examines the causes and consequences of racial and ethnic conflict. We will address questions such as the following: How do race and ethnicity become meaningful to social actors? What factors contribute to inter-group conflict? What are the origins and consequences of inter-group inequalities? How are racial and ethnic identities related to social class? How are racial and ethnic identities related to politics? How can a racial or ethnic group overcome a subordinate status? In addition to engaging relevant literature, students will devote significant time to developing original research questions which could, with further development, result in published articles. (May not take if already took SOC 43838 because of course content overlap.)

HESB 30549. U.S. Civil Rights History: Chicanos

(3 -0- 3)

The “Chicano Movement” for Mexican American civil rights grew in tandem with the main contours of the civil rights culture that developed in the United States during the 1960s. As such, this course seeks to place the movement alongside other national movements for social change including the African-American civil rights movement, labor movement, counter-culture, and the anti-war movement. It will also be attentive to related efforts to build bridges between Latino populations (mainly Puerto Ricans) in American cities. As it emerged in the 1960s, the Chicano Movement challenged and maintained the ideological orientation of past efforts for Mexican American inclusion as it borrowed from the rich mix of social and cultural movements that defined the 1960s and early 1970s. This course will explore movement centers in California and Texas as well as a growing body of research on the civil and labor rights efforts in the Great Lakes, Pacific Northwest, and other Mexican ancestry communities across the United States as well as connections to Mexico and Cuba. This course will detail the key events and leadership of the movement as well as the art, music, and cultural production of one of the most important American civil rights movements of the post World War II era.

HESB 30550. History of Science and Race

(3 -0- 3)

The relationship between science and race has been going on a long time and is only getting more confusing. Science has been used in support of racial categorization; science has been used to tear down notions of race-based categories. Biology and anthropology specifically have been used to both support and refute racism. In this class, we will examine the diverse interactions between science and race from the 18th century to the present era of human genomics. We will look both at the scientific study of race and the impact of racial concepts on science, interactions that have given us Nazi medicine, eugenics, the Tuskegee airmen experiments, and modern day pharmaceutical trials in Africa. Throughout, we’ll be looking at the personal stories of scientists from minority ethnic groups and questioning the racial demographics of science in the 20th and 21st centuries.

HESB 30551. Racialization in the U.S. and Brazilian History

(3 -0- 3)

This course will consider the processes that have caused aspects of society to be racialized, or labeled with racial meanings, symbolisms, and/or identities. The class will focus on, but will not be limited to, “black” racialization. We will examine how racialization has shaped the human experience in the largest ex-slaveholding nations of the Americas—the United States and Brazil. Our goal is to understand the ways in which not only people are racialized, but also communities, geographical regions, nations, cultural production (such as music), behavior, labor, and gender, to name a few. With these two nations as our case studies, the class will explore the dynamic nature of racialization, focusing on the impact that space and time has had on the way we identify and live race.

HESB 30552. Food and Agriculture Policy

(3 -0- 3) Doppke

This course examines political and economic origins of, and consumer consequences of, four main areas: the farm bill and commodity programs, the regulation of ag biotechnology, food safety, and global trade in foodstuffs. This is a discussion-centered course with a significant portion of the grade coming from a group project presentation.

HESB 30553. Reinventing Government

(3 -0- 3)

Since World War II, many presidential candidates have campaigned on promises to make government more efficient, delivering services to individuals more cheaply, faster, and with fewer errors. We will explore the attempts made to reinvent the federal bureaucracy since the advent of the spoils system with Andrew Jackson’s presidential victory in 1828. We will examine the regulatory challenges presented to the federal government by the Industrial Revolution and how the federal government responded. Finally, we will examine critically, the presidential initiatives of the last quarter century to improve the national bureaucracy. This class will provide the student with the tools to understand the challenges of public administration, measure the effectiveness of various improvement initiatives, and diagnose potential maladies within the current system.

HESB 30554. Party Polarization in American Politics

(3 -0- 3)

This course examines questions concerning party polarization in American Politics. Is party polarization increasing? Does the concept of “culture wars” explain party polarization? What are the causes of party polarization in government and the electorate?

HESB 30555. Public Policy and Administration in the United States

(3 -0- 3)

This course examines recent developments in public policy and administration in American politics.

HESB 30556. American Labor Force

(3 -0- 3)

This course uses the tools of economics to understand the major forces shaping the American labor force, in both the past and the present. Examples of course topics include: the major waves of European migration to the U.S., 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. This course is closely related to Econ 33480 (Migration, Education and Assimilation) but does not require a research paper. Prerequisites: Principles of Microeconomics. Concurrent enrollment in or completion of a statistics course, Econometrics, or Intermediate Microeconomics is helpful but not required.

HESB 30557. American Religious History

(3 -0- 3)

This course will examine religion in American life from the encounter between Europeans and Native Americans in the sixteenth 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 U.S. and its international setting; and the diversity and persistence of religion in American culture.

HESB 30558. American Public Opinion and Voting Behavior

(3 -0- 3)

A central tenet of democracy is that citizens exert some degree of control over the actions of government, a requirement that places responsibilities on both government office holders and citizens. In this course, we will focus on whether American citizens live up to their end of the democratic bargain both in the depth

and breadth of their political opinions and in the quantity and quality of their participation in American elections. We will assess the degree to which citizens hold real opinions on political issues and how those opinions are formed, the extent to which they turn out to vote in elections and the factors determining voter turnout, the nature of voting behavior in various types of elections, the characteristics of the parties' electoral coalitions, and long-term changes in those coalitions.

HESB 30559. Constitutional Rights

(3 -0- 3)

This course will consist of an examination of how our rights are defined, protected, and limited by the judiciary under the Bill of Rights and Fourteenth Amendment of the Constitution. Our primary method of study will be to read, analyze, and debate landmark Supreme Court opinions.

HESB 30560. Confronting Homelessness in American Culture and Society

(3 -0- 3) Giamo

The course will 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.

HESB 30561. Political Economy of Globalization

(3 -0- 3) Rosato

This course examines the intersection of politics and economics in an increasingly global world. Economic interdependence has increased dramatically over the past fifty years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for evaluating the consequences of globalization and provides an overview of several theoretical approaches to and empirical issues in today's global economy. The course is divided into three main sections. The first part of the course focuses on understanding what is meant by 'globalization' as well as an introduction to several contending theories of globalization. The second part of the course will focus on managing globalization, and will evaluate different options available to states, institutions, and other actors. The final section of the class will be devoted to empirical issues associated with globalization. Topics discussed include: the environment, corruption, human rights, non-governmental organizations, democratization, and regional trading blocs.

HESB 30562. Sociology of War and Terror

(3 -0- 3)

This course offers a broad introduction to the sociology of wars, terror, and communal violence, including their causes, conduct, and consequences. We will consider the basic social forces which impel people to kill and to risk death in the name of their societies, including the relationship of violence to "human nature." We will survey the manifold characteristics of societies that contribute to and are affected by war and terror: politics; economics; religion; culture; demographics; the environment; gender; race, ethnicity, and nationalism; social movements; and social psychology. We will survey the scope of war and terror throughout social history and pre-history, but will give special attention to the security dilemmas confronting American society. And we will consider alternatives to war and terror and the prospects for transcending the communal violence that has been so much a part of social life for millennia. The format of the course combines lectures, presentations, and discussions. We will draw on both written and visual materials of several kinds. Grades will be based on examinations, brief written work, and participation. (This course requires no background in sociology. It is open to students in any major who are concerned about the occurrence of armed conflict in social life. This course can be counted as a Sociology elective.)

HESB 30563. Latinos in the Midterm Elections

(3 -0- 3)

Participation among Latino voters surged in the 2008 Presidential election. In 2010, the Latino electorate is poised to play an important role in several key states

with hotly contested statewide elections. This increased awareness of the role of Latinos is evident by increased efforts of both major parties since the 2000 presidential election. Despite their augmented presence, many misconceptions plague national understanding of this diverse population. This course will cover a broad range of issues to draw connections between the Latino community and American political systems and institutions. Questions that arise are: What difference does it make to be Latino and are there Latino-specific issues and concerns? How does the political system view and treat Latinos? To what extent do Latinos participate in politics and mobilize to advance their political interests? These questions will help us highlight the role of Latinos nationally and locally in the 2010 midterm elections.

HESB 30564. 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 30565. Education and Development in a Global Era

(3 -0- 3) Chattopadhyay

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 remains vulnerable, disengaged and disenfranchised from education. Against this backdrop, this course will explore the critical issues confronting education in developing countries in different regions of the world. The course has a strong applied focus and the readings will be drawn primarily from policy documents on current topics in international educational development. At the same time, the underlying theoretical and conceptual issues will be accessible to students through supplementary research articles and critical commentaries. Students taking this course will: 1) gain a critical understanding of the broader global development context in which educational policy takes shape in low-income countries, 2) develop operational fluency in key contemporary policy issues and institutional actors in international educational development; and 3) enhance their awareness of an educational development framework that is informed by the dynamic interdependencies of the global and the local.

HESB 30566. The American South: Race and Representations

(3 -0- 3)

This course will trace a long historical arc in considering depictions of the United States South and of the peoples who have lived there. Though we'll dip into the eighteenth century, the course will be roughly divided between the nineteenth and twentieth centuries. And while we'll spend most of our time analyzing the relations of blacks and whites, during slavery and after, we'll also consider the experiences of Native Americans, Asians, and Latinos. What role has "the South," as a place both real and imagined, played in the cultural history of the United States? And—as a region almost entirely set apart—how has "the South" figured in the creation of national identity? To what extent has it been used to contain, and even quarantine, the nation's racial problems? We'll dwell on these questions, and others, as we engage with novels, slave narratives, paintings, and films.

HESB 30568. Education Law and Policy

(3 -0- 3) Schoenig

This course focuses on selected legal and policy issues related to K–12 education in the United States. A central theme is the intersection of K–12 schooling and the state, with a particular focus on Constitutional issues of religious freedom and establishment, student speech and privacy, parental choice, educational opportunity, and education reform trends such as charter schools and accountability measures. Questions examined over the course of the semester include: What are the most basic obligations of the state with regard to its regulation of K–12 education? What are the most basic rights of parents in this regard? In what ways does the 1st Amendment protect—and limit—the speech and privacy rights of K–12 schoolchildren? In what ways may the state accommodate K–12 schools with an explicitly religious character? What are the Constitutional requirements with regard to religious speech or expression within K–12 public schools? To what degree is the principle of equality manifest in the form of educational opportunity? How has this changed over time? In what ways have education reform trends such as charter schooling and increased accountability changed the policy landscape of K–12 education?

HESB 30569. The Global Environment

(3 -0- 3)

The global climate crisis is upon us, leading historians to ask how did we get to this point and what tools historical knowledge might provide for finding our way in the future. This course considers, first, the nature of “climate collapse” (as some term it) on a global scale. We then turn to the issue of what values and what modes of production and consumption have caused this dramatic transformation of our planet. Looking particularly to political and economic analyses of global history, we trace the effects of modern industrial development and colonialism. Food, water, and other basics of life are all at stake. Finally, we discuss possible responses to this crisis looking to a number of intellectual genealogies from left to right.

HESB 30570. Social Inequality and American Education

(3 -0- 3)

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 their 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.

HESB 30571. Health and the Latino Paradox

(3 -0- 3) Duarte

The objective of this course is to enhance your awareness of major theories, concepts, issues and research studies related to the physical and mental health of Latinos in the United States. Particular attention will be drawn to the diversity of the Latino experience in the U.S. and the health care system in terms of country of origin, race, class, gender, and generation. This course attempts to be an introduction to the historical, political, economic and social structures that determine how a subpopulation in the United States is defined within and navigates thru a primary institution, like health care, and the ramifications of this for the society at large.

HESB 30572. 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.

HESB 30573. 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 30574. U.S. Civil Rights Movement

(3 -0- 3)

Corequisite: HIST 42851

There may not be a term in American society as recognized, and yet as misunderstood, as “Civil Rights.” Often civil rights are conflated with human rights, even through each are distinct of the other. During the semester, we will trace the African-American Civil Rights Movement in the United States during the 20th century, as well as its lasting impact on American society. We will do so using as many media as possible. Fortunately, we will have the opportunity to study an important part of American history in significant detail. The time span we cover will not be that great, but the issues we investigate challenge the founding principles of American society to its core.

HESB 30575. Law and Society

(3 -0- 3)

This course examines the role of law as both constituent of and agent of society and politics. Through theoretical engagement, applied jurisprudential reasoning, and institutional application we will seek to understand the phenomena that is law and what the consequences of the use of law are in political society. In this way, we will seek to understand what law has meant to people, socially speaking, now and in the past, and how we came to use law as a tool to organize life in the modern world.

HESB 30576. 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.

HESB 30577. American Legal History

(3 -0- 3)

This seminar format course provides an overview of American legal history from colonial times to the modern civil rights era. Readings cover the American revolution and constitutionalism, slavery and early civil rights, labor unions, and the rights of women, African-Americans, Asian-Americans, and Latinos. We will also consider the law’s response to social upheaval in times of crisis and rapid change in American society.

HESB 30578. Working to Eat: A Labor History of American Food
(3 -0- 3)

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the drive-through window, and everywhere Americans have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries.

HESB 30579. The United States' Gilded Age and Progressive Era
(3 -0- 3)

This course offers an introduction to the history of the United States from Reconstruction through the First World War with particular emphasis on the social, cultural, and intellectual formations of the period. The United States made a dramatic transition in these years: from a predominantly agrarian and rural society to an urban, industrial society and imperial, world power. It is also said that in this period, a new, national, and distinctly modern culture emerged. We will test the merits of this claim and attempt to understand how Americans grappled with these broad transformations by examining the history of social formations, including class, race, and gender, together with the history of cultural formations—American popular culture, the adaptations of bourgeois culture, and the creation of mass culture. In reading sources such as short stories, poetry, political speeches, and novels, and analyzing photography, film, advertising, and architecture, we will explore the making of a modern America.

HESB 30580. Undocumented Immigrants: The Social Consequences of Immigration Policy
(3 -0- 3)

This course examines the social realities of undocumented immigration to the United States through sociological and cultural perspectives. Notable emphasis will be placed on Mexican migration. The course will be divided into four four-week segments, beginning with an overview of unauthorized migration to the United States and an introduction to various theories of immigration. The following section will examine the social consequences of contemporary immigration policy and U.S.-Mexico border enforcement, including increased migrant deaths and human rights violations along the southern border. We will then trace the legal and social criminalization of unauthorized migrants and will highlight the consequences of these processes. The course concludes by comparing and contrasting unauthorized migration in countries around the world to U.S.-Mexico case. Each class will begin and end with a short lecture. The rest of the class time will be spent discussing the assigned material as a group in a seminar-style setting. Various documentaries and guest-speakers will be used throughout the semester to supplement the course material.

HESB 30581. Latinos in Education
(3 -0- 3)

This course examines the educational experiences and struggles of Latinos in U.S. public and private 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.

HESB 30582. Immigration, Political Rights, Citizenship: New Perspectives
(3 -0- 3) Esguevillas Ruiz

Citizenship is a pressing question for nation-states in the era of globalization. Whereas previous research on citizenship focused narrowly on the process of legal status, new studies are illuminating the actual practice of citizenship. As individuals' lives increasingly span national boundaries, states are debating the rights of people who claim to belong in more than one country. What are and what should be the extent of immigrants' economic rights? What about their legal

rights, political rights and cultural rights? The European Union and the United States confront similar challenges of integrating immigrants. The immigration debate that peaked in the United States with the end of the national Quota Act in 1965 surged again at the turn of the millennium while the Parliament and the Council of the European Union in 2008 adopted the directive of "Return of Illegal Immigrants", marking a new milestone in Europe's internal immigration debate.

HESB 30583. Constitutionalism, Law and Politics
(3 -0- 3) Munoz

In the Gettysburg Address Abraham Lincoln famously spoke of "government of the people, by the people, for the people." Why should government be of the people, by the people, and for the people? And if it should be so constituted, how is such a political order to be founded, designed, and maintained? In "Constitutionalism, Law, and Politics" we shall address these fundamental questions of political science by examining the idea of constitutionalism and the role constitutions play in political life. By reading classic texts in ancient and modern political philosophy, studying fundamental texts of the American political tradition, and examining contemporary legal and political issues, we shall study questions such as: How do different constitutional orders or regimes nurture different forms of political life and different types of citizens? How do different regimes rise and fall? What is the proper relationship between political authority and individual liberty? What, if any, are the limits on a just constitutional order? Readings may include selections from Aristotle, Aquinas, Machiavelli, Locke, Montesquieu, Jefferson, Madison, Lincoln, Roosevelt, and great cases of American and foreign constitutional law.

HESB 30584. History of American Education: Race, Class, Gender and Politics
(3 -0- 3) Collier

American Education mirrors American society with myriad challenges, successes, and ideologies. This course will look at how political struggles over race, language, gender, and class have all played out in the battle over American schools, schools that ultimately hold the literal future of America. This course will explore the History of Education in American from the late 1865 to the present and will have special emphasis on segregated schools in the 19th century and today. The course will also look closely at the very best programs re-shaping American education such as The Alliance for Catholic Education and KIPP. The course will look at education from Kindergarten all the way through graduate programs as we study how our institutions have formed and how they form and transform our society.

HESB 30585. Social Inequality
(3 -0- 3)

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.

HESB 30586. War and the United States
(3 -0- 3) Curtis

This seminar takes as its unifying theme the experience of war in its social and cultural aspects. We begin with a discussion of the creation of the soldier/Marine and the unit and proceed to a discussion of fictional, critical accounts of the war enterprise and warrior culture in the U.S.; the commemoration of wars and military campaigns, particularly the "smaller" wars these commemorative activities engender; the American military complex both at home and abroad; and the sometimes controversial role anthropologists have played in the current war on terror.

HESB 30587. Racism and Activism

(3 -0- 3) McVeigh

Throughout much of American history, individuals have organized and acted collectively to advance interests based on a common racial or ethnic identity. In some instances, groups have organized in an attempt to overcome discrimination and to stake a claim to rights and privileges enjoyed by majority group members. In other cases, members of the majority group have organized to restrict opportunities for the minority and to protect an advantaged position. We will consider the causes and consequences of both progressive and conservative social movements—such as the civil rights movement, the Ku Klux Klan, and the contemporary Tea Party movement—giving particular attention to how theories of social movements help us to understand episodes of race-based collective action.

HESB 30588. Urban Politics

(3 -0- 3) Ramirez

This course introduces students to major actors, institutions, processes, and policies of sub-state governments in the United States. Through an intensive comparative examination of historical and contemporary politics in city governments, we will gain an understanding of municipal government and its role within the larger contexts of state and national government.

HESB 30589. Stereotypes, Media and Politics

(3 -0- 3)

This course considers the effects of stereotypical communication and thinking on perceptions of political objects and political behavior. A natural by-product of human behavior is to simplify the world around us by creating social categories in which we place individuals; as a consequence, our thoughts, feelings, and treatment of others depend on their membership in various social categories. We will also consider some of the psychological consequences of stereotyping and prejudice with the goal of understanding the various ways that stereotypes and prejudice can impact intergroup relations, and the implications of such thinking for electoral politics.

HESB 30590. American Consumer Culture

(3 -0- 3) McKenna

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 twentieth 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.

HESB 30591. Is Post Race Politics Possible: Race, Ethnicity and Am. Democracy

(3 -0- 3)

President Obama's election has set off a series of debates about the continuing importance of race in American politics. This course is an advanced exploration of the construction of race and ethnicity in American political life. After a review of definitions of race and ethnicity, the course examines the differing patterns African American, Latino/a, Asian American and Native American communities and elected officials confronted as they struggled to integrate their values into U.S. public life. We also consider the interactions of race and ethnicity with other identities such as gender and class. The seminar is organized around a study of contemporary elected women and men officials of color which will allow students to create specialized studies of groups, to compare sets of political leaders, and to evaluate the ongoing importance of race in everyday politics.

HESB 30592. Intro 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.

HESB 30593. Race and Ethnicity: Latinos in the U.S.

(3 -0- 3) Duarte

How Latinos are racialized often defies the common understanding of race as either Black or White. This course attempts to complicate this debate by exploring the historical, political, economic and social structures that determine the ethnic and racial stratification of Latinos in the United States. Topics include the multigenerational experience of Latinos, contemporary immigration, Latino youth and gender.

HESB 30594. Poverty/Inequality/Social Satisfaction

(3 -0- 3) Andrew

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 class structure in U.S. society, status attainment and occupational mobility, racial and ethnic stratification, gender stratification in the labor market, inner-city and rural poverty, the working poor, educational inequalities, welfare dependency, and homelessness.

HESB 30595. Early Childhood Policy in the U.S.: Origins and Current Context

(3 -0- 3)

This course covers the various issues relevant to the current early childhood education landscape. This includes theories of early learning and child development, policy development in the United States, the issues of inequality and the achievement gap (particularly related to K–12 Education Reform) and research on interventions or “what works” in early childhood programming. The advantage to understanding the theories of child development, the policy context and the intervention research is that it gives future teachers and future policymakers a foundational premise upon which to grow, analyze, learn and teach. Topics covered will include: Theories of Child Development (Infant Schools to Present), Head Start and the CCDBG, State Preschool, Inequality and the Achievement Gap in the Early Years and Interventions in Early Childhood (HighScope/Perry Preschool, Abecedarian and Chicago Parent Studies, Head Start Research). The goal of this class is to come away with a greater understanding of the language, the history, the goals and the possibilities in this policy area as well as its connections to other social welfare programs and to K–12 schooling. Students will become more fluent in the language of early childhood education and will gain the foundational knowledge of past and current theories, laws, policies and educational interventions.

HESB 30596. Marxian Economics

(3 -0- 3) Ruccio

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.”

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 fifteen 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 43040. Spending, Taxes, Deficits

(3 -0- 3) Betson

In 2001, Alan Greenspan expressed his concern to Congress with the speed by which the country was reducing the federal debt. A decade later, the black ink of the federal budget has been replaced with red and the once shrinking debt is now growing to the public's consternation. This course will examine the factors that are responsible for this about face in the direction of federal debt; entitlement reform in the Medicare program; and fundamental tax reform options and proposals.

HESB 43041. U.S. Health Care Policy

(3 -0- 3)

The rising cost of medical care is placing high quality health care out of reach for a large and ever increasing number of Americans. State and federal governments also feel the financial burden American households endure as the cost of Medicaid and Medicare spiral out of control. This course will analyze the causes of rising health care costs; it will examine how employers and governments have attempted to control the cost of medical care while increasing access to such care. A central focus of the course will be an examination of the Patient Protection and Affordable Care Act of 2010.

HESB 43042. Common Law and the Common Good

(3 -0- 3)

This course begins by exploring alternative concepts of the common good and asks the following question: Is the law capable of promoting justice or fairness within a society or is and should its role be limited to facilitating and promoting business and commercial transactions to ensure efficiency in a market economy? Court decisions from the areas of property, contract and tort law will be used to explore how the American common law tradition has evolved over time to promote efficiency in market transactions with limited attention paid to broader societal concerns for equality and justice. While some readings will be from law journals, most of the readings for this course will consist of court decisions which will serve as the basis for class discussions.

HESB 43043. Health Care and the Poor

(3 -0- 3) Betson

The relationship between health and poverty is complex and challenging. The inability of the poor to maintain adequate nutrition, shelter and have access to preventative medical care can contribute to their poor health status. But even if one isn't poor, one illness or hospitalization can test their ability to meet both their ability to meet the financial burden of their medical care as well as their other needs. In either case, individuals have to face difficult choices between their health and other material needs. This course examines the consequences of the health risks the poor face and the difficulties that they have in obtaining medical care whether they are uninsured, seek "charitable" care, or utilize public programs such as Medicaid. The course will also examine the impact of the Affordable Care Act that will require all individuals to have at least a minimal level of health care coverage.

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 43503. Race, Gender, and Women of Color

(3 -0- 3)

This seminar analyzes a dominant American beliefs about the significance of race and gender primarily through the focusing lens of the experiences of women of color in the U.S. How did intersecting ideologies of race and gender attempt to define and limit the lives of women of color as well as other Americans? How have women of color responded to and reinterpreted white American ideas about their identity to develop their own self-defenses and ideologies?

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, to present evidence of immunizations, and to receive a TB skin test.*

HESB 43515. Families, Employment, 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 43524. Unequal America

(3 -0- 3)

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—is that what Americans really want?

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 43528. Migration, Education, and Assimilation: Three Forces that Built America

(3 -0- 3)

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 U.S., 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.

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)

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. Bio-Medical 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’ 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 43541. Religion and American Society

(3 -0- 3)

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.

HESB 43543. Health, Healing, and Culture

(3 -0- 3)

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 which 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)

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 43546. Black Politics in Multiracial America

(3 -0- 3) Pinderhughes

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 becomes increasingly multiracial.

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 43552. History of Economic Thought
(3 -0- 3)

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 43554. Education and Development in a Global Era
(3 -0- 3) Chattopadhyay

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 towards underprivileged children and adolescents at home and abroad.

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)

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)

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 43558. Civil Life and Democracy in the Contemporary World
(3 -0- 3)

This course addresses the issue of the characteristics, sources and implications of civic life. What are the conditions for the formation and development of voluntary associations and of sustained civic engagement of citizens? And what are their relations to the process of democratization and the quality of democracy? First, the course will discuss what are the components of civic life (types of voluntary associations and social movements). Second, it will debate existing theories of the origins of civic life (socioeconomic modernization, social capital, political culture, historical-institutionalism). Third it will reflect on the impact of civic life on the quality of democracy, namely to understand its implications for political equality between citizens. The empirical focus of the course will be an analysis of the varying types and trends of civic life between the 1970s and the early 2000s in the advanced industrial democracies of Western Europe and North America and in the new democracies of Southern and Eastern Europe, Latin America and East Asia.

HESB 43559. Anthropology of Poverty
(3 -0- 3)

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 Part A 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 B 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, political science, as well as documentaries and films.

HESB 43560. Employment in a Changing Economy

(3 -0- 3)

How is employment changing? What distinguishes the new economy from the old economy? How do people find better jobs? What are employers looking for when they attempt to meet their labor needs? This course will attempt to answer these and other questions by contrasting the new and 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? For more information on the course download the Spring 2005 syllabus at <http://www.nd.edu/~dhachen/Courses/Courses.html>.

HESB 43861. The Political Economy of the Financial Crises

(3 -0- 3)

A discussion seminar. This course will examine the recent experience of the U.S. and global economies with financial crises, especially the most recent crisis involving housing speculation, financial derivatives, and banking. 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. It will examine historical and structural changes in the financial system over the past 30 years, and how these changes have affected the behavior of financial crises. In addressing prospects for change, the course will examine policies, institutions, and the basic structures of power and influence in the economy.

HESB 43862. Economics of War and Peace

(3 -0- 3)

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.

HESB 43863. World Poverty and Inequality Across Nations

(3 -0- 3)

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.

HESB 43864. U.S. Catholic Social Ethics

(3 -0- 3)

This course will study the emergence and development of the Americanist Tradition in Catholic Social Theory from the late-nineteenth 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, 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.

HESB 43865. Religion and Social Activism

(3 -0- 3)

This course mainly focuses on how religion acts as a double-edged sword for social change, promoting both radicalization and quiescence. Students will be exposed to the major topics, theories, and debates in the scholarly work on religion and social change as well as important empirical cases of collective action in which religion has been a force, such as the U.S. civil rights movement, U.S. Central peace movement, East German Revolution, and anti-abortion activism. In studying religion's impact on social change, we will pay particular attention to how different dimensions of religion shape social activism, the mechanisms through which religion mobilizes or demobilizes social activism, and whether—and if so, how—religious-based activism is distinct from its secular counterpart. Though most of the course examines the effect of religion on social activism, we will also reverse the causal arrow and consider how social activism affects religion and the processes involved in this influence. (Please note: During the semester, students will have the opportunity to engage in service-related projects, both locally and at least one non-local location, though doing so is not required.)

HESB 43867. Race, Ethnicity, and Inequality in Public Education

(3 -0- 3)

This course explores the link between racial and ethnic relations in the U.S. and the American education system. We will discuss sociological understandings of racial and ethnic inequality in education over the past several decades. Moving beyond black-white inequality, this course will examine the political, cultural, and historical perspectives of racial and ethnic inequality among and between racialized groups in the U.S. Students will be introduced to central sociological debates within the fields of race/ethnicity and education. We will also pay some attention to the changing nature of racial and ethnic inequality in education over the latter part of the twentieth century and the future of racial and ethnic inequality in education during the 21st century.

HESB 43868. Deviance, Crime, and Social Control

(3 -0- 3)

This course will focus on selected issues in the study of deviance and criminal behavior and how they are treated in modern society. Students will be required to discuss and analyze these issues from a variety of sociological perspectives. This course is intended primarily for students who have interests in the social sciences, law, and public policy. The issues under focus in this course may change each time the course is offered. (Cannot have taken SOC 43730 or 43732 due to content overlap.)

HESB 43869. Environmental Economics

(3 -0- 3) Lipscomb

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. Writing intensive.

HESB 43870. Telling About Society

(3 -0- 3)

How do we see the world? How do these modes of representation determine our social reality? How can we use media to create social change? This rigorous seminar interrogates the lenses through which we see, and more importantly make, our world. We open with an interrogation of theories of media, representation,

and the sociology of knowledge so as to develop a critical eye towards how these lenses shape our everyday reality. From there we discuss particular modes of representation: photography, ethnography, statistics, journalism, maps, and more. We consider the inherent biases within these ways of seeing, and debate the appropriate uses of these technologies. From this starting point, the course turns its eye to particular historical periods and phenomena: the Great Depression, Vietnam War, the era of HIV/AIDS, and the growing surveillance society. We compare across different media representations of each event to evaluate how different media tell very different kinds of stories about that moment. Ultimately, this class presses students to consider the capacities of these media for encouraging mobilization and change—to redesign the world. To work through these issues, students will engage in fieldwork on a local topic of their choosing. Their final project will consider how different media have shaped our knowledge of a local issue, and in response students will create a final multimedia campaign designed to alter people's "ways of seeing" that topic. In this project, students will persuade their audience using a variety of "lenses" to make their case: from ethnography to documentary film to radio journalism to new media and more.

HESB 43871. Topics in Political Economy

(3 -0- 3)

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.

HESB 43872. Contemporary Education Reform in America

(3 -0- 3)

This course examines the need for educational reform in the United States and the strategies being implemented to achieve reform. Emphasis will be given to the situation of low-income students in high poverty schools. In particular, recent studies of the impact of poverty on child development and its implications for learning will be reviewed to establish an understanding of the optimal school environment and pedagogies for teaching children from disadvantaged backgrounds. After a brief history of education reform in America, the course will scrutinize the current reform movement considering the appropriateness of its goals, identifying its major political players, and reviewing social science research about the effectiveness of reform strategies including curriculum reform, charter schools, and teacher accountability in reducing the achievement gap and raising student learning.

HESB 43873. Sociology of Media, Tech, Society

(3 -0- 3) Halton

From an ever-increasing proliferation of electronic devices and "enscreening" of daily life, to the increased reliance on automatic and non face-to-face interactions, to virtualizing leisure activities, media and technology have become central players in social relations. This seminar will explore the ways media, and technology more generally, are transforming contemporary society.

HESB 43874. Family, Gender and Employment

(3 -0- 3) McClintock

This course addresses the competing responsibilities of employment ("work") and family. It explores how work and family life interconnect and interfere with each other and the implications that this has for women, men, children, marriage, single/divorced parents, and employers. Topics include the work-family time crunch, gender and the division of labor, gender and parenting, and the changing nature of work. The class will also examine how family structure, gender, race, and social class affect the ability to achieve work-life balance. Special consideration will

be given to the effect that work-family tension has on children, parenting, and parents' relationship quality. The focus is on the contemporary United States, but this course will also include historic and cross-national comparisons.

HESB 43875. Power and Identity in Modern Society

(3 -0- 3) Konieczny

In this seminar, students will explore various ways of thinking about the distribution and exercise of power in modern societies, and how power is related to identity and the self. We will read and discuss contemporary theoretical works and case studies which examine authority relations and their construction, and the interplay of power with economics, politics, religion and culture. This course should be of particular interest to sociology majors with interests in political sociology, gender, inequality, culture, and history. (Students who took SOC 23901 may not take this course because of content overlap.)

HESB 43876. 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.

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.

History

HIST 10200. Western Civilization to 1500

(3 -0- 3)

Corequisite: HIST 12200

This course offers a survey of the central themes in Western Civilization from ancient Mesopotamia to the Renaissance. Emphasis will fall upon 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 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)

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; sectional division and Civil War.

HIST 10605. U.S. History since 1877

(3 -0- 3)

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 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. Early Africa and the Slave Trade

(3 -0- 3) Ocobock

Corequisite: HIST 12050

This course is an introduction to the history of the peoples of Africa to 1800. We will investigate how they tamed the frontier, innovated agriculture, forged iron, professed dynamic faiths, built legendary cities, sold goods in distant ports, and founded powerful kingdoms. In the midst of these accomplishments, Europeans figure merely as visitors to the African continent. We will also consider the lives and labors of slaves and slave-owners in Africa. As African communities raided for and traded in slaves with one another, they also sold them to foreign merchants along the coasts, initiating a global slave trade. As purveyors, purchasers, or captives themselves the peoples of Africa played a critical role in a global slave trade, which devastated societies, expanded empires, and created a Diaspora of tens of millions scattered across the world but bound by common heritage. These are some of the themes we will identify, discuss, and debate in this course. We will make use of a variety of texts, such as historical documents, classic academic works, as well as African art, film, and fiction.

HIST 10061. A History of Modern Africa

(3 -0- 3) Ocobock

This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. During the term, we will consider the ways in which Africans shaped and were shaped by the transformative events of the period. In the second half of the nineteenth century, European powers conquered and colonized much of the continent. Over the next sixty years, Africans lived and died under the yoke of European rule; some resisted, others collaborated, but all influenced the nature of colonialism and its eventual collapse. By the 1960s, most Africans were free of foreign rule. Since then the peoples of Africa have endeavored to achieve political stability, navigate Cold War politics, harness development aid, and adapt to a globalizing economy. In recent years, they have succumbed to brutal wars and endured devastating famines, but they have also inspired the world with their triumph over apartheid, emerging vibrant democracies, rich cultures, and deep history. In this class, we will identify, problematize, and debate these major themes in Modern African history. We also will make use of a variety of texts, from historical documents to classic academic works to works of African art, film, and fiction.

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) Sengupta

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; nineteenth and twentieth-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 to 1500

(3 -0- 3)

Corequisite: HIST 12200

This course offers a survey of the central themes in Western Civilization from ancient Mesopotamia to the Renaissance. Emphasis will fall upon 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

Corequisite: CLAS 12100

An introduction to the major historical and cultural periods of ancient Greek and Roman civilization through close reading of texts central to the Classical Greek and Latin literary traditions. Topics to be considered include: concepts of the divine; heroism and virtue; concepts of gender; democracy, empire, and civic identity. The course aims to deepen students' appreciation for the classical roots of their own social, intellectual, and religious lives.

HIST 10350. Dying to Live Forever: Christian Martyrdom from Jesus to 9/11

(3 -0- 3) Moss; Gregory

Corequisite: HIST 12350

Martyrdom has been centrally important to Christianity from the ancient world to contemporary debates about the category and its application. It is inextricable from questions about persecution and power, death and identity, suffering and truth. Through lectures and tutorial discussions of primary sources, this course examines the experiences, representations, reception, and place of martyrs across two thousand years of the history of Christianity with particular emphasis on the early church and the Reformation era. It analyzes the importance of martyrdom for the definition and development of Christian doctrine, ecclesiology, and devotion, and the influence of these in turn on attitudes about persecution, the imitation of Christ, and martyrdom itself. This course fulfills the second University Theology course requirement or the Arts and Letters History requirement.

HIST 10390. Christianity, Commerce, and Consumerism: The Last 1000 Years

(3 -0- 3) Gregory

Corequisite: HIST 12390

The capitalism and consumerism that now influences the entire world arose within a religious culture—that of Western Christianity—whose central figure extolled poverty and self-denial, and whose most important early missionary wrote that “the love of money is the root of all evils.” How did this happen? This course takes a long-term view of the emergence of modern economic life in relationship to Christianity beginning with the upturn in commerce and the monetization of the European economy in the eleventh century and continuing through the relationship between markets and Christian morality in the Middle Ages and Renaissance. It pays particular attention to the ways in which the religio-political disruptions of the Reformation era laid the foundations for the disembedding of economics from Christian ethics and thus made possible modern Western capitalism and consumerism.

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 10405. Europe from the French Revolution to World War I

(3 -0- 3)

Corequisite: HIST 12405

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 10600. U.S. History I: to 1877

(3 -0- 3)

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; sectional division and Civil War.

HIST 10605. U.S. History since 1877

(3 -0- 3)

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 U.S. 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 10900. Latin American History through Film

(3 -0- 3)

Corequisite: HIST 12900, HIST 31900

This course offers an introduction to the history of Latin America through the study of film (in combination with more traditional print sources).

HIST 10901. Colonial Latin America

(3 -0- 3) Graubart

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 10903. Modern Latin America

(3 -0- 3) Beatty

Corequisite: HIST 12903

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-nineteenth 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 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. We will examine historical texts, archaeological artifacts and other aspects of material culture to see how Andean peoples adapted to and contributed to the formation of their societies, under arduous geographic, climatic and political 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 is about how some societies transform the environment by radically interventionist strategies: highly selective breeding and winnowing of species, intensive agriculture, and city building. We investigate how and why this “civilizing ambition” has functioned and failed in a variety of settings, and compare its effects with those of other strategies adopted by less ambitious societies. We approach the history of the world not by the usual strategy of classifying events according to the periods or cultures in which they occurred but by using different environments as our units of enquiry, looking at tundras and taigas, arid deserts, forests of different kinds, alluvial soils, grasslands, highlands, and coastal and marine environments, and seeing how people have exploited the peculiar opportunities and responded to the challenges of each.

HIST 11184. History University Seminar Language Across the Curriculum Lab

(0 -1- 1)

Corequisite: HIST 13184

Students undertaking 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 of the College of Arts and Letters. Choosing this option means that students will do some additional reading in Spanish language materials and meet once a week with the instructor or a teaching assistant for a discussion in Spanish. The LAC 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 LAC discussion sections can be applied toward a major, secondary major or minor in Spanish. Please contact the instructor if you are interested in adding this supplemental credit.

HIST 12350. Tutorial for Dying to Live Forever: Christian Martyrdom from Jesus to 9/11

(0 -0- 0)

A weekly tutorial required for students registered for HIST 10350, Dying to Live Forever: Christian Martyrdom from Jesus to 9/11, or its cross-lists.

HIST 12390. Christianity, Commerce, and Consumerism: The Last 1000 Years Tutorial

(0 -0- 0)

Corequisite: HIST 10390

A weekly required tutorial for students registered for HIST 10390.

HIST 12405. Europe from the French Revolution to World War I Tutorial

(0 -0- 0)

Corequisite: HIST 10405

A weekly tutorial required for students registered for HIST 10405.

HIST 12610. Irish-American History Tutorial

(0 -0- 0)

Corequisite: HIST 10610

A weekly discussion section required for students registered for HIST 10610.

HIST 12900. Latin American History through Film Tutorial

(0 -0- 0)

Corequisite: HIST 10900

This is a weekly required discussion group for students registered for HIST 10900.

HIST 12903. Modern Latin America Tutorial

(0 -0- 0)

Corequisite: HIST 10903

A weekly tutorial required for students registered for HIST 10903, Modern Latin America, or its cross-lists.

HIST 12929. Andean History and Ethnohistory Tutorial

(0 -0- 0)

Corequisite: HIST 10929

A weekly discussion section required for students registered for HIST 10929 or its crosslists.

HIST 12990. Environment and Civilization Tutorial

(0 -0- 0)

Corequisite: HIST 10990

A weekly tutorial required for students taking HIST 10990 or its crosslists.

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 13195. American Political Traditions since 1865

(3 -0- 3)

Prerequisite: ALHN 13950 (may be taken concurrently)

Students will investigate the political debates—and simultaneous examinations of democracy's character—that have animated American reformers and intellectuals since the mid-nineteenth century. 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 work and labor after the civil war, and move through the "social question" of the late nineteenth century, Progressive reform in the early twentieth century, the New Deal, the origins of modern conservatism, and various post-World War II social reform movements, from civil rights in the South and North to the battle over *Roe v. Wade* (1973), concluding with discussion of Red and Blue America. Readings will include at least one novel, court cases, speeches and a sampling of the philosophical and historical literature.

HIST 13196. Honors History Seminar

(3 -0- 3)

Prerequisite: ALHN 13950

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) Guo

This course provides an introduction to Islamic civilization and Muslim culture and societies through scholarly works, literature, media clips, films, and

audio-video material (some made by the instructor during recent trips to the Middle East). The background 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 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 20081. The Good Life in Medieval Islam

(3 -0- 3) Tor

One learns a great deal about a society from its definition of what constitutes the good life. This textually-based course will therefore examine the lifestyles of the rich, the famous, and the not-so-famous in the medieval Islamic world, in order to learn about that civilization's mores, material culture, technological sophistication, material wealth, and social customs. Issues that will be covered include the conspicuous consumption of the elite—in feasting; court ceremonial; slaves, eunuchs, and concubines; harems; hunting; extravagant parties; sartorial magnificence; retinues and private armies; jewels and objets d'art; praise poetry; and much more. In the process of exploring these issues, students will discover much about trade and agriculture in the Islamic Middle Ages; the role of women, slaves, eunuchs, and poets; the internal divisions within Muslim society; courtly life and culture; and, finally, the alternative definitions of the good life offered by religious ascetics, mystics, and chivalric brotherhoods.

HIST 20106. Introduction to Modern South Asian History

(3 -0- 3) Sengupta

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; nineteenth and twentieth-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) Thomas

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 to 1500

(3 -0- 3)

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) Boulton

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 since 1500

(3 -0- 3)

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.

HIST 20430. The Irish in Us: Comparative Perspectives on Being Irish and Irish-American

(3 -0- 3) Griffin

This class provides an educational and entertaining reflection on the deep historical and cultural intertwining of America and Ireland, and the extent to which our

world is shaped by Irish people, culture and heritage. Drawing upon the skills of three Notre Dame professors, each of which has different interests, in this class we explore comparative perspectives of the cultural, economic, and political context of being Irish and Irish-American. In this class we seek to provide new perspectives on the interconnections between Ireland and America, in the past, present and future. Based on lectures and presentations, we explore some fundamental historical questions, such as how were the Irish Famine, emigration, and economic developments of the 18th–20th centuries interconnected, and how did the Irish Diaspora shape the historical and cultural trajectory of America. Similarly, we explore what it is to be Irish and Irish-American, be it through family history, or growing up watching Notre Dame football. What are the interconnections between regional Irish identities, language, and history? Finally we explore how American, let alone global, culture is being actively shaped by Irish culture (such as literature, theater, film, music), and the extent to which this is a dynamic process. Looking at it from a different perspective, how has the reintroduction of such an idealized form of Irishness to Ireland, impacted the country? Drawing upon literature, history, archaeology and folklore, this class will illustrate the different ways we can explore and conceive of the past and present world of Ireland and Irish-America. Seeking answers to these questions offers students a fascinating opportunity to learn more about Ireland, America, and the connections between these cultures and peoples.

HIST 20600. American History from Colonization through Reconstruction

(3 -0- 3)

Corequisite: HIST 22600

This course explores the major forces that shaped social and cultural life in the United States from the earliest period of settlement (ca. 1600), through the Civil War and Reconstruction. It views American history not as a tale of uninterrupted progress, but as a story of hard-fought battles that some won and others lost. Freedom, equality, and democracy for some groups coexisted with oppression, inequality, and exclusion for others. The course therefore focuses on two main questions. First, how did different groups define what concepts like ‘freedom,’ ‘equality,’ and ‘democracy’ meant, and how did they determine to whom these concepts should apply? Second, how was this process of definition shaped by encounters with Indians, Africans, and European immigrants; imperial conflict and revolution; varieties of religious expression; constitutional development; democratization; westward expansion; and sectional divisions that led to the Civil War? The goal is not simply to provide an overview of major conflicts and changes in early America, but to develop students’ ability to critically interpret their meanings and implications, and to help them arrive at their own informed conclusions. This course satisfies the university history requirement and is open to all students; no previous knowledge of the topic is required.

HIST 20605. U.S. History since 1877

(3 -0- 3)

Corequisite: HIST 22605

This course focuses on major events (depressions, wars, migrations, social movements) and processes (suburbanization, technologies, etc.) which can arguably be said to have had widespread and enduring influence in the United States since 1877. We will approach U.S. history through lectures, primary sources, and discussions that add memorable insight and depth. Some of these historical moments provide opportunities to reflect on the place of the United States in the world and to ask what makes for historical significance. By the end of the semester, students should be able to offer a reasonably coherent discussion of this period. This includes a basic interpretive understanding of many major events in U.S. history that also grasps some ways these major events have shaped our own place in time and space. Note: This course is open to all students and satisfies the university history requirement; history majors may count up to two lower-level courses toward the major.

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 (three- to five-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 two-fold: to provide the students with a college-level survey of American history from the founding of the colonies through the 1980's, and to examine in some detail fourteen "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 ante-bellum 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) Soares

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)

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 20975. Making Australia

(3 -0- 3) Miscamble

The struggle to 'make' Australia, as opposed to replicating Britain, got underway early on after European settlement, and it has been in process ever since. This course will seek to understand this nation-building process. Most 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 future. The final part 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. (It is of special benefit to the latter group.) In addition to reading 5–6 books, students must view a number of important Australian documentary and feature films. A willingness to participate in extracurricular activities is a prerequisite for the course. (Please don't sign up for the course if you can't attend out-of-class events.)

HIST 20990. Environment and Civilization

(3 -0- 3) Fernandez-Armesto

Corequisite: HIST 22990

This course is about how some societies transform the environment by radically interventionist strategies: highly selective breeding and winnowing of species, intensive agriculture, and city building. We investigate how and why this "civilizing ambition" has functioned and failed in a variety of settings, and compare its effects with those of other strategies adopted by less ambitious societies. We approach the history of the world not by the usual strategy of classifying events according to the periods or cultures in which they occurred but by using different environments as our units of enquiry, looking at tundras and taigas, arid deserts, forests of different kinds, alluvial soils, grasslands, highlands, and coastal and marine environments, and seeing how people have exploited the peculiar opportunities and responded to the challenges of each.

HIST 20999. Modern World History

(3 -0- 3)

This course traces the emergence of the modern world since 1500. The history of the modern world is in part the story of globalization, the increasing interaction and interdependence of cultures and peoples across continents. European conquests and colonization initiated this transformation of local places into global societies, and part of the course focuses on the ascendance of the West and on the responses of peoples in Asia, Africa, the Middle East, and the Americas to European military superiority. But the history of the modern world is not a one-dimensional tale of Western invasion and subjugation. This class therefore stresses and compares autonomous political, cultural, and socio-economic developments of empires, societies, and economies across all continents, such as the Qing Dynasty of China, the Mughal Empire of India, the Ottoman Empire of the Middle East and North Africa, the Empire of Japan, and the British Empire, that together have shaped and sustained the modern global world. The main thematic emphases of the course are: Conquest, technology, and trade; industrialization, wealth, and inequality; nation states, citizens, and revolutions; the age of ideologies, wars, and genocide; gender, culture, and religion; globalization and its socio-economic and ecological consequences.

HIST 22990. Environment and Civilization Tutorial

(0 -0- 0)

Corequisite: HIST 20990

A weekly tutorial required for students taking HIST 10990 or its crosslists.

HIST 30020. Fascism: Italy, Japan, Germany

(3 -0- 3) Thomas

The rise of the Far Right in the early 20th century was a global phenomenon, and this course will explore the ideological and concrete manifestations of fascist movements in Italy, Japan and Germany in an effort to see if the concept of "fascism" might be usefully refined and revived. The first section of the course will concern definitions of fascism. Relying on the most recent scholarship, we will ask whether fascism is best defined as revolutionary or counter-revolutionary, whether it is the outgrowth of modernization or spawned by under-development, and whether it is a matter of deeply rooted cultural biases or a contingent crystallization of political forces emerging from the happenstance of personalities and immediate problems. After framing the analytical questions, we will turn to more detailed analyses of our three case studies, the leading Axis Powers (Italy, Japan, and Germany), to consider the Right's relationship to party structures, capitalism, colonialism, the military, technologies and ideologies.

HIST 30021. History of the Medical Sciences

(3 -0- 3) Hamlin

This course is an intellectual history of western medicine. It is intended to familiarize students with the multiple explanatory problems that occur in medicine and the most important approaches to them. Its focus will be much more on medical theory and knowledge than on medical practice and institutions. The course will begin with a review the Hippocratic and Galenic heritages and early modern appeals to chemical and physical explanations of disease and of health. A middle section will explore the 17th–18th century syntheses of Sydenham, Boerhaave, and Cullen, consider the difficult problem of nosology, and examine the empiricist critique in the clinics of early nineteenth-century Paris, including the conflict between ontological and physiological concepts of disease. The final section will examine several distinct trends in the nineteenth century: the impact of experimental physiology, the growth of clinical science, the emergence of epidemiology and tropical medicine, the rise of bacteriology, immunology, and virology; and the impact of new statistical methods. Reading assignments will be a mix of scholarly articles by medical historians and extracts from primary sources. Requirements include critical reviews of primary sources, journal, quizzes, and final exam. There are no prerequisites for the course. While some familiarity with the human body and its ailments and vulnerabilities, and some comfort with modes of biological explanation will be helpful, the course is intended for persons with general interests.

HIST 30022. Religion: History of an Idea

(3 -0- 3) Appleby

Today we speak of “religion” to refer to particular communities and traditions of practice, belief and social organization that can (and should?) be set apart and even isolated from other sectors of society (politics, the economy, law, etc.). Yet this notion of religion as a subset of society (rather than as an all-encompassing way of life) has a history; it is a development that accompanied the decline of magic and the supernatural and the onset of “the modern era.” When and under what circumstances was “religion” conceptualized as a discrete human phenomenon, and set apart as a subject of study, reflection and practice? How did the new, modern disciplines or sub-disciplines that arose in the 19th and early 20th centuries (e.g., the comparative study of religion, the history of religion, the sociology of religion) define and construct “faith,” “belief” and “unbelief”? And what has all this to do with theology, worship, spirituality and religious identities in the United States and Europe today—in a supposedly secular age? We will explore these and similar questions within the context of the history of ideas, drawing on both primary and secondary sources and ranging from the late medieval period to the late twentieth century.

HIST 30030. 20th-Century World History

(3 -0- 3)

This course examines the political, cultural, social, and economic development of the world from the outbreak of the First World War to the present. Through lectures, readings, discussions, movies, and research we will investigate such themes as the effects of World War I, the Russian Revolution, the rise of totalitarianism, the Great Depression, World War II, de-colonization, the Cold War, national liberation wars, the demise of communism, and the realignment of the post-Cold-War world into global networks. Our goal will be to assess the importance of these and other subjects in today's world.

HIST 30035. The World since 1500

(3 -0- 3) Fernandez-Armesto

Corequisite: HIST 32035

We'll try to see the world whole—looking at genuinely global historical experiences of the last five hundred years. Our aim will be to take the broadest and most comprehensive perspective we can imagine; we'll look not only at every kind of human culture in every part of the planet, but also, for the sake of comparison, at the start and end of the course, at the societies of other, non-human cultural creatures. We'll focus on two stories: first, the mutual impact of human beings and the rest of nature; and, second, the effects human societies have had on each other in an era of accelerating world-wide contacts between cultures. The purpose of the

course will be to identify and probe the main themes of the history of the world in the last half-millennium, equip students with a historically informed awareness of global connections and inter-actions in a globalizing world, and to ask whether (and, if so, how) global history relates to current problems in social policy, international relations, and ethical debate.

HIST 30050. Early Africa and the Slave Trade

(3 -0- 3) Ocobock

Corequisite: HIST 32050

This course is an introduction to the history of the peoples of Africa to 1800. We will investigate how they tamed the frontier, innovated agriculture, forged iron, professed dynamic faiths, built legendary cities, sold goods in distant ports, and founded powerful kingdoms. In the midst of these accomplishments, Europeans figure merely as visitors to the African continent. We will also consider the lives and labors of slaves and slave-owners in Africa. As African communities raided for and traded in slaves with one another, they also sold them to foreign merchants along the coasts, initiating a global slave trade. As purveyors, purchasers, or captives themselves the peoples of Africa played a critical role in a global slave trade, which devastated societies, expanded empires, and created a Diaspora of tens of millions scattered across the world but bound by common heritage. These are some of the themes we will identify, discuss, and debate in this course. We will make use of a variety of texts, such as historical documents, classic academic works, as well as African art, film, and fiction.

HIST 30060. African History Since 1800

(3 -0- 3) Ocobock

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 30061. History of Modern Africa

(3 -0- 3) Ocobock

This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. During the term, we will consider the ways in which Africans shaped and were shaped by the transformative events of the period. In the second half of the nineteenth century, European powers conquered and colonized much of the continent. Over the next sixty years, Africans lived and died under the yoke of European rule; some resisted, others collaborated, but all influenced the nature of colonialism and its eventual collapse. By the 1960s, most Africans were free of foreign rule. Since then the peoples of Africa have endeavored to achieve political stability, navigate Cold War politics, harness development aid, and adapt to a globalizing economy. In recent years, they have succumbed to brutal wars and endured devastating famines, but they have also inspired the world with their triumph over apartheid, emerging vibrant democracies, rich cultures, and deep history. In this class, we will identify, problematize, and debate these major themes in Modern African history. We also will make use of a variety of texts, from historical documents to classic academic works to works of African art, film, and fiction.

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 re-organization 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 30076. Islamic Religious Thought: Formation and Development

(3 -0- 3) Mirza

This course traces developments in the first few centuries of Islam in theology (kalam), law (shari-a and fiqh), and mysticism (tasawwuf or sufism). Students will gain a solid understanding of diversity within Islam including and beyond the typical distinction between Sunnism and Shi'ism. Beginning with a brief overview of Muhammad and the Qur'an, the course explores the issue of succession, codification of hadith, formation of major schools of thought, and development of consensus. Students will receive both a historical survey and read primary texts in translation. Given that most modern Islamic movements view the first few centuries of Islam as a "golden age"—this course provides essential background for students to engage debates that are taking place within contemporary Islam.

HIST 30078. Hieroglyphs and History

(3 -0- 3) Ladouceur

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 Tatanckhamun 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) Tor

Corequisite: HIST 32080

This course offers a survey of Middle Eastern history from the rise of Islam in the seventh century CE until the rise of Mongol successor polities in the 15th century. The course is structured to cover political, religious, 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); ethnic, racial, and religious tensions and movements in the medieval Islamic world; the impact of Turkic migrations on the Middle East; 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) Amar

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.

HIST 30083. The Medieval Iranian World: Iran, Afghanistan, and Central Asia

(3 -0- 3) Tor

Corequisite: HIST 32083

The Iranian cultural world, from late antiquity until the 13th century, stretched from what is today Iraq all the way to India, and from the Persian Gulf deep into Central Asia. Although in the seventh century the early Islamic conquests put an end to the Persian Empire and occupied the Iranian world, a new era of Iranian hegemony began in Islamic history with the 'Abbasid Revolution in 750 and the establishment of the new Islamic capital, Baghdad, in the old Persian heartland. This event inaugurated a growing dominance by Iranians, and Persian traditions, in all areas of Islamic civilization—cultural, religious, military, and political—culminating in the establishment of the autonomous Persianate dynasties which ruled the Islamic heartland from the ninth century until invading Turco-Mongol tribes seized political control of the Islamic world in the twelfth century. This course will explore the many ways in which the Persianate world—today's Iran, Afghanistan, and Central Asia—helped form the Islamic world, focusing on its contributions to political order and ideology; its leading role in the formation and elaboration of Sunnism; its rich cultural productions; and its expansion of the borders of Islam.

HIST 30085. Modern Middle East

(3 -0- 3) Kaufman

This course surveys Middle Eastern history from 1800 to the present. The primary themes to be covered include: the demise of the Ottoman Empire; 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; Arab nationalism; Political Islam; and the Arab-Israeli conflict. We will also discuss the current political upheaval in the region, an outcome of the so-called "Arab spring."

HIST 30086. Society, Culture and State in Modern Israel

(3 -0- 3) Kaufman

This class surveys the political and social history of the state of Israel from the beginning of Zionism in the late 19th century to the present. Chronologically, we will explore the ideological and practical foundations of Zionism, the history of the pre-state era and the crystallization of a Jewish polity in Palestine, and of the state of Israel from its establishment in 1948 war until the recent past. Thematically, we will analyze the different social and political groups that form the Israeli society, certain foundational myths and their dissolution and the Arab-Israeli conflict and its impact on state and society in Israel. We will also dedicate some time to discuss U.S.-Israeli relationship.

HIST 30087. The Israel-Palestine Conflict

(3 -0- 3) Kaufman

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) Kaufman

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,” modern perceptions of the Crusades, cultural exchanges between these “regions,” and the relationship between 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 30099. Borders, Boundaries, Frontiers

(3 -0- 3) Kaufman

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

Corequisite: HIST 32106

Home to over a billion people, just over 23% 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) Thomas

History is not a single “true story,” but many competing narratives, each defined by values, interests, and political commitments. This course on ancient Japanese history provides an overview of three sets of competing narratives: first, the politically charged question of Japan’s origins, when we explore archeological evidence and chronicles of the Sun Goddess; second, the question of whether culture (through continental imports of writing, religious forms, and statecraft) or nature (as disease and environmental degradation) defined the Yamato state from the sixth to the ninth century; and, third, whether Heian court power rested on economic, political, military, judicial, or aesthetic grounds and if its foundations were undermined internally or by the invasion of the Mongols. In examining these competing narratives, we aim to develop the disciplined imagination necessary to enter another culture and another time.

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 1500 years of Japanese history, tracing the permutations, continuities, and discontinuities of the imperial line.

HIST 30120. Modern Japan

(3 -0- 3) Thomas

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) Thomas

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 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 course will investigate the earliest medical thinking of the Chinese and will demonstrate how the state’s political unification in 221 B.C. gave rise to a correlative cosmology that included Heaven, Earth, and human beings as integral elements of an organic cosmos. From there it next explores what the practice of “classical medicine” meant to both physicians and patients in late imperial China. Within the context of pre-modern China, it also traces what were perceived as “alternative” ideas about healing from their earliest mention in the archaeological documents of Mawangdui, through their adaptation by Daoists and Buddhists, to their manifestation in the qigong practices of contemporary culture. Once the parameters of premodern medical practice have been established, the focus will

shift to the interaction between Chinese and Western cultures and medicine in the 20th century. It will include the creation and practice of TCM (traditional Chinese medicine or Zhongyi) in the People's Republic of China as well as the fate and practice of TCM in both China and the U.S. today. This course also satisfies the History major pre-1500 requirement.

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 Civilization and Culture

(3 -0- 3) Yang

This course surveys Chinese culture and civilization from the beginnings to the present time. Readings include traditional 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 form comparative and reflective perspectives.

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) Jensen

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.

HIST 30170. South Asia before Europe

(3 -0- 3) Sengupta

This course covers the history of the South Asian subcontinent from the beginning of the historical period to about 1700. During this period, the region witnessed the formation of regional states, the rise and fall of strong empires, the evolution of increasingly complex forms of caste and kinship ties, multiple religious traditions

including Hinduism, Buddhism and Islam, and the coexistence of different economic organizations ranging from hunting and food-gathering to sophisticated urban communities. Discussion will focus on the transformation of local kinship ties into regional kingdoms and empires, the evolution of religion and the legacy of the expansion of Islam and the consequent rise of Turkish, Afghan and Mughal empires in the area. The main purpose of the course is to introduce students to South Asian civilization in a global context, with special emphasis on the wider linkages of transnational and world history. Finally, there will be a discussion of how interpretations of the South Asian past resonate in the region's modern politics. Besides learning about India this course will provide transferable skills about analyzing primary resources, seminar presentation and effective ways of using internet resources.

HIST 30189. South Asia: Colonialism and Nationalism

(3 -0- 3) Sengupta

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) Sullivan

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)

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. The History of Ancient Greece

(3 -0- 3) Baron

Corequisite: CLAS 22105

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.

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 30222. The Greeks and Their Gods

(3 -0- 3)

Contrary to popular belief, the ancient Greeks were a strange bunch. Their statues were not really pristine white marble; their beliefs were hardly consistently rational. With this mindset as our starting point, in this course we will examine some literary (epic, hymns, tragedy, comedy), archaeological (temples, sanctuaries), and material (vase paintings, coins, votives, curse tablets) remains of the ancient Greek world to develop a picture of its varied and unique religious beliefs and practices. In addition to this historical perspective, this course will also take an anthropological and cultural approach to the study of Greek religion. We will consider anthropological definitions of religion and read comparative material from other cultures. Finally, in articulating Greek religious beliefs and practices, we will further consider how these institutions intersected with politics, gender, and class within and among Greek city—states, focusing on ancient Athens for which we have the most thorough documentation.

HIST 30223. The Age of Alexander

(3 -0- 3)

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)

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) Mazurek

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 six hundred years of literary versatility that combined enormous originality with a literary tradition inherited from the Greeks. Among the authors introduced are Plautus, Lucretius, Catullus, Cicero, Horace, Livy, Lucan, Tacitus, Apuleius, Ammianus, and Augustine. Special attention is paid the formal structures of Roman literary works, the cultural issue they raise, and the lasting value of Latin literature to the modern age. The course prepares students for more advanced study in classical literature and culture. Offered annually.

HIST 30234. Archaeology of Pompeii and Herculaneum: Daily Life in the Ancient Roman World

(3 -0- 3) Hernandez

The eruption of Mount Vesuvius in A.D. 79 buried two thriving Roman cities, Pompeii and Herculaneum, in a prison of volcanic stone. The rediscovery of the cities in modern times has revealed graphic scenes of the final days and an unparalleled glimpse of life in the ancient Roman world. The course examines the history of excavations and the material record. Topics to be discussed include public life (forum, temples, baths, inns, taverns), domestic life (homes, villas), entertainment (amphitheater), art (wall paintings, mosaics, sculpture), writings (ancient literary sources, epigraphy, graffiti), the afterlife (tombs), urban design, civil engineering, the economy, and themes related to Roman society (family, slavery, religion, government, traditions, diet).

HIST 30235. Roman Society and Culture

(3 -0- 3) Bradley

This upper-level course in ancient history is designed to introduce students to the principal features of Roman society and culture in the central era of Rome's history (ca. 150 B.C.–A.D. 200). After a general introduction to Rome's historical development, the course focuses on topics such as Roman social structure, marriage and family life; child-rearing and education; demography and disease; labor and leisure; life in the Roman army, religious festivals and rituals, the lives of women, and the practice of slavery. The course concentrates at large on Roman social relations in the transitional age from rule by Republican government to rule by autocratic

emperors, and is intended to display what has been called the “fabulous diversity and richness” of Roman socio-cultural life. Original sources are read in translation. Previous exposure to Roman history is recommended but not required.

HIST 30236. Slavery and Society in Classical Antiquity

(3 -0- 3)

This advanced course in ancient history examines the role played by slavery in the societies of ancient Greece and Rome (particularly Rome). Topics studied include how Greeks and Romans acquired slaves, the jobs and occupations to which slaves were assigned, how slaves were treated by their owners, and how they responded to enslavement (the revolt of Spartacus included). Attention is also paid to Greco-Roman theoretical views about slavery, including Christian views. Slavery is one of the least attractive features of Greco-Roman antiquity, but some understanding of it is crucial to understanding the nature of classical culture. The subject raises questions about freedom, exploitation, and human rights that have special contemporary relevance.

HIST 30237. Marcus Tullius Cicero (106–43 B.C.E.): Lawyer, politician, philosopher

(3 -0- 3) MacCormack

We know more about Cicero than about any other Roman individual. He was born in Arpinum, a small Italian town near Rome, and was sent for his education to Rome, where he made his name, first as a lawyer, and then also as a statesman. Law and politics were intimately related throughout Cicero’s career, because even as a young and relatively inexperienced advocate, he pleaded political cases that required not just skill but also courage. As consul in 63 B.C. he confronted a conspiracy led by the Roman nobleman Catilina to overthrow the government. His subsequent exile was in part the work of the enemies he made in the course of these events. Thanks to his opposition to Julius Caesar, Cicero was forced to withdraw into private life, but he used these years to write dialogues about politics and law, philosophy and rhetoric. After Caesar’s assassination, Cicero returned to politics in the hope of restoring some form of the traditional government of the Roman republic. This cost him his life. Cicero’s influence was enormous. In his own time he was recognized—even by his enemies—as a brilliant orator whose views had to be reckoned with. Some of his ideas on natural law entered Justinian’s Digest, and late Roman pagans and Christians thought long and hard about his philosophical works—but in very different ways. In the renaissance, it was Cicero’s speeches that invited imitation and emulation. Then and subsequently, the hundreds of letters he wrote to his friend Atticus and to other contemporaries have revealed his personal life, and his reflections and uncertainties about the turbulent times in which he lived. This course aims to portray Cicero in his time, seeing him through his own eyes, and the eyes of contemporaries. There will also be opportunities to read and think about Cicero’s impact on subsequent generations.

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. Books, movies, and games like *Harry Potter*, *The Lord of the Rings*, *Prince of Persia*, *Assassin’s Creed*, and *Game of Thrones* continue to spark our interest in and curiosity about the Middle Ages. Because of these, most of us have some kind of imaginative vision of the Middle Ages. But what were these ten centuries between Rome and the Renaissance really like? What do we mean when we talk about a “Medieval World?” This course will consider major themes and creations of the medieval civilization(s) that grew up in Europe, the eastern Mediterranean, and the Islamic world after the fall of Rome, exploring continuities and changes, war and peace, contacts and separations. We will constantly ask how can we know about the Middle Ages, and what kinds of things can we know, as we examine many types of medieval sources, including literary works, historical texts, religious and philosophical writings, and works of art. We will especially focus on certain kinds of people in medieval history and literature across cultures: rulers, lovers, warriors, traders, and believers. 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 30259. The Church in the Middle Ages

(3 -0- 3)

This course offers an introduction to the story of the medieval church in the thousand years of the Middle Ages. It will begin in Late Antique Rome with Christians becoming the privileged majority religion, and will conclude in the late middle ages with attempts to reform the church on the eve of the Reformation. The course will draw upon primary sources as much as possible, and students will write papers on those sources. The lectures will balance matters of ordinary practice (such as the cult of saints) with organized religious life (such as monasticism) and the high politics of the papal church.

HIST 30260. Exploring Late Antiquity

(3 -0- 3) Muller

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. Medieval Europe, 400–1000: The “Dark Ages” and the Beginnings of Europe

(3 -0- 3) Hobbins

This course will examine the history of the Roman world from the time of the first incursions of barbarians into the Roman empire in the 3rd century to the time of the final invasions in the 10th. It will concentrate first on the crises of the 3rd century, and on the consequent transformation of the relatively unified, urbanized, tolerant, polytheistic Roman Empire of late Antiquity into the two distinct, deurbanized, intolerant, monotheistic, and politically divided civilizations of Latin or Catholic Christendom and Greek or Orthodox Christendom. Next it will briefly examine the emergence in the 7th century of the new 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 socio-political order in the older kingdoms around 1000.

HIST 30263. Age of Charlemagne

(3 -0- 3) Noble

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 30272. 12th-Century 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 1050–1215, a time of great cultural expansion often called the “twelfth-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? Three short papers, and a midterm, will be required.

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, economic upheaval. But it was also a time of enormous achievement, of Dante and Chaucer, of new techniques in warfare and government, of conciliar representation in church and state, of extravagant display in fashion and building. This course will proceed by way of both secondary and primary readings, with at least three short papers and student discussion required.

HIST 30274. Violence in Late Medieval and Renaissance Europe

(3 -0- 3)

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 30281. Taking Heaven by Storm: Holy Knights, Militant Monks, and Violence in the Middle Ages

(3 -0- 3)

This course explores the development of monastic and chivalric impulses in Medieval Europe from A.D. 400–1500. Two of the most persistent images, even to this day, which represent the Middle Ages are that of the monk and of the knight. Monasteries and knighthood were social institutions that significantly shaped societal sensibilities and culture in the West. From the beginning of the Middle Ages, monastic groups and knightly orders took pages from one another's book. Their influence upon one another is seen in monks who came to think of themselves as spiritual warriors and in some knights who came to consider themselves military monks. Rhetorical and physical violence was employed by both knights and monks throughout the period, and instances of this will be examined. In addition to considering the historical realities of monastic and knightly mentalities during the medieval era, this course will also look at representations of monks and knights from the Middle Ages until the 20th century in art, literature, and film. Such images are instructive in consideration of not only the periods that produced them, but of the Middle Ages themselves. Students interested in religious or military history, films, Umberto Eco's *The Name of the Rose*, or other representations of the Middle Ages in popular culture, are especially welcome.

HIST 30283. Saints and Sinners: The Medieval Laity 1000–1500

(3 -0- 3) Zurro

This course examines the history of the Christian laity in medieval Western Europe. A religious worldview united all baptized medieval Christians, from

learned clerics to illiterate peasants. This worldview and imagination produced some of the most powerful and enduring symbols and practices of Western Christianity. With the help of images, primary sources and secondary readings, we will discuss topics in the religious experience of these Christians. Special attention will be given to religious instruction and rituals; the material culture of lay religious life; to devotions to Christ, the Virgin Mary, and saints; and to pilgrimages and beliefs about the afterlife.

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 the High Middle Ages

(3 -0- 3) Van Engen

This course considers the intersection between political action and religious claims in medieval Europe. Virtually all the powers—kings and popes, princes and bishops—claimed to act on religious principle and in accord with transcendent notions of virtue or world order. And yet they fought bitterly with each other, with words and with swords, and mutually condemned one another. The course will begin with the showdown between emperors and popes known as the investiture contest, then take up pivotal figures like Pope Innocent III, King Frederick II, and Pope Boniface IX, and conclude with sections on the spiritual Franciscans and on conciliarism. Two papers based on primary sources, one midterm, and a final.

HIST 30292. Christians, Jews, and Muslims in the Middle Ages

(3 -0- 3) Whitnah

Intense belief, fierce controversy, dynamic change, violent conflict, and creative innovation all flourished in religious life during the Middle Ages. Medieval people had a variety of different religious experiences, and students will explore many of those experiences in this class. The goal is to introduce students to the major actors, institutions, texts, and beliefs that emerged in the roughly thousand years between the earliest churches and the renaissance in Western Europe. Major topics will include the growth of monasticism, saints and sanctity, the spread of Islam, ecclesiastical controversy, the development of Jewish mysticism, Crusades, heresy, and persecution. Throughout the semester, students will attempt to understand how different religious groups understood and interacted with each other. There will be lectures to introduce students to key concepts, but the course is oriented around the reading and discussion of primary sources; normally, half of each class period will be spent in discussion of a medieval text. Through this course, students will acquire confidence and expertise in reading primary sources critically and sympathetically, develop the ability to contribute to and profit from vigorous classroom discussions, and advance in critical thinking and writing skills, becoming proficient in identifying an issue, framing a topic, and citing appropriate materials. This course satisfies the university history requirement and is open to all students; no previous knowledge of the topic is required.

HIST 30293. Crusade and Jihad: Medieval Holy Wars

(3 -0- 3)

This course will provide a history of the crusading movement of Western Europe (ca. A.D. 1095–1291) and its impact on the civilizations of the medieval West and Near East. Course material will address the history not only of the events of the Crusades, but of the peoples and ideas involved in them as well as their long-term legacies. What were the motivations of the Christian crusaders? How did the Muslims and Jews of the Near East view the Crusades, and how did they respond to them? In what ways did the prolonged contact between these two major civilizations affect the societies, religions, and economies of each?

HIST 30295. War in the Middle Ages

(3 -0- 3)

This course explores war and its impact on religion, society, and politics in Western Europe during the Middle Ages. The years from about 500 to 1500 witnessed a distinctive period in the history of Western warfare, with repercussions still felt today. The period began with an increased emphasis on the importance of cavalry, which ultimately had profound social and economic consequences for Western Europe. As the dominant religion in the Latin West, Christianity permeated the mentality of medieval warriors, providing them with an ideology of war that justified their actions and defined their war aims. Over this period, the technology of war became progressively more lethal, and culminated in the Late Middle Ages with the development of gunpowder weapons that ended the era of chivalric warfare. At the end of the Middle Ages, the demands of war furthered and consolidated the development of effective monarchical states, recognizable as the beginnings of modern France, England, and Spain.

HIST 30296. War and Diplomacy in the Middle Ages

(3 -0- 3)

What kinds of governments and “non-state actors” engaged in warfare and diplomacy during the European Middle Ages? Were battles and military campaigns commonplace between approximately A.D. 500 and 1500? Did the rulers of Europe in this period develop effective strategies for settling their disputes in more peaceful ways? This course will give students the opportunity to answer these and other questions about the nature of war and diplomacy in the Middle Ages. Topics will include the Roman Empire’s efforts to control the waves of Germanic invaders; the dynastic disputes that regularly threatened to destroy the Merovingian and Carolingian Empires; the Viking incursions; the Papacy’s conflicts with the rulers of Germany; the crusaders’ strategies for conquering and maintaining control of the Holy Land; the emergence of the Italian city-states as military powers; and the Hundred Years War. Through lectures, discussions, and the reading of a broad range of primary sources, students will be challenged to think about how various types of medieval rulers used war and diplomacy to achieve their political goals.

HIST 30310. Archaeology of the Roman Empire

(3 -0- 3) Hernandez

The course examines the archaeology of the Roman Empire, from the time of Rome’s domination of the Mediterranean in the 2nd century B.C. to its Christianization in the 4th century A.D. Students will analyze and interpret material evidence from the ancient Roman world, from both Italy and the provinces, in order to assess the multi-faceted histories and cultures of the Roman people. In addition to examining a wide range of material remains, such as ceramics, architecture, coins, inscriptions, sculpture, art, and other artifacts, students will also consider the methods, results, and theory of archaeological research, specifically in the areas of field excavation and intensive surface survey. Major topics that will be discussed in the course include Roman imperialism, colonization, political institutions, urbanism, the countryside, religion and the imperial cult, death, and burial, the economy, trade, and society.

HIST 30315. Marriage, Women, Family, and Sexuality in Medieval Europe

(3 -0- 3)

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 fifteenth 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, prostitution, as well as a look at how women’s daily lives changed over the course of the medieval period.

HIST 30319. Ireland in the Dark Ages

(3 -0- 3)

Ancient and early medieval Ireland was a place of tumultuous change, full of charismatic kings, warrior women, and aggressive saints. But does it deserve to be called the Dark Ages? We will endeavor to answer that question by examining Ireland from prehistoric times through the Norman Conquest and colonization of Ireland in the twelfth century, focusing on daily life, marriage and family, religious beliefs and practices (both pagan and Christian), kingship and social life, monasteries and settlements, and other topics. Sources include epics, sagas, and myths such as the *Táin Bó Cuailnge*, various annals recording historical events, law codes, letters, saints’ lives, penitentials, and commentary from outside observers.

HIST 30321. Early 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 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 30331. Medieval Spain: Land of Three Religions

(3 -0- 3) Constable

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 30335. Dante’s Italy: Italy in the Middle Ages

(3 -0- 3) Milani

It is difficult to understand the works of Dante or Giotto without having some knowledge of the Italy of their times. The course will provide an introduction to the economic, social, political and cultural history of Italy from about 1050 to 1350 with particular focus on the communal cities of the center and north peninsula. Among the topics to be covered there will be: the growth of rural economy, the emergence of an urban class of knights, the commercial revolution, the rise of city communes, the mechanisms of government, the internal conflicts, the diplomatic and military relations between cities and other powers. Each topic will be introduced through formal lectures, and then illustrated through the reading of primary sources and chronicles in translation, images, and scholarly papers. In this way the course will also act as a discussion on how historical developments can be reconstructed from the analysis of medieval documents and modern research.

HIST 30350. Dying to Live Forever: Christian Martyrdom from Jesus to 9/11

(3 -0- 3) Moss; Gregory
Corequisite: HIST 32350

Martyrdom has been centrally important to Christianity from the ancient world to contemporary debates about the category and its application. It is inextricable from questions about persecution and power, death and identity, suffering and truth. Through lectures and tutorial discussions of primary sources, this course examines the experiences, representations, reception, and place of martyrs across two thousand years of the history of Christianity with particular emphasis on the early church and the Reformation era. It analyzes the importance of martyrdom for the definition and development of Christian doctrine, ecclesiology, and devotion, and the influence of these in turn on attitudes about persecution, the imitation of Christ, and martyrdom itself. This course fulfills the second University Theology course requirement or the Arts and Letters History requirement.

HIST 30352. Storming Heaven: Christianity in the Reformation Era

(3 -0- 3) Gregory
Corequisite: HIST 32352

A narrative history of Christianity in Western Europe from ca. 1500–ca. 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 ca. 1450–ca. 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 30390. Christianity, Commerce, and Consumerism: The Last 1000 Years

(3 -0- 3) Gregory
Corequisite: HIST 32390

The capitalism and consumerism that now influences the entire world arose within a religious culture—that of Western Christianity—whose central figure extolled poverty and self-denial, and whose most important early missionary wrote that “the love of money is the root of all evils.” How did this happen? This course takes a long-term view of the emergence of modern economic life in relationship to Christianity beginning with the upturn in commerce and the monetization of the European economy in the eleventh century and continuing through the relationship between markets and Christian morality in the Middle Ages and Renaissance. It pays particular attention to the ways in which the religio-political disruptions

of the Reformation era laid the foundations for the disembedding of economics from Christian ethics and thus made possible modern Western capitalism and consumerism.

HIST 30402. History of Catholicism since 1500

(3 -0- 3)
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 30403. Comparative Atlantic Empires from Discovery to Revolution

(3 -0- 3) Willis
This course will explore the various European empires in the Atlantic Basin from 1492–1830. The primary goal of the course will be to compare and contrast the various ideas and events that shaped European imperial expansion across the Atlantic Ocean. It will focus primarily on the British, French and Spanish empires and their various goals and motivations for seeking empire. The course will explore the religious, economic, cultural and intellectual currents in the Atlantic world. In doing so it will seek to also understand how historical events and national differences shaped the imperial histories of the Atlantic world. As part of its larger goals the class will explore the notion of the Atlantic world and encourage students to engage with history beyond national boundaries. In comparing the various empires students will be exposed to the ways in which states individual qualities shaped their empires, but also how certain ideas and events went beyond national boundaries. The texts in the course will provide not only a historical narrative, but also a basis to explore the variety of experiences and ideas that may, or may not, have created an Atlantic world.

HIST 30405. Europe from the French Revolution to World War I

(3 -0- 3) Kselman
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 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 fifteenth 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 restoration itself, the politics of Protestant dissent, the Catholic Question, political ideologies, the role of parliament, Jacobitism, the Act of Union (1707), and the rise of the radical parliamentary reform movement.

HIST 30412. 17th-Century England: Divine Kings, Puritan Consciences and Violent Actions

(3 -0- 3) Rapple

England’s seventeenth century provides one of the most compelling epochs of human history, full of a cast of remarkable characters. Once Elizabeth I died in 1603, a new dynasty, the Scottish royal house, the Stuarts, came to the throne in the person of James VI & I. A new political dynamic ensued. Insoluble tensions arose between perceived licentiousness in high politics on one hand and puritan moral rigour on the other, between royal control of religion and a hankering after policies based on literal Biblical interpretation and also between a gaping royal treasury and public reluctance to contribute financially to the realm. These, and other factors, resulted in the unthinkable: the dissolution of the ties that had held English politics and society together. The Civil War (or “Great Rebellion”, or “Puritan Revolution” depending on the interpretation favored) that resulted gave rise to a welter of new constitutional ideas, religious experiments and virulent anti-Catholicism. These were all set loose as King and Parliament fought for domination of the country. We will pay particular attention to the figure of Oliver Cromwell, who came to command English politics both before and after the hitherto unimaginable public execution of the king (who many believed was God’s anointed). We will also ask why the English after allowing their king to be executed and their toleration a substantial Interregnum subsequently restored

Charles II, their erstwhile king’s son, as monarch. Remarkable figures that we will encounter and evaluate include the Leveller John Lilburne, the poet John Milton, Praise-God Barebones (yes, that is a name) and the libidinous Samuel Pepys.

HIST 30415. England since 1789

(3 -0- 3) Sullivan

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. 19th-Century Britain: The Great Victorian Experiment

(3 -0- 3) Hamlin

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.

HIST 30431. Modern 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.

HIST 30432. Modern Ireland II: Irish History since 1800

(3 -0- 3) Smyth

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 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.

HIST 30437. Ireland: From Famine to Independence

(3 -0- 3)

This course explores Irish politics and society from the Great Famine (1845–1849) 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; what changed and what remained the same with the achievement of independence.

HIST 30438. Science and Medicine in Ireland, 1600–1900

(3 -0- 3)

This course surveys the history of science and medicine in Ireland from the seventeenth to the nineteenth 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.

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 nineteenth, twentieth and twenty first 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 30440. The Northern Ireland “Troubles,” 1920 to the present

(3 -0- 3) Smyth

This course explores the history of the six north-eastern counties of Ireland which became “Northern Ireland” in 1920/1. Northern Ireland remained part of the United Kingdom and had a built-in Protestant unionist majority, while 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 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 class 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.

HIST 30441. Famine, Poverty, and Violence in 19th-Century Ireland

(3 -0- 3)

This course explores Ireland in the 19th century. Central to this exploration is the mid-century Famine, which by starvation, disease, and emigration reduced the Irish population by half and resulted in extraordinary political and social changes, some of which have only recently begun to be obliterated from contemporary Irish memory. The course will focus on the persistent problem of governance of a disordered and often violent society from both British and Irish perspectives. Special attention will be paid to attempts at democratization in a quasi-colonial political environment, as well as the creation and adaptation of institutions such as jails, workhouses, and lunatic asylums to handle the unrelenting and interrelated scourges of poverty and social disorder.

HIST 30442. Medicine and Disease in Modern Ireland

(3 -0- 3)

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 twentieth 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 30443. Revolutionary Ireland: 1916–1998

(3 -0- 3)

This course will chart the emergence of Ireland from the British Empire as an independent country. The origins of the physical force revival, Republican and Unionist, will be explored, along with the reasons for the failure of constitutionalism. The impact of the 1916 Rising and War of Independence will be assessed in both national and international terms. The Great War, Partition and Irish Civil War will also be contextualized. The development of two states in one country will form an important theme in which concepts of nationality and issues of self-determination can be addressed. The history of the modern ‘Irish Troubles’ will be analyzed in depth up to the Good Friday Agreement of 1998.

HIST 30450. France: From the Old Regime to the Revolution

(3 -0- 3) Kselman

Corequisite: HIST 32450

France in 1700, ruled by the Sun King, Louis XIV, was the most powerful state in Europe, as well as a cultural center that drew the attention of the world. At Versailles, just outside of Paris, Louis created a palace that symbolized his authority and still stands as a masterpiece of art and architecture. Less than a hundred years later, in 1789, the French Revolution challenged and eventually destroyed the monarchy, with Louis XVI dying on the guillotine in 1793. The course will be organized around major political developments, and seeks to understand how the monarchy could grow so powerful during the seventeenth century, and then collapse at the end of the eighteenth. It will open with the establishment of the Bourbon family on the throne in 1589 and conclude with the rise of Napoleon in 1790s, with about one-third of the class concentrating on the revolutionary events that began in 1789. Understanding the political fortunes of France will involve

exploring the ways in which the nation was being transformed by a combination of social pressures and cultural conflict, in particular the Enlightenment. In addition to reading a selection of works by historians students will read, view, and listen to some of the great cultural achievements of the time—the plays of Molière, the music of Lully, the novels of Voltaire, the paintings of David, to give just some examples.

HIST 30451. Modern France

(3 -0- 3) Kselman

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 30455. History of Paris

(3 -0- 3) Kselman

Corequisite: HIST 32455

This course will approach the history of Paris as an entry point for studying the history of France. Four key themes will be the basis for organizing the material: the role of Paris as the political capital of the French state; the social relations of the people of Paris; the cultural life of Paris, a center for the development of ideas; and Paris as a destination for foreign travelers.

HIST 30464. German History, 1740–1870

(3 -0- 3) Hansen

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 ongoing Austro-Prussian rivalry in Germany, we will cover political, cultural, social, and religious transformations of the period. Specific topics may include Enlightened Absolutism, the influence of the French Revolution in German-speaking lands, as well as the revolutions of 1848 and the struggle for German unification. We will also consider larger long-term processes such as the emergence of civil society, political ideologies such as liberalism, nationalism, and socialism, and German contributions to cultural and intellectual movements such as the Enlightenment and Romanticism. This course is the first half of a two-semester sequence in modern German history, although students may take either course independently of the other. The format of the course will include lectures and class discussions of primary documents and texts. Assessment will be based on class participation, short written assignments, and mid-term and final exams.

HIST 30465. Modern Germany since 1871

(3 -0- 3) Faulkner

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)

This course explores the rise of Adolf Hitler and National Socialism from the foundation of the Weimar Republic to the end of World War II. Topics include an examination of the origins of Nazi ideology, daily life under Hitler, adaptation and resistance of the Christian churches, the Holocaust, World War II, and the German home front.

HIST 30467. The “City of German Destiny”: History and Memory in Berlin, 1910–2010

(3 -0- 3) Faulkner

Germany has stood at the center of many events during the twentieth century, from participating in one world war, instigating another, providing the threshold between east and west during the cold war, and then emerging at the end of the century as the third strongest economic power in the world, and the strongest on the European continent. How does Germany as a nation composed of individuals come together to confront its past, present and future? Historically, what forms of memorialization and commemoration has this confrontation taken? This course proposes to explore these questions and others by examining twentieth century Berlin, the capital city of Germany. Berlin presents a rich and varied memoryscape in which to investigate and scrutinize the role of history and memory in Germany, and the ways in which history and memory are represented, debated, contested, and transformed. As both the political and cultural capital of united Germany, and a literal symbol of divided Germany from 1945 to 1990, Berlin is a city overrun with versions of its past that simultaneously compete with and complement each other. This course challenges students to think about and understand how a nation comes together to deal with its past, and what lessons can be drawn from the moments when that nation fails to consider that past.

HIST 30470. Medieval and Early Modern Russia

(3 -0- 3) Martin

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. Imperial Russia, 1700–1861

(3 -0- 3) Martin

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, vain 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) Martin

This course examines Russian history from the end of serfdom in 1861 to the revolutions of 1917. The instructor will acquaint students not only with the political history of Russia in this turbulent period, but also with topics that are sometimes neglected in broad surveys: the resemblances between Russian serfdom and American slavery; the history of family life, gender relations and sexuality in Russia; the role of religion in defining Russian identities; the psychological underpinnings of political radicalism and terrorism; the difficult relationships

between various ethnic groups in the “prison of peoples.” Course requirements will include a short essay, a midterm examination, and a final examination. No prior knowledge of Russian history required.

HIST 30473. Early Twentieth-Century Russian History, 1894–1945

(3 -0- 3) Lyandres

This course will examine some of the most important ideas, events, and personalities that shaped Russian and Soviet history from the beginning of the last tsar's reign in 1894 to the emergence of the Soviet Empire at the end of the Second World War. In 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) Lyandres

This course surveys the history of Russia and its peoples in the second half of the 20th century, with a particular focus on the role of ideology, politics, and culture in Soviet and contemporary Russian society. We will explore the emergence of the Soviet Empire at the end of WW II, the experience of late Stalinism and post-Stalinist socialism, the collapse of the communist regime, and the disintegration of the Soviet Union in 1991, as well as Russia's uneasy transition “out of totalitarianism” during the last decade of the 20th century. Students will be asked to take two exams and to write a 10-page term paper.

HIST 30475. 20th-Century Russia: War and Revolution

(3 -0- 3) Lyandres

This course explores Russian history from the coronation of the last Tsar of Russia, Nicholas II in 1894, to the fall of communism in 1991. The key events of Russian history in the twentieth century, such as the revolutions of 1905 and 1917, the Russian Civil War, the imposition of Leninism and Stalinism, the Second World War, the Soviet Empire in Eastern Europe and the Cold War, the Khrushchev “thaw,” the experience of Neo-Stalinism from 1964 to 1985, glasnost and perestroika under Gorbachev, and finally the end of the Soviet Union will be examined in detail. Particular attention will be paid to a number of key issues, such as the reasons for the collapse of the Tsarist regime, the Bolshevik seizure of power, the origins of Stalinism, the role of political ideology in the Soviet state, the attempts at reform of the communist system under Khrushchev and Gorbachev, and the reasons for the failure of the Soviet “experiment.” While political ideology and the role of the Communist party will remain frequent topics, the course will also examine the experience for “ordinary Russians” of living under totalitarianism.

HIST 30477. Europe in the Age of Revolution and Nationalism, 1789–1871

(3 -0- 3) Martin

Europe made a violent and dramatic entry into the modern age in the tumultuous decades from 1789 to 1871. The period opens with the French Revolution and closes with the unification of Germany and Italy. In between lie the revolutionary Reign of Terror in France, the Napoleonic Wars, the independence wars of Latin America, the revolutions of 1830 and 1848, the Industrial Revolution, and the invention of liberalism, conservatism, socialism, feminism, nationalism, democracy, atheism, and modern science. Europeans in 1789 still lived in a world that in many ways was similar to the 16th and 17th century; by 1871, the outlines of Europe in the 20th century were beginning to form. How this profound transformation occurred will be the subject of the course.

HIST 30481. History of Eastern Europe, 1900 thru WW2

(3 -0- 3) Kunicki

This course explores the history of Eastern Europe in the first half of the twentieth century.

HIST 30482. Eastern Europe since 1945

(3 -0- 3) Kunicki

This course surveys the history of Eastern Europe from 1945 to the present. The class aims to provide students with a basic understanding of the chronology of events and developmental processes in this part of Europe under communism and during the last two decades. It also attempts to answer the question whether ‘Eastern Europe’ is or is not a meaningful historical, political, and cultural construct. Themes include nationalism, Stalinism, the evolution of communist regimes and the reasons for their ultimate collapse. We will examine responses from society to ideological, socio-economic and cultural paradigm shifts. Finally, by employing participant accounts, novels, and films the course introduces students to the cultures, traditions, and leading voices of the lands and peoples under discussion.

HIST 30483. Eastern Europe in the Twentieth Century

(3 -0- 3)

This course surveys the history of twentieth 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 30496. History and Cinema of Communist Poland

(3 -0- 3)

This course examines the legacy of the cinema of People's Poland. It provides a guide to the dialogue of cinema and national identity under Communism. By comparing historical sources with feature and documentary films, we will aim at analyzing the impact of World War II, Stalinism and de-Stalinization, and the evolving nature of the party regime on arts, culture, and society. We will also address the following questions: What was the status of film vis-à-vis the Polish communist regime? What were the downsides and the benefits of having state-run cinematography? How did the cinematic depictions of past evolved due to sociopolitical, cultural, and esthetic paradigm shifts? How did the portrayal of past events become a medium through which the filmmaker spoke to the contemporary audience about realities that concerned them?

HIST 30498. Polish History since 1945

(3 -0- 3)

The aim of the course is to trace major post-World War II historical processes in Europe by examining Polish history. Therefore, it will survey the emergence of Cold War divisions, anti-communist uprisings, and the offspring of new democracies, which now aspire for membership of the European Union. Students will explore such questions as: How was the installation of communism in Poland ever possible? How did Poles resist the system and what role did the Catholic Church play in opposition movements? What were the perils of the Polish road toward democracy, and how does democracy work in present-day Poland? We will investigate the role of the U.S. in supporting Poland's way to freedom and get to know the main actors of the Polish political scene. The course is designed to foster a broader understanding of contemporary Poland, a country returning to play a lively role in the world.

HIST 30500. Italian Renaissance

(3 -0- 3) Meserve

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) Hamlin

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) Hamlin

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 30552. History of Western Medicine

(3 -0- 3) Hamlin

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.

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 30555. Revolutionary Europe: 1848

(3 -0- 3) Deak

This course will introduce students to the major revolutions which occurred throughout continental Europe in 1848. In addition to covering the details of rapidly evolving events, we will look at long-term social and political roots of the revolution as well as the role of ideologies (socialism, nationalism, liberalism) in shaping actions taken (and subsequent interpretations of those actions). Finally, we will ask not only why these revolutions failed, but what makes them “European”—other than the accident of geography. This course will combine lecture and discussion in roughly equal measure. Readings for this course will include a textbook as well as primary source material including parliamentary speeches and constitutional documents, eyewitness reports, poetry, music, as well as literature.

HIST 30560. Church vs. State: The Impact of Religion on Politics in Modern Europe

(3 -0- 3)

The Reformation was undoubtedly one of the greatest turning points in the modern history of the western world, forever dividing a church and introducing new structures of political power independent of the pope, as well as new kinds of conflict. Enlightenment thinkers a century later actively advocated reason as an alternative to, if not a substitute for, religion. The Church as an influential political player in Europe began a gradual but inexorable decline, and religion became increasingly separated from political structures. How did religion and politics intersect in the wake of the Reformation and the Enlightenment? How did political figures and governments make use of religion to achieve their goals, and how did societies react? How did religious authorities respond to the increasing separation of church and state in the modern era? This course proposes to follow these intersections of politics and religion in the modern era by focusing on case studies from around Europe at different times. The purpose of each case study is to underscore the conflict between church and state and to analyze how different groups of people responded to these conflicts in terms of their vested interests. The point is not to prove that the Church and its leadership lost political influence as secular nations and governments gained in stability, but rather to explore the ways in which Church leadership compensated for this loss and attempted to preserve its sphere of influence in other ways. Possible case studies may include: the Jesuit expulsion from Spain, 1767; secularization in Russia under Catherine the Great; the Gordon Riots in Britain, 1780; the French Revolution, 1789–98; Napoleon’s concordat, 1801; the Kulturkampf, Germany, 1871–78; visions of the virgin of Marpingen (mid-1870s); Vatican City from Italian unification to the Lateran Accord, 1867–1929; the Dreyfus Affair, France, 1894–1907; the Armenian genocide (1914–17); the Greco-Turkish population exchange, 1919–22; Communism/Bolshevism and war with Poland, 1919–22; the German bishops and the Nazi “euthanasia” program, 1939–41; the controversy over Turkey’s application to the European Union.

HIST 30579. The Individual and Society in Modern European Intellectual History

(3 -0- 3)

This course provides an introduction to the main ideas that shaped modern Europe since the mid-eighteenth 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/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 30580. Modern European Imperialism

(3 -0- 3)

Whatever prompted a few French priests to leave Europe in the 1840s and journey across the fields and forests of northern Indiana to the site of what would become the University of Notre Dame du Lac? Could their motivations have included elements similar to those prompting and justifying European imperial expansion across the globe? Continuing from an exploration of the above questions, this course will examine the consolidation, progression, disintegration, and consequences of the modern European empires. We will focus on how Europeans forged a cultural identity through their encounters with American, African, Middle Eastern, and Asian cultures. Using readings and film, you will explore how Europeans civilized themselves by constructing, denigrating, and adopting aspects of non-European culture, as well as post-colonial constructions of identity. Finally, we will debate the issue of what current global conflicts owe to the colonial legacy. The class will be organized as a geographical tour of imperialism with thematic detours that will include religion; gender; ecology/biology, medicine, and technology; ethnicity, resistance and class; and terrorism.

HIST 30583. War, Violence, and Politics in Europe since World War I

(3 -0- 3)

This class will examine the management and effects of armed conflicts on European society and politics since the First World War. Although centered on Europe, this course will be geographically expansive. In recognition of the powerful tie between events in Europe and events in the Middle East or Southeast Asia, the course will study Europe within a global context to probe the interrelation of war and society—and especially democracy—in 20th-century Europe. The overriding question of the course will be, “How has politically motivated violence shaped and been shaped by European societies?” Course themes include the effects of domestic political structures on war, the effects of war on racial and gender norms, the effects of race and gender on war and political violence, and the attempts to come to terms with terror as a political weapon.

HIST 30585. Fascisms: Italy, Japan, Germany

(3 -0- 3)

This course focuses on the rise and fall of fascism from D'Annunzio's seizure of Trieste in 1919 to the fall of the Axis Powers in 1945. We will begin with an understanding of the historical events and key ideas of Italian and French fascism after the Great War. Then we will examine the expansion of fascism into Germany, Spain, Britain, and Japan in the late 1920s and 1930s. We will conclude with a discussion of the fruits of fascism during the Second World War. Throughout the semester students will be asked to compare these different fascist movements with one another. To aid in this comparative task, different themes will be highlighted: themes such as the role of anti-Semitism, the modern aestheticization of politics, fascist relationships with the Christian churches, and the importance of ideology in totalitarian movements.

HIST 30586. Youth in Europe Since 1945

(3 -0- 3)

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) Faulkner

In 1948, the United Nations adopted a convention that defined genocide; the ratifying nations promised to prevent genocides, to intervene in those that broke out, and to hold the perpetrators responsible. However, genocides have continued to occur, and the signers of the convention have spent more time arguing over the definition and its limitations than acting against the perpetrators. In what context was the UN genocide convention drawn up and signed? How did the definition fall short in the eyes of so many of the signatories and scholars? What are its limitations? This course will explore modern genocide in its historical context in order to approach a definition of genocide that will complement the existing UN definition, underscoring the usefulness of the genocide convention as well as exploring alternate definitions and introducing students to the complexities of politics when it comes to enforcing such legislation. We will be looking at several different case studies throughout the semester, including genocides that preceded the invention of the word, most notably the Holocaust. Topics may include the German army in South West Africa; the Armenian genocide during World War I; the figure of Raphael Lemkin and the meaning of the 1948 convention; the impact of the Soviet Union on the official definition; the Cambodian and Rwandan genocides; ethnic cleansing and genocide in the Balkans after 1990; distinctions between ethnic cleansing, crimes against humanity, and genocide; and contemporary events in Darfur. Assignments may include short review papers, a longer research paper, and one oral presentation over the course of the semester.

HIST 30601. Colonial America

(3 -0- 3) Cangany

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 Africans 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 colonial North America.

HIST 30602. The American Revolution

(3 -0- 3)

When speaking of the American Revolution, many writers reach for a comment made by John Adams in 1818 that, “[T]he Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people...” Whether this assertion is true historically or not, it still does not adequately describe what that revolution was. The American Revolution obviously had its political elements, primarily the formation of the United States. To reach its political goals, military means were necessary. Without a successful War for Independence, there would have been no revolution. To leave matters there, however, would be insufficient. A fuller understanding of the revolution would need to address how it affected the whole spectrum of American life. It would consider the revolution as a social movement that challenged the political and social hierarchies of the day. It would also ask how the revolution affected those who were not white males, especially women, slaves, and Native Americans. Without considering the possible negative implications of the revolution, any telling would be incomplete. This class will take up these challenges and attempt to make a full-orbed presentation of the events surrounding the American Revolution. It will introduce students

both to elites and to those whom the popular narrative glosses over. It will attempt to count the losses, as well as the gains, which flowed from the move to independence from Britain. Finally, it will attempt to describe the many changes through this period, which resulted, not only in a new political nation, but in a new society and culture—changes that in varying degrees are still with us today and of which contemporary Americans are the inheritors.

HIST 30603. The New American Nation, 1787–1848

(3 -0- 3) Lundberg

This course offers an overview of America's "Founding Period"—its first decades as a nation under the Constitution. During this period, Americans gradually came to see themselves as part of a unified nation with its own distinctive culture and ideals, though this outcome was far from certain. These decades were full of experimentation, change, and growing pains. Many elements of American political, social, economic, and cultural life were entirely up for grabs. In politics, many things remained untried and undecided, from the logistics of running a government, to the nature and level of popular participation in politics, the relationship between the national government and the states, and the place of the United States on the world stage. In American society, there were questions about what would become of the old colonial social structure and just who would count as a citizen. Disagreements over the nature and course of economic life produced bitter divisions, as did the new problem of defining a unified American culture. This course will examine this crisis-ridden period when Americans were struggling to define themselves and to ensure the survival of their political experiment.

HIST 30604. U.S. Civil War and Reconstruction, 1848–77

(3 -0- 3) Przybyszewski

This course begins in 1848 and examines the coming of the Civil War, the experience of the war itself, and the period of Reconstruction up to 1877. The emphasis will be on the political, social, cultural, and legal events and decisions that were made by governmental and civilian participants, by men and women, by whites and blacks. Why were so many willing to go to war? What did they believe each side was fighting for? The sectional conflict touched every aspect of American life. In order to understand it fully, we will read not only political speeches, military reports, and judicial decisions, but also poetry, fiction, and private letters. We will examine the beliefs and values of veterans and nurses, of abolitionists and slave owners, of politicians and voters. We will also consider the way historians evaluate the war and the way in which the public remembers it.

HIST 30606. The United States' Gilded Age and Progressive Era

(3 -0- 3)

This course offers an introduction to the history of the United States from Reconstruction through the First World War with particular emphasis on the social, cultural, and intellectual formations of the period. The United States made a dramatic transition in these years: from a predominantly agrarian and rural society to an urban, industrial society and imperial, world power. It is also said that in this period, a new, national, and distinctly modern culture emerged. We will test the merits of this claim and attempt to understand how Americans grappled with these broad transformations by examining the history of social formations, including class, race, and gender, together with the history of cultural formations—American popular culture, the adaptations of bourgeois culture, and the creation of mass culture. In reading sources such as short stories, poetry, political speeches, and novels, and analyzing photography, film, advertising, and architecture, we will explore the making of a modern America.

HIST 30608. The 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. Major topics will include the background for Progressive reform, the New Nationalism and New Freedom administrations of Theodore Roosevelt and Woodrow Wilson, the diplomacy of the early 20th century, the causes and results of World War I, the Republican administrations of the 1920s, the New Deal administration of Franklin D. Roosevelt, isolationism and neutrality in the inter-war period, and the

American home front during World War II. There will be a required reading list of approximately seven books, two shorter writing assignments, and three major examinations, including the final.

HIST 30609. United States since World War II

(3 -0- 3)

The purpose of this course is to study the political, diplomatic, economic, social, and cultural development of the United States from 1945 through the presidency of George H.W. Bush. Although the military and diplomatic history of World War II will be considered by way of background, the principal topics of investigation will be the Fair Deal Program of President Truman, the Cold War, the Korean Conflict, the Eisenhower Presidency, the New Frontier, Vietnam, President Johnson's Great Society, the Civil Rights Movement, the Nixon years, the social and intellectual climate of this post-war era, and the presidencies of Gerald Ford through George H.W. Bush. There will be a required reading list of approximately six books, two 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 30612. War, Memory, and American History

(3 -0- 3)

Wars have always cast long shadows over American history. The 2004 presidential election—with its heated rhetoric about swiftboats, discarded medals, National Guard string-pulling, and even forged documents—has been a timely reminder that the memory of the Vietnam War continues to pervade American life. These events have coincided with a surge of recent historical scholarship that has argued that memory matters in American history. In particular, battles over the meaning and memory of wars have shaped American culture and politics long after the actual bullets have stopped flying. The memory of wars—how the participants and subsequent generations perceive them, what we collectively remember and what we forget—may be as important as the wars themselves in influencing American culture. This class will examine the memory of wars in American history from the colonial period to the present. We will consider the memory of wars between colonists and Native Americans, the American Revolution, the Civil War, World War I, World War II, and Vietnam.

HIST 30613. Violence in U.S. History

(3 -0- 3)

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

HIST 30614. American Slavery and Emancipation

(3 -0- 3)

This course considers the origins, development, and ultimate destruction of the institution of slavery in colonial America and the new American nation. It explores the forces involved in creating a race-based system of slavery in the seventeenth-century, and the maturation of different slave-based economies in the eighteenth and nineteenth centuries. It concludes with the final collapse of slavery during the Civil War and the struggles of Reconstruction. The course will examine the institution of slavery from a variety of different angles, including the lived experience of slaves, the economics of slavery, pro-slavery thought, the abolition movement, and evolving ideas of race.

HIST 30616. Survey of Historical Developments in American Education: 1650–2010

(3 -0- 3) McKenna

This course is an opportunity for students from a variety of disciplines to familiarize themselves with a lynchpin of U.S. democracy—American schooling. The course will begin with a focus on the political, social, and economic factors impacting the emergence and evolution of American schooling over the history of the nation. A special emphasis within the evolution of American schooling will be placed on how a variety of constituent groups—immigrants, Native Americans, and African-Americans were, and often still are, educated separately and differently than their “white” counterparts. Private and parochial education will also be touched upon. This course is in no way meant to be an exhaustive history of American schooling but an introduction into the significant events in the history of American schooling and their social, political, and economic influences. Students will garner additional historical contexts to use when analyzing modern day educational trends and issues in American education.

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) Graff

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. “Working for a Living in the U.S.” 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 U.S. 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, DC; 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 30619. Collecting Indians and the Culture of Museums

(3 -0- 3) Stevens

Why do museums and archives often have strained relationships with Native Americans? This course will examine the complex issues between Native Americans and the cultural institutions that collect and display materials relating to indigenous cultures and their histories. We will examine the history of ethnographic collecting and the ethical and political issues that complicate it. Such collecting began in the colonial period by amateurs and antiquarians but would soon become much more extensive under the “scientific” collecting expeditions of anthropologists and ethnographers in later periods. Among the topics to be discussed will be the collecting of human remains, sacred objects, and other culturally sensitive materials in the 19th and 20th centuries, the passage of the “Native American Graves Protection and Repatriation Act” (NAGPRA) in 1990, the opening of the National Museum of the American Indian in 2004, and the rise of tribally controlled museums.

HIST 30621. Mexican-American History

(3 -0- 3)

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 30622. American Consumer Culture in the Twentieth Century

(3 -0- 3) McKenna

This course is an introduction to the history of American consumer culture. We will study the rise of mass consumption in the early part of the century through the ascendance of niche consumption by the twentieth century’s end. Along the way we will explore the impact of consumption practices on how Americans have experienced gender, race, ethnic, and class identities and the consequences of consumption for family life, faith, and politics. Primary and secondary sources will allow us to study the architects and architecture of a consumer society—from “Mad Men” to shopping malls and suburbs. Among other topics we will examine are the construction of a middle class American “standard of living” and the marketing of race and ethnicity. We will also consider the merits and limits of a “consumers’ republic”—a consumer model of citizenship—and critical assessments of consumer culture and society from Sinclair Lewis to Naomi Klein.

HIST 30623. Native American Histories

(3 -0- 3) Collier

This course will explore Native American literature, History, Arts, Perspectives, Government, and Law. However, it is important to remember that there is no singular “Native American” point of view. Rather, there are diverse perspectives, ideas, thoughts, movements, and priorities among more than 500 distinct cultural and linguistic groups who are the Indigenous people of the modern United States.

HIST 30626. Med and Public Health in U.S. History

(3 -0- 3) Hamlin

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) A. Coleman

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

HIST 30629. 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.

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 horse-racing and games of chance in the colonial period through to the rise of contemporary sport as a highly-commercialized entertainment spectacle. Using a variety of primary and secondary sources, we will explore the ways that American sport has influenced and been

influenced by economics, politics, popular culture, and society, including issues of race, gender and class. Given Notre Dame's tradition in athletics, we will explore the university's involvement in this historical process.

HIST 30632. U.S. Environmental History

(3 -0- 3) J. Coleman

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)

This course will examine religion in American life from the encounter between Europeans and Native Americans in the sixteenth 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 U.S. 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)

From the current fixation on TV "housewives" to political battles over workers' rights, ideas about gender and work surround us. This course focuses on work as a framework for understanding American culture. The gender division of labor has never been static, and we will examine the process whereby the same jobs get characterized at different times as masculine or feminine, just as work categories were alternately identified as appropriate to whites versus non-white, free versus enslaved, and paid versus "stay-at-home." This course has a strong "learning beyond the classroom" component. There will be opportunities throughout the semester for experiential and community-based learning experiences, for example through activities at the Center for the Homeless and interactions with pioneer sportswomen.

HIST 30635. 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 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.

HIST 30637. 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.

HIST 30638. American Frontiers

(3 -0- 3) Coleman

This course tells the continental history of North America through its frontiers. We will visit meeting places, zones of interaction, and sites of violence and conquest between numerous Native, European, and American peoples. We will investigate

both the opportunities individuals and groups found on their frontiers as well as the losses they endured there. Topics will include Native American history, comparative colonization, and the American West. Students interested in a course that spans and tries to make sense of John Smith and John Wayne, Pocahontas and Annie Proulx, should consider taking it.

HIST 30639. “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.

HIST 30640. Law and Religion in U.S. History

(3 -0- 3)

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 30641. Working to Eat: A Labor History of American Food

(3 -0- 3) Graff

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the drive-through window, and everywhere Americans have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries.

HIST 30642. Recreation and Leisure in America

(3 -0- 3)

What do Cedar Point, Comicon, and Bookstore Basketball have in common? How about the Aspen Music Festival, Smoky Mountain National Park, and Netflix? Recreation and leisure are a huge part of American life. What we do for fun reflects who we are and what we aspire to be. It can also tell us a lot about America’s cultural ideals, social relations, economic institutions, and public policies. Recreation and leisure practices, for instance, are part of our educational system, the basis for major businesses, built into our everyday landscapes, and fused into consumer culture. How can understanding what we do for fun help us understand American culture and society in new ways? This class will examine a range of American recreation and leisure practices in the 19th and 20th centuries via themes of work, landscape, and identity. In addition to course readings and smaller written assignments, students will produce an interdisciplinary final project that speaks to their specific interests and research questions.

HIST 30649. Faith and the AFAM 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 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

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., 2–3 pages in length) weekly reflection papers, and a final examination are required.

HIST 30650. Prehistory of Western North America

(3 -0- 3) Mack

This course deals with archaeological data and cultural life of prehistoric western North Americans over the last 20,000 years, until contact with European cultures. The course emphasizes origins and cultural development from an early pioneer stage to the later, sophisticated, and diverse cultures of the Native Americans. The course will focus on material culture, environmental relationships, and technology to explore cultural change, land-use patterns, economics, and political complexity. In addition, some understanding of the methods by which archaeology is done by scientists in North America and an introduction to historical archaeology are included.

HIST 30652. Laboring Women 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 and girls’ labors both inside and outside of the home. We will consider work that was skilled or unskilled, free or enslaved, and paid or unpaid, and how changing definitions of “women’s work” helped to shape boundaries of race and class. Servants were restricted from marrying and procreating while the value of enslaved women resided in both their work and their reproductive potential. Hence this course will also consider the dual facets of women’s labor in work and their laboring in childbirth.

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 30658. 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 upon the land; and the response of Africans and Amerindians to European attempts at subjugation.

HIST 30659. 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 eighteenth 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.

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 30665. Slavery and the Writing of Black History

(3 -0- 3) Carico

This course will consider the historical crisis of slavery in America. That means we'll consider how slavery endures as a catastrophe in history and for history—as a crime that isn't redressed and as a story that resists being told. From personal narratives written by the enslaved to contemporary scholarly studies, we will read accounts of slavery that grapple with that institution's legacy and how its collective history can be told. Through novels, political appeals, and recollections, we will be thinking about slavery's inheritance: What is its history, and how is that history to be written? What notions of power, identity, and belonging encircle “slavery” and “freedom”? What's the relation between an enslaved past and a “free” present? And to whom does slavery's inheritance fall?

HIST 30670. The Civil War in American Memory

(3 -0- 3)

The American Civil War formally ended in 1865, but Lee's surrender to Grant at Appomattox touched off a much longer conflict over the war's meaning that continues to rage amidst celebrations of its 150th anniversary. What were those brave men in the Blue and Gray doing as they collided on now-hallowed grounds like Shiloh, Antietam, and Gettysburg? What did the Civil War mean at different moments since its formal end? Was it a crusade against slavery, or a righteous defense of states' rights in the face of Federal tyranny? Was it an inevitable cataclysm toward the making of the modern American nation, or a “needless war” caused by blundering politicians? This course will explore the many ways in which the Civil War has been remembered and re-fought in the century and a half since it began. Moving chronologically from the war's end to the present day, we will listen in on these arguments for insights into the politics of war, memory, meaning, and national identity in American History. We will consider the many different ways that Americans have memorialized the Civil War, its battlefields and battles, its generals, its rank-and-file soldiers, its political leaders, and its common people. We will look at the ways historical writing, popular literature, music, films, and cultural symbols (like flags) have shaped—and continue to shape—our contested understandings of the war.

HIST 30680. Jacksonian America: Politics, Culture, and Society, 1815–1848

(3 -0- 3) Graff

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)

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 nineteenth 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 30683. The American South from Thomas Jefferson to Woodrow Wilson

(3 -0- 3)

As an introductory survey of the American South during the long nineteenth century (from the Revolution to WWI), this course will explore the oft-neglected southern variation on national themes of freedom, nationhood, progress and modernity. While exploring the question of what made the South distinctly “southern,” students will analyze slavery and the social order in the contexts of the economics and everyday life; the causes of secession and Civil War; southern nationalism and competing “Souths”; the political and social legacies of Reconstruction; and the evolving constructs of race and gender as part and parcel of the “southern way of life.”

HIST 30685. Abraham Lincoln's America, 1809–1865

(3 -0- 3) Graff

This course 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 (1809–1865), 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.

HIST 30700. African-American History to 1877

(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 and cultures, the Trans-Atlantic slave trade, early slave societies in the Caribbean, slavery in colonial America, the beginnings of African-American cultures in the North and South, slave resistance and rebellions, the political economy of slavery and resulting sectional disputes, and the Civil War.

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 America foreign policy and the ways in which these traditions influenced policy makers in the early years of the "American Century."

HIST 30706. Sex, Sexuality and Gender in the United States to 1880

(3 -0- 3) Bederman

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

HIST 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 nineteenth century. Emphasis will fall on ideas about religion, society, politics, and natural science and on the institutions and social contexts of intellectual life, with an eye towards understanding the roots of our own ways of thinking. Especially in the first weeks of the course, European backgrounds will also receive attention.

HIST 30708. 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.

HIST 30750. Race, Ethnicity, and Racism in Modern America

(3 -0- 3)

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

HIST 30751. The Great Depression in the United States

(3 -0- 3)

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.

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 Since 1865

(3 -0- 3) Pierce

African American History II is a course that examines the broad range of problems and experiences of African Americans from the close of the American Civil War to the 1980s. We will explore both the relationship of blacks to the larger society and the inner dynamics of the black community. We will devote particular attention to Reconstruction, the migration of African Americans from the rural south to the urban north, and the political machinations of the African American community. The course will utilize historical documents in the form of articles and other secondary sources. Classes will be conducted as lecture-discussions.

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 30803. Southern United States History 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.

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 in the Cold War Era

(3 -0- 3) Miscamble

This course covers the main developments in American foreign policy from World War II through the end of the Cold War. 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 détente; Carter and the diplomacy of Human Rights; Reagan and the revival of containment; Bush and the end of the Cold War.

HIST 30806. Sex, Sexuality, and Gender in U.S. History since 1880

(3 -0- 3) Bederman

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 twentieth-century movements for and against birth control and legal abortion; and the late-twentieth-century politicization of sexual issues.

HIST 30807. American Intellectual History since 1870

(3 -0- 3) Turner

This lecture course will survey major developments in American thought from the later nineteenth century to the end of the twentieth 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 30808. History of American Education: Race, Class, Gender and Politics

(3 -0- 3) Collier

American Education mirrors American society with myriad challenges, successes, and ideologies. This course will look at how political struggles over race, language, gender, and class have all played out in the battle over American schools, schools that ultimately hold the literal future of America. This course will explore the

History of Education in American from the late 1865 to the present and will have special emphasis on segregated schools in the 19th century and today. The course will also look closely at the very best programs re-shaping American education such as The Alliance for Catholic Education and KIPP. The course will look at education from Kindergarten all the way through graduate programs as we study how our institutions have formed and how they form and transform our society.

HIST 30851. Rebel Youth in Latino/a America

(3 -0- 3) Pensado

This course will explore the history of youth and youth movements of Latino descent in the United States during the 20th century with particular emphasis on the historical evolution of two representative communities: Mexican Americans in the South West and Puerto Ricans in New York. How was youth discovered and defined as an age group in these two "communities"? More specifically, what did it mean to be a "pelona" or a "flapper" of Mexican descent during the roaring 1920s, a "pachuco" in East Los Angeles during WWII, a "rebel without a cause" of Puerto Rican descent in postwar New York, a young Chicano/a or a young Mexican American during the 1960s and 1970s, a young Nuyorican or a member of the Young Lords Movement in Spanish Harlem in the same turbulent period, a so-called "cholo" in the streets of San Antonio and Los Angeles during the 1980s, or a Latino/a hip-hop artist in the Bronx or Miami during the 1990s? Did young people construct these identities and/or labels different in any way or fashion, as the media, the state, the conservative right, the left, or the cultural industry? Moreover, what were some of the social and political consequences that negative as well as positive perceptions of Latino/a youth had on mainstream America? Finally, how did young people of Latin American descent organize politically to challenge "labels" imposed on them from above, shape their respective identities from below, and improve their local communities? Were they successful in achieving their goals; if so, how? To answer these broad historical questions, students will be asked to critically evaluate theoretical approaches to the study of youth, learn the history of Latino/as in the United States, explore the political thought of various youth movements, and examine different aesthetic expressions of Latino/a youth. In addition, students will be required to analyze relevant primary sources, including political manifestoes, memoirs, newspapers accounts, photographs, televi

HIST 30853. Ideas and American Foreign Policy

(3 -0- 3) Bacevich

The aim of this course is not to consider policy as such but to examine the ideas underpinning U.S. foreign policy and informing the foreign policy debate. Some (affirming) ideas inspire or explain or justify actually existing policy. Other (dissenting) ideas call into question or challenge government actions and priorities while advancing alternatives. The course takes a chronological approach. It begins with the founding of Anglo-America and concludes with the period since 9/11. Throughout, we will examine the assigned readings to determine what they can tell us about the following: the image and role of America; the definition of U. S. national interests; the image of the world as viewed by Americans; the existing or proposed terms of the relationship between the United States and the rest of the world.

HIST 30855. We Hold These Truths: Catholics in 20th Century America

(3 -0- 3)

A survey of the Catholic presence in the United States during "the American century," the focus of the class will be on the ways Catholics integrated their national and religious identities. Defining American culture broadly, we will discuss Catholic politicians and laborers, monks and nuns, pacifists and cold warriors. What was the relationship between Catholic spirituality, cultural criticism and social reform? What consequences did conflict over "sex" and gender have in the realm of church authority and lay practice? Why did Catholics stop going to confession in the mid-sixties? We will examine the challenges of being American and Catholic by exploring Catholic themes in American popular music, film, and fiction; Catholic social teaching on the economy and nuclear war; and the changes in Catholic religious practice and self-understanding inspired by the events of the 1960s, including the Second Vatican Council and the civil rights movement.

Profiles of “everyday Catholics” drawn from primary historical sources will be complemented by brief excerpts from the writings of influential thinkers and activists such as John Ryan, Dorothy Day, John Courtney Murray, Thomas Merton, Richard Rodriguez, Cardinal Joseph Bernardin and Cathleen Kaveny. Two class sessions will be devoted to Notre Dame’s role in this story, including the vocation and career of Father Ted Hesburgh, while three class sessions will be devoted to contemporary challenges facing Catholics and the Church.

HIST 30856. Working in America since 1945

(3 -0- 3) Graff

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe’s unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families—and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace—an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? 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, modern conservatism, and the fortunes of individual freedom more broadly? What is globalization, and what has been its impact upon American workers? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and many others. It will also address the prospects for working people and labor unions in the twenty-first century.

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 U.S., 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)

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. No previous knowledge of the topic is necessary.

HIST 30888. American Saints

(3 -0- 3) Cummings

If all cultures and societies develop means and methods to honor people whose lives are deemed worthy of inspiration, the Catholic Church designates its heroes and heroines through a particularly detailed and elaborate process: canonization. This course uses the lives and canonization processes of American saints (including not only the nine Americans canonized thus far, but also many others at various stages in the process) to examine the following themes in the American past and present: immigration, politics, national identity, gender, race, sexuality, citizenship, and religion in American culture.

HIST 30889. Off the Wall: Post WWII American Art

(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.

HIST 30891. American Wilderness

(3 -0- 3) A. Coleman

How is a national park different from a national wilderness area, a city park, the lakes at Notre Dame, or your back yard? Why are some considered more wild than others, and why is wilderness such an attractive idea? Writers, historians, painters, photographers, and politicians have described American landscapes as wild to great effect, in concert with identities of gender, class, race, and nation. This class will explore how the idea of wilderness—and the places associated with that idea—have developed during the 19th and 20th centuries. We will examine how wilderness has supported the growth of a national identity but largely failed to recognize the diversity of the American people. Course themes include: 1) developing the wilderness idea; 2) national parks and the problem of wilderness; 3) wilderness experience and politics; and 4) wilderness narratives. Readings will range from

Henry David Thoreau and John Muir to Edward Abbey and Jon Krakauer, and there will be a strong visual culture component. For their final project students will choose a wild place of their own to interpret.

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 U.S.-Mexico border has been a hotly contested social and political space since it took its current shape in the mid-nineteenth 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 “Mexicanness” 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)

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 nineteenth 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 30896. Latinos in Chicagoland and Northern Indiana: A Cultural History

(3 -0- 3) Ruiz

Latinos have long contributed to the social fabric of the region popularly known as “Chicagoland,” which includes Northwestern and North Central Indiana. From food to sports to politics to the arts, Latinos have shaped and reshaped the local culture and formed vibrant communities. However, Midwestern Latinos have been marginalized by both local/regional approaches to history and by the field of Latino studies, which tends to focus on the east and west coasts and the U.S. Southwest. This interdisciplinary course will explore Latino communities from Chicago to South Bend to better understand how these communities fit into the broader Latino experience but remain uniquely Midwestern. Some of the questions that we will ask include: Why did Latinos settle in Chicagoland and Northern Indiana? Why do new migrants keep coming? How has gentrification affected urban Latino communities? How are individuals and organizations

working to improve the lives of migrant workers in rural areas? How do Latinos contribute to the Chicago arts scene? The course will include several site visits to community organizations and cultural institutions throughout the region and will require students to collect an oral history from a member of one of the communities encountered in class.

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 *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.

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 30900. Latin American History through Film

(3 -0- 3) Pensado

Corequisite: HIST 12900, HIST 31900

This course offers an introduction to the history of Latin America through the study of film (in combination with more traditional print sources).

HIST 30901. Colonial Latin America

(3 -0- 3) Graubart

Corequisite: HIST 32901

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 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) Beatty

Corequisite: HIST 32903

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-nineteenth 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 30904. Slavery in Latin American History

(3 -0- 3)

Corequisite: HIST 32904

This course examines the experiences of Atlantic slavery in the Latin American world. We begin by thinking about the various ways that enslavement was justified in Western Europe, from the Greek and Roman worlds, through the kidnapping for ransom slavery that characterized the Mediterranean basin. We follow Portugal's unsuccessful attempts to conquer parts of western Africa, and the ensuing introduction of larger numbers of (unransomable) men and women into Iberian domestic slavery, which then coincided with Castile's conquest of the Americas, and the replacement of scarce indigenous labor with Africans. The main part of the course will look at the various experiences of African men and women in the Spanish and Portuguese empires, from the kinds of labor they provided to the cultural worlds they built for themselves, often with the interactions of European and indigenous peoples. We will pay special attention to forms of resistance, from attempts to create autonomy in the church to moments of outright rebellion, culminating in the Haitian Revolution, the first truly successful slave revolt at led to the second free nation in the Americas. The course will end by considering various calls for abolition over time, and the slow end of slavery after the movements for independence.

HIST 30905. Race, Ethnicity, and Indigeneity in Latin America

(3 -0- 3)

This seminar examines the historical production of "race," ethnicity, and indigeneity in the Latin American context. We will begin with the creation of "Indians" by European colonists, who attempted to erase social differentiation in the peoples they conquered but then had to deal with the consequences of early forms of resistance and solidarity. We will then investigate the degree to which "race" and "ethnicity" were important concepts to non-Europeans in the colonial context, and the beginnings of scientific racism in the Americas. Slavery, especially in Brazil and the Caribbean, obviously added another dimension to social differentiation and the development of racial thinking, which we will investigate. The second half of the course will address contemporary issues that stem from these colonial concerns: nationalism, the romantic invocation of the indigenous past, cultural practices, land rights, political representation, and racism.

HIST 30906. Art and Revolution in Latin America

(3 -0- 3) Pensado

This course is designed to introduce students to the Mexican (1910–1940s), Cuban (1959–1970s), Nicaraguan (1979–1990), and Anti-Neoliberal (1990s–present) Revolutions and their impact in Latin America, as represented in the arts. Following a brief introduction to the various definitions of the word "Revolution," students will examine what it meant to be a Latin American revolutionary in the political world of artistic production and reception. In particular, students will explore how and why a broad range of representative leaders of Latin America's most important political and cultural revolutions used paintings, murals, graphic art, poetry, music, and film to (A) lead a social, cultural, and political restructuring of their respective countries; (B) export their unique notions of "Revolution" to the world; and (C) question the contradictions that some artists at times faced within their own revolutionary movements.

HIST 30909. Race and the 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.

HIST 30910. Experience of Conquest: Native Perceptions of Relations with Spaniards in 16th-Century Mesoamerica

(3 -0- 3) Fernandez-Armesto

The aim of this class is to try to understand what conquest, as we have traditionally called it, meant to the people who experienced it in some parts of the Americas that joined the Spanish monarchy in the sixteenth century. We'll concentrate on indigenous sources—documentary, pictorial, and material—and try to adopt the indigenous point of view, without neglecting sources mediated by Europeans. Although the class will concentrate on selected cases from Mesoamerica, the lecturer will try to set the materials in the context of other encounters, both within the Americas and further afield; and students will be free, if they wish, to explore case-studies from anywhere they choose in the Americas (in consultation with the lecturer and subject to his approval) in their individual projects.

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)

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 30915. The Mexican Revolution: One Hundred Years of Images and Interpretations

(3 -0- 3)

This year marks the 100th anniversary of the Mexican Revolution. Conflicting interpretations and a massive amount of secondary literature, films, and artistic expressions have been generated over the last century to highlight the significance of this "first world revolution of the 20th century." This course examines the multiple and diverse images and interpretations that have been produced over the last century of the Mexican Revolution on the part of historians, the Mexican state, its cultural industry, political activists, international actors, and Mexican Americans living in the United States. The goal of the course is to provide students with a clear understanding of the origins, outcome, impact, and multiple legacies of the Mexican Revolution as interpreted in both Mexico and the United States with particular emphasis on the armed, post-revolutionary, and institutional phases, from 1910 to the 1970s.

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. We will examine historical texts, archaeological artifacts and other aspects of material culture to see how Andean peoples adapted to and contributed to the formation of their societies, under arduous geographic, climatic and political 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)

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 30950. 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 30952. Inequality and Development in Latin America

(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 underway early on after European settlement, and it has been in process ever since. This course will seek to understand this nation-building process. Most 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 future. The final part 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. (It is of special benefit to the latter group.) In addition to reading 5–6 books, students must view a number of important Australian documentary and feature films. A willingness to participate in extracurricular activities is a prerequisite for the course. (Please don’t sign up for the course if you can’t attend out-of-class events.)

HIST 30985. World History of 20th Century Christianity

(3 -0- 3) Noll

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. Photography as History: Personal and Political

(3 -0- 3) Thomas

Photographs are so much a part of our lives that we often fail to wonder at them or think about how we use them. This course explores photography’s alliance (and tension) with histories both personal and political. We begin by considering photography as a private medium, a treasury of personal memories and a mode of self-exploration. We look at family photographs and albums, trying to understand what we are doing when we collect these. As we will find, reading works such as Roland Barthes’s *Camera Lucida*, the photography’s value for us personally rests on ontological questions as to the nature of the medium and on its relationship with language and larger social forces. With this realization in mind, we then turn to reading about photography as a public medium, the political histories it tells and the historical interventions it tries to make. This second half of the course explores photography’s relationship with the state. The central, guiding question is how photography is used to substantiate and create histories of individuals and of nations. Readings and images will circle the globe from France, Germany and America to India and Japan.

HIST 30987. Canada: North American 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? These and similar questions will be explored.

HIST 30989. History of Science and Race: From Colonialism to deCODE

(3 -0- 3)

The relationship between science and race has been going on a long time and is only getting more confusing. Science has been used in support of racial categorization; science has been used to tear down notions of race-based categories. Biology and anthropology specifically have been used to both support and refute racism. In this class, we will examine the diverse interactions between science and race from the 18th century to the present era of human genomics. We will look both at the scientific study of race and the impact of racial concepts on science, interactions that have given us Nazi medicine, eugenics, the Tuskegee airmen experiments, and modern day pharmaceutical trials in Africa. Throughout, we'll be looking at the personal stories of scientists from minority ethnic groups and questioning the racial demographics of science in the 20th and 21st centuries.

HIST 30990. World War II and Global Cinema

(3 -0- 3) Kunicki

Corequisite: HIST 31990

This course examines the legacy of World War II and its historical and collective memory in the global cinema. By comparing historical sources with feature films from Europe, the Soviet Union, U.S.A., and Japan, we will aim at identifying and analyzing the impact of the war on arts, culture, and societies. We will also address the following questions: How did the cinematic depictions of the conflict evolved due to political, social and cultural paradigm shifts? To what extent does the making of historical feature films constitute the making of history? How did the portrayal of past events become a medium through which the filmmaker spoke to the contemporary audience about realities that concerned them?

HIST 30993. Global Environment: Capitalism, Colonialism, Culture

(3 -0- 3) Thomas

The global climate crisis is upon us, leading historians to ask how did we get to this point and what tools historical knowledge might provide for finding our way in the future. This course considers, first, the nature of "climate collapse" (as some term it) on a global scale. We then turn to the issue of what values and what modes of production and consumption have caused this dramatic transformation of our planet. Looking particularly to political and economic analyses of global history, we trace the effects of modern industrial development and colonialism. Food, water, and other basics of life are all at stake. Finally, we discuss possible responses to this crisis looking to a number of intellectual genealogies from left to right.

HIST 30994. Inequalities: Poverty and Wealth in World History

(3 -0- 3)

The difference between rich and poor nations (and rich and poor individuals) is not, as Ernest Hemingway once said, merely that the rich have more money than the poor. It is a question of opportunity, itself structured by the political, economic, institutional, and social contexts for both nations and individuals. This course examines inequalities in the context of economic and social development in historical contexts. We focus especially on the long nineteenth century, roughly 1750 to 1930, but touch on deeper roots and enduring legacies for today's world. We will examine factors that historically fostered inequality as well as the implications of inequality for social development, drawing cases from U.S., Latin America, Africa, Asia, as well as from Europe.

HIST 30995. War and the Modern World

(3 -0- 3) Soares

Warfare has long been a persistent fact of international life; since 1914 it has involved many nations and peoples; triggered numerous diplomatic efforts to prevent, end or gain from it; brought so many political, social and technological transformations; and inspired cultural representations ranging from high art to the most crass commercial exploitation. To make sense of war and its impact on affected peoples and nations, this course will use a variety of readings, films and art to examine selected conflicts in different parts of the world since the outbreak of World War I.

HIST 30999. Rise and Fall of World Communism

(3 -0- 3) McAdams

Corequisite: POLS 32487

For most of the twentieth century, communist states, like the Soviet Union and China, represented the greatest political, ideological, and military challenges to the western world. But now, most of these states are gone; of those that still exist, only one (which one?) can credibly live up to the bloody examples set by Josef Stalin and Mao Zedong. In this course, we will draw upon an eclectic mix of approaches from political science, history, sociology, and political philosophy to make sense of both the rise and the demise of the communist phenomenon. Rather than focusing on only one country or region, we will consider an array of different cases. These will include not only the Soviet Union and China but also such fascinating examples as Cuba, Vietnam, East Germany, Poland, Romania, Yugoslavia, and—my favorite—North Korea. There are no prerequisites for this course, although I do hope you will be inclined to view world communism as one of the most intriguing political movements of all time.

HIST 31450. France: From the Old Regime to the Revolution Language Across the Curriculum Lab

(1 -0- 1)

Corequisite: HIST 30450

Students undertaking 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 (LAC) initiative of the College of Arts and Letters. Choosing this option means that students will do some additional reading in French language materials and meet once a week with the instructor (or a designate) for a discussion in French. The LAC 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 LAC discussion sections can be applied toward a major, secondary major or minor in French. Please contact the instructor if you are interested in adding this supplemental credit.

HIST 31465. Modern Germany Language Across the Curriculum Lab

(0 -1- 1)

Students undertaking the Notre Dame language requirement in German are eligible to sign up for an additional single credit discussion section 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 German language materials and meet regularly with the instructor (or a designate) for a discussion in German. The LAC discussion section in German associated 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 German. Please contact the instructor if you are interested in adding this supplemental credit.

HIST 31473. Early 20th-Century Russian History Language Across the Curriculum Lab

(1 -0- 1)

Corequisite: HIST 30473

Students undertaking the Notre Dame language requirement in Russian are eligible to sign up for an additional single credit discussion section 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 German language materials and meet regularly with the instructor (or a designate) for a discussion in Russian. The LAC discussion section in Russian associated 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 Russian. Please contact the instructor if you are interested in adding this supplemental credit.

HIST 31553. Film Lab for History and Cinema in East-Central Europe

(0 -2- 0)

Corequisite: HIST 30553

This is the co-requisite lab component of HIST 30553 "History and Cinema in East-Central Europe".

HIST 31900. Latin American History through Film Lab

(0 -0- 0)

A weekly required film lab for students registered for HIST 30900 or its crosslists.

HIST 31990. World War II and Global Cinema Lab (Screenings)

(0 -0- 0)

Corequisite: HIST 30990

This weekly film lab is a requirement for students registered for HIST 30990.

HIST 32035. The World since 1500 Tutorial

(0 -0- 0)

A weekly tutorial required for students registered for HIST 30035, Global History since 1500.

HIST 32080. Medieval Middle East Tutorial

(0 -0- 0)

Students registered for "Medieval Middle East" must also take this weekly discussion section.

HIST 32083. Medieval Iranian World Tutorial

(3 -0- 0)

A required weekly discussion section for students registered for HIST 30083 or its crosslists.

HIST 32106. Modern South Asia Tutorial

(3 -0- 0)

A weekly discussion section for students registered for HIST 30106 or its crosslists.

HIST 32255. Medieval Cities Tutorial

(0 -0- 0)

A weekly tutorial required for students registered for HIST 30255 or its crosslists.

HIST 32350. Tutorial for Dying to Live Forever: Christian Martyrdom from Jesus to 9/11

(0 -0- 0)

A weekly tutorial required for students registered for HIST 10350, Dying to Live Forever: Christian Martyrdom from Jesus to 9/11, or its cross-lists.

HIST 32390. Christianity, Commerce, and Consumerism: The Last 1000 Years Tutorial

(0 -0- 0)

Corequisite: HIST 30390

A weekly required tutorial for students registered for HIST 30390 or its crosslists.

HIST 32432. Irish History since 1800 Tutorial

(0 -0- 0)

A weekly discussion section required for those registered for HIST 30432 or its crosslists.

HIST 32450. France: From the Old Regime to the Revolution Tutorial

(0 -0- 0)

Corequisite: HIST 30450

A weekly tutorial required for students registered for HIST 30450 or its crosslists.

HIST 32451. Modern France Tutorial

(0 -0- 0)

Corequisite: HIST 30451

A weekly tutorial required for students registered for HIST 30451, Modern France (or its crosslists).

HIST 32455. History of Paris Tutorial

(0 -0- 0)

Corequisite: HIST 30455

A weekly discussion section for students registered for HIST 30455.

HIST 32466. Adolf Hitler and Nazi Germany Tutorial

(0 -0- 0)

A required weekly discussion section for students registered for HIST 30466 or its crosslists.

HIST 32601. Colonial America Tutorial

(0 -0- 0)

A weekly tutorial for students registered for HIST 30601 or its crosslists.

HIST 32602. American Revolution Tutorial

(0 -0- 0)

A required weekly tutorial for students registered for The American Revolution (HIST 30602 or its crosslists).

HIST 32610. Irish American History Tutorial

(0 -0- 0)

A weekly discussion section required for students registered for HIST 30610 or its crosslists.

HIST 32615. American Catholic Experience Tutorial

(0 -0- 0)

A required weekly discussion section for those registered for HIST 30615 or its crosslists.

HIST 32618. U.S. Labor History Tutorial

(0 -0- 0)

A weekly discussion section required for students registered for HIST 30618 or its crosslists.

HIST 32621. Mexican-American History Tutorial

(0 -0- 0)

A weekly discussion section for students registered for Mexican-American History.

HIST 32630. Religion and American Politics Tutorial

(0 -0- 0)

A weekly discussion section required for students registered for HIST 30630 or its crosslists.

HIST 32753. U.S. Civil Rights History: Chicanos Tutorial

(0 -0- 0)

A weekly required discussion section for students registered for HIST 30753 or its crosslists.

HIST 32900. Latin American History through Film Tutorial

(0 -0- 0)

This is a weekly required discussion group for students registered for HIST 30900 or its crosslists.

HIST 32903. Modern Latin America Tutorial

(0 -0- 0)

A weekly tutorial required for students registered for HIST 10903, Modern Latin America, or its cross-lists.

HIST 32904. Slaveries in Latin America Tutorial

(0 -0- 0)

A weekly required discussion section for students registered for HIST 30904 or its crosslists.

HIST 32929. Andean History and Ethnohistory Tutorial

(0 -0- 0)

A weekly discussion section required for students registered for HIST 30929 or its crosslists.

HIST 32985. World History of 20th-Century Christianity Tutorial

(0 -0- 0)

A weekly discussion section required for students registered for HIST 30985 or its crosslists.

HIST 32987. The Canadian Alternative Tutorial

(0 -0- 0)

Cerequisite: HIST 30987

A weekly tutorial required for students registered for HIST 30987 or its crosslists.

HIST 33000. History Workshop

(3 -0- 3) Bederman; Graubart

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 1–2 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 40075. Early Christian Jerusalem

(3 -0- 3) Young

How did Christians appropriate and create traditions about the holy land and city of Jerusalem? Early Christianity, emphasizing its otherworldly and international mission, contained differing opinions about the importance of these places. This course explores various early Christian traditions about Jerusalem and the land of Israel—their holiness for Christians as the land of promise, the site of the ministry and passion of Jesus, and, from the third to the seventh centuries, a center for pilgrims and monastic establishments. It also considers the role of the bishops of Jerusalem in theological controversy, imperial largesse and building programs and the ongoing importance of Jerusalem for ancient Judaism. The course also explores the adjustments among religious communities invested in the city and the land during the first centuries after the arrival of Islam.

HIST 40081. From Baghdad to Cordova: A History of Islamic Science

(3 -0- 3) Guo

Scientists in the era of classical Islam are credited with numerous advances in fields such as mathematics, astronomy, optics, medicine, and philosophy. This course investigates the extent and significance of such contributions to world intellectual history. Our point of departure will be the translation movement from Greek into Arabic with a survey of the Hellenistic heritage in Islam. Along with examining methods and landmark achievements, we will also look at elements of classical Islamic culture, ideas and institutions that inspired and propelled scientific activity. Attention will be paid to competing theories for the “rise and decline” of science in the Islamic world, as well as its influence on Europe.

HIST 40083. Marriage, Divorce, and Family in Muslim Societies

(3 -0- 3)

High rates of divorce, often taken to be a modern and western phenomenon, were also typical of pre-modern Muslim societies. How was that possible, insofar as “Marriage is half [fulfillment of one’s] religious duties,” as the Prophet Muhammad once famously dictated? What, then, is the Islamic ideal of marriage? What were the patriarchal models advocated by medieval Muslim jurists and moralists? Did the historical reality of marriage and family life in the Islamic Near East have anything in common with these models? Do the assumptions about the legal inferiority of Muslim women and their economic dependence on men hold truth? These are the questions this course will try to address. To that end, we will read and discuss a wide range of primary sources (all in English translation)—the Koran and Hadith (Muhammad’s saying and deeds), legal writings, narrative (chronicles, belles-lettres) sources, and documentary (archives, contracts) materials’ as well as recent scholarship on the subject. While our theoretical framework is that of social history, we will also pay close attention to intimate accounts of, and reflections on, individual medieval lives. We will conduct case studies as for group projects. While the focus is on the Islamic Near East (700–1500), we will extend our inquiry to include the modern Middle East as well. Prerequisites: Two years of college Arabic or by instructor’s permission.

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 twentieth 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 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 non-violent 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 40210. Writing History in Ancient Greece and Rome

(3 -0- 3) Baron

Herodotus has been called both the "Father of History" and the "Father of Lies." Thucydides is revered by some as the first "scientific" historian; others deny him the title of historian altogether. The most famous tales in Roman history come from the early books of Livy, and yet it is unlikely that he had any way of obtaining reliable information for that period. The historians of the classical Greek and Roman world stand among the greatest writers of the Western tradition. But to what extent were they performing the task that we call "history"? In this course we will survey the works of the major historians of ancient Greece and Rome, including Herodotus, Thucydides, Livy, Tacitus and others. We will examine the origins of Greek historiography, the methods espoused and practiced by Greek and Roman historians, the effect political and social changes had on ancient historiography, and the relationship of ancient historical writing to that of the modern scholars. The class will be primarily discussion-based. All readings in the ancient authors will be in English.

HIST 40230. Topography of Ancient Rome

(3 -0- 3)

The course examines in detail the buildings and monuments of ancient Rome from the Archaic Period to the beginning of Late Antiquity (8th century B.C. to 4th century A.D.). The primary aim of the course is to consider the problems related to the identification, reconstruction, chronology, and scholarly interpretation(s) of Rome's ancient structures. Students will investigate the history of excavations in Rome, analyze ancient literary sources, evaluate ancient art and architecture, and examine epigraphic, numismatic, and other material evidence related to Rome's ancient physical makeup. This close examination of the city of ancient Rome in its historical context also explores how urban organization, civic infrastructure, public monuments, and domestic buildings reflect the social, political, and religious outlook of Roman society.

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 40235. Christianity in the Roman World

(3 -0- 3) MacCormack

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 ca. 150 C.E. and ca. 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 geo-political 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' 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)

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 40241. Augustine and Cicero

(3 -0- 3) MacCormack

Augustine of Hippo is best known and is most intensively studied as the theologian whose *Confessions*, commentaries on *Genesis*, *Trinity*, *On Christian teaching*, and *City of God* have shaped Christian thinking for centuries, and do so even now. His engagement with classical Greek and Roman authors has also been studied, but much less so. The purpose of this course is to follow Augustine's lifelong interest in the writings of the Roman orator, statesman and philosopher Cicero. It was Cicero who inspired Augustine's early interest in philosophy, and references to Cicero's ethical enquiries in the *Tusculan Disputations* and elsewhere appear frequently in Augustine's writings. He also thought about Cicero the orator when considering the tasks of Christian writers and preachers. Above all, in the *City of God*, Augustine responded to Cicero's dialogue *On the nature of the gods*, which in turn conditioned his understanding of Roman history and of the content of human history at large.

HIST 40242. Roman History Seminar

(3 -0- 3) Bradley

This advanced course in ancient history introduces students to major documents of the Roman imperial age and investigates how they are to be assessed as historical sources. Particular attention is paid to the Achievements of the Deified Augustus (*Res Gestae*), a dossier of senatorial decrees recently discovered in Roman Spain (especially the *Senatus Consultum de Cn. Pisone patre*), and various letters, edicts and rescripts from emperors to provincial communities. The object is to learn how the history of the Roman Empire is advanced through non-literary documents known from inscriptional, papyrological, and legal sources. Special attention is given to documents involving Christian subjects of empire, accounts for instance of the trials of figures Christians subsequently claimed as martyrs, such as Perpetua and Felicity. Study of the Acts of the Apostles is also included as a subliterary text opening up perspectives on the Roman imperial age. All documents are read in translation.

HIST 40252. Medieval Nobilities

(3 -0- 3)

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 twentieth 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 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 40435. 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 40448. Ideology, Poetry and Politics in Jacobite Ireland

(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.

HIST 40550. Doing Science, Doing History: Practice, Pedagogy and the Laboratory in Nineteenth-Century Chemistry

(3 -0- 3) Jackson

This course is an introduction to the history of chemistry over the long-nineteenth century period bounded roughly by the French Revolution and World War One, and examines the roles of analysis, synthesis in the making of modern chemistry. We will use the case of chemistry to address a range of issues in the history of modern science. The course is primarily historical but we will examine the relationship between historical and philosophical approaches to some key events (beginning with the Chemical Revolution) and some central questions (e.g., What is the relationship between experiment and theory? How does collective research work?).

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 40605. Africana Studies Seminar: Race and the Civil War

(3 -0- 3)

This seminar will focus on 19th century American history. Specifically, the course will examine the relationship of race to the Civil War.

HIST 40628. African-American Resistance

(3 -0- 3) Pierce

Through a close examination of twelve 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) Przybyszewski

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?

HIST 40648. Science and Environmental Policy in the United States

(3 -0- 3)

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.

HIST 40851. African-American Civil Rights Movement

(3 -0- 3) Pierce

Corequisite: HIST 42851

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. U.S. 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 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 40859. Jim Crow America

(3 -0- 3) Pierce

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 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 a rosary acquire meaning and value. This course 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. As part of the process of working with material things, much emphasis will be placed on methods and theories for analyzing objects, in class and in experiential learning beyond the classroom (to include a component on material culture and Catholicism). This will lay the foundation for students to write substantive individual research papers on a “thing” of their choice.

HIST 40886. 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 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 twentieth 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.

HIST 40888. Building America

(3 -0- 3)

A seminar designed to examine the social and economic factors, energy and land use policies, demographic urban/suburban trends, technological innovations and artistic impulses that have produced the American built environment, 1740 to 1940. Comparing several building types the private residence, the workplace, and the public building the seminar will explore structures and spaces as material culture evidence of American domestic, real estate, political, and cultural history. Attention will be paid to high-style and vernacular architecture, new building forms (skyscrapers, highway buildings, department stores) as well as work sites such as mills, factories, and commercial buildings, plus four American world fairs.

HIST 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 40909. Gender, Sexuality, and Colonization in Latin America

(3 -0- 3) Graubart

In this seminar we will examine the historical construction of gendered and sexual roles in the Spanish and Portuguese colonial worlds. This will entail thinking about gender and sexuality in the societies which “encountered” each other in the New World, and also thinking about how that encounter, as well as Atlantic slavery, produced new forms of gendered and sexual relations. Among the questions we’ll consider: how was the conquest gendered? How did colonial society produce masculinities as well as femininities? What gendered forms of power were available to women? How did ethnicity and caste, as well as gender and class, determine people’s sense of themselves and their “others?” What were normative and alternative sexual roles in the pre-modern Americas, and how did a European Catholic conquest affect these? Readings will include monographs and primary sources. Students will write an extended research essay in this class, and History majors may use it for their departmental seminar in consultation with the instructor.

HIST 40910. Experience of Conquest: Native Perceptions of Relations with Spaniards in 16th-Century Mesoamerica

(3 -0- 3) Fernandez-Armesto

The aim of this class is to try to understand what conquest, as we have traditionally called it, meant to the people who experienced it in some parts of the Americas that joined the Spanish monarchy in the sixteenth century. We’ll concentrate on indigenous sources—documentary, pictorial, and material—and try to adopt the indigenous point of view, without neglecting sources mediated by Europeans. Although the class will concentrate on selected cases from Mesoamerica, the lecturer will try to set the materials in the context of other encounters, both within the Americas and further afield; and students will be free, if they wish, to explore case-studies from anywhere they choose in the Americas (in consultation with the lecturer and subject to his approval) in their individual projects.

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 40952. Slavery and Human Bondage

(3 -0- 3)

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: person-hood 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 40985. Historical Archaeology

(3 -0- 3)

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 40990. Seeing for Historians: Photography as Evidence and Interpretation

(3 -0- 3)

History, proverbially, is about story telling. Historians have concerned themselves primarily with language, narrative, evidence, and argument. In other words, historical practice is rooted in words not images, sound not sight. The advent of photography in the middle of the nineteenth century should have changed all that, at least according to some theorists, providing new sources of evidence, new means of interpretation, and most importantly a new relationship between past and present. However, the general consensus is that historians have failed to avail themselves of this new resource. This course explores how historians might learn to see better, what the pitfalls are as we approach still photographs, and how technical images change our relationship with the past. By engaging various theoretical works and witnessing these theories in action in various ways, the class will explore the nature of historical evidence and whether still images tell stories. During the first weeks of the class, we'll read debates over the nature of sight and the kind of evidence provided by photographic images; during the following weeks, we'll contemplate photography as a social and discursive practice; finally, we'll deal with it from psychological, anthropological, and quotidian perspectives.

HIST 41000. History Lab Research

(0 V- V)

History Lab Research allows undergraduate students to assist a faculty member's research project(s) for credit.

HIST 42851. African-American Civil Rights Movement Tutorial

(0 -0- 0)

A required weekly discussion section for students registered in HIST 40851 or its crosslists.

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 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) Constable

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 43251. Violence in European History

(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 43408. Major Research Seminar: Telling Stories: The Holocaust as Historical Narrative

(3 -0- 3) Faulkner

The Holocaust was one of the seminal events of the twentieth century, responsible for introducing such words as 'genocide' and 'crime against humanity' into our modern vocabulary. Its impact on the interpretation of history, the ways in which we remember an event individually and collectively, and how we construct histories about it, are some of its most important legacies. This course investigates the attempts of European and American historians, survivors, and writers to come to terms with the historical significance of the Holocaust, and the roles that cinema and literature (prose, poetry, and memoirs) play in how we approach the Holocaust as a historical event. The themes of the course and the readings are designed to give students the necessary historical foundation for an understanding of what happened during the Holocaust, and familiarize them with the process of the shaping of memory through the writing and reading of history and memoirs. It will also serve as an introduction to more theoretical frameworks about narrative, emplotment, trauma writing, and the relationship between fiction and history. Students will be expected to complete a 20–25 page research paper making use of primary sources as the final project for the course.

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 43436. Ireland and the British Problem

(3 -0- 3) Smyth

Over the past 30 years or so a new subject has lodged firmly on the historical agenda: 'The New British History'. Before this development 'British' in practice meant English, with the Scots and Irish getting a mention when they caused trouble, and the Welsh, since they generally didn't cause trouble, hardly being mentioned at all. Yet such a traditional, Anglocentric, approach distorted even English history. The New British History proposes studies of the interactions of the Three Kingdoms or the Four Nations. For example, what used to be called the English Civil war is now—more accurately—called the wars of the three kingdoms. Ultimately Scottish, English, Welsh and Irish history don't make complete

sense unless they are related to each other. This seminar is broadly conceived. The emphasis is on Ireland's troubled relationship with the larger neighboring island, but it is not Hibernocentric. Beginning in 1603, when a Scottish king succeeded to the throne of England, and Ireland for the first time came under the complete control of (the now British) crown, we will explore how the "British Problem"—how to integrate or pacify often mutually hostile peoples, cultures and religions—unfolded, asserted and reformulated itself over the centuries. As a seminar the format will be discussion-based. After familiarizing ourselves with the subject, the questions and the issues, each student will select a topic (which may be primarily, but not exclusively, on Irish, Welsh, English or Scottish history) and spend the remainder of the semester working towards the writing of a research paper.

HIST 43440. Northern Ireland Troubles

(3 -0- 3) Smyth

This discussion-based seminar explores the history of the six north-eastern counties of Ireland which 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 twenty-five 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) Lyandres

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 43471. Russia Engages, Fascinates, and Threatens the World, 1711–1991

(3 -0- 3) Lyandres

This research seminar is designed to familiarize history majors with main categories of primary and secondary sources, major historical interpretations, and historical method through study of selected events and personalities of modern Russian history. We will trace Russia's uneasy transformation from relative isolation as a landlocked empire in the 18th century—through its contacts with Europe, Asia, and North America—to the dominant Eurasian empire and sea power in the 20th century. Students are required to write a major research paper based largely on primary sources.

HIST 43550. The Cold War

(3 -0- 3) Soares

This seminar will explore the Cold War as a diplomatic, political and cultural phenomenon. To develop a deeper understanding of the conflict, we will consider the Cold War's impact on American art and popular culture. We also will treat international sport as a form of both cultural diplomacy and psychological warfare. Because there was more to the Cold War than the U.S.-Soviet rivalry, students' interests in other nations will be encouraged. The main work in the seminar will be a research paper on a topic each student will devise in consultation with 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. Nazi Germany's "New Order" in Europe

(3 -0- 3)

What were the Nazi aims, plans and policies during the twelve years of the "Nazi Era" in Germany and Europe? This seminar will introduce students to both factual grounding and competing concepts interpreting Nazism—nature, actions, and place in European history. Using primary and secondary sources we will examine Nazi Germany's decisions and practices in order to determine Nazi ideology and its relations with domestic, foreign, economic, demographic and other policies; the dynamics of Nazi Germany's extermination project; terror and welfare, German resistance, Nazi rule, collaboration and resistance in occupied Europe, the end of the Nazi regime, and its implication on post-war Germany and Europe.

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 eighteenth 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 twenty-five pages based on their interests in particular topics and regions.

HIST 43560. Communist Europe: The Soviet Bloc, 1945–1991

(3 -0- 3)

This research seminar examines the rise, progression, and fall of communist regimes in East Central Europe, the conglomeration of states which 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) Kselman

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 two hundred 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 twentieth 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 43562. Seminar: Comparative European Revolutions: 1789, 1917, 1989

(3 -0- 3) Lyandres

This research seminar invites students to explore a revolution within modern Europe. The readings will focus on 1789, 1917, and 1989.

HIST 43583. Research Seminar: War, Violence, and Politics in Europe Since World War I

(3 -0- 3)

In this seminar students will examine the management of armed conflicts in Europe, as well as their effects on European society and politics, since the First World War. Although centered on Europe, this course will be geographically expansive. In recognition of the powerful tie between events in Europe and events in the Middle East or Southeast Asia, student will explore Europe within a global context to probe the interrelation of war and society—and especially democracy—in 20th-century Europe. The overriding question of the course will be, “How has politically motivated violence shaped and been shaped by European societies?” Course themes include the effects of domestic political structures on war, the effects of war on racial and gender norms, the effects of race and gender on war and political violence, and the attempts to come to terms with terror as a political weapon. Students will pursue a particular facet of or case study exemplifying the problem of political violence in modern European history and research and write a 25-page paper rooted in primary sources.

HIST 43600. The City in Early America

(3 -0- 3)

“The City in Early America” is a contradiction in terms: by the time of the American Revolution, perhaps only 30% of American colonists lived in urban spaces. Philadelphia, America's largest city, boasted just 40,000 people. (London, by contrast, had a population of nearly one million.) And yet, America's cities in this period were vital to the economic, social, cultural, political, and intellectual development of what we now call the United States. In this seminar, we will unravel the contradiction, studying how and why five American cities (Philadelphia, Boston, Charleston, New Orleans, and Kingston, Jamaica) developed during the long eighteenth century, and determining what extraordinary effects—despite their limited sizes and populations—they had on the emergent nation. By applying urban history methodologies used for nineteenth- and twentieth-century cities to earlier source material, we will not only consider the circulations and developments of the eighteenth-century Atlantic world (and the American colonies' participation in and contributions to them), but also understand how and why America would become a decidedly urban landscape. This course culminates in a major research paper based on primary sources.

HIST 43601. Atlantic Revolutions

(3 -0- 3) Cangany

Between 1670 and 1823, the British, French, Spanish, and Portuguese Atlantic worlds were rocked by a series of revolutions. There were political upheavals: colonists and indigenous peoples rose up against their occupiers, throwing off the bands of imperial control. And there were economic upheavals: transformations in manufacturing, distribution, consumption, and credit changed the ways people bought, sold, marketed, consumed, and paid for goods. Collectively, these revolutions drastically and irrevocably altered the political and commercial landscape of the Atlantic. Mercantilism gave way to free-market capitalism and industrialization. Mainland America secured its independence. The French monarchy collapsed. And Haiti, the “single richest colony in the world,” became the first independent black republic. In this course, students will consider these and other issues in order to produce a 25-page research paper on some aspect of revolution in the Atlantic world.

HIST 43602. The American Revolution

(3 -0- 3)

This course will serve as a research seminar, focusing on the American Revolution. Students can write a research paper on any aspect of the Revolution. The class will read and discuss some seminal books from a number of different perspectives, as well as a smattering of primary sources on the origins, process, and outcomes of the Revolution. Discussion, as well as a number of short interpretive essays, will count substantially toward the final grade. The class will culminate with a research paper. Students can write on any aspect of the Revolution they choose.

HIST 43604. Seminar: American Civil War Era, 1848–1877

(3 -0- 3) Noll

The primary goal of this course is for students to write a substantial research paper on a topic involving some aspect of American history in the era of the Civil War. Roughly the first half of the course will be devoted to intensive readings in major secondary sources, introduction to period newspapers available through the library, and some viewing of Civil War films—but all aimed at student selection of a topic for research. During the second half, students will be coached on bibliography, research strategies, writing, and re-writing, and they will take part in ongoing discussion of the individual projects that class members are researching. Student projects are by no means limited to military subjects, but may deal with social, economic, religious, gender, biographical, literary, or other aspects of U.S. history during the Civil War era.

HIST 43610. Notre Dame History

(3 -0- 3)

This seminar will offer the student the opportunity to research an aspect of Notre Dame history of his or her particular interest—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, CSC, and the discovery of synthetic rubber, Notre Dame's Minims Department (grade school), Notre Dame's Preparatory School (high school), Notre Dame's Manual Labor School, Immigrant Scholars on the Notre Dame faculty in the 1930s, Holy Cross Religious as Japanese Prisoners of War in World War II, the inauguration of the Great Books Program, Rev. John J. Cavanaugh, CSC, and the Kennedy Family, Rev. Theodore Hesburgh, CSC and the Civil Rights Commission, etc. After some introductory readings on the history of the University, the principal work of the course will be the research, in primary and secondary sources, and the writing of a paper of approximately 30 pages, and a presentation of the paper for class discussion.

HIST 43614. Seminar: The Religious Factor in American History
(3 -0- 3)

A research seminar surveying how religion has interacted with American culture, including thought, moral values, social views, education, and politics. Students will write a research paper on a topic of their choice.

HIST 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 seventeenth 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 twenty-five page paper based on primary source research.

HIST 43616. SEM: Reforming America
(3 -0- 3)

This research seminar examines the role of political and social reform in American history from the late eighteenth century to the present. Throughout U. S. history, reformers have targeted a variety of social ills—including slavery, poverty, industrialization, racism, lack of women's rights, and political and moral corruption; in their efforts to transform American culture, politics, and society. We will study the broad dynamics of reform as well as investigate specific movements as case studies. Themes will include the struggles between competing visions of reform to define America; the religious roots (both Protestant and Catholic) of various reform movements; and the international influences on reform. Students will write a 25-page paper, based on primary source research, which explores a case study of a reform movement or individual reformer from any period in American history.

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 re-writing, 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) J. 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. Seminar: Women and Gender in the 20th Century United States

(3 -0- 3) Bederman

This research seminar will cover changing gender relations in the U.S. 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 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)

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, 1933-1945, 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 twenty-five or thirty pages on a topic of his or her choice during this period; and third, to improve one's 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 to 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 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, im/emigration 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)

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” (1956–1977) 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 46000. Directed Readings in History

(V -0- V)

Directed Readings in History facilitates a student's reading and analysis of a specialized set of texts under the guidance of an individual faculty member.

HIST 47050. Special Studies

(V -0- V)

Independent study, writing, and research under the direction of a faculty member.

HIST 48000. Directed Research in History

(V -0- V)

Directed Research in History facilitates a student's particularized research project on a historical topic under the guidance of an individual faculty member.

HIST 53001. Honors Methodology

(3 -0- 3) Tor

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) Thomas

This course, open only to students in the History Honors Program, introduces students to some of the most exciting debates over how history should be conceptualized and written. Any thesis writer seeking to add to our understanding of the past needs to grapple with what history is for and what constitutes proper historical knowledge. This seminar will help students ask these larger questions and

then use their answers to sharpen and shape their own projects. The emphasis of the class will be on understanding how historians have framed research questions, developed criteria for judging evidence, and then created compelling arguments.

HIST 53602. Americas and Europe, 1680–1820

(3 -0- 3) Griffin

This colloquium provides an introduction to major historical and historiographical problems associated with the European colonization of the Americas from roughly 1680 through the beginning of the nineteenth century. The syllabus and bibliography incorporate a variety of methodological and philosophical perspectives on early American history—politics, culture, law, ethnicity, economy, geography, society, race, religion, philosophy, ideology, and gender are represented in the readings. There is also a mix of older and more recent writings. We will attempt, individually and collectively, to synthesize specialized studies into larger understandings of causality, continuity, and change.

HIST 53657. Catholics and Protestants in American History

(3 -0- 3)

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 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 Language and Literature

IRLL 10101. Beginning Irish I

(4 -0- 4)

No prior knowledge of the Irish language required. This course provides an enjoyable introduction to modern Irish. Energetic teachers in small classes teach basic language skills and prepare students to conduct conversations and read authentic texts. Extensive use is made of role-play and interactive teaching methods. Irish 10101 is a superb opportunity to learn a new language, explore Irish/Celtic culture, and investigate the linguistic politics of the only minority language offered at Notre Dame. In addition to satisfying the language requirement of the College of Arts and Letters and the College of Science, Irish satisfies the popular Irish Language and Literature and Irish Studies minors' requirements, and selected students will have an opportunity to study in Dublin, Ireland. This class meets 3 days a week. In lieu of a scheduled 4th class, students work independently on technology-based language/culture projects in the CSLC.

IRLL 10102. Beginning Irish II

(4 -0- 4)

Prerequisite: IRLL 10101 or IRST 10101 or CLIR 10101

Second semester of instruction in the Irish language. More emphasis will be placed on reading simple texts in Irish. This class meets 3 days a week. In lieu of a scheduled 4th class, students work independently on technology-based language/culture projects in the CSLC.

IRLL 13186. Literature University Seminar

(3 -0- 3)

This course introduces students to various aspects of Irish Language literature and culture.

IRLL 20103. Intermediate Irish

(3 -0- 3)

Prerequisite: IRLL 10102 or IRST 10102 or CLIR 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.

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 towards acquiring a reading knowledge of Old Irish. "Old Irish" is meant conventionally the language of the seventh and eighth centuries A.D. 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 20106. Introduction to Medieval Irish Literature

(3 -0- 3)

This course introduces students to various aspects of literature and culture in the Irish language in the period 600–1200. Outside the classical world of Greece and Rome, Ireland has the oldest attested European literature and this fact alone gives the literary products of Medieval Ireland a singular significance. A particular emphasis will be placed on studying mainly the heroic prose saga literature of this 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. We will, however, also cover something of the breadth of Irish literary production by studying aspects of the poetry composed at this time. All literary genres will be studied with regard to the historical contexts that produced them.

IRLL 20107. The Hidden Ireland

(3 -0- 3)

The Hidden Ireland denotes both a book and a concept. The book was written by Daniel Corkery in 1924 and was an immediate success as it encapsulated a version of Irish history which had not hitherto been available to the general public; it is still considered to be a classic of its kind. The concept promoted the notion that history should emanate from "below" and should not be confined to the elites and governing classes. Both book and concept have had a profound impact on our understanding of Irish identity, Irish history, and Irish literature. This course will examine the book in depth and utilize it to open a window on the hidden Ireland of the 18th century. The cultural, historical, and literary issues which are raised by the book will be studied in the context of the poetry of the period. Poetry will be read in translation.

IRLL 20108. Verbal Arts and Oral Traditions

(3 -0- 3)

This course will examine the practice, practitioners and different genres of the verbal arts: the folktale, legends, epic, proverb, riddle, etc., and will look at the different functions of these genres. It will also look at the research traditions devoted to the study of what has been variously termed folk narrative, oral literature, orature, as well as the verbal arts.

IRLL 20109. 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 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, archaeological and historical evidence will also be considered in this course. No prior knowledge of Irish required. All texts provided in English.

IRLL 20110. The Irish Novel and Memoir

(3 -0- 3)

Prerequisite: IRLL 20103 or IRST 20103

This course focuses on novels, memoirs and autobiographies that deal with Ireland, the Irish-language, folklore, history and cultural politics. Starting with the causes for the relatively late emergence of print culture in the Irish-language, we discuss the cultural, political and ideological forces that shaped these literary genres during the Irish Revival, the Free State and the post WWII period. We examine the impact of various literary movements on the Irish-language novel and use the memoirs and autobiographies to examine key-moments in Irish cultural life as framed in the controversies surrounding Michelle Smith, Cathal Ó Searcaigh, Máire Mhac an tSaoi and Hugo Hamilton. All texts will be read in English and no prior knowledge of Irish is required, but extra credit/classes are available for students willing to read the texts in their original format (See Language Across the Curriculum). Among the authors and texts to be studied are the following: *Séadna, My Own Story, Exile, The Islandman, Twenty Years A'Growing, Peig, When I Was Young, The Poor Mouth, Schnitzer O'Shea, Cré na Cille, Lead Us Into Temptation, Lovers, A Woman's Love, Speckled People, Light on Distant Hills, Same Age as the State, Triple Gold, Remembering Abanagran.*

IRLL 20113. The Hidden Islands

(3 -0- 3)

The aim of this course is to introduce students to the islands and islanders of Ireland, with particular focus on those communities in the traditional Gaeltacht (Irish speaking) regions of Munster, Connacht and Ulster. The seminar will examine the concept of "identity" through an analysis of the regional literature,

language, folklore, and song tradition of these island people, together with their representation in television and film. We will adopt an interdisciplinary approach to placing these communities in their historical, socio-economic, and cultural context. Students will be expected to participate actively in discussion and to complete essays focusing on the various topics covered in class. No prior knowledge of the Irish language is required.

IRLL 20114. Ireland's Edge: Ireland's Island and Gaeltacht Culture

(3 -0- 3) MacLeod

This course explores the culture, heritage and literature of the Aran Islands, an Irish speaking Island off Ireland's west coast. The unique island culture has long attracted authors and artists: JM Synge, P.H. Pearse and Martin Mc Donagh among them. Responding to external depictions, islanders such as Liam O' Flaherty, Máirtín Ó Direán and Dara Ó Conghaile have created a native island literature. Students will learn about island life, culture, traditions, historic buildings and sights and efforts to modernize the island economy. Reading a selection of poems, short stories, plays, novels this course deconstructs the competing and conflicting images of the island.

IRLL 20120. The Irish Short Story

(3 -0- 3)

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 nineteenth 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, 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)

Prerequisite: IRLL 20103 or IRST 20103 or IRLL 60103

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, 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 20223. Introduction to Irish Folklore

(3 -0- 3) Gillan

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 20316. Irish in U.S.: Comparative Perspectives on Being Irish and Irish American

(3 -0- 3) Ó Conchubhair

This class provides an educational and entertaining reflection on the deep historical and cultural intertwining of America and Ireland, and the extent to which our world is shaped by Irish people, culture and heritage. Drawing upon the skills of three Notre Dame professors, each of which has different interests, in this class we explore comparative perspectives of the cultural, economic, and political context of being Irish and Irish-American. In this class we seek to provide new perspectives on the interconnections between Ireland and America, in the past, present and future. Based on lectures and presentations, we explore some fundamental historical questions, such as how were the Irish Famine, emigration, and economic developments of the 18th–20th centuries interconnected, and how did the Irish diaspora shape the historical and cultural trajectory of America. Similarly, we explore what it is to be Irish and Irish-American, be it through family history, or growing up watching Notre Dame football. What are the interconnections between regional Irish identities, language, and history? Finally we explore how American, let alone global, culture is being actively shaped by Irish culture (such as literature, theater, film, music), and the extent to which this is a dynamic process. Looking at it from a different perspective, how has the reintroduction of such an idealized form of Irishness to Ireland, impacted the country? Drawing upon literature, history, archaeology and folklore, this class will illustrate the different ways we can explore and conceive of the past and present world of Ireland and Irish-America. Seeking answers to these questions offers students a fascinating opportunity to learn more about Ireland, America, and the connections between these cultures and peoples.

IRLL 22110. LAC Discussion Group: The Irish Novel and Memoir

(3 -0- 1)

This course offers an additional 1 credit component for students with advanced Irish language ability. Students who have completed the Notre Dame language requirement in Irish 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. To earn this extra credit students will do some additional reading in Irish language material (approximately 10 to 15 pages per week) and meet once a week with the professor to read/discuss this material. Up to three LAC discussion credits can be applied toward the minor in a given language. This LAC discussion section will be graded on a pass/fail basis and credited to the student's transcript. Grades will be based on the weekly presentations and the student's ability to demonstrate comprehension of material read in Irish and to link that material to the related literature course.

IRLL 26311. Directed Readings

(3 -0- 3)

Undergraduate directed readings in Irish literature.

IRLL 30107. The Hidden Ireland

(3 -0- 3)

The Hidden Ireland denotes both a book and a concept. The book was written by Daniel Corkery in 1924 and was an immediate success as it encapsulated a version of Irish history which had not hitherto been available to the general public; it is still considered to be a classic of its kind. The concept promoted the notion that history should emanate from "below" and should not be confined to the elites and governing classes. Both book and concept have had a profound impact on our understanding of Irish identity, Irish history, and Irish literature. This course will examine the book in depth and utilize it to open a window on the hidden Ireland of the 18th century. The cultural, historical, and literary issues which are raised by the book will be studied in the context of the poetry of the period. Poetry will be read in translation.

IRLL 30109. Introduction to Irish Writers

(3 -0- 3)

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 seventeenth century onwards, 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.

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 (1903–1996), 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 ahistorically 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 contextualise 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 30113. Poetry in Irish since the Revival

(3 -0- 3)

This course will examine the compelling poetry produced in Irish since the Gaelic Revival of the turn of the twentieth century running right up to very recent publications of the first decade of the twenty-first century. We will consider major authors whose influence on the tradition has been profound, more recent international stars, as well as emergent figures whose work is only very recently in print. Our method will be that sine qua non of literary study, close reading, the dogged

and unsparing analysis of the inner workings of the text at hand, an enduring and essential skill for both scholars of liberal arts and the educated, thinking individual more generally. To this will we join attention to the sociocultural, linguistic and political context of the works, relating to the aftermath of Irish independence, economic hardship and emigration, the crisis of the Catholic church, transformations in gender and familial expectations, the Troubles in the North, and the new composition of Irish society with immigration and globalization. Poetry as well as selected criticism will be read in English.

IRLL 30114. The Irish Love Poem

(3 -0- 3) Nic Dhiarmada

This course traces the trajectory of the love poem in Ireland from the Middle Ages to the present day. We will begin with texts such as *Liadain* and *Cuirithir* (9th century) continuing through the late medieval genre of the *Dánta Grádha* as well as considering the corpus of love songs (*Amhráin Ghrá*) from the oral tradition before looking at the development of the modern love poem in the work of poets from W.B. Yeats to the contemporary Irish language poet Nuala Ní Dhomhnaill. All Irish language texts will be read in translation.

IRLL 30115. Oral Traditions and Irish History

(3 -0- 3) Gillan

This course will examine notions of history in oral cultures with special reference to Ireland. Who were those who transmitted oral traditions about historical events? Which genres shaped oral historical traditions? In which contexts were these traditions transmitted? What was the nature of the traditions? What was their content? What relationship did they have to the written record, to counter-hegemonic histories and to official histories? To what extent, if any, can they be said to articulate a national perspective? These are some of the questions that will be addressed, and case studies that illuminate special aspects of the subject such as oral traditions of the Vikings, of 1798, of the Famine and of landlords will be discussed in some detail.

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 Tittley, Mary Lavin, William Trevor, Gerry Adams and Bernard MacLaverty.

IRLL 30123. Advanced Irish Conversation

(3 -0- 3)

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 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 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 1500 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 seventeenth 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. Great Irish Writers

(3 -0- 3)

The objective of this course is to offer an introduction to a representative cross-section of literature in Irish from approximately 800 down to 1800. We will examine, for example, the great Irish medieval epic, the *Táin Bó Cúailnge* (“The Cattle Raid of Cooley”) which recollects, from a vantage point of several centuries later, a pre-medieval heroic society but which uses the lineaments of that society to tackle social and political issues current in the Middle Ages in Ireland. Then we will look at the poetic tradition in Irish between approximately 1600 and 1800, an era of massive change in Ireland when England, later Britain, consolidates its conquest and colonization of the country. Much of this poetry is to be read against the background of disruption and dislocation caused by the political turmoil of these centuries, but there is a very personal and human side to it as well. All materials will be read in English translation.

IRLL 30309. Great Irish Writers

(3 -0- 3)

The early modern period (sixteenth to late-eighteenth 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 30310. The Irish Comic Tradition

(3 -0- 3) McKibben

Fantasy. Humor. Ribaldry. The Macabre. The Grotesque. Wit. Word play. Satire. Parody. This course will read diverse examples of the long and fertile comic tradition in Irish literature (in Irish and in English), from medieval to modern, in order to enjoy a good laugh, get an alternative take on the Irish literary tradition, and think about the politics of humor. Authors will include unknown acerbic medieval scribes, satiric bardic poets, Swift, Merriman, Sheridan, Wilde, and Flann O’Brien.

No knowledge of Irish is assumed or necessary. Audio recordings accessible for students who need them. Students must not have taken the University Seminar “Irish Jokes from Medieval Satirists to Bart Simpson.”

IRLL 30311. The West of Ireland—An Imagined Space

(3 -0- 3)

This course interrogates and examines representations of the West of Ireland in various twentieth-century literary 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 written in both Irish and English. (Irish language texts will be read in translation).

IRLL 30312. The Blasket Islands and their Literature

(3 -0- 3)

“The island of the Great Blasket lies three miles off the Kerry coast of Ireland, at the westernmost tip of Europe. Virtually unknown before this century, it was to produce a rich and extraordinary flowering of literature that has made it famous throughout the world.” Oxford University Press This course will examine the phenomenon that is Blasket Island literature. Before its eventual desertion in 1953, the previous thirty years had seen the production of literary works by inhabitants of the Blaskets such as *An tOileánach! The Islandman* by Tomás Ó Criomhthainn; *Fiche Bliain ag Fás! Twenty Years A Growing* by Muiris Ó Súilleabháin; *Machmamb Seannmhá! An Old Woman's Reflections* by Peig Sayers. This course will trace this remarkable flowering both to the immensely rich oral traditions of the island and the dynamic interplay of such literary and scholarly visitors as George Thompson and Robin Flower with the island authors. All texts will be read in translation.

IRLL 30321. 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*.

IRLL 30362. The Irish Language Lyric Song Tradition

(3 -0- 3) Goan

The music, the meters, the magic of the Irish language lyric song tradition will be explored in this course spanning the known history of the most enduring songs; their transmission and migration in oral, written and sound-recorded form; the sources from which draw inspiration and their influence in translation on writers and performers as diverse as W.B. Yeats and Sinéad O’Connor. Using recordings, live performance and close textual analysis the course will aim to chart the journeys of these songs through the centuries and offer insights into their lasting appeal.

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 the course 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 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 40107. The Irish Love Poem

(3 -0- 3)

This course traces the trajectory of the love poem in Ireland from the Middle Ages to the present day. We will begin with texts such as *Liadain* and *Cuirithir* (9th century) continuing through the late medieval genre of the *Dánta Grádba* as well as considering the corpus of love songs (*Amhráin Ghná*) from the oral tradition before looking at the development of the modern love poem in the work of poets from W.B. Yeats to the contemporary Irish language poet Nuala Ní Dhomhnaill. All Irish language texts will be read in translation.

IRLL 40109. The West of Ireland: An Imagined Space

(3 -0- 3)

This course will interrogate and examine representations of the West of Ireland in various twentieth 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)

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 which 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 40111. The Irish Hunger Strikes

(3 -0- 3)

"We remember them with pride for on hunger strike they died these brave men were Ireland's sons they were the men of '81"—*Republican ballad*.

"We'll never forget you Jimmy Sands"—*Loyalist graffiti in East Belfast shortly after Bobby Sands death on hunger strike*.

Thirty years ago, in 1981, Bobby Sands and nine other Irish republican prisoners died on hunger strike in the Maze Prison outside Belfast. Their deaths and the British response were pivotal in the history of the recent "Troubles." It would hardly be an exaggeration to say that the fallout from the 1981 Hunger strike had the same momentous impact on nationalists and on Irish politics as had the executions of the leaders of 1916. This course will examine the 1981 hunger strike in the context of previous political hunger strikes in Ireland and will examine both its genesis, the strike itself and its aftermath. It will pay particular attention to the ways in which the political hunger strike and the 1981 hunger strike in

particular is "remembered" and commemorated, drawing on the work of Paul Ricoeur among others. We will engage with a variety of texts and sources including memoirs, news reports, documentaries, film and songs.

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 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.

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 which 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) like 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 seventeenth 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 40308. Modern Irish Poetry

(3 -0- 3)

This course will use (often multiple) translations into English to chart the development of Irish Language Poetry in the 20th and early 21st century from rather meager beginnings as an instrument of the language revival movement to become a fully fledged and highly sophisticated art form. The main poets of this period will be richly represented, and some lesser known talents will also be discussed in terms of sociological context. Though taught in English, the course will include detailed close analysis of key texts in the original Irish. This will be useful to students studying Irish, but knowledge of Irish is not mandatory for the course.

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 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 which 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 40311. Irish Language Poetry: The Post War Generation

(3 -0- 3)

This course will look at the work of the post-war generation of Irish language poets focusing in particular on the work of Seán Ó Ríordáin, Máirtín Ó Direáin and Máire Mhac an tSaoi, the trio credited with successfully bringing Irish language poetry into the modern era. We will use close readings to trace both the formal and thematic innovations in their work and will also endeavor to situate them in relation to Modernist developments in poetry internationally as well as locating them within a specifically Irish poetic trajectory.

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. No knowledge of the Irish language required.

IRLL 50318. The Feminine in Irish Literary and Oral-Vernacular Tradition

(3 -0- 3)

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

No prior knowledge of the Irish language required. This course provides an enjoyable introduction to modern Irish. Energetic teachers in small classes teach basic language skills and prepare students to conduct conversations and read authentic texts. Extensive use is made of role-play and interactive teaching methods. Irish 10101 is a superb opportunity to learn a new language, explore Irish/Celtic culture, and investigate the linguistic politics of the only minority language offered at Notre Dame. In addition to satisfying the language requirement of the College of Arts and Letters and the College of Science, Irish satisfies the popular Irish Studies minor’s requirements, and selected students will have an opportunity to study in Dublin, Ireland.

IRST 10102. Beginning Irish II

(4 -0- 4) O’Callaghan

Prerequisite: CLIR 10101 or IRST 10101 or IRL 10101

The second of three courses in Irish; see preceding for description of program.

IRST 13186. Literature University Seminar

(3 -0- 3)

As offered for Spring 2011—Irish Jokes from Medieval Satirists to Bart Simpson. This seminar will examine the long and very fertile comic tradition in Irish literature, considering texts originally written in Irish and in English, from medieval to modern, to think about the politics of humor, get an alternative take on the Irish literary tradition, and enjoy a good laugh. Authors will include cranky medieval monks, harshly satiric professional poets, great eighteenth-century parodists, twentieth-century witty dramatists and one of the funniest short novelistic spoofs ever written. Along the way, you will work hard on oral and written analysis of literature, defining the nature of different comic genre, and what makes them work. No knowledge of Irish is assumed or necessary, but a willingness to tolerate the texts’ puns, flatulence and insult is essential.

IRST 20020. Ireland In Transition: Emigration To Immigration And Beyond

(3 -0- 3)

Throughout the twentieth 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 twentieth 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% 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) O’Callaghan

Prerequisite: CLIR 10102 or IRST 10102 or IRL 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 A.D. 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 20106. Introduction to Medieval Irish Literature

(3 -0- 3)

This course introduces students to various aspects of literature and culture in the Irish language in the period 600–1200. Outside the classical world of Greece and Rome, Ireland has the oldest attested European literature and this fact alone gives the literary products of Medieval Ireland a singular significance. A particular emphasis will be placed on studying mainly the heroic prose saga literature of this 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. We will, however, also cover something of the breadth of Irish literary production by studying aspects of the poetry composed at this time. All literary genres will be studied with regard to the historical contexts that produced them.

IRST 20107. The Hidden Ireland

(3 -0- 3)

The Hidden Ireland denotes both a book and a concept. The book was written by Daniel Corkery in 1924 and was an immediate success as it encapsulated a version of Irish history which had not hitherto been available to the general public; it is still considered to be a classic of its kind. The concept promoted the notion that history should emanate from “below” and should not be confined to the elites and governing classes. Both book and concept have had a profound impact on our understanding of Irish identity, Irish history, and Irish literature. This course will examine the book in depth and utilize it to open a window on the hidden Ireland of the 18th century. The cultural, historical, and literary issues which are raised by the book will be studied in the context of the poetry of the period. Poetry will be read in translation.

IRST 20108. Verbal Arts and Oral Traditions

(3 -0- 3)

This course will examine the practice, practitioners and different genres of the verbal arts: the folktale, legends, epic, proverb, riddle, etc., and will look at the different functions of these genres. It will also look at the research traditions devoted to the study of what has been variously termed folk narrative, oral literature, orature, as well as the verbal arts.

IRST 20109. 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 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, archaeological and historical evidence will also be considered in this course. No prior knowledge of Irish required. All texts provided in English.

IRST 20111. The Irish Novel and Memoir

(3 -0- 3)

This course focuses on novels, memoirs and autobiographies that deal with Ireland, the Irish-language, folklore, history and cultural politics. Starting with the causes for the relatively late emergence of print culture in the Irish-language, we discuss the cultural, political and ideological forces that shaped these literary genres during the Irish Revival, the Free State and the post WWII period. We examine the impact of various literary movements on the Irish-language novel and use the memoirs and autobiographies to examine key-moments in Irish cultural life as framed in the controversies surrounding Michelle Smith, Cathal Ó Searcaigh, Máire Mhac an tSaoi and Hugo Hamilton. All texts will be read in English and no prior knowledge of Irish is required, but extra credit/classes are available for students willing to read the texts in their original format (See Language Across the Curriculum). Among the authors and texts to be studied are the following: *Séadna, My Own Story, Exile, The Islandman, Twenty Years A'Growing, Peig, When I Was Young, The Poor Mouth, Schnitzer O'Shea, Cré na Cille, Lead Us Into Temptation, Lovers, A Woman's Love, Speckled People, Light on Distant Hills, Same Age as the State, Triple Gold, Remembering Ahanagan.*

IRST 20114. The Hidden Islands

(3 -0- 3)

The aim of this course is to introduce students to the islands and islanders of Ireland, with particular focus on those communities in the traditional Gaeltacht (Irish speaking) regions of Munster, Connacht and Ulster. The seminar will examine the concept of “identity” through an analysis of the regional literature, language, folklore, and song tradition of these island people, together with their representation in television and film. We will adopt an interdisciplinary approach to placing these communities in their historical, socio-economic, and cultural context. Students will be expected to participate actively in discussion and to complete essays focusing on the various topics covered in class. No prior knowledge of the Irish language is required.

IRST 20115. Ireland's Edge: Ireland's Island and Gaeltacht Culture

(3 -0- 3) MacLeod

This course explores the culture, heritage and literature of the Aran Islands, an Irish speaking Island off Ireland's west coast. The unique island culture has long attracted authors and artists: JM Synge, P.H. Pearse and Martin Mc Donagh among them. Responding to external depictions, islanders such as Liam O'Flaherty, Máirtín Ó Direáin and Dara Ó Conghaile have created a native island literature. Students will learn about island life, culture, traditions, historic buildings and sights and efforts to modernize the island economy. Reading a selection of poems, short stories, plays, novels this course deconstructs the competing and conflicting images of the island.

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 nineteenth 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, 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 20133. Catholic Fiction and Film

(3 -0- 3)

An examination of Catholicism in modern fiction, cinematic adaptations of those works of fiction, and other free-standing stories and films. In this course, as you might expect from its title, we will consider representations of Catholicism in the work of a number of authors and filmmakers. Our central texts are as follows: Georges Bernanos, *The Diary of a Country Priest* (novel, French, 1937); Robert Bresson (director), *The Diary of a Country Priest* (1950); Louis Malle (director), *Au Revoir Les Enfants* (1987); Leo McCarey (director), *The Bells of St Mary's* (1945); Pat McCabe, *The Butcher Boy* (novel, 1992); Neil Jordan (director), *The Butcher Boy* (1997) Peter Mullan (director), *The Magdalene Sisters*; Brian Moore, *Black Robe* (novel, 1985); Bruce Beresford (director), *Black Robe* (1991); James Joyce, *Dubliners* (short stories, 1914); John Huston (director), *The Dead* (1987); Betty Smith, *A Tree Grows in Brooklyn* (novel, 1943); Elia Kazan (director), *A Tree Grows in Brooklyn* (1945). Alfred Hitchcock, Martin Scorsese, Frank Capra, John Ford, Robert Altman, Francis Ford Coppola, Leo McCarey, Robert Bresson, Jean Renoir, Federico Fellini—the list of great (lapsed or otherwise) Catholic film directors is staggering. In the films and novels and stories that we will be reading—for we will be reading the films just as closely as we will read the written words—Catholicism emerges in multiple ways. Some of the issues that will be raised for our analysis and discussion will be: iconography; sacrifice; mortality; sin; original sin; violence and religion; religious corruption; the tensions between the individual and the institutions of the Church, and the clergy; the loss of innocence; grace; hypocrisy; censorship; silence. We will aim, too, to compare and contrast the different treatments of religion and humanity in these films and novels.

IRST 20159. Harry Potter and Artemis Fowl: Trends in British and Irish Young Adult Literature

(1 -0- 1) Weeks

This is a brief survey of male heroism in five key British and Irish novels that have made a huge impact on global Young Adult literature: J.K. Rowling's *Harry Potter and the Deathly Hallows*, Anthony Horowitz's *Stormbreaker*, Eoin Colfer's *Artemis Fowl: The Last Guardian*, Diana Wynne Jones' *The Pinhoe Egg*, and Kate Thompson's *The Last Policeman*. We will be talking about how these novels do (and do not) represent trends in current YA literature, how they have impacted a broader cultural representation and understanding of masculinity. And we will be asking about whether or not the Irishness and Britishness of the authors alters the depiction (and our interpretation) of masculinity. Please note that some of these novels are later novels in a series; they can be read independently, but if you needed an excuse to read all the Harry Potter novels over the winter break, this is it.

IRST 20160. Romantic Ireland

(3 -0- 3) Hamrick

In 1913, W.B. Yeats famously declared that “Romantic Ireland’s dead and gone,” but the idea of Romantic Ireland was still very much alive and persists even to our own day. In this course, we will look at the role played by Ireland and by Irish writers in the development of British Romanticism. At the same time, we will examine the undying notion of Ireland as somehow inherently Romantic. While Romantic England passed from the scene sometime in the 19th century, we will consider the long arc of Irish Romanticism ca. 1800–1940. The work of Sydney Owenson, Thomas Moore, W.B. Yeats and other Irish writers will take us from metropolitan Dublin to wild Connemara to the rocky, windswept shores of the Aran Islands, and back again. Along the way, we will look at novels, poetry, a documentary film and a play or two.

IRST 20203. Advanced Readings in Irish Culture

(3 -0- 3) McQuillan

Prerequisite: IRL 20103 or IRST 20103 or IRL 60103

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, 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 20223. Introduction to Irish Folklore

(3 -0- 3) Gillan

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 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 cities fast-paced but staggering tempo, and 150 years later, it can still be heard in Bono's gravelly tones and nostalgic lyrics. This course focuses on four cities intimately connected through literature, art, music and film. It will study both their tense political and social relationships with one another as well as their idiosyncratic cultures and geographies (including their landmarks, streets, transportation and water systems, etc.), and will think about the resonance of these cities histories on global, contemporary culture. Readings include selections from Baudelaire and Apollinaire, works by Padraic O Conaire, Joseph Conrad, James Joyce, Liam O'Flaherty, Samuel Beckett, Virginia Woolf, Elizabeth Bowen, John Banville, and Michael McLaverty, and selected poems from Seamus Heaney, John Montague, Derek Mahon, and Ciaran Carson. Photos, paintings and song lyrics will supplement the readings, and there will also be a few movie showings. Course requirements include class participation, weekly quizzes, one 10–12 page paper, and a midterm.

IRST 20314. Bewildered Beginnings: Coming-of-Age Novels from Victorian England to Celtic Tiger Ireland

(3 -0- 3)

This course will explore the ways in which the development of an individual from childhood to early adulthood is depicted in literature in different periods and cultural contexts ranging from Victorian England to late 20th-century, Celtic Tiger Ireland. The readings include canonical works by Charlotte Brontë, Charles Dickens, James Joyce, as well as more contemporary Irish novels. As we read, we will try to figure out how “coming of age” is understood and achieved in different times and also consider the social function of coming-of-age novels.

IRST 20316. The Irish in Us: Comparative Perspectives on Being Irish and Irish-American

(3 -0- 3)

This class provides an educational and entertaining reflection on the deep historical and cultural intertwining of America and Ireland, and the extent to which our world is shaped by Irish people, culture and heritage. Drawing upon the skills of three Notre Dame professors, each of which has different interests, in this class we explore comparative perspectives of the cultural, economic, and political context of being Irish and Irish-American. In this class we seek to provide new perspectives on the interconnections between Ireland and America, in the past, present and future. Based on lectures and presentations, we explore some fundamental historical questions, such as how were the Irish Famine, emigration, and economic developments of the 18th–20th centuries interconnected, and how did the Irish Diaspora shape the historical and cultural trajectory of America. Similarly, we explore what it is to be Irish and Irish-American, be it through family history, or growing up watching Notre Dame football. What are the interconnections between regional Irish identities, language, and history? Finally we explore how American, let alone global, culture is being actively shaped by Irish culture (such as literature, theater, film, music), and the extent to which this is a dynamic process. Looking at it from a different perspective, how has the reintroduction of such an idealized form of Irishness to Ireland, impacted the country? Drawing upon literature, history, archaeology and folklore, this class will illustrate the different ways we can explore and conceive of the past and present world of Ireland and Irish-America. Seeking answers to these questions offers students a fascinating opportunity to learn more about Ireland, America, and the connections between these cultures and peoples.

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 20435. Irish Poetry: Swift to Heaney

(3 -0- 3)

This class will provide a general introduction to Irish poetry from 1700 to the present. We will cover major English-language poets such as Jonathan Swift, William Butler Yeats and Seamus Heaney, as well as read selections in translation from some of the major Irish-language poets, including Brian Merriman and Nuala Ní Dhomhnaill. Students will be introduced to basic elements of meter and poetic form, as well as poetic genre. We will also focus on how the poems we read address important themes in Irish history and culture. Among these themes are the question of Irish identity, the relationship between Ireland’s two languages (English and Irish), and how Irish poets have depicted Ireland’s troubled history with neighboring England.

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 twentieth 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 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 20531. Irish America

(3 -0- 3)

This course is an opportunity to see the United States and its culture from a new, sidelong perspective and to sample the rich Irish literary tradition. Emigration to the United States has been a major theme for Irish literature since the 18th century, when famine forced masses of Irish people to board the “coffin ships” and cross the Atlantic in the hope of a better life, a phenomenon treated in novels and plays by writers like Brian Moore, Brian Friel, Joseph O'Connor and Frank McCourt. Today, in an era of cheap flights, Skype and immigration control, moving Stateside has a very different slant, as we shall see from the poetry of Paul Muldoon and Vona Groarke. Finally, through works like *The Butcher Boy* and *The Commitments*, we'll look also at the export of North American culture to Ireland, where that culture has variously been seen as a route to escapism, a means to rebel or a temptation to sin.

IRST 20538. Irish Prison Literature

(3 -0- 3)

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)

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 Bronte'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 20541. Anglo-Irish Identities

(3 -0- 3)

Observers of the political and cultural problems which continue to plague relations between the modern Irish State, six counties in the north of Ireland, and Great Britain cannot fail to note that the unresolved differences that have festered over the last two hundred years had their roots in the traumas of the preceding centuries of English colonialism in Ireland. Focusing on that crucial period in Irish culture, this course will explore the complex and contested cultural, political, and ideological identities of a group we have come to call the Anglo-Irish. How did they imagine themselves as a community, define themselves as a group? How did they differentiate themselves from others? We will examine these questions of identity and difference in several exemplary writers, beginning with Giraldus Cambrensis and with Edmund Spenser, author of a *View of the Present State of Ireland* (1596) composed during the initial phase of Tudor colonialism and published posthumously in 1633. We will move onto works by key figures who have dominated our understanding of eighteenth-century Ireland, including selections from Jonathan Swift, George Berkeley, Edmund Burke and Maria Edgeworth. We will conclude the course with some reading of Oscar Wilde. Students can expect a term paper, a midterm, and a final.

IRST 21601. Irish and American Tap Dance

(1 -0- 1)

This course will teach a range of fundamental steps.

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 (1903–1996), 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 ahistorically 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 30107. The Hidden Ireland: Themes and Issues in Eighteenth-Century Irish Poetry

(3 -0- 3)

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 30109. Migration and Identity in the New Ireland

(3 -0- 3)

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 experiencing an exponential expansion of cultural diversity. One of the expressions 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 which contribute to this analysis and contextualize our discussions with legal, political, and economic approaches to Irish social issues. Course work will include several short papers, a digital research project, 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 seventeenth century onwards, 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.

IRST 30111. Archaeology of Ireland

(3 -0- 3)

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 30112. Poetry in Irish Since the Revival

(3 -0- 3)

This course will examine the compelling poetry produced in Irish since the Gaelic Revival of the turn of the twentieth century running right up to very recent publications of the first decade of the twenty-first century. We will consider major authors whose influence on the tradition has been profound, more recent international stars, as well as emergent figures whose work is only very recently in print. Our method will be that *sine qua non* of literary study, close reading, the dogged and unsparing analysis of the inner workings of the text at hand, an enduring and essential skill for both scholars of liberal arts and the educated, thinking individual more generally. To this will we join attention to the sociocultural, linguistic and political context of the works, relating to the aftermath of Irish independence, economic hardship and emigration, the crisis of the Catholic church, transformations in gender and familial expectations, the Troubles in the North, and the new composition of Irish society with immigration and globalization. Poetry as well as selected criticism will be read in English.

IRST 30114. The Irish Love Poem

(3 -0- 3) Nic Dhiarmada

This course traces the trajectory of the love poem in Ireland from the Middle Ages to the present day. We will begin with texts such as *Liadain* and *Cuirithir* (9th century) continuing through the late medieval genre of the *Dánta Grádba* as well as considering the corpus of love songs (*Amhráin Ghrá*) from the oral tradition before looking at the development of the modern love poem in the work of poets from W.B. Yeats to the contemporary Irish language poet Nuala Ní Dhomhnaill. All Irish language texts will be read in translation.

IRST 30115. Oral Traditions and Irish History

(3 -0- 3) Gillan

This course will examine notions of history in oral cultures with special reference to Ireland. Who were those who transmitted oral traditions about historical events? Which genres shaped oral historical traditions? In which contexts were these traditions transmitted? What was the nature of the traditions? What was their content? What relationship did they have to the written record, to counter-hegemonic histories and to official histories? To what extent, if any, can they be said to articulate a national perspective? These are some of the questions that will be addressed, and case studies that illuminate special aspects of the subject such as oral traditions of the Vikings, of 1798, of the Famine and of landlords will be discussed in detail.

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 30124. Swift to Heaney: Irish Poetry Since 1700

(3 -0- 3)

This course introduces students to Irish poetry from the early eighteenth century to the present. We will cover major Anglo-Irish and English-language poets such as Jonathan Swift, William Butler Yeats and Seamus Heaney, as well as major Irish-language poets including Aogán Ó Rathaille, Brian Merriman, Seán Ó Riordáin and Nuala Ní Dhomhnaill. The poets and their poetry will be discussed in terms of language and national identity, as well as their place in Irish history. With Swift, for example, we will discuss what it means to be Anglo-Irish, to be Protestant and to write in English in a time when the vast majority of the Irish people are Catholic and speak Irish. Students will be introduced to terms such as hybridity and colonialism and will consider the bases on which we can make claims for a poem's "Irishness." Similarly, with Irish-language poets like Ó Rathaille we will discuss both the choice and the necessity to write in Irish, the implications of language in terms of national identity and how we come to grips with the complexities of Ireland's fundamentally bilingual literary history. Although we will be reading the poetry from Irish historical perspectives, our critical approach will take inspiration from a distinctly English poet. W.H. Auden once wrote that a critic should approach a poem by saying, "Here is a verbal contraption. How does it work?" We will indeed consider the technical question of how a poem "works," but we will at the same time consider, for example, the linguistic importance of Merriman's use of the couplet, the political implications of Thomas Moore's feminine rhymes, or how Swift uses meter and line length in imitating Hiberno-English speech.

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 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 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 liberatory 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 nineteenth 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. Course work will include several brief essays and a research paper.

IRST 30219. Reading the “Unwritten Story”: Mother-Daughter Relationships in 20th-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 twentieth 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, 2 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 like 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 how the forms these writings take also reveal certain intersections and divergences between what characterizes Irishness and Englishness.

IRST 30274. Violence in Late Medieval and Renaissance Europe

(3 -0- 3)

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 sixteenth 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 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 1

(3 -0- 3)

Ireland possesses the oldest vernacular literary tradition in Europe, spanning over 1500 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 seventeenth 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. Great Irish Writers

(3 -0- 3)

The objective of this course is to offer an introduction to a representative cross-section of literature in Irish from approximately 800 down to the present day. We will examine the great Irish medieval epic, the *Táin Bó Cúailnge* (“The Cattle Raid of Cooley”) which recollects a pre-medieval heroic society but which uses the lineaments of that society to tackle social and political issues current in the Middle Ages in Ireland. Then we will look at the poetic tradition in Irish between approximately 1600 and 1900, an era when England, later Britain, consolidates its conquest and colonization of the country. Much of the poetry is to be read against the background of disruption and dislocation caused by the political turmoil of these centuries. Finally, we will consider some more contemporary writing in Irish from 1900 to the present: the novel, the short story as well as poetry. All materials will be read in English translation.

IRST 30309. Great Irish Writers

(3 -0- 3)

This course will move from Celtic warriors to the (late lamented) Celtic tiger, from warrior queens and epic heroes to global jetsetters, looking at masterworks originally written in Ireland’s first language. We’ll look at the great Irish epic the

Táin Bó Cúailnge (“The Cattle Raid of Cooley”), which tells a rollicking good story (body-morphing battle frenzy! treachery! boasting! tricolored hair!) while tackling confounding social and political concerns (such as chaos, or, what you do with a bunch of overheated, underemployed young men). Battle-warmed, we’ll next look at the poetic tradition in Irish between approximately 1540 and 1900, an era when England, later Britain, consolidates its conquest and colonization of the country. In this context, writers craftily defend Irish culture, manhood and authority while recalibrating Irish identity, sometimes in deadly earnest, sometimes by making fun of what they cannot necessarily change. Finally, we will turn to more recent writing in Irish from 1900 to the present, including autobiography, the funniest short comic novel ever written, a short story or two, and some terrific modern poetry with plenty of love, desire, and weird supernatural encounters. All materials will be read in English translation.

IRST 30310. The Irish Comic Tradition

(3 -0- 3) McKibben

Fantasy. Humor. Ribaldry. The Macabre. The Grotesque. Wit. Word play. Satire. Parody. This course will read diverse examples of the long and fertile comic tradition in Irish literature (in Irish and in English), from medieval to modern, in order to enjoy a good laugh, get an alternative take on the Irish literary tradition, and think about the politics of humor. Authors will include unknown acerbic medieval scribes, satiric bardic poets, Swift, Merriman, Sheridan, Wilde, and Flann O’Brien. No knowledge of Irish is assumed or necessary.

IRST 30311. The West of Ireland—An Imagined Space

(3 -0- 3)

This course interrogates and examines representations of the West of Ireland in various twentieth-century literary 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 written in both Irish and English. (Irish language texts will be read in translation).

IRST 30312. The Blasket Islands and their Literature

(3 -0- 3)

“The island of the Great Blasket lies three miles off the Kerry coast of Ireland, at the westernmost tip of Europe. Virtually unknown before this century, it was to produce a rich and extraordinary flowering of literature that has made it famous throughout the world.” —*Oxford University Press*. This course will examine the phenomenon that is Blasket Island literature. Before its eventual desertion in 1953, the previous thirty years had seen the production of literary works by inhabitants of the Blaskets such as *An tOileánach/ The Islandman* by Tomás Ó Criomhtháin; *Fiche Bliain ag Fás/ Twenty Years A Growing* by Muiris Ó Súilleabháin; *Maonmábh Seannmháil An Old Woman's Reflections* by Peig Sayers. This course will trace this remarkable flowering both to the immensely rich oral traditions of the island and the dynamic interplay of such literary and scholarly visitors as George Thompson and Robin Flower with the island authors. All texts will be read in translation.

IRST 30319. Ireland in the Dark Ages

(3 -0- 3)

Ancient and early medieval Ireland was a place of tumultuous change, full of charismatic kings, warrior women, and aggressive saints. But does it deserve to be called the Dark Ages? We will endeavor to answer that question by examining Ireland from prehistoric times through the Norman Conquest and colonization of Ireland in the twelfth century, focusing on daily life, marriage and family, religious beliefs and practices (both pagan and Christian), kingship and social life, monasteries and settlements, and other topics. Sources include epics, sagas, and myths such as the *Táin Bó Cúailnge*, various annals recording historical events, law codes, letters, saints’ lives, penitentials, and commentary from outside observers.

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 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 30322. The Viking Age

(3 -0- 3)

From their violent emergence onto the European scene at the close of the eighth century up to the present day, images of bloody raids, pillaging, and horned helmets have dominated our shared vision of the Vikings. But how accurate is that picture? Some Scandinavians were indeed remarkable, if violent, seafarers whose reach extended from Ireland to Russia, Byzantium, and even the shores of North America. Others were farmers, skilled craftsmen, and savvy politicians and merchants who helped to shape the medieval world with their innovative technology and artistry. In this class we will examine the historical, archaeological, and literary record to generate a more complete picture of these medieval Scandinavians between roughly 750–1100. We will start in their homeland by learning about their society, family life, art, literature, technology, mythology, and conversion to Christianity. We will then follow the Vikings as they explore, trade, and raid their way across wide swaths of the known world, giving special attention to their impact on Ireland and Britain. Throughout the course we will pay close attention to how the Vikings have been understood and represented by their contemporaries and by modern observers and see how closely that matches the historical record.

IRST 30325. Early 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 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 30360. Irish Modernism

(3 -0- 3)

Irish literature, in particular Modern Irish literature, reflects the tumult of its time. Ireland was not only dealing with the standard issues of the day (massive losses from World War I, increased mechanization, and social change), but found itself in a battle for its independence from England. This independence came in 1922 in the midst of the Modern era and left a land divided. This class will analyze texts written both while Ireland was a colony, and after independence. We will examine works that on the surface seem to ignore the author's Irishness, as found in Bram Stoker's *Dracula* and G.B. Shaw's *Pygmalion*, as well as texts written specifically for the nationalist cause, as seen in the work of W.B. Yeats and J.M. Synge. We will examine Irish Modernism from those writers who wrote in English and in Irish and in a mixture of two, the result being that we will gain a breadth of knowledge about the various strands of Irish writing during the late nineteenth and early twentieth centuries. Along the way we will discuss themes that are common to the study of Irish Modernism, and question what makes Irish Modernism unique. We will ask ourselves questions such as: What are the common themes arising in Irish Modernism? Does the location of exile, or the choice to go into exile or not, change the writer's depiction of, or relationship with, Ireland? How does Irish Modernism evolve from the late-1800s to the mid-1900s? By the end of this course you will have gained a broad understanding of Irish Modernism and Irish history and will be able to approach and interact with a variety of genres including: the novel, drama and poetry.

IRST 30362. Introduction To The Irish Song Tradition

(3 -0- 3) Goan

The music, the metres, the magic of the Irish song tradition in both the Irish and English languages will be explored in this course spanning, the known history of the most enduring songs; their transmission and migration in oral, written and sound-recorded form; the sources from which they draw inspiration and their influence on writers and performers as diverse as W.B. Yeats and Sinéad O'Connor. Using recordings, live performance and close textual analysis the course will aim to chart the journeys of these songs through the centuries and offer insights into their lasting appeal.

IRST 30371. Introduction to Irish Writers

(3 -0- 3) O'Brien

Corequisite: ENGL 22514

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 30372. 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.

IRST 30375. Introduction to Irish Studies

(3 -0- 3)

Corequisite: IRST 32375

This course will provide an outline of the field of Irish studies. We will look Ireland its internal and external relations through an interdisciplinary lens that connects literary, sociological, political, historical, and economic perspectives. We explore several key elements of the study of Ireland using critical scholarship, archival information, and a range of creative works including films (from *The Quiet Man* to *Once*), literature (from Bram Stoker and Oscar Wilde to Nuala Ni Dhomhnaill and Seamus Heaney), and music (from 18th-century harpist Turlough Carolan to U2 and Dropkick Murphys). This course is open to students at every level and there are no prerequisites for this class other than an interest in Ireland and the Irish. While this is an introductory class, the interdisciplinary focus will also benefit students who have studied Ireland in other courses. Requirements will include brief response papers, a midterm and final exam.

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 30408. Ireland: From Famine to Independence

(3 -0- 3)

This course explores Irish politics and society from the Great Famine (1845–1849) 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; 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 twelfth 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 sixteenth 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) Rapple

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)

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. Modern Irish History 1: 1600–1800

(3 -0- 3)

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) Rapple

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 30423. Irish Politics— 1916–2009: From Colonialism to the Celtic Tiger and Beyond

(3 -0- 3)

Ireland, a country rich in history, has undergone dramatic changes in the twentieth century beginning with its fight for independence and culminating in its meteoric rise during the Celtic Tiger years. What explains Ireland's distinctive political trajectory and how does it compare to other European nations? How should we understand the Celtic Tiger, the rapid series of social, economic and political transformations that have occurred within Ireland since the 1990s? This course explores these questions by studying the political actors and institutional settings of Irish politics, the nature of political influence and the shaping of political priorities, and the forces that shape policy outcomes. It will address such critical issues as the legacies of colonialism and civil war, nationalism, democratization, the relationship between the Church and State, the Northern Ireland Troubles and the European Union. While the course focuses on the Republic of Ireland, it will adopt a broad comparative perspective, situating the country both within the wider global context and within the political science literature.

IRST 30432. Irish History 2: 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 mid-semester examination, a paper/essay, and a final will be required.

IRST 30434. Early Modern Ireland

(3 -0- 3)

This course offers new perspectives on the struggle for mastery in Ireland from 1470 to 1660. Though keeping in mind the traditional view of the "English 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 mid-semester 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 seventeenth to the nineteenth 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 nineteenth, twentieth and twenty first 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 30440. The Northern Ireland Troubles, 1920–present

(3 -0- 3)

This course explores the history of the six north-eastern counties of Ireland which became “Northern Ireland” in 1920–21. Northern Ireland remained part of the United Kingdom and had a built-in Protestant unionist majority, while 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 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 class 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.

IRST 30442. Medicine and Disease in Modern Ireland

(3 -0- 3)

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 twentieth 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 30443. Revolutionary Ireland: 1916–1998

(3 -0- 3)

This course will chart the emergence of Ireland from the British Empire as an independent country. The origins of the physical force revival, Republican and Unionist, will be explored, along with the reasons for the failure of constitutionalism. The impact of the 1916 Rising and War of Independence will be assessed in both national and international terms. The Great War, Partition and Irish Civil War will also be contextualized. The development of two states in one country will form an important theme in which concepts of nationality and issues of self-determination can be addressed. The history of the modern “Irish Troubles” will be analyzed in depth up to the Good Friday Agreement of 1998.

IRST 30448. Issues in Modern Irish History

(3 -0- 3)

What is special about Irish Catholicism? Was pre-Famine Irish poverty a myth perpetuated by tourists from other countries? Why was celibacy so common in Ireland? Why was schizophrenia called “The Irish Disease”? If you’re in Belfast in July, why should you do all your shopping well before and after the 12th? We will explore these and other questions in modern Irish history, as well as themes such as nationalism, education and the Irish language, women and the family, sexuality, health and disease, and emigration. Students will have the opportunity to develop a solid understanding of both long-term trends and specific issues in modern Ireland, as well as the ability to evaluate primary documents and secondary works.

IRST 30535. Transatlantic Odysseys/Postcolonial Masculinities: Reading Joyce and Walcott

(3 -0- 3) Palko

This course begins with the premise that the twentieth-century situations of Ireland and the Caribbean bore more than a passing resemblance to each other. In a 1979 interview, Derek Walcott (the first Caribbean writer to be awarded the Nobel Prize for Literature) claimed affinity with Irish writers on the grounds of a shared colonial background: “I’ve always found some kind of intimacy with the Irish poets because one realised that they were also colonials with the same kind of problem that existed in the Caribbean—Now, with all of that, to have those astounding achievements of genius, whether by Joyce, or Yeats, or Beckett, illustrated that one could come out of a depressed, deprived, oppressed situation, and be defiant and creative at the same time.” To explore this assertion, we will read selected writings of James Joyce (Irish novelist, short story writer, and essayist) and Derek Walcott (St. Lucian poet, playwright, and essayist). This comparative reading will highlight their common themes of ethnicity, postcolonial constructions of masculinity, cultural chauvinism, and political inequality. Both work within and against the traditional Western canon, and so our primary focus on their epics, *Ulysses* and *Omeros* (we will read selections from each), will consider the ways that Joyce and Walcott are writing back to the imperial center/rewriting the imperial canon, employing its literary techniques and traditions in their works. Both writers thematically investigate the dichotomy between colonizer and colonized, the interplay between their own culture and Western civilization writ large, and the influence of island geography on their societies. Their writing exposes the lasting wounds—personal, cultural, and political—inflicted by British colonialism in their native lands and the ways that anxieties of masculinity were exacerbated by and contributed to this domination. Our readings of Joyce’s and Walcott’s texts will be guided throughout by the theoretical lens of masculinity studies. This course is open to students interested in exploring the ways that masculinity studies serves as a useful lens for reading Joyce and Walcott and for analyzing the political and cultural ties between their homes (as well as their problematic relationships to those homes); no prior knowledge is assumed.

IRST 30610. Irish-American History

(3 -0- 3)

Corequisite: HIST 32610

This course explores the history, politics, and culture of Irish-Americans from the colonial era to the near present.

IRST 32371. Introduction to Irish Writers/Discussion

(0 -1- 0)

Co-requisite discussion section for IRST 30371.

IRST 32375. Introduction to Irish Studies Discussion

(0 -0- 0)

This course will provide an outline of the field of Irish studies. We will look Ireland its internal and external relations through an interdisciplinary lens that connects literary, sociological, political, historical, and economic perspectives. We explore several key elements of the study of Ireland using critical scholarship, archival information, and a range of creative works including films (from *The Quiet Man* to *Once*), literature (from Bram Stoker and Oscar Wilde to Nuala Ní Dhomhnaill and Seamus Heaney), and music (from 18th-century harpist Turlough Carolan to U2 and Dropkick Murphys). This course is open to students at every level and there are no prerequisites for this class other than an interest in Ireland and the Irish. While this is an introductory class, the interdisciplinary focus will also benefit students who have studied Ireland in other courses. Requirements will include brief response papers, a midterm and final exam.

IRST 33910. Social Concerns Seminar: Digital Education in Northern Ireland

(1 -0- 1) O'Brien

Students will travel to Northern Ireland to work with both Protestant and Catholic high school students to create a web-based multimedia project during spring break, 2012. The class will facilitate the design and construction of a site telling the stories of the ancient fort on the grounds of Lismore Comprehensive School that gives the institution its name—an *lios mór* or great fort. Because of the broad focus of the project, students from all academic backgrounds and technology skill levels will have something to contribute to the project. Prior to travelling to County Armagh, students will meet to learn about the history of County Armagh—both in ancient times and in relation to the recently ended Troubles, plan and design new media approaches to the project, and discuss how we can best prepare as a team to meet the unique challenges and opportunities of teaching in what may be the first de-segregated classroom many of the high school students have ever been in. Students will develop individual grant applications for funding to support their travel through on-campus organizations the Center for Undergraduate Scholarly Engagement (cuse.nd.edu), the Institute for Study of the Liberal Arts (isla.nd.edu) Undergraduate Research Opportunity Program, the Nanovic Institute for European Studies (nanovic.nd.edu), as well as the Keough-Naughton Institute for Irish Studies (irishstudies.nd.edu).

IRST 35550. Historical Archaeology of Irish America

(0 -28- 3)

Four 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. In addition to tuition, this course requires payment of a laboratory/transportation fee. Includes a week-long cultural study in Ireland. For application please email Dr. Rotman at: drotman@nd.edu

IRST 40014. Anglo-Irish Theatre since 1700

(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).

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 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.

IRST 40107. The Irish Love Poem

(3 -0- 3)

This course traces the trajectory of the love poem in Ireland from the Middle Ages to the present day. We will begin with texts such as *Liadain* and *Cuirithir* (9th century) continuing through the late medieval genre of the *Dánta Grádha* as well as considering the corpus of love songs (*Amhráin Ghrá*) from the oral tradition before looking at the development of the modern love poem in the work of poets from W.B. Yeats to the contemporary Irish language poet Nuala Ní Dhomhnaill. All Irish language texts will be read in translation.

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 twentieth 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 40111. The Irish Hunger Strikes

(3 -0- 3)

"We remember them with pride for on hunger strike they died these brave men were Ireland's sons they were the men of '81"— *Republican ballad*. "We'll never forget you Jimmy Sands"—*Loyalist graffiti in East Belfast shortly after Bobby Sands death on hunger strike*. Thirty years ago, in 1981, Bobby Sands and nine other Irish republican prisoners died on hunger strike in the Maze Prison outside Belfast. Their deaths and the British response were pivotal in the history of the recent "Troubles". It would hardly be an exaggeration to say that the fallout from the 1981 Hunger strike had the same momentous impact on nationalists and on Irish politics as had the executions of the leaders of 1916. This course will examine the 1981 hunger strike in the context of previous political hunger strikes in Ireland and will examine both its genesis, the strike itself and its aftermath. It will pay particular attention to the ways in which the political hunger strike and the 1981 hunger strike in particular is "remembered" and commemorated, drawing on the work of Paul Ricoeur among others. We will engage with a variety of texts and sources including memoirs, news reports, documentaries, film and songs.

IRST 40112. 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 which 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 40143. Queer Plots: Narrative and Sexuality in 20th- and 21st-Century Fiction

(3 -0- 3) Harris

How do you tell a story that is supposed to be unspeakable? In this course, we will investigate the ways in which gay, bisexual, and lesbian writers have transformed narrative conventions as they explore their experiences and their identities through fiction. Beginning with the short fiction of Oscar Wilde at the end of the 19th century and continuing through the modern and postwar eras into the contemporary period, we will look at gay, bisexual and lesbian British, Irish and American writers whose work engaged with or dramatically departed from the dominant conventions that typically shaped fictions of identity formation, of love and marriage, of sexual experience, of political protest, and of death and loss. We will also investigate the public responses to some of these fictions, and the changing discourses about gender identity, homosexuality, and sexual orientation that have shaped both the realities and the fictions of gay, bisexual, and lesbian writers over the past century. Students will write three papers and be responsible for one in-class presentation.

IRST 40145. W.B. Yeats and “the Consciousness of an Age”

(3 -0- 3) Kelly

T.S. Eliot said that Yeats was “one of those few whose history is the history of their own time, who are a part of the consciousness of an age, which cannot be understood without them.” This course will examine this claim through a close reading of Yeats's actual works—in poetry, drama, and prose—and by comparing and contrasting his work with that of his major Irish contemporaries—George Russell (AE), John Synge, James Joyce, Sean O'Casey, and Samuel Beckett—and also by relating his development to his encounters with the major Modernists, Ezra Pound, T.S. Eliot, and W.H. Auden. We shall look at the early construction of the “Celtic Twilight,” Yeats's place in the Symbolist Movement, discuss what Yeats meant when he said that in 1900 “everybody got down off his stilts,” attempt to place the influence of Synge in the evolution of Yeats's cultural theory and his drama, look at the ways in which writing for the Abbey Theatre helped reshape his style and his thinking about Irish culture more generally, try to assess the importance of Ezra Pound in the development of his later style, discuss the impact of the political and historical tumults from 1914 to 1924 on his poetry, drama, and thought, his growing awareness of Joyce and Eliot, and his reaction to the apparent polarization to the Right and to the Left of writers and politics in the 1930s, including his involvement with the Mercury Theatre project and acquaintance with Auden and MacNeice. We shall conclude by looking briefly at Yeats's varied legacy, particularly in the work of Patrick Kavanagh, Samuel Beckett, and Seamus Heaney. Recurrent themes to be debated will include the relationship of literature to its audience, as well as to political and historical events, an examination of the ways in which Yeats is or is not a Modernist, and the extent to which there is a distinctive form of Irish Modernism. The seminar will aim to provide a detailed overview of the development of modern Irish literature and also to assess the ways in which this development conformed with, or differed from, Anglo-American and European experiences. This is an ambitious agenda but will be focused in and through specific Yeatsian texts. Thus the core books will be the *Collected Poems* and *Collected Plays*. Readings from other writers will be provided through extracts which I shall distribute and which will combine to constitute a course book.

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, 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–18th centuries) like 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 seventeenth 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 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 which 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 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 A.D. 800 and 1700). 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 which 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 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 north-eastern counties of Ireland which 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" 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 twenty-five 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 eighteenth-century fascination with madness, with the irrational, with what Freud would call the "unheimlich," the "uncanny." Samuel Johnson's astronomer who comes to believe that he personally controls the weather, Laurence Sterne's mad Maria, piping for her lost lover, John Locke's man who believes himself made out of glass and who acts "reasonably" to avoid hard objects, or Jonathan Swift's modest proposer who concocts a cookbook to save the Irish nation all bear witness to this other side of the eighteenth century, the subject of this course. We will begin with selections from Cervantes' *Don Quixote* and some short readings in Locke and others who attempted to analyze madness. We will then move on to explorations of Samuel Johnson, Tobias Smollett, Laurence Sterne, and Jonathan Swift. Our major focus will be on Swift, 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. As he later said, "He gave what little wealth he had, To build a house for fools and mad: And showed by one satiric touch, No nation wanted it so much." For the sake of comparison, we will conclude with several nineteenth century selections.

IRST 40314. The Global Irish

(3 -0- 3) Rotman

In this course, we will examine various places around the world to which Irish people emigrated either voluntarily or forcibly. We will read about well-known places such as Britain, the U.S., and Australia, but also examine other less well-known enclaves, including Barbados, Montserrat, Newfoundland, South Africa, Argentina, Chile, Mexico, and New Zealand, among others. Through these case studies, particular emphasis would be placed on the circumstances surrounding emigration as well as the experiences Irish immigrants had in each of these unique cultural contexts. We will also consider contemporary Irish life in these locations. Through the course, we will develop an appreciation for the incredible variability and dynamism of the Irish people and experiences in the diaspora.

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. No knowledge of the Irish language required.

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 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 which 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 Ni Dhomhnaill, Pearse Hutchinson, Cathal Ó Searcaigh, Seán Mac Mathúna and Micheál Ó Conghaile.

IRST 40435. Irish Memoir and Autobiography

(3 -0- 3)

This class 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, though the lives of the authors to introduce modern Irish social and political history, and more broadly, to introduce students to different human experience.

Key texts may include Frank McCourt's *Angela's Ashes*, Brendan Behan's *Borstal Boy*, Maurice O'Sullivan's *Twenty Years Arowing*. In addition we may study extracts from other books, by writers such as William Carlton, Elizabeth Bowen and Robert Harbinson.

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 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 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 40506. Modern Irish Drama

(3 -0- 3)

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)

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)

This course explores the politics of culture, and the cultures of politics, in the North of Ireland during the twentieth 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, Robert MacLiam Wilson, Colin McCann, and Thomas Kinsella.

IRST 40515. Contemporary British and Irish Fiction

(3 -0- 3)

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 twenty years or so. Expect a lot of reading; but also some superb novels. Two twelve-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 twentieth 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 courses 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 40529. Gender and Irish Drama

(3 -0- 3) Harris

This course will examine constructions of gender in the works of Irish playwrights.

IRST 40530. Wilde and Synge: Art as Subversion

(3 -0- 3)

On the surface Oscar Wilde and John Millington Synge seemed very different kinds of artist. Wilde won fame for his witty portrayals of the English aristocracy, whereas Synge was celebrated for his lyrical depiction of an impoverished Irish peasantry. Wilde pursued a career on the London stage and in high society, whereas Synge embraced a life of austerity and wrote for the nascent Irish national theatre in Dublin. Wilde was often dismissed as a mere entertainer, who was so fixated on his audience that he risked the betrayal of his subject. Synge was understood to be a pure artist, so committed to his subjects that he risked the alienation of his audience. Yet these products of Protestant Dublin had much in common: a fascination with fairy tales and folklore; an anarchist ideal in politics; a belief in the artistic value of lying and in the truth of masks; and a distrust of a merely representational art. For both men art should be an improvement on rather than a reflection of nature; and they saw their writing as a utopian project, addressed not just to present realities but to future possibilities. This course will offer an in-depth reading of the work of Wilde and Synge, assessing the differing opportunities and constraints faced by playwrights in London and Dublin in the late nineteenth and early twentieth centuries. It will consider the ways in which both dramatists, by challenging their audiences and subverting traditional forms of art, helped to create a modern Irish literary movement. Oscar Wilde texts for discussion: *Fairy Tales*, *The Picture of Dorian Gray*, *A Woman of No Importance*, *Lady Windermere's Fan*, *The Importance of Being Earnest*, "The Decay of Lying," "The Truth of Masks," "The Ballad of Reading Gaol," and poems, *Salomé*, *De Profundis* available in *Collected Works*, one volume (Collins). J.M. Synge texts for discussion: *Riders to the Sea*, *The Shadow of the Glen*, *The Tinker's Wedding*, *The Well of the Saints*, *The Playboy of the Western World*, *Deirdre of the Sorrows*, *The Aran Islands* available in *Collected Works*, Vols 2, 3, 4 (OUP).

IRST 40532. James Joyce

(3 -0- 3) Kiberd

“To read any of my work you must read all of it.” That might seem an arrogant claim, but there is a sense in which Joyce’s writings from first to last form part of a lifelong project. That project grew in scope and ambition, as Joyce in successive works pulverized the traditional forms of literature. In extending the range of language, he also came up against its limits. From the sumptuous minimalism of his early stories of colonial Ireland in *Dubliners*, through the coming-of-age narratives in *A Portrait of the Artist as a Young Man* and *Exiles*, to the dazzling experiments with word and image in *Ulysses* and *Finnegans Wake*, Joyce was adamant that “the style is the subject.” While critics scoffed that his texts developed only at the instigation of language, he tried to shape sentences which would register the pressure of felt experience—and to claim new zones of consciousness for art. This course would locate Joyce against his backgrounds in revival Ireland and modernist Europe, attempting also to establish the distinctive nature of his artistic vision.

IRST 40540. Conflict and Consensus in Twentieth-Century Ireland

(3 -0- 3)

Prerequisite: POLS 10200 or POLS 20200 or GOVT 10200 or GOVT 20200

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)

Corequisite: IRT 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 multi-cultural Ireland.

IRST 40850. Advanced Fiction Writing

(3 -0- 3)

This course is intended for students who have already taken a Fiction Writing course (or the equivalent) and who are seriously interested in writing fiction, and graduate students who are not in the Creative Writing program. The expectation is that the student is beyond the point of requiring assignments to generate stories. Over the semester, in a workshop setting, student stories will be taken through various stages: due attention will be paid to revision, rewriting, polishing, editing, with a goal that the stories be brought as close as possible to the point of submission as finished work. Practical as well as theoretical issues will be investigated; there will be assigned readings from a variety of fiction authors.

IRST 41606. Irish Film and Culture Lab

(0 -1- 0)

Corequisite: IRT 40605

Required for IRT 40605 Irish Film and Culture.

IRST 43436. Ireland and the British Problem

(3 -0- 3)

Over the past 30 years or so a new subject has lodged firmly on the historical agenda: “The New British History”. Before this development “British” in practice meant English, with the Scots and Irish getting a mention when they caused trouble, and the Welsh, since they generally didn’t cause trouble, hardly being mentioned at all. Yet such a traditional, Anglocentric, approach distorted even English history. The New British History proposes studies of the interactions of the Three Kingdoms or the Four Nations. For example, what used to be called the English Civil war is now—more accurately—called the wars of the three kingdoms. Ultimately Scottish, English, Welsh and Irish history don’t make complete sense unless they are related to each other. This seminar is broadly conceived. The emphasis is on Ireland’s troubled relationship with the larger neighboring island, but it is not Hibernocentric. Beginning in 1603, when a Scottish king succeeded to the throne of England, and Ireland for the first time came under the complete control of (the now British) crown, we will explore how the “British Problem”—how to integrate or pacify often mutually hostile peoples, cultures and religions—unfolded, asserted and reformulated itself over the centuries. As a seminar the format will be discussion-based. After familiarizing ourselves with the subject, the questions and the issues, each student will select a topic (which may be primarily, but not exclusively, on Irish, Welsh, English or Scottish history) and spend the remainder of the semester working towards the writing of a research paper.

IRST 43504. Seminar: Modern Irish Fiction

(3 -0- 3)

A close examination of the works of major Irish writers of fiction after the Second World War—Flann O’Brien, Frank O’Connor, Mary Lavin, Patrick Kavanagh, Edna O’Brien, Michael MacLaverty, Sam Hanna Bell, and Brian Moore.

IRST 43505. Seminar: Gender Troubles: Contemporary Irish Fiction

(3 -0- 3)

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 which 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 twentieth 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 twenty-first century.

IRST 43511. Irish Connections

(3 -0- 3)

This seminar will examine connections between Ireland and the rest of the world with respect to economic development, social movements, and imprisonment. Coverage will be both historical and contemporary. The section on development will analyze and compare Ireland’s place in the 19th century British-led Atlantic economy with the 20th century U.S.-led world economy, ending with an analysis of the “Celtic tiger” period and its influence on other developing countries/regions, including developmental states in Eastern Europe and Turkey. The section on social movements will begin with nineteenth-century Irish movements and their connections to British and U.S. movements, including the Molly Maguires and emergent labor movement in the northeastern U.S. It will move through the period of partition/independence to the civil rights and armed liberation movements that emerged in the 1960s and their connections to movements in North America and the so-called Third World. Finally, the course will look at connections

between social movements and imprisonment, including political imprisonment, prison protests, and state strategies of isolating prisoners in Ireland, Turkey, and U.S. supermax.

IRST 46000. Directed Readings

(3 -0- 3)

This course consists of research and writing on an approved subject under the direction of a faculty member.

IRST 50316. 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 50318. The Feminine in Irish Literary and Oral-Vernacular Tradition

(3 -0- 3)

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.

International Development Studies

IDS 20000. Introduction to International Development Studies

(3 -0- 3) Dutt

This course will serve as an introduction to the field of international development, with particular focus on the various disciplines that have contributed to and shaped the development discourse over the past eight decades. Readings and lectures will draw from economics, political science, sociology, anthropology, environmental and technological sciences, public health and epidemiology, area studies, ethnic studies, and gender studies. A large component of this course will focus on in-class discussions and presentations that engage the broader debates within development studies to critically evaluate the development discourse/process, as well as understand emerging critiques of international development. Required course work will include group or individual student projects that critically investigate ongoing development issues and propose engaged solutions that include restoration and social justice and human dignity.

IDS 20204. Principles of Development Policy

(3 -0- 3)

The objective of the course will be to familiarize students with the concept of development, the incidence of underdevelopment, some major theoretical controversies, and specific policy issues with examples drawn especially from Latin America. The course will explore the complex connections between theory, policy, and practice. At the end of the course students will be able to identify the contribution of economic tools to development policies, examine these tools within the context of actual agenda-setting, and make inroads into the challenge of incorporating institutional and ethical considerations into the design and implementation of development policies.

IDS 20515. International Relations

(3 -0- 3) Philpott; Rosato

Corequisite: POLS 22200

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.

IDS 20604. Development and Human Well Being

(3 -0- 3)

Development. People around the world clamor for more of it and oust government leaders for failing to achieve it, but what exactly is "development?" If development were sitting in front of you on the sidewalk, how would you know it, and what would it look like? In this course we will unpack the deceptively simple word "development" into different specific aspects, each with concrete outcomes for human well-being: education, health, political freedoms, material wealth/consumption, and happiness. We will look at how our understanding of the distribution of "development" among countries, and historically over time, changes when we view it through each of these different lenses. We will consider whether these different aspects of development tend to reinforce each other, and try to understand cases when they do not. We will conclude the course by looking at how "doing" development differs depending on which aspect of development is targeted.

IDS 20652. Christianity and World Religions

(3 -0- 3)

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.

IDS 20653. Rich, Poor, 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 U.S. 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.

IDS 20997. Sustainability Principles and Practice

(3 -0- 3) Hellmann

This interdisciplinary course explores the challenges of environmental sustainability (often defined as "meeting the needs of the present without compromising the ability of future generations to meet their own needs") in cultural, social, historical, ethical, technical, and aesthetic dimensions. Taught jointly by professors from the natural sciences, humanities, engineering, and social sciences, the course aims to instill broad, integrative and critical thinking about contemporary global environmental problems whose solutions will depend on multidisciplinary approaches. This gateway course to the minor in Sustainability Studies is open to all students; no prerequisites in science or engineering are required for enrollment. Requirements include mid-term and final examinations, short written responses to readings, and a final reflection paper.

IDS 30250. 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.

IDS 30351. Aid and Violence

(3 -0- 3) Fast

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 providing aid in the conflict of war and violence. Using a series of case studies, this course will examine the central debates and dilemmas of humanitarianism, 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 will be conducted in seminar format, with a strong emphasis on reading and discussion. Grades will be based on a series of written assignments.

IDS 30400. History of Modern Africa

(3 -0- 3) Ocobock

This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. During the term, we will consider the ways in which Africans shaped and were shaped by the transformative events of the period. In the second half of the nineteenth century, European powers conquered

and colonized much of the continent. Over the next sixty years, Africans lived and died under the yoke of European rule; some resisted, others collaborated, but all influenced the nature of colonialism and its eventual collapse. By the 1960s, most Africans were free of foreign rule. Since then the peoples of Africa have endeavored to achieve political stability, navigate Cold War politics, harness development aid, and adapt to a globalizing economy. In recent years, they have succumbed to brutal wars and endured devastating famines, but they have also inspired the world with their triumph over apartheid, emerging vibrant democracies, rich cultures, and deep history. In this class, we will identify, problematize, and debate these major themes in Modern African history. We also will make use of a variety of texts, from historical documents to classic academic works to works of African art, film, and fiction.

IDS 30401. The Medieval Iranian World: Iran, Afghanistan, and Central Asia

(3 -0- 3)

The Iranian cultural world, from late antiquity until the 13th century, stretched from what is today Iraq all the way to India, and from the Persian Gulf deep into Central Asia. Although in the seventh century the early Islamic conquests put an end to the Persian Empire and occupied the Iranian world, a new era of Iranian hegemony began in Islamic history with the 'Abbasid Revolution in 750 and the establishment of the new Islamic capital, Baghdad, in the old Persian heartland. This event inaugurated a growing dominance by Iranians, and Persian traditions, in all areas of Islamic civilization—cultural, religious, military, and political—culminating in the establishment of the autonomous Persianate dynasties which ruled the Islamic heartland from the ninth century until invading Turco-Mongol tribes seized political control of the Islamic world in the twelfth century. This course will explore the many ways in which the Persianate world—today's Iran, Afghanistan, and Central Asia—helped form the Islamic world, focusing on its contributions to political order and ideology; its leading role in the formation and elaboration of Sunnism; its rich cultural productions; and its expansion of the borders of Islam.

IDS 30402. The Israel-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.

IDS 30403. Modern South Asia

(3 -0- 3) Sengupta

Corequisite: HIST 32106

Home to over a billion people, just over 23% 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.

IDS 30404. Colonial Latin America

(3 -0- 3)

Corequisite: HIST 32901

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.

IDS 30405. Afro-Brazilian History

(3 -0- 3)

Brazil has more people of African descent than any other country in the world, other than Nigeria. This fact makes it impossible to understand the history of this South American nation, the fifth largest in the world, or the history of race broadly, without centralizing the experience of black Brazilians. This course will begin with the transatlantic slave trade (during which more slaves landed in Brazil than any other nation) and will end with the modern day Afro-Brazilian movement for equality and the difficulties they face. Along the way, we will cover powerful runaway slave societies, the role of Afro-Brazilians in abolition, the challenges confronted in freedom, black political organization in the 20th century, Afro-Brazilian music traditions, Afro-Brazilian religious practices, and the relationship between such manifestations of black culture and the Brazilian state. We will attempt to understand what has been unique about black history in Brazil, and what has been reflected in the broader experience of blacks in the New World.

IDS 30406. Military Regimes and “Dirty Wars” in Latin America

(3 -0- 3)

Between 1964 and 1990 most South American countries lived under dictatorial military regimes. In this period of extreme political radicalization, these societies were divided alongside contending visions of their national states. Under the premise that they were assuming office in order to save their nations, the South American military established regimes characterized by widespread repression, human rights violations and impunity. Violence, however, was resisted by different sections of society and a particular type of motherhood—embodied by the women who looked for their missing children—acquired subversive connotations in countries like Argentina and Peru. In this course on Military Regimes and Dirty Wars in South America, we will seek to understand why military institutions played such a prominent role in the region in the twentieth century, how their doctrines of national security and U.S. assistance enabled them to assume power, and the mechanisms that the military used in order to establish cultures of fear and death in their countries. We will also focus on the responses by individuals and organized civil society to state repression and violence. Although the course keeps a regional approach, it pays particular attention to three countries: Chile, Argentina, and Peru. What were the similarities and differences among the “dirty wars” occurred in these countries? How did the categories of class, gender and race interplay in the implementation of military and insurgent violence? What memories about repression were crafted in these countries? How did successor regimes make a break with the past, establish a new set of social norms, and work toward the administration of justice, redress and reconciliation? We will approach to this subject by using a variety of primary and secondary sources, fiction and documentary films, as well as elements of pop culture. We aim to see how these lengthy military and authoritarian interventions have shaped present-day societies.

IDS 30407. The Global Environment

(3 -0- 3)

The global climate crisis is upon us, leading historians to ask how did we get to this point and what tools historical knowledge might provide for finding our way in the future. This course considers, first, the nature of “climate collapse” (as some term it) on a global scale. We then turn to the issue of what values and what modes of production and consumption have caused this dramatic transformation of our planet. Looking particularly to political and economic analyses of global history, we trace the effects of modern industrial development and colonialism. Food, water, and other basics of life are all at stake. Finally, we discuss possible responses to this crisis looking to a number of intellectual genealogies from left to right.

IDS 30409. Inequalities: Poverty and Wealth in World History

(3 -0- 3)

The difference between rich and poor nations (and rich and poor individuals) is not, as Ernest Hemingway once said, merely that the rich have more money than the poor. It is a question of opportunity, itself structured by the political, economic, institutional, and social contexts for both nations and individuals. This course examines inequalities in the context of economic and social development in historical contexts. We focus especially on the long nineteenth century, roughly 1750 to 1930, but touch on deeper roots and enduring legacies for today’s world. We will examine factors that historically fostered inequality as well as the implications of inequality for social development, drawing cases from U.S., Latin America, Africa, Asia, as well as from Europe.

IDS 30410. Race, Ethnicity, and Indigeneity in Latin America

(3 -0- 3)

This seminar examines the historical production of “race,” ethnicity, and indigeneity in the Latin American context. We will begin with the creation of “Indians” by European colonists, who attempted to erase social differentiation in the peoples they conquered but then had to deal with the consequences of early forms of resistance and solidarity. We will then investigate the degree to which “race” and “ethnicity” were important concepts to non-Europeans in the colonial context, and the beginnings of scientific racism in the Americas. Slavery, especially in Brazil and the Caribbean, obviously added another dimension to social differentiation and the development of racial thinking, which we will investigate. The second half of the course will address contemporary issues that stem from these colonial concerns: nationalism, the romantic invocation of the indigenous past, cultural practices, land rights, political representation, and racism.

IDS 30411. African History to 1800

(3 -0- 3) Ocobock

This introductory course covers the history of Africa from earliest times until and the slow death of the slave trade in the 19th century. We will explore the formation of African societies and their interaction with harsh ecological surroundings as well as the expansion of African trading networks and emergence of strong African states and empires. We will also discuss Africa’s role in the production and sale of slaves around the globe and the implications of the global slave trade for African societies.

IDS 30412. Modern Latin America

(3 -0- 3) Beatty

Corequisite: HIST 32903

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-nineteenth 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.

IDS 30413. 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.

IDS 30414. Modern Middle East

(3 -0- 3) Kaufman

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.

IDS 30501. Political Economy of Developing Countries

(3 -0- 3)

How do politics and economics interact to promote or deter the economic development of developing countries? Do least developed countries have any usable strategies to alleviate poverty and income inequality? This seminar aims at building on your existing knowledge of economics, political science, and global development to examine past, present, and future political strategies for developing nations to promote economic development. The course is divided in four parts. The first part will explore contending theories of economic development, and the common explanations for the failure of some states to achieve sustained economic growth. The second part will examine the politics of development policies, corruption, social development, and the role of foreign aid and international financial institutions. In the third part we will focus our attention on the political economy of democracy and on issues of poverty and inequality. The course concludes by examining selected case studies from Latin America, Africa, South East Asia, and Eastern Europe.

IDS 30502. 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.

IDS 30504. International Political Economy

(3 -0- 3)

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.

IDS 30505. Political Economy of Globalization

(3 -0- 3) Rosato

This course examines the intersection of politics and economics in an increasingly global world. Economic interdependence has increased dramatically over the past fifty years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for evaluating the consequences of globalization and provides an overview of several theoretical approaches to and empirical issues in today's global economy. The course is divided into three main sections. The first part of the course focuses on understanding what is meant by 'globalization' as well as an introduction to several contending theories of globalization. The second part of

the course will focus on managing globalization, and will evaluate different options available to states, institutions, and other actors. The final section of the class will be devoted to empirical issues associated with globalization. Topics discussed include: the environment, corruption, human rights, non-governmental organizations, democratization, and regional trading blocs.

IDS 30506. International Development

(3 -0- 3) Dutt

This course looks at why some countries are more economically developed than others, and why some are developing more than others, using a political economy perspective. It discusses alternative meanings and measures of development. It then examines alternative views on the constraints to development, at different levels of analysis, individual, sectoral, national and global. In so doing it analyzes economic factors, and their interaction with broader political, social and cultural factors, and explores both problems internal to countries and to those arising from international interactions and globalization. Finally, it critically examines different strategies and policies for development.

IDS 30507. Religion and Global Politics

(3 -0- 3)

The motivation behind this course is to introduce students to the role of religion in global politics, both in its theory and its practice. After framing the role of religion in world politics through the existing paradigm groups within International Relations theory, we will survey six current areas of scholarship which explore the intersection of religion and world politics. These will include the study of 1) religion as a non-state actor in the global arena, 2) religion as a generator of "civilization(s)," 3) religion as an inspiration for war and violence, 4) religion as an inspiration for peace and development, 5) religion as an element of foreign policy and 6) religion and state relations today. Students will have the opportunity to use and critique the concepts introduced in the course by researching and writing a term paper on a case of religion intersecting with international relations today. Possibilities include, but are not limited to, the Iraq war debate; the EU vs. the Crucifix debate; the Islam and Democracy debate; and the U.S. foreign policy debate over the engagement of the "global Muslim community." Intro to International Relations is recommended but not absolutely essential as a course pre-requisite.

IDS 30510. Contentious Politics and Resistance Movements

(3 -0- 3) Hui

This course analyzes prominent resistance movements in the twentieth and twenty-first 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.

IDS 30511. Religion, Development and Democracy

(3 -0- 3) Dowd

The impact of religion on social and political change and the impact of social and political change on the influence of religion are immensely important topics. While many have claimed that religious faith communities essentially impede "human progress," others have argued that human progress is impossible to explain without some reference to such faith communities. In this course, we will take a critical look at religion, particularly Christianity and Islam, and examine two major questions: 1) What effects, if any, do religious beliefs and institutions have on human development and the prospects for and the quality of democracy? 2)

What effects, if any, do human development and democratization have on the relevance of religious beliefs and the influence of religious institutions? Students will take an active role in leading in-class discussions, write several short essays and one longer essay on a topic of their choice.

IDS 30513. International Development in Theory and Practice: What Works in Development

(3 -0- 3) Reifenberg

This course on international development has three major purposes: 1) to examine diverse approaches to thinking about international development and processes that bring about individual and societal change, 2) to explore the role and constraints of development projects in areas such as poverty reduction, social development, health, education, the environment, and emergency relief, and 3) to develop practical skills related to project planning and management, negotiations, communications, and the evaluation of international development projects.

This class aspires to develop relevant knowledge and practical skill for students interested in engaging in bringing about positive change in a complex world. The class is particularly relevant for students planning international summer service internships, studying abroad, or for those considering careers in areas related to social and economic development. The course will make use of specific case studies from Haiti, Peru, Uganda, Mexico, Bangladesh, Pakistan, and Chile, among others, drawing lessons from instructive stories of failure and inspirational stories of change.

IDS 30514. 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.

IDS 30516. World Poverty and Inequality

(3 -0- 3)

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.

IDS 30517. Dictators, Democracy 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 might affect the variation in the extent to which Africans participate in politics, engage in protests, and join movements devoted to promoting democracy? 4) What explains the variation in the extent of democratization that has taken place across sub-Saharan Africa since the late 1980s and early 1990s? 5) Should it matter to the rest of the world that sub-Saharan African countries become more developed and democratic? 6) If it should matter, can/how can the United States and other countries promote development and democratization in the region?

IDS 30518. 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 United States policy in that region.

IDS 30519. 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.

IDS 30520. 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.

IDS 30521. Globalization in Africa

(3 -0- 3) Bleck

This course will explore contemporary globalization in Sub-Saharan Africa and its effects on political change. Departing from the macro-perspective of Africa's marginalized role in the global economy, this course will focus on the ways that international forces and new technologies are affecting citizens and countries on the continent. Through country case studies and reviews of current events in Africa, the course will explore a diverse set of topics including technological change and development, immigration, art and culture, foreign aid, and China's role in Africa. The course will attempt to highlight the new opportunities for citizens as well as the challenges that remain for African countries in the globalized world.

IDS 30522. Introduction to Modern 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 university seminar 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.

IDS 30523. Islam and Politics in the Middle East

(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.

IDS 30524. Parties and Electoral Politics in the Developing World

(3 -0- 3)

This course examines the nature of political parties and the conduct of elections in developing countries. Why are strategies like vote buying more prevalent in developing countries and why are parties less embraced by society? Why do parties compete along ethnic, religious, or class lines in some countries, but not in others? What are the implications for the quality and stability of democracy when parties are weak? What roles do parties and elections play in non-democratic political regimes? The course will draw from examples in Latin America, Africa, the Middle East, and South Asia to explore these and other questions.

IDS 30525. Democratization and Elections in Islamic Africa

(3 -0- 3) Bramsen

Samuel Huntington famously wrote about the Third Wave of democracy, which swept over much of the developing world. This course examines democratization and elections in what we might call the Third Wave's "shoreline"—Islamic Africa. We will analyze the various post-Wave regime outcomes, including real democratization, semi-democracy, electoral authoritarianism and unabashed authoritarianism. We will examine the impact of political history, state capacity, elections, and religion on how the political regimes did and did not change, with a particular focus on how Islam was used to sustain and justify the various regimes. In so doing, we will look at the overall political trends in the region as well as zeroing in on specific cases.

IDS 30526. Introduction to International Development Studies

(3 -0- 3)

This course looks at why some countries are more economically developed than others, and why some are developing more than others, using a political economy perspective. It discusses alternative meanings and measures of development. It then examines alternative views on the constraints to development, at different levels of analysis, individual, sectoral, national and global. In so doing it analyzes economic factors, and their interaction with broader political, social and cultural factors, and explores both problems internal to countries and to those arising from international interactions and globalization. Finally, it critically examines different strategies and policies for development.

IDS 30527. Theories of Genocide

(3 -0- 3) Singh

As inexplicable as genocides and mass killings are from a moral perspective, they have a political logic of their own. This seminar seeks to unlock the reasons behind 20th- and 21st-century mass killings by bringing an analytical perspective to bear on them. Together, we will explore important questions about the causes and conduct of mass killings. Why do mass occur in some places and not others? Who participates in the killing? How much support from society is necessary? How does the world react to such events? What can outside actors do to stop the killing? Are there legal options for punishing the perpetrators and hopefully deterring future killings? How can you heal a society after such a tragedy? The course will investigate these questions through the study of the Holocaust, Cambodia, Rwanda, and Darfur.

IDS 30528. Education, Statebuilding, and Democracy

(3 -0- 3) Bleck

This course examines the role of education in the processes of statebuilding and democratization through a comparative lens.

IDS 30529. Globalization, Democracy, and Development in the Middle East

(3 -0- 3)

This course examines how Middle Eastern countries are responding to the challenges of globalization and democratization. It investigates the policies and strategies they have adopted to achieve economic growth and political development. The topics that the course covers include: the impact of the global economy on MENA countries; the mismanagement of the region's resources; types of political regimes; problems associated with state-led growth; the process of democratization; and the limits of liberalization. The assigned readings analyze specific case studies.

IDS 30530. Human Right and Human Wrongs

(3 -0- 3)

This course will examine theories of human rights and their applications and implications for international politics.

IDS 30531. Politics of Adapting to Climate Change

(3 -0- 3) Javeline

The earth's climate has changed, is changing, and will continue to change, even if we implement the most extreme mitigation practices and reduce greenhouse gas emissions starting today. The impacts of climate change are enormous: species extinctions, ecosystem dysfunction, sea level rise, storm surge, heat waves, droughts, floods, disease outbreaks, famine, and economic loss. Humans need to adjust to this new reality by reducing their vulnerability, or adapting to climate change. We might have to construct levees to save our cities, implement new agricultural technologies to save our food supply, or move species to save them from extinction. Surprisingly, political scientists have been largely absent from the adaptation conversation. In this course, we explore the many questions that climate change adaptation raises for politics. We will consider adaptation in the context of political economy (adaptation costs money), political theory (adaptation involves questions of social justice), comparative politics (some countries more aggressively pursue adaptation), urban politics (some cities more aggressively pursue adaptation), regime type (democracies and authoritarian regimes may differently pursue adaptation), federalism (different levels of government may be involved), and several other fields of study including institutional development, international security, immigration, media, public opinion, and judicial politics. This course falls at the intersection of political science and environmental studies, but all students interested in our changing world are welcome.

IDS 30532. Arab Spring

(3 -0- 3) Baluch

The Arab Spring is arguably the most significant development to take place in the Arab world since decolonization. In this course we will study the Arab Spring and compare it to other revolutions that have overthrown authoritarian rule. We will focus on two key interconnected questions regarding the Arab Spring: Why the revolutions? And why now? Our aim will be to identify the key grievances that led to the unrest, the parties involved, and the prospects for permanent change as a result of these revolutions. We will also consider the impact of these revolutions on the security situation of the region. We will begin by studying revolutions and social movements in general. Our comparative approach will lead us to briefly study the French revolution, decolonization movements in the Arab world, and the movements against totalitarianism in Eastern Europe.

IDS 30534. Introduction to Modern African Politics

(3 -0- 3) Singh

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.

IDS 30602. Chile in Comparative Perspective

(3 -0- 3)

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.

IDS 30800. Drinking Water in Developing Countries: Integrated Strategies

(3 -0- 3) Silliman

One of the Millennium Development Goals (MDG) is stated “Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation.” Yet another portion of the same goal is stated “Integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources.” These two aspects of development may often be in conflict, thus leading to unclear motivation, strategy, and assessment of water resource development efforts. In this course, water resource development in both urban and rural settings of developing countries is discussed through consideration of: 1) the available technologies for water development, protection and management, 2) the socio-political-cultural issues that can limit successful application of these technologies, 3) the issues of sustainability that impact, or are impacted by, development of new water resources, and 4) methods of assessing the efficacy and sustainability of water resource projects. This course will be taught through a combination of lectures, discussion of readings, and analysis of projects within teams.

IDS 30921. Social Entrepreneurship

(3 -0- 3) Paulsen

Some of the most dynamic and successful businesses are aspiring to a “double” or “triple bottom line”: profitability, beneficial human impact, and environmental sustainability. This course exposes students to a new and growing trend in leadership, venture creation, product design, and service delivery which uses the basic entrepreneurial template to transform the landscape of both for-profit and not-for-profit ventures.

IDS 30941. Doing Research in International Education

(V -0- V)

Corequisite: IDS 33940

This course is designed for students with a demonstrated interest and/or commitment in carrying out research, evaluation, teaching or service oriented engagements in education in international contexts. The course requires students’ background knowledge in key issues of international educational development, as covered in course such as EDGE (ESS 33605) and EIP (ESS 30621). The course also requires students to come with a “live” research interest—which they will refine into a viable research inquiry and subsequently formulate into a viable research proposal. Having taken this course, students will: 1) Acquire a broad foundation on research methods employed in international educational contexts; 2) Become familiar with a critical body of scholarship through review of literature in their respective education research topic; and 3) Fully develop a research proposal that would guide their education-related engagements overseas.

IDS 30942. Education and Entrepreneurship in Diverse Contexts of Poverty

(3 -0- 3) Chattopadhyay

This course will explore the emerging role and impact of entrepreneurship in K–12 education in the United States. Starting with a conceptual overview of the broader policy context; the course will examine the dynamics of educational entrepreneurship in both public and private domains of basic education in America. This analytical foundation will then be extended into in-depth case studies of institutional models of educational entrepreneurship. Finally, shifting the focus from educational institutions to students; the course will examine the growing field of youth entrepreneurship education, and its potential in improving student outcomes. This course will be relevant for students with interest in education policy, business analysis, entrepreneurship, and teaching-learning of entrepreneurial skills. Laura Hollis, Director of Gigot Center for Entrepreneurial Studies at Mendoza College of Business, will serve as a co-instructor for this course.

IDS 33201. Marxian Economic Theory

(3 -0- 3)

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.”

IDS 33202. Economics of War and Peace

(3 -0- 3)

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.

IDS 33203. Political Economy of Development

(3 -0- 3) Kim

This 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.

IDS 33600. Can Latin American Social Inequality be Tamed?

(3 -0- 3)

Scholarly interest in Latin American welfare regimes has grown significantly in recent years. By addressing the most unequal region in the planet, experts grapple with the complex and dynamic relationship between social policies and structures as played out through families and labor markets. We will concern ourselves with novel research addressing gender relations as organizational pillars of welfare regimes and engage in South-South comparisons as we look beyond the largest and most studied Latin American countries (e.g., Argentina and Chile). Drawing from the work of leading scholars in the area, we will examine theories, methods, findings and policy implications of contemporary research as we struggle to understand one of the world’s most daunting ethical and political questions: “can social inequality be tamed?”

IDS 33601. Analyzing Historical Events from Below

(3 -0- 3) Vela Castaneda

This course will offer a collective reading of some of the most exciting texts that have analyzed the social history of power from below, from the perspective of humble and anonymous people from the lower echelons of power and society. The course is intended to create a change in the direction of analysis that regularly looks at processes from the center and from above. The idea is to create a theoretical and methodological counterpoint. Each session will be devoted to work on the following issues: 1) Resistance and hidden transcripts (J. Scott); 2) The social bases of disobedience (B. Moore); 3) Bandits, as a primitive form of rebel (E. Hobsbawm); 4) Peasants (E. Wolf); 5) Moral economy (E. P. Thompson); 6) Working conditions on the plantations (F. Katz); 7) Peasant rebellions (J. Tutino); 8) Class formation (E. P. Thompson); 9) Caciques and caudillos (J. Gilbert); 10) Clientelism (J. Ayuro). Readings will be discussed in the classroom to test the methodological and theoretical possibilities they present. Every session we will analyze the challenges of conducting social science “from below.”

IDS 33940. Education and Development in a Global Era

(3 -0- 3) Chattopadhyay

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 remains vulnerable, disengaged and disenfranchised from education. Against this backdrop, this course will explore the critical issues confronting education in developing countries in different regions of the world. The course has a strong applied focus and the readings will be drawn primarily from policy documents on current topics in international educational development. At the same time, the underlying theoretical and conceptual issues will be accessible to students through supplementary research articles and critical commentaries. Students taking this course will: 1) gain a critical understanding of the broader global development context in which educational policy takes shape in low-income countries, 2) develop operational fluency in key contemporary policy issues and institutional actors in international educational development; and 3) enhance their awareness of an educational development framework that is informed by the dynamic interdependencies of the global and the local.

IDS 40100. Violent Transformations in African States

(3 -0- 3) Kabamba

While striving to propose some means of resolving some aspects of the African predicament, the course will tour the major debates on the key issues that have shaped the post-colonial African scholarship with a focus on the state formation, re-formation and transformation. The course will emphasize the fact that there is no general formula for the success of state projects; they always have to respond to local historical conditions and relations of the struggles. The course will cover several themes, including: historical origins, slavery, State formation, colonialism, under-development, nationalism, and political violence.

IDS 40105. Ideology, Culture, and Development

(3 -0- 3) Kabamba

The class proceeds from many assumptions; one of which is that “development” has multiple and even contested meanings. The factors influencing it are most of the time contingent. To what extent can we state strong generalizations about this phenomenon? Are they cross cultural factors which allow (or do not allow) communities to maintain a certain level of development?

IDS 40350. Conflict and Development

(3 -0- 3)

The aim of this course is to introduce students to the political and humanitarian dimensions of complex emergencies. Complex emergencies are situations of disrupted livelihoods and threats to life produced by warfare, civil disturbance and large-scale movements of people, in which any emergency response has to be conducted in a difficult political and security environment. The course will explore the challenges the development community faces when operating in complex emergencies and discuss the different stages of the conflict and development relationship. It will also look at the ways in which social and economic development can contribute to, or undermine, peace; the ways in which conflict complicates development; the various ways in which peacebuilding strategies can impact development and, finally, explore the transition from relief to development.

IDS 40408. 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 twentieth 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 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

non-violent 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.

IDS 40409. Gender and Colonization in Latin America

(3 -0- 3) Graubart

In this seminar we will examine the historical construction of gendered and sexual roles in the Spanish and Portuguese colonial worlds. This will entail thinking about gender and sexuality in the societies which “encountered” each other in the New World, and also thinking about how that encounter, as well as Atlantic slavery, produced new forms of gendered and sexual relations. Among the questions we'll consider: how was the conquest gendered? How did colonial society produce masculinities as well as femininities? What gendered forms of power were available to women? How did ethnicity and caste, as well as gender and class, determine people's sense of themselves and their “others?” What were normative and alternative sexual roles in the pre-modern Americas, and how did a European Catholic conquest affect these? Readings will include monographs and primary sources. Students will write an extended research essay in this class, and History majors may use it for their departmental seminar in consultation with the instructor.

IDS 40651. Shiism and Catholicism

(3 -0- 3)

Most Western discussions of Islamic matters or the Arab world tend to focus, often implicitly, on Sunnism. This is perhaps to be expected, since the overwhelming majority of the world's 1.5 billion Muslims are Sunnis. Shias number from 150 million to 200 million people, or 10 to 15 percent of the total. In the Islamic heartland, from Lebanon to Pakistan, however, there are roughly as many Shias as there are Sunnis, and around the economically and geostrategically sensitive rim of the Persian Gulf, Shias constitute 80 percent of the population. The divide between Shiism and Sunnism is the most important in Islam. The two sects parted ways early in Muslim history, and each views itself as the original orthodoxy. Their split somewhat parallels the Protestant-Catholic difference in Western Christianity. This new course offers a panoramic survey of the Shia Islam and its commonalities with Catholicism. The course will be divided into three sections. The first part of the course, will deal with the history and origins of Shiism from its birth in the Arabian peninsula in the seventh century. We will look at the history of the early Islam and the most important events which split the two major Islamic traditions. In the second unit, the Shia doctrines, practices, political leadership and movements, gender, social relations and cultural norms will be explored. The last portion of the course will focus on the similarities and common grounds between Si-ism and Catholicism in which we will hopefully uncover the roots that remain deeply entangled and intertwined in the histories and philosophies of Christians and Muslims.

IDS 40800. Water, Disease, and Global Health

(3 -0- 3) Shrout

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 upon the disease agents removed in properly designed municipal water and waste systems.

IDS 43000. International Development Studies Capstone Seminar

(3 -0- 3) Dowd

The international development studies capstone seminar is a required course for all international development studies minors. The centerpiece of the course is high quality research that incorporates the student's fieldwork experience and an

interdisciplinary perspective into a substantial written senior essay of approximately 30 pages. Students will share their fieldwork experiences and findings; get feedback from their classmates and the instructor; and give a final presentation to the class that will incorporate a literature review, their fieldwork data collection, and subsequent original analysis. The course also consists of readings and discussions that explore familiar topics in international development studies in greater depth. This course is open to international development studies minors only.

IDS 43578. Chile in Comparative Perspective Seminar

(3 -0- 3) Valenzuela

This course provides a detailed analysis of the development of the Chilean economy, society and polity 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 redemocratization.

IDS 43601. 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.

IDS 43603. 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.

IDS 43605. Governance and Africa

(3 -0- 3) McDonnell

In this course we will try to understand both the successes and failures of governance on the African continent. Why do some states provide reasonably peaceful political climates while others have been torn by decades of civil strife? What effect did the colonial past have on the governments we see today? Why have some states developed a reputation for reasonably effective governance while others are among the most corrupt governments on the planet? How have states dealt with varied health and educational challenges, like low literacy rates and high infant mortality? These are just a few of the questions we will address in this course. Each student will become an expert on one of the countries on the continent, and assignments are designed to help cultivate that expertise.

IDS 43606. 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.

IDS 45100. Trade and Globalization: From 100,000 B.C. to the Present

(3 -0- 3)

The idea of globalization as a recent phenomenon is firmly grounded in the popular conscious. In the minds of most people, globalization and the accompanying processes of global commerce and trade are seen either as the solutions to the world's problems or the causes thereof. In this course, we will address the problems with these ideas as we explore the history of long-distance human interactions going back into the early history of Homo sapiens from the emergence from Africa ca. 100,000 B.C. to the present. Topics covered will include human migrations, trade, exchange, and other interactions from our Paleolithic ancestors to the rise of settled cultures and complex societies in both the Old and New Worlds. Particular focus will be placed on the role of long-distance exchange, trade, and commerce on human activities as ideas, goods, and peoples moved across deserts, mountains, and oceans. In-class discussions will be based on readings from anthropology, archaeology, history, economics, business studies, and political science, as well as documentaries and film to address issues of similarity and difference between past and contemporary globalization processes. The objective of the course is to understand globalization and trade as universal yet varying forces in human social and cultural evolution.

IDS 45101. Global Crime and Corruption

(3 -0- 3)

As the world of the 21st century globalizes, so too does crime. Millions of people and trillions of dollars circulate in illicit economies worldwide. This represents power blocks larger and more powerful than many of the world's countries. This class will look at what constitutes the illegal today, who is engaged in crime and corruption, and what kinds of economic, political and social powers they wield. It will also look at the societies and cultures of “outlaws.” 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.

IDS 45102. Anthropology of Human Rights

(3 -0- 3)

This seminar will consider several key issues in global human rights particularly salient to anthropology: the individual versus the community, the local versus the regional or national, and classic relativism versus universalism. Human rights will be investigated as a practice and as a form of discourse, developed in the West and adapted to varying extents around the globe. We will engage in service-learning with immigrant communities in the Michiana area to delve in depth into the question of political asylum, a particularly central issue today when rights and security often weigh against each other—and anthropological knowledge can help in resolving complex questions. Upper undergraduate and graduate students in peace studies, law, sociology, political science and American studies may find

this course of interest, as well as anthropologists. Our readings include strictly legal explanations of international human rights as well as personal narratives and various interpretive essays and advocacies.

IDS 45103. Anthropology of Poverty

(3 -0- 3)

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 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, political science, as well as documentaries and films.

Latin American Studies

LAST 10500. Beginning Quechua I

(4 -0- 4) Maldonado Gome

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 20002. Societies and Cultures of Latin America

(3 -0- 3)

This course introduces students to the diverse cultures and societies of Latin America through historical, ethnographic and literary study. Contemporary issues of globalization, violence and migration will preoccupy the discussion of Central and South America and the Caribbean today.

LAST 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 20100. Principles of Development Policy

(3 -0- 3)

The objective of the course will be to familiarize students with the concept of development, the incidence of underdevelopment, some major theoretical controversies, and specific policy issues with examples drawn especially from Latin America. The course will explore the complex connections between theory, policy, and practice. At the end of the course students will be able to identify the contribution of economic tools to development policies, examine these tools within the context of actual agenda-setting, and make inroads into the challenge of incorporating institutional and ethical considerations into the design and implementation of development policies.

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 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 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) Maldonado Gome

An intermediate Spanish course focusing on Andean Culture and the Inca empire.

LAST 20550. Globalization, Coffee and FairTrade

(3 -0- 3)

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, 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 U.S. 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 7–15 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, Theater and Television. This course is capped at nineteen students and all registering students must receive approval for enrollment by December 10, 2008.

LAST 20725. 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.

LAST 20751. Latin American Theater

(3 -0- 3)

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.

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; 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 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.

LAST 30004. Immigration in Global 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 U.S., 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.

LAST 30100. Economic Development of Latin America

(3 -0- 3)

This course is an introduction to the study of Latin America's economic development, its historical background and contemporary problems. Part 1 provides

a historical overview from independence in the early 19th century to post-war industrialization in the 20th century. Part 2 examines structural problems that are common to most countries in the region and reviews the ideologies and debates that have emerged around them. Parts 3 and 4 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.

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 30200. History of Modern Mexico

(3 -0- 3)

This course examines the complex nation that is Mexico in the 20th century, its challenges and its prospects. Focusing primarily on the period since 1870, we will study the social, economic, political, and cultural forces that have shaped the history of the United States' southern neighbor.

LAST 30201. Indigenous and Colonial Mexico

(3 -0- 3)

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 30205. Modern Latin America

(3 -0- 3) Beatty

Corequisite: HIST 32903

A survey of Modern Latin American History.

LAST 30206. Inequality and Development in Latin America

(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 nineteenth century, and American Catholic and Protestant mission endeavors and their outcomes in the twentieth 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

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.

LAST 30210. Chronicles of the Conquest of LA

(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)

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 30213. Caribbean History: From Colonization to Emancipation

(3 -0- 3)

“Sun, Sex & Fun” is how the global tourism industry often packages the Caribbean to its potential travelers. In this course we will unpack such simplistic representations of the region. Students will be introduced to the diverse experiences and cultures of the peoples that made up the Caribbean from colonization in the 15th century to slave emancipation in the 19th century. The four major themes that we will examine are Indigenous peoples and European encounters; the laboring lives and the cultural worlds of enslaved Afro-Caribbean peoples; resistance and rebellion; abolition and emancipation. In this course we will watch films, use pictorial sources, slave narratives and diaries to capture the commonality of the experiences of the peoples of the Spanish, French, British and Dutch Caribbean.

LAST 30214. Slavery in the Atlantic World

(3 -0- 3)

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 fifteenth to the nineteenth century.

LAST 30215. Latin American History through Film

(3 -0- 3)

Corequisite: HIST 31900, HIST 32900

This course offers an introduction to the history of Latin America through the study of film (in combination with more traditional print sources).

LAST 30216. Latin American Independence

(3 -0- 3)

This course explores the independence of Spanish America (1808–1826), a transformative period in the history of Latin American politics, culture, and society that turned the people of Spanish America from royal subjects into republican citizens. Students will probe both the changes and continuities in politics between colonial rule and emerging nation-states in Latin America. Topics will include the period of Bourbon Reform, a project of the Spanish Crown that attempted to modernize the Spanish colonies; the emergence of modern political culture seen in public opinion, electoral processes, and the impact of the liberal Constitution of Cadiz; wars of Independence that made citizens-soldiers; the contrasting roles played in these dramas by elites and indigenous and enslaved people; the liberal construction of a myth of racial equality; and the formation of centralized governments. Central to the class will be the scrutiny of a significant set of primary sources regarding these issues and engagement of historiographical debates about the analyzed topics.

LAST 30217. Caribbean History After Slavery, 1804–1959: Adjusting to Freedom and Fighting for Independence

(3 -0- 3)

This course explores the history of the Caribbean from the destruction of slavery in 1804 to the Cuban Revolution of 1959.

LAST 30218. The Mexican Revolution: One Hundred Years of Images and Interpretations

(3 -0- 3)

This year marks the 100th anniversary of the Mexican Revolution. Conflicting interpretations and a massive amount of secondary literature, films, and artistic expressions have been generated over the last century to highlight the significance of this “first world revolution of the 20th century.” This course examines the multiple and diverse images and interpretations that have been produced over the last century of the Mexican Revolution on the part of historians, the Mexican state, its cultural industry, political activists, international actors, and Mexican Americans living in the United States. The goal of the course is to provide students with a clear understanding of the origins, outcome, impact, and multiple legacies of the Mexican Revolution as interpreted in both Mexico and the United States with particular emphasis on the armed, post-revolutionary, and institutional phases, from 1910 to the 1970s.

LAST 30219. Afro-Brazilian History

(3 -0- 3)

Brazil has more people of African descent than any other country in the world, other than Nigeria. This fact makes it impossible to understand the history of this South American nation, the fifth largest in the world, or the history of race broadly, without centralizing the experience of black Brazilians. This course will begin with the transatlantic slave trade (during which more slaves landed in Brazil than any other nation) and will end with the modern day Afro-Brazilian movement for equality and the difficulties they face. Along the way, we will cover powerful runaway slave societies, the role of Afro-Brazilians in abolition, the challenges confronted in freedom, black political organization in the 20th century, Afro-Brazilian music traditions, Afro-Brazilian religious practices, and the relationship between such manifestations of black culture and the Brazilian state. We will attempt to understand what has been unique about black history in Brazil, and what has been reflected in the broader experience of blacks in the New World.

LAST 30220. Military Regimes and “Dirty Wars” in Latin America

(3 -0- 3)

Between 1964 and 1990 most South American countries lived under dictatorial military regimes. In this period of extreme political radicalization, these societies were divided alongside contending visions of their national states. Under the premise that they were assuming office in order to save their nations, the South American military established regimes characterized by widespread repression, human rights violations and impunity. Violence, however, was resisted by different sections of society and a particular type of motherhood—embodied by the women who looked for their missing children—acquired subversive connotations in countries like Argentina and Peru. In this course on Military Regimes and Dirty Wars in South America, we will seek to understand why military institutions played such a prominent role in the region in the twentieth century, how their doctrines of national security and U.S. assistance enabled them to assume power, and the mechanisms that the military used in order to establish cultures of fear and death in their countries. We will also focus on the responses by individuals and organized civil society to state repression and violence. Although the course keeps a regional approach, it pays particular attention to three countries: Chile, Argentina, and Peru. What were the similarities and differences among the ‘dirty wars’ occurred in these countries? How did the categories of class, gender and race interplay in the implementation of military and insurgent violence? What memories about repression were crafted in these countries? How did successor regimes make a break with the past, establish a new set of social norms, and work toward the administration of justice, redress and reconciliation? We will approach to this subject by using a variety of primary and secondary sources, fiction and documentary films, as well as

elements of pop culture. We aim to see how these lengthy military and authoritarian interventions have shaped present-day societies in South America, and what mechanisms Chile, Argentina and Peru have established to deal with the legacies from their troubled pasts.

LAST 30221. Slaveries in Latin America

(3 -0- 3)

Corequisite: HIST 32904

This course examines the experiences of Atlantic slavery in the Latin American world. We begin by thinking about the various ways that enslavement was justified in Western Europe, from the Greek and Roman worlds, through the kidnapping for ransom slavery that characterized the Mediterranean basin. We follow Portugal's unsuccessful attempts to conquer parts of western Africa, and the ensuing introduction of larger numbers of (unransomable) men and women into Iberian domestic slavery, which then coincided with Castile's conquest of the Americas, and the replacement of scarce indigenous labor with Africans. The main part of the course will look at the various experiences of African men and women in the Spanish and Portuguese empires, from the kinds of labor they provided to the cultural worlds they built for themselves, often with the interactions of European and indigenous peoples. We will pay special attention to forms of resistance, from attempts to create autonomy in the church to moments of outright rebellion, culminating in the Haitian Revolution, the first truly successful slave revolt at led to the second free nation in the Americas. The course will end by considering various calls for abolition over time, and the slow end of slavery after the movements for independence.

LAST 30222. Race, Ethnicity and Indigeneity in Latin America

(3 -0- 3)

This seminar examines the historical production of "race," ethnicity, and indigeneity in the Latin American context. We will begin with the creation of "Indians" by European colonists, who attempted to erase social differentiation in the peoples they conquered but then had to deal with the consequences of early forms of resistance and solidarity. We will then investigate the degree to which "race" and "ethnicity" were important concepts to non-Europeans in the colonial context, and the beginnings of scientific racism in the Americas. Slavery, especially in Brazil and the Caribbean, obviously added another dimension to social differentiation and the development of racial thinking, which we will investigate. The second half of the course will address contemporary issues that stem from these colonial concerns: nationalism, the romantic invocation of the indigenous past, cultural practices, land rights, political representation, and racism.

LAST 30223. Experience of Conquest

(3 -0- 3)

The aim of this class is to try to understand what conquest, as we have traditionally called it, meant to the people who experienced it in some parts of the Americas that joined the Spanish monarchy in the sixteenth century. We'll concentrate on indigenous sources—documentary, pictorial, and material—and try to adopt the indigenous point of view, without neglecting sources mediated by Europeans. Although the class will concentrate on selected cases from Mesoamerica, the lecturer will try to set the materials in the context of other encounters, both within the Americas and further afield; and students will be free, if they wish, to explore case-studies from anywhere they choose in the Americas (in consultation with the lecturer and subject to his approval) in their individual projects.

LAST 30224. History of Brazil

(3 -0- 3)

In this course, we will study the history of the country now characterized as a country of the future. With the world's fifth largest population, seventh largest economy, vast resources, growing middle class, complicated race relations, shocking disparity between rich and poor, and world-famous Carnival and soccer, Brazil has garnered attention globally and will only continue to do so as it prepares to host the Olympic Games and the World Cup. The course will cover many other themes, including: the indigenous populations of the Amazon and other regions; slavery; the Portuguese empire; massive immigration from countries like Japan,

Germany, Italy; abolition; race relations; two periods of dictatorship; involvement in World War II; redemocratization; and emergence as influential economic powerhouse.

LAST 30225. Inequalities: Poverty and Wealth in World History

(3 -0- 3)

The difference between rich and poor nations (and rich and poor individuals) is not, as Ernest Hemingway once said, merely that the rich have more money than the poor. It is a question of opportunity, itself structured by the political, economic, institutional, and social contexts for both nations and individuals. This course examines inequalities in the context of economic and social development in historical contexts. We focus especially on the long nineteenth century, roughly 1750 to 1930, but touch on deeper roots and enduring legacies for today's world. We will examine factors that historically fostered inequality as well as the implications of inequality for social development, drawing cases from U.S., Latin America, Africa, Asia, as well as from Europe.

LAST 30226. Brazil and the U.S. in the 20th Century

(3 -0- 3) Graham

This class will follow in the tradition of scholars who have studied the United States and Brazil comparatively for several generations. Many of the reasons for these comparisons are rather straightforward: Brazil and the U.S. have the largest populations and land masses of all the nations in the Americas. These countries are by far the major economic powerhouses in the Americas as well. Their immigration patterns—resulting in huge numbers of European, African, and Asian descendants—have striking similarities, yet significant differences. In addition to analyzing WHY such comparisons have been so popular, the class will seek new ideas to compare these two nations in the 20th and 21st centuries. Beyond mere comparison, however, the class will also assess how Brazil and the U.S. have related to and understood one other. We will evaluate topics ranging from U.S.-Brazil relations during World War II, to the depiction of Brazil as simultaneously dangerous, crime-riddled, beautiful, and super sexy in U.S. cultural representations. As such, students will learn about transnational and Atlantic World studies during this course, which have emerged as important and novel ways to think about, learn, and write history.

LAST 30307. U.S.–Latin American International Relations

(3 -0- 3)

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. 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.

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)

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)

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 U.S. and other advanced industrial and developing countries.

LAST 30316. 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.

LAST 30317. Campaigns and Elections Around the World

(3 -0- 3)

This course examines campaigns and elections in comparative perspective.

LAST 30321. Comparative Justice Systems

(3 -0- 3) Ingram

This course is about judicial politics in different countries. Judicial politics is the study of how political dynamics shape courts (including justice reforms and actual court decisions) and how courts, in turn, shape politics (including the social impact of institutional rules and decisions). The course introduces the two main systems of law in the world and the primary theoretical approaches to understanding judicial politics, proceeding to analyze how institutions and actors in different systems of law interact with various patterns of democracy and democratization. Thus, the course explores two main causal relationships: 1) the effect of politics on the judiciary (politics-to-courts influences), e.g., political interference in the independence of judges; and 2) the impact of the judiciary on politics (courts-to-politics influences), e.g., constraints courts place on governments, or the societal impact of court decisions. The first half of the course emphasizes principal conceptual and theoretical questions facing scholars of judicial politics, while the second half of the course highlights substantive, empirical problems. Examples will draw from experiences inside and outside the U.S., with special emphasis on Latin American judicial politics. Principal course requirements consist of a research paper and an exam.

LAST 30322. Elections in Comparative Perspective

(3 -0- 3) Gonzalez Ocantos

Did you know that in Argentina parties hire soccer hooligans to mobilize voters? Or that in Mexico voters are given digital cameras to prove they voted for the party that gave them money? Politicians seek power and legitimacy by galvanizing votes, and do so by applying all sorts of tactics. If you are interested in how political campaigns differ across countries and political regimes, you should take this course. The course begins with a discussion of the role played by elections in facilitating social choice and enhancing political accountability. We then embark in an empirical journey in order to study really existing electoral politics and evaluate how they promote or distort political representation. We study the dynamics of authoritarian elections in order to understand why dictators decide to hold elections. We also explore why parties in democracies resort to different tactics like ideological appeals or vote buying in order to appeal to voters. We pay special attention to the dynamics of vote buying, a widespread practice in the developing world, by studying how parties decide who to target with gifts and how, in the presence of secret ballots, they manage to make that exchange an effective electoral strategy.

LAST 30323. Parties and Electoral Politics in the Developing World

(3 -0- 3)

This course examines the nature of political parties and the conduct of elections in developing countries. Why are strategies like vote buying more prevalent in developing countries and why are parties less embraced by society? Why do parties compete along ethnic, religious, or class lines in some countries, but not in others? What are the implications for the quality and stability of democracy when parties are weak? What roles do parties and elections play in non-democratic political regimes? The course will draw from examples in Latin America, Africa, the Middle East, and South Asia to explore these and other questions.

LAST 30400. Survey of Spanish-American Literature I

(3 -0- 3) Jauregui

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) Heller; Moreno

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 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, Néida Piñon, Raduan Nassar, and Moacyr Scliar.

LAST 30501. When Empires Fall

(3 -0- 3)

Offered in Portuguese, this course 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 1974–1975. 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)

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.

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 30601. Catholic Church for Medellín 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. 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 Romulado 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) 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, audio tapes, 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)

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 30728. Racialization in the U.S. and Brazilian History

(3 -0- 3)

This course will consider the processes that have caused aspects of society to be racialized, or labeled with racial meanings, symbolisms, and/or identities. The class will focus on, but will not be limited to, “black” racialization. We will examine how racialization has shaped the human experience in the largest ex-slaveholding nations of the Americas—the United States and Brazil. Our goal is to understand the ways in which not only people are racialized, but also communities, geographical regions, nations, cultural production (such as music), behavior, labor, and gender, to name a few. With these two nations as our case studies, the class will explore the dynamic nature of racialization, focusing on the impact that space and time has had on the way we identify and live race.

LAST 30751. Latin American Art and Architecture 1492–1891

(3 -0- 3)

This course introduces the student to the rich visual and religious culture of the peoples of Latin America at the arrival of the Europeans and thereafter. The course deals with Mexico and the Andean region from 1491–1821 and the encounter of Aztecs and Incas with Christian artistic culture, and vice versa. Attention will be paid to the indigenous art forms on the eve of the Spanish invasion, the cooperative work of natives and clergy in the construction and decoration of churches, and in the development of a hybrid multicultural, multiracial society. Late medieval, Renaissance and Baroque art forms, as reinterpreted in the Spanish-speaking Americas, are the focus. Questions of religious syncretism and conscious enculturation through the arts are raised. Issues of colonialism, race, gender and class will also be dealt with in the context of the visual religious cultures of the Latin American past and present. A reading knowledge of Spanish would be helpful but is not required.

LAST 30913. Art and Revolution in Latin America

(3 -0- 3) Pensado

This course is designed to introduce students to the Mexican (1910–1940s), Cuban (1959–1970s), Nicaraguan (1979–1990), and Anti-Neoliberal (1990s–present) Revolutions and their impact in Latin America, as represented in the arts. Following a brief introduction to the various definitions of the word “Revolution,” students will examine what it meant to be a Latin American revolutionary in the political world of artistic production and reception. In particular, students will explore how and why a broad range of representative leaders of Latin America’s most important political and cultural revolutions used paintings, murals, graphic art, poetry, music, and film to 1) lead a social, cultural, and political restructuring of their respective countries; 2) export their unique notions of “Revolution” to the world; and 3) question the contradictions that some artists at times faced within their own revolutionary movements.

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 33550. Can Latin American Social Inequality be Tamed?

(3 -0- 3)

Scholarly interest in Latin American welfare regimes has grown significantly in recent years. By addressing the most unequal region in the planet, experts grapple with the complex and dynamic relationship between social policies and structures as played out through families and labor markets. We will concern ourselves with novel research addressing gender relations as organizational pillars of welfare regimes and engage in South-South comparisons as we look beyond the largest and most studied Latin American countries (e.g., Argentina and Chile). Drawing from the work of leading scholars in the area, we will examine theories, methods, findings and policy implications of contemporary research as we struggle to understand one of the world’s most daunting ethical and political questions: “can social inequality be tamed?”

LAST 33551. Analyzing Historical Events from Below

(3 -0- 3) Vela Castaneda

This course will offer a collective reading of some of the most exciting texts that have analyzed the social history of power from below, from the perspective of humble and anonymous people from the lower echelons of power and society. The course is intended to create a change in the direction of analysis that regularly looks at processes from the center and from above. The idea is to create a theoretical and methodological counterpoint. Each session will be devoted to work on the following issues: 1) Resistance and hidden transcripts (J. Scott); 2) The social bases of disobedience (B. Moore); 3) Bandits, as a primitive form of rebel (E. Hobsbawm); 4) Peasants (E. Wolf); 5) Moral economy (E. P. Thompson); 6) Working conditions on the plantations (F. Katz); 7) Peasant rebellions (J. Túnio); 8) Class formation (E. P. Thompson); 9) Caciques and caudillos (J. Gilbert); 10) Clientelism (J. Auyero). Readings will be discussed in the classroom to test the methodological and theoretical possibilities they present. Every session we will analyze the challenges of conducting social science “from below.”

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 40007. Cultural Difference and Social Change

(3 -0- 3)

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 often-times 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; requires prior field research or study abroad.

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 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 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 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 which “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)

Experience of Conquest explores Native American perceptions of and relations with Spaniards in 16th-century Mesoamerica.

LAST 40301. Senior Seminar: Clientelism and Machine Politics in Comparative Perspective

(3 -0- 3)

Writing seminars are devoted to a specialized topic. These seminars give students a chance to take an advanced course in a seminar setting, with an emphasis on research skills and discussion. Juniors are encouraged to take writing seminars if space is available, with permission from an advisor.

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) Ibsen

An overview of the historical development of prose, poetry, and theatre in Mexico, in its social and aesthetic contexts.

LAST 40403. Spanish-American Poets of the Twentieth Century

(3 -0- 3)

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 40405. Spanish-American Short Story

(3 -0- 3)

This course considers the issue of Latin-American identity through a variety of media, including film, literature, and popular culture. Focus may be on a particular region or genre.

LAST 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)

From Loisaída 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 U.S., 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 U.S., 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)

This course focuses on the literature of Hispanic Caribbean women authors in the islands and in the U.S. By contrasting the works of recent and more established authors from Puerto Rico, Cuba, the Dominican Republic, and their counterparts in the U.S., 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 Garcia.

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)

In this class we will study a number of aspects of popular culture in the modern Cuban literature.

LAST 40424. Good Neighbors? Hispanic Caribbean and Central American Literary Representations
(3 -0- 3)

Examines the relationship between the Hispanic Caribbean and Central American nations and United States through readings of texts by authors from Colombia, Cuba, the Dominican Republic, Guatemala, Nicaragua, Puerto Rico, and Venezuela among others. Although principally focusing on literary texts, works from other fields of study such as politics, history, and economics are also studied.

LAST 40425. 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.

LAST 40427. Working Memories: New Approaches to the 1970s and 1980s in the Southern Cone
(3 -0- 3)

This upper-level seminar aims to analyze the role of memory in the reconstruction of the history of the 1970s and 1980s in the countries of the Southern Cone of Latin America: Argentina, Chile and Uruguay. We will study the different ways in which revolution and dictatorship have been represented in fiction, poetry, testimonials, and films. We will pay special attention to the civilian and military complicities during dictatorship and post-dictatorship, the search for justice, and the ways in which a generation that did not live the events of the 1970s and 1980s re-visits the recent past in order to find answers for their own present. Topics such as nostalgia, trauma, ruins, subjectivities, and gender will be part of our discussions. Thus, theoretical and critical texts on these subjects will also be included. The seminar will be conducted in Spanish. Students who enroll in this seminar will be offered an intensive, academically specialized experience that will seek to improve critical thinking skills, as well as skills in oral expression and writing. Requirements: Students must participate actively. In addition, each student will lead at least one class discussion, write reaction papers and develop two substantial analytical essays.

LAST 40428. Race and Ethnicity in U.S. Latino/a Literature
(3 -0- 3) Moreno

In this course, students will examine the key issues of race and ethnicity in U.S. Latina/o literary production, particularly in the works of Afro-Latina/o, Andean-Latina/o (and other Latinos of indigenous descent), and Asian-Latina/o authors. The range of races, ethnicities, and nationalities of the established and emerging authors studied in the course will enhance the students' understanding of the complexity and heterogeneity of that group that we call "Latinos." The course will be divided into three major units: Caribbean, Central American, and South American Latinos. Students will read works by migrants from a range of countries, including Puerto Rico, Cuba, Dominican Republic, Guatemala, El Salvador, Costa Rica, Panamá, Perú, Ecuador, Uruguay and Colombia. This course will have a service-learning component. Students will be required to spend two hours per week volunteering at the local Hispanic community center Casa de Amistad. The course will be conducted in Spanish. Participation, frequent short essays, a journal, midterm, final exam, and final paper will determine the final grade.

LAST 40429. Migrant Voices
(4 -0- 4) Moreno

This course examines the literary production of U.S. Latinos/as. We will read works by Mexican-American, Puerto Rican, Cuban-American and Dominican-American authors paying close attention to the intersection of race, class, and gender issues. The literature studied will serve as a window into the culture of the local Latino community as students engage in service-learning at Casa de Amistad throughout the semester.

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 perspective 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)

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 40551. 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.

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 40603. Chile: Church and State 1960–present

(3 -0- 3) Pelton

During the last fifty years the Republic of Chile has undergone rapid changes both in Church and State. From the politically conservative to a Socialist revolution to a military take over, and finally back to democracy. In view of these developments how might one predict the future of this exciting country?

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, gender relations, 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 40652. Caribbean Migrations: An Interdisciplinary Excursion

(3 -0- 3)

What is the meaning of identity in a transnational space straddling the United States and the Caribbean? Migration, settlement and return are central to the historical experiences and the literary and aesthetic expressions of Caribbean societies. This course combines literary and anthropological perspectives to the study of novels and historical and anthropological texts in which themes of migration, immigration and transnationalism play central roles.

LAST 43150. Seminar: Latino/a Literature

(3 -0- 3)

Close readings of several seminal works of 20th Century Latino/a literature.

LAST 43555. 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 U.S.; 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.

LAST 43556. Chile in Comparative Perspective

(3 -0- 3) Valenzuela

This course provides a detailed analysis of the development of the Chilean economy, society and polity 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 redemocratization.

East Asian Languages and Cultures

EALC 10111. First-Year Chinese I

(5 -0- 5)

Corequisite: EALC 11111

Introduction to Mandarin Chinese using simplified characters with equal emphasis on the basic skills of speaking, listening, reading, and writing. At the end of the first year, students may expect to comprehend and produce simple questions statements, high-frequency commands, and courtesy formulas; to pronounce learned vocabulary and short phrases with correct tones; to read simple texts and standardized messages, phrases, or expressions; and to master the pinyin Romanization and write simple expressions and short sentences in simplified characters. First Year Chinese I is a 5 credit course; students should enroll in one MWF (EALC 10111) section and one TR (EALC 11111) lab.

EALC 10112. First-Year Chinese II

(5 -0- 5)

Prerequisite: EALC 10111

Corequisite: EALC 11112

Introduction to Mandarin Chinese using simplified characters with equal emphasis on the basic skills of speaking, listening, reading, and writing. At the end of the first year, students may expect to comprehend and produce simple questions statements, high-frequency commands, and courtesy formulas; to pronounce learned vocabulary and short phrases with correct tones; to read simple texts and standardized messages, phrases, or expressions; and to master the pinyin Romanization and write simple expressions and short sentences in simplified characters. First Year Chinese I is a 5 credit course; students enrolling in a MWF section (for example EALC 10112 01) enroll in the corresponding TR lab (EALC 11112 01).

EALC 11111. First Year Chinese I Lab

(0 -0- 0)

Corequisite: EALC 10111

EALC 11111 is the lab corequisite for EALC 10111.

EALC 11112. First Year Chinese II Lab

(0 -2- 0)

Corequisite: EALC 10112

Introduction to Mandarin Chinese using simplified characters. Equal emphasis on the basic skills of listening, speaking, reading and writing. Students may expect to master a spoken vocabulary of about 1,000 words and a written vocabulary of 500 characters.

EALC 20211. Second-Year Chinese I

(5 -0- 5)

Prerequisite: EALC 10112 or EALC 10103

Corequisite: EALC 21211

This course is for students who have completed one year of college-level Chinese. Grammar review and training in the four basic skills to achieve higher levels of competence in speaking and listening for greater fluency in communication, reading for critical understanding, and the ability to accurately and appropriately convey basic ideas through written characters. Second Year Chinese I is a 5 credit course; students should enroll in one MWF (EALC 20211) section and one TR (EALC 21211) lab.

EALC 20212. Second-Year Chinese II

(5 -0- 5)

Prerequisite: EALC 20211

Corequisite: EALC 21212

This course is for students who have completed one year of college-level Chinese. Grammar review and training in the four basic skills to achieve higher levels of competence in speaking and listening for greater fluency in communication, reading for critical understanding, and the ability to accurately and appropriately

convey basic ideas through written characters. Second Year Chinese I is a 5 credit course; students enrolling in a MWF section (for example, EALC 20212 01) enroll in the corresponding TR lab (EALC 21212 01).

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)

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 21211. Second Year Chinese I Lab

(0 -0- 0)

Corequisite: EALC 20211

EALC 21211 is the corequisite lab for EALC20211.

EALC 21212. Second Year Chinese II Lab

(0 -2- 0)

Corequisite: EALC 20212

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

(4 -0- 4)

Prerequisite: EALC 20212

Corequisite: EALC 31311

This course is designed for students who have completed two years of college-level Chinese. In addition to further consolidating and enhancing the skills that students have acquired in listening, speaking, reading, and writing, this course will prepare students to produce paragraph-level language (both spoken and written), using a wide range of quasi-authentic materials (slightly revised for language learners), including material from news media. Third Year Chinese I is a 4 credit course; students should enroll in one MWF (EALC 30311) section and one (EALC 31311) lab.

EALC 30312. Third-Year Chinese II

(3 -0- 4)

Prerequisite: EALC 30311

Corequisite: EALC 31312

This course is designed for students who have completed two years of college-level Chinese. In addition to further consolidating and enhancing the skills that students have acquired in listening, speaking, reading, and writing, this course will prepare students to produce paragraph-level language (both spoken and written), using a wide range of quasi-authentic materials (slightly revised for language learners), including material from news media. Third Year Chinese I is a 4 credit course; students enrolling in a MWF section (for example, EALC 30312 01) enroll in the corresponding TR lab (EALC 31312 01).

EALC 31311. Third Year Chinese I Lab

(0 -0- 0)

Corequisite: EALC 30311

Development of greater proficiency in conversational, reading and writing skills, using a wide range of authentic materials, including material from news media.

EALC 31312. Third Year Chinese II Lab

(0 -0- 0)

Corequisite: EALC 30312

The course focuses on the development of greater proficient in 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

This course will incorporate authentic materials from a variety of sources, including newspaper articles, essays, short scenes from contemporary TV series, short fiction, and video clips that will expose students to different spoken and written styles of Chinese. Students will further develop their abilities in three modes of communication—interpersonal, presentational, and interpretive—and in the four skills of listening, speaking, reading, and writing in Chinese.

EALC 40412. Fourth-Year Chinese II

(3 -0- 3)

Prerequisite: EALC 40411

This course will incorporate authentic materials from a variety of sources, including newspaper articles, essays, short scenes from contemporary TV series, short fiction, and video clips that will expose students to different spoken and written styles of Chinese. Students will further develop their abilities in three modes of communication—interpersonal, presentational, and interpretive—and in the four skills of listening, speaking, reading, and writing in Chinese.

EALC 46001. Directed Readings Advanced Chinese

(2 -0- 2)

This 2-credit special studies course is designed for students who have completed successfully Fourth Chinese or equivalent but are unable to take Advanced Chinese I. On the basis of their existing Chinese proficiency level, students will receive further training in all four language skills, listening, speaking, reading, and writing. The instructor will meet with the students every Wednesday afternoon, 4:30–5:30, and the students will fulfill an array of assignments and projects. The regular textbook will be supplemented with writings from Chinese newspapers, magazines, internet sources, and TV news. By the end of the course, students are expected to acquire these abilities: 1) to read with adequate comprehension most Chinese newspaper articles and internet texts on familiar topics related to the cultural, social, political, and economic life in contemporary China; 2) to understand idiomatic Chinese conversations and speeches in Chinese on aforementioned topics; 3) to write essays on aforementioned topics interpretatively, argumentatively, descriptively, and idiomatically; 4) to express themselves orally on aforementioned topics in depth and in a culturally appropriate manner; 5) to reach a new level of “cultural proficiency,” becoming more familiar with all major aspects of Chinese culture.

EALC 46498. Directed Readings

(1 -0- 1)

Requires contractual agreement with the professor prior to scheduling. For advanced students who wish to pursue an independent research project reading Chinese language materials.

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.

EALC 50511. Advanced Chinese I

(3 -0- 3)

Prerequisite: EALC 40412

This course is appropriate for majors and students with language experience overseas. The year-long sequence helps students become functional speakers, readers, and writers of modern Chinese through articles and essays from newspapers, magazines, and 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 advanced competence in reading, speaking, and writing standard modern Chinese.

EALC 50512. Advanced Chinese II

(3 -0- 3)

This course is appropriate for majors and students with language experience overseas. The year-long sequence helps students become functional speakers, readers, and writers of modern Chinese through articles and essays from newspapers, magazines, and 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 advanced competence in reading, speaking, and writing standard modern Chinese.

EALC 57001. Special Studies Advanced Chinese

(2 -0- 2)

This 2-credit special studies course is designed for students who have completed successfully Fourth Chinese or equivalent but are unable to take Advanced Chinese I. On the basis of their existing Chinese proficiency level, students will receive further training in all four language skills, listening, speaking, reading, and writing. The regular textbook will be supplemented with writings from Chinese newspapers, magazines, internet sources, and TV news.

EALJ 10111. First Year Japanese I

(5 -0- 5)

Corequisite: EALJ 11111

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 covers Chapters 1–6 in *Nakama I*. First year Japanese I is a 5 credit course; students should enroll in one MWF (EALJ 10111) section and one TR (EALJ 11111) lab.

EALJ 10112. First-Year Japanese II

(5 -0- 5)

Prerequisite: EALJ 10111*Corequisite:* EALJ 11112

This course is designed for students who have completed the equivalent of First Year Japanese I. 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 approximately 130 Kanji. This course covers Chapters 7–12 in *Nakama I*. First year Japanese II is a 5 credit course; students should enroll in one MWF (EALJ 10112) section and one TR (EALJ 11112) lab.

EALJ 11111. First Year Japanese I Lab

(0 -0- 0)

Corequisite: EALJ 10111

EALJ 11111 is the lab corequisite of EALJ 10111

EALJ 11112. 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 courses uses *Nakama I*.

EALJ 20211. Second-Year Japanese I

(5 -0- 5)

Prerequisite: EALJ 10112*Corequisite:* EALJ 21211

This course is designed for students who have completed one year of college-level Japanese or its equivalent. Students will build on their acquisition of the four basic language skills of reading, writing, speaking and listening from first year; they will increase their fluency in both speaking and listening, construct increasingly longer and more complex sentences, and recognize and produce approximately 420 kanji. This course covers Chapters 7–12 in *Nakama I*. Second Year Japanese I is a 5 credit course; students should enroll in one MWF (EALJ 20211) section and one TR (EALJ 21211) lab.

EALJ 20212. Second-Year Japanese II

(5 -0- 5)

Prerequisite: EALJ 20211*Corequisite:* EALJ 21212

This course is designed for students who have completed Second Year Japanese I or its equivalent. Students will build on their acquisition of the four basic language skills of reading, writing, speaking and listening; they will increase their fluency in both speaking and listening, construct increasingly longer and more complex sentences, and recognize and produce approximately 370 kanji. This course covers Chapters 6–11 in *Nakama II*. Second Year Japanese I is a 5 credit course; students should enroll in one MWF (EALJ 20212) section and one TR (EALJ 21212) lab.

EALJ 21211. Second Year Japanese I Lab

(0 -0- 0)

Corequisite: EALJ 20211

EALJ 21211 is the corequisite lab of EALJ 20211.

EALJ 21212. Second Year Japanese II Lab

(0 -2- 0)

Continued training in the fundamentals of the modern language. Equal emphasis on speaking, listening, reading and writing. Introduction of approximately 200 kanji.

EALJ 22211. Second Year Japanese I Lab

(0 -2- 0)

Corequisite: EALJ 20211

This is the co-requisite lab for EALJ 20211 “Second Year Japanese I”.

EALJ 30311. Third-Year Japanese I

(4 -0- 4)

Prerequisite: EALJ 20212*Corequisite:* EALJ 31311

A course designed for students who have completed two years of college-level Japanese. Students will expand their vocabulary and learn approximately 300 new kanji words. They will develop their understanding of Japanese culture, comparing the cultural differences between their own society and that of contemporary Japan. Students will build on their reading, writing, speaking, and listening abilities, conversing in paragraphs, not just sentences, practicing narration and description, and applying more critical and analytical reading and interpretive skills. Third year Japanese is a 4 credit course; students must enroll in both the class and the lab.

EALJ 30312. Third-Year Japanese II

(3 -0- 4)

Prerequisite: EALJ 30311*Corequisite:* EALJ 31312

A course designed for students who have completed Third year Japanese I. They will develop their understanding of Japanese culture, comparing the cultural differences between their own society and that of contemporary Japan. Students will build on their reading, writing, speaking, and listening abilities, conversing in paragraphs, not just sentences. Third year Japanese II is a 4 credit course; students must enroll in both the class and the lab.

EALJ 31311. Third Year Japanese I Lab

(0 -0- 0)

Corequisite: EALJ 30311

EALJ 31311 is the corequisite lab to EALJ 30311

EALJ 31312. Third Year Japanese II Lab

(0 -1- 0)

Corequisite: EALJ 30312

Development of oral-aural skills with an emphasis on typical conversational situations. Improvement of reading and writing skills.

EALJ 40411. Fourth-Year Japanese I

(3 -0- 3)

Prerequisite: EALJ 30312

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 *Chuukyuu No Nihongo* (An Integrated Approach to Japanese), supplemented with authentic materials such as newspaper articles, video clips, and songs.

EALJ 40412. Fourth-Year Japanese II

(3 -0- 3)

Prerequisite: EALJ 40411

This is a course for students who have completed Fourth Year Japanese I or equivalent. Students will build on their acquisition of the four basic language skills—reading, writing, speaking and listening. Students will practice narration and description, and applying more critical and analytical reading and interpretive skills. This course covers parts of Chapters 13–15 in *Chuukyuu No Nihongo* (An Integrated Approach to Japanese), supplemented with authentic materials such as newspaper articles, and video clips.

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 46498. Directed Readings

(1 -0- 1)

Requires “contractual agreement” with the professor prior to scheduling. For advanced students who wish to pursue an independent research project reading Chinese language materials.

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, and video materials, etc.) Emphasis is on grammar and syntax, vocabulary building, speaking, reading, and writing.

EALJ 50511. Advanced Japanese I

(3 -0- 3)

Prerequisite: EALJ 40412

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 50512. Advanced Japanese II

(3 -0- 3)

Advanced Japanese is a three-credit course for students who have completed Advanced Japanese I or equivalent. 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.

EALK 10111. First Year Korean I

(5 -0- 5)

Corequisite: EALK 11111

This introductory course is designed to provide beginners with a solid foundation in modern Korean starting from the Korean alphabet. Throughout the course we will focus on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. At the end of semester students will be able to understand and articulate some basic idiomatic expressions and some basic grammatical patterns (e.g., sentence structure, speech levels, verb tenses) in conversation and writing and develop their understanding of aspects of Korean culture. First Year Korean I is a 5 credit course; students should enroll in the MWF (EALK 10111) section and choose one T (EALK 11111) lab.

EALK 10112. First-Year Korean II

(5 -0- 5)

Prerequisite: EALK 10111*Corequisite:* EALK 11112

This introductory course is designed to provide beginners with a solid foundation in modern Korean on the basis of what we covered in First Year Korean I during the fall semester. Throughout the course we will focus on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. By the end of the semester, students will be able to understand (through reading and listening) and express (via speaking and writing) more complex expressions and structures (e.g., using clausal connectives) and will further develop their understanding of Korean culture. First Year Korean II is a 5 credit course; students should enroll in the MWF (EALK 10112) section and choose one T (EALK 1112) lab.

EALK 11111. First Year Korean I Lab

(0 -0- 0)

Corequisite: EALK 10111

EALK 11111 is the corequisite lab to EALK 10111

EALK 11112. First Year Korean II Lab

(0 -2- 0)

Corequisite: EALK 10112

This course is the corequisite lab for EALK 10111 First Year Korean I. This is an intensive introduction to the fundamentals of modern Korea. The class meets five days per week. This course is designed for students who have not studied Korean language before. The goal of this class is to gain an acquisition of the four basic language skills in Korean: reading, writing, speaking and listening. Students will learn to read and write and to develop conversational skills.

EALK 20211. Second Year Korean I

(5 -0- 5) Lee

Prerequisite: EALK 10112*Corequisite:* EALK 21211

This intermediate course is for learners who have completed one year of college-level Korean or the equivalent. It is designed to continue building students' language skills with an emphasis on enhancing their speaking ability, writing skills, and the usage of more complex constructions. The language of instruction will be in Korean and students are expected to use the target language as much as possible. There will be 7 lessons (Lessons 1–7) covered in *Integrated Korean: Intermediate I*, with supplementary activities relevant to each lesson. Moreover, approximately 35

Chinese characters will be introduced for the achievement of basic literacy and the expansion of vocabulary. Second Year Korean I is a 5 credit course; students should enroll in the MWF (EALK 20211) course and choose one R (EALK 21211) lab.

EALK 20212. Second-Year Korean II

(5 -0- 5) Lee

Prerequisite: EALK 20211*Corequisite:* EALK 21212

This course is the second semester of an intermediate course on spoken and written Korean for learners who have completed Second Year Korean I or the equivalent. It is designed to continue building students' language skills with emphasis on enhancing the speaking ability, writing skills, and usage of more complex constructions. The medium of instruction will be in Korean and students are expected to use the target language as much as possible. Second Year Korean II is a 5 credit course; students should enroll in the MWF (EALK 20212) section and choose one R (EALK 21212) lab.

EALK 21211. Second Year Korean II Lab

(0 -0- 0)

Corequisite: EALK 20211

EALK 21211 is the corequisite lab to EALK 20211.

EALK 21212. Second Year Korean II Lab

(0 -2- 0)

Corequisite: EALK 20212*Corequisite:* EALK 20212

This course is the corequisite lab for Second Year Korean II EALK 20212.

EALK 22211. Second Year Korean I Lab

(0 -0- 0)

Corequisite: EALK 20211

This course is the co-requisite lab for EALK 20211, the Intermediate course on spoken and written Korean.

EALK 22212. Second Year Korean II Lab

(0 -0- 0)

Corequisite: EALK 20212

This course is the co-requisite lab for Second Year Korean II EALK 20212.

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 be followed. 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 46002. Korean Directed Readings

(1 -0- 1)

This introductory / intermediate course is designed to provide with a solid foundation in modern Korean. We will cover First-year Korean 1 and 2, and Second-year Korean 1. Throughout the course we will focus on the balanced development of the four basic language skills of speaking, listening comprehension, reading, and writing. By the end of this semester, Massiel Gutierrez should be able to (i) understand and articulate some basic idiomatic expressions, some basic and intermediate grammatical patterns (e.g., basic sentence structure, speech styles, non-past, past, and future); (ii) read some elementary /intermediate level text; (iii) write a short essay on easy topics (e.g., daily activities); (iv) understand some Korean cultural aspects through various channels; (v) understand the Korean language and culture

from an informed point of view; (vi) Pursue fluency in the Korean language in order to not only hold intelligent conversations over a wide variety of topics, but also to understand and translate primary Korean sources for academic purposes.

EALK 46498. Directed Readings

(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.

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 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 2000 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 20108. The Riddle of Korean Mythology

(3 -0- 3)

Do you know Korean mythology? Korean mythology has not only the universality of East Asian myth and world myth, but also the particularity of it. The particularity of Korean myth is shown by Mooga, the shaman's song. We will study such a universality and particularity of Korean myth. Specially, in the view of comparative mythology, we will approach to Korean myth. Through this course, students will be able to understand Korean mythology, but Korean literatures and cultures as well.

LLEA 20115. Religion and the Visual Arts, in Christianity and Buddhism

(3 -0- 3)

A study of the ways in which religious ideas and values are conveyed in images as distinct from texts, focusing on major works of art (paintings, sculptures, architecture) from the Christian along with comparable with and equivalent works from the Buddhist tradition, and addressing especially the many arguments and tensions abounding in religion about the proper role of the visual arts in religion.

LLEA 20145. Appreciating World Music

(3 -0- 3)

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.

LLEA 20146. Music/Globalization in Asia

(3 -0- 3)

This course explores musical production in India and China, the "new cultural cores" that are gradually replacing the USA 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 like Twelve Girl Band and composers like Tan Dun in films like *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.

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 30020. Fascism: Italy, Japan, Germany

(3 -0- 3) Thomas

The rise of the far right in the early 20th century was a global phenomenon, and this course will explore the ideological and concrete manifestations of fascist movements in Italy, Japan and Germany in an effort to see if the concept of "fascism" might be usefully refined and revived. The first section of the course will concern definitions of fascism. Relying on the most recent scholarship, we will ask whether fascism is best defined as revolutionary or counter-revolutionary, whether it is the outgrowth of modernization or spawned by under-development, and whether it is a matter of deeply rooted cultural biases or a contingent crystallization of political forces emerging from the happenstance of personalities and immediate problems. After framing the analytical questions, we will turn to more detailed analyses of our three case studies, the leading Axis Powers (Italy, Japan, and Germany), to consider the Right's relationship to party structures, capitalism, colonialism, the military, technologies and ideologies.

LLEA 30101. Chinese Ways of Thought

(3 -0- 3)

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.

LLEA 30103. A Chinese Mosaic: Philosophy, Politics, and Religion

(3 -0- 3) Jensen

A Chinese Mosaic is a special topics class that provides an introduction to the diverse life ways constituting the puzzle of the Chinese people. The course will chart this terrain of current Chinese practice as it has been shaped from the contending, and often contentious, influences of religion, philosophy, and politics, introducing students to the heralded works of the Chinese intellectual tradition while requiring critical engagement with the philosophic and religious traditions animating this culture today. Thus, as they learn about China, students also will reflect on how Chinese and Westerners have interpreted it.

LLEA 30104. 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, 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.

LLEA 30109. Chinese Literature and Religion

(3 -0- 3)

This course examines interfaces of religion and literature in the Chinese tradition. Students are introduced to the essential teachings of Daoism, Buddhism, and Confucianism and ways in which such teachings are represented or reflected in literary works, including poetry, prose essays, and fiction.

LLEA 30145. Confucian China and Its Modern Fate: A Broad Survey of Chinese History

(3 -0- 3)

This course explores Chinese history from the Shang dynasty to today in terms of the development of Confucianism and its repeated reformulations in response to Buddhism, Western Imperialism, Marxism, and the global capitalism of today.

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; Japan 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. Specific readings have yet to be decided. 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).

LLEA 30303. Business Korean Language and Culture

(3 -0- 3)

This course can be counted as a Korean content course. This course is designed for students whose Korean proficiency is on/beyond the advanced level and recommended to students who completed Second-year Korean 1 and 2. Throughout the semester we will cover various topics on business in Korean, e.g., resume, oral interview, conference presentation, business calls, marketing, home shopping, consumer survey, data analysis, etc. All four skills of speaking, listening, reading

and writing will be integrated in the topics. Acquiring business related vocabulary words and expressions will be the main goal in the curriculum. Korean history, culture, business etiquette, and customs will also be discussed each session so that students will have better understanding in Korean Culture and Korean business.

LLEA 30313. Topics in Japanese Culture

(3 -0- 3)

This course explores selected topics in Japanese culture, as it developed from the late nineteenth century to the present. Much of the class will revolve around in-class discussions of the works read supplemented by lectures and films. Through a combination of lectures, readings, and films, students will gain a fundamental understanding of modern Japanese culture. There are no prerequisites for this course and all readings will be in English translation.

LLEA 30314. Gateway to East Asia I: The Classical Foundations

(3 -0- 3)

An interdisciplinary introduction to the literature, history, art, religion, and philosophy of China, Japan, and Korea from antiquity to ca. 1400. Readings are focused on primary texts in translation and complemented by critical and scholarly studies, films, and other materials from the visual arts. The objective of the course is to gain a greater understanding of these cultures while exploring—and possibly challenging—the received dichotomies that shape our interpretations of the world. The course will include guest lectures by Asian studies faculty in East Asian Languages and Cultures, Anthropology, History, Political Science, and Comparative Theology.

LLEA 30323. Chinese Literature and Gardens

(3 -0- 3) Yang

This course examines representations of gardens in Chinese literature. More specifically, it explores how gardens are represented as sites for different types of activities or functions, e.g., the display of wealth and power; social gathering and coterie bonding; poetic inspiration and composition; retreat from public life; economic production; and romance and erotic liberation. Readings (in English translation) are drawn from a variety of genres from Chinese sources, including poetry, fiction, drama, and prose essays. Writings about gardens from the Western tradition are also selected to provide a comparative framework for the Chinese texts.

LLEA 30403. Chinese Civilization and Culture

(3 -0- 3)

This survey course introduces students with little or no knowledge of Chinese culture to the major themes and forms of premodern Chinese literature. Readings (in English translation) are drawn from a variety of genres, including poetry, fiction, essays, and drama. Students are encouraged to bring in their experience of reading Western literature in order to form a comparative perspective.

LLEA 30405. Introduction to Korean History and Culture

(3 -0- 3) Lee

This introductory course is designed for students without extensive prior knowledge of Korea or Korean culture. Starting from its unique historical background, various aspects of Korea such as religion, thoughts, literature, politics, arts, life styles and pop culture (“Korean Wave”) will be explored and discussed 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 so on. Students will have a presentation on their own topic related to Korean culture at the end of the semester.

LLEA 30412. Masterpieces of Classical Japanese Literature

(3 -0- 3)

This course was designed as a survey of Japanese poetry, fiction, and drama from the earliest times through the mid-18th century. All texts are in English; no special knowledge of Japan or Japanese is required. The course is divided into three parts. In Part I we will begin with the development of court poetry (waka) as found in the *Man-yōshū* (Collection of Ten Thousand Leaves), the *Kokinshū* (the first Imperial Anthology), and the *Tales of Ise*. The centerpiece of this unit, however, is

Murasaki Shikibu's epic of courtly love, *The Tale of Genji* (ca. A.D. 1000); we will read an abridged version of the first 17 chapters. 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 Part II, we will look at how Japanese literature developed during the medieval period (13th–16th centuries) of the samurai warrior-aristocracy with readings of plays from the No theater, linked verse (*renga*) and philosophical essays such as *An Account of My Hut and Essays in Idleness*. Of special interest here is the influence of Zen Buddhism on a wide range of aesthetic practices, including the tea ceremony, landscaping and painting. In Part III, we will study the “popular” literature of the 17th and 18th centuries, the products of a new merchant-class culture that flourished in Edo (now Tokyo), Kyoto and Osaka. The main topics will be haiku poetry by Matsuo Basho.

LLEA 30413. Introduction to Japanese Civilization and Culture
(3 -0- 3) Brownstein

The purpose of this course is to provide an overview of the historical development of Japanese civilization and culture from the prehistoric era up through the 19th century. The course is intended for students with little or no knowledge of Japan. Topics to be covered include Japanese geography, historical periods, changing class structure and political organization, and continental influences on Japanese civilization, especially Chinese literature, Buddhism and Confucianism. Students will also explore how values changed as seen through literature, drama and the arts. The format of the course is lecture/discussion, supplemented by a variety of visual materials. All readings are in English and there are no prerequisites for the course.

LLEA 30414. Literature of the Fantastic in Modern Japan
(3 -0- 3)

How do tales of the supernatural address real-life concerns? Are they merely escapist fantasies, allegories of deeper social, political, and economic conditions, means of expressing ideas that cannot otherwise be expressed, reaction formations to sources of anxiety, depictions of unseen realities, or some combination of the above? What relation does the fantastic hold to mental health and illness, and to the past, present, and future? How does Japan's tradition of fantastic literature differ from that of the West? These questions and others will form the basis of our study as we explore the richness of alternate realities and imagined worlds in Japanese fiction of the last century. Readings in anthropology, literary history, and literary theory will supplement primary texts by authors ranging from modern fantasy pioneer Izumi Kyoka to classic manga artist Tezuka Osamu to contemporary supernatural fiction master Kyogoku Natsuhiko.

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 30492. Contention in China
(3 -0- 3) Hui

Is China next for a “Jasmine Revolution?” Why have pro-democracy efforts repeatedly failed in China? Why is there no organized democracy movement despite the prevalence of sporadic protests about various kinds of social injustices? Is China immune to democratization because of a deeply rooted “Confucian culture?” This course examines a wide range of contentious politics in modern China, from the May Fourth Movement through the Communist Revolution, the Cultural Revolution, the Tiananmen Democracy Movement to recent protests by workers, peasants, religious followers, and middle-class property owners. In addition to contention by Han Chinese, this course also examines resistance by Tibetans, Uighurs, Mongolians, and other minorities.

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 & 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 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; 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 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. 20th-Century Chinese Literature

(3 -0- 3)

In this course we will read English translations of works in twentieth-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 eighties. 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)

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 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, 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.

LLEA 33111. Chinese Literary Dreams and *Dream of the Red Chamber*

(3 -0- 3)

Dreams have long been objects of fascination for people in all cultures, including the Chinese. Focusing on the eighteenth-century Chinese master work *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 premodern times up to the twentieth 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 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 ‘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 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 Noh theater, which evolved out of a variety of performing arts and reached maturity in the fifteenth 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 in English translation and no previous knowledge of Japan is required.

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 the 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. 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 in English translation and no previous knowledge of Japan is required.

LLEA 33847. Christianity and the Challenge of Buddhism

(3 -0- 3)

In 1997 Cardinal Ratzinger, now Pope Benedict XVI, made the controversial suggestion that in the future Buddhism, rather than Marxism, would be the principal challenge to the Church. He has also, of course, often and fully endorsed the declaration of the Second Vatican Council (*Nostra Aetate*) that the Church rejects nothing that is true and holy in other religions, including Buddhism. Against the background of these two judgments—which may seem, but really are not, mutually contradictory—this course will consider: The fundamental differences between Christianity and Buddhism, both in matters of doctrine and in matters of spiritual and moral practice. The reasons why—despite, or perhaps because of, those differences—Buddhism today attracts increasing interest in cultures once shaped chiefly by Christianity.

LLEA 40041. Introduction to Applied Linguistics

(3 -0- 3)

This course will introduce students to the properties of language and their systematic study via linguistic inquiry. Specifically, the origins and mechanisms of linguistic knowledge will be examined alongside the componential units of syntax, morphology, phonology and semantics. The course will further introduce students to applied linguistic study with an emphasis on second language acquisition and the integration of sociocultural knowledge within this process. Students will complete this course with a greater understanding of the nature of language and the mechanisms whereby it is acquired, conceptually represented and produced.

LLEA 40606. History of 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.

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 40831. Topics in Asian Anthropology: South Asia

(3 -0- 3)

This course explores the latest developments in the anthropology of Asian societies and cultures. The course may include the study of nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations of Asian societies in specific historical contexts.

LLEA 40851. Religion and the Visual Arts, Christian and Buddhist

(3 -0- 3)

An exploration of the role of the “icons” or sacred images in Buddhism and Christianity, and of the controversies in both traditions regarding their legitimacy and value. This course has a largely philosophical and/or “theological” agenda. It aims toward a “theory” of the holy image broad and supple enough to be usefully employed in the study of both traditions. It is designed also to provide the opportunity to assess both Buddhist and Christian conceptions of the religious sensorium (i.e., assessments offered by both traditions of the salvific value of “the eye” relative to that of “the ear,” of the “image” versus the “word,” of vision versus discourse, of the aesthetic dimension of spirituality, etc.) It would proceed by way of careful, comparative analysis of a few major examples of Buddhist and Christian art (e.g., Dunhuang murals of the *Parinirvana* or *Death of the Buddha* and Grunewald's *Isenheim Altarpiece*, the Shingon *Womb Mandala* and van Eyck's *Adoration of the Mystic Lamb*, Suger's Abbey Church of St. Denis and Nara's *Todaiji* or *Great Eastern Temple*, etc.). These examples would be considered against the background of both traditional and modern writings on the relations between religion and the arts (John of Damascus, Asanga, Erwin Panofsky, Jean-Luc Marion, et al.).

LLEA 43108. Anti-Social Behaviors in Modern Chinese Fiction

(3 -0- 3)

This advanced course is offered for students who would like to have a more in-depth analysis of literary works and the challenge of writing a longer research paper. In this course, we will read fictional works depicting behaviors and attitudes that are considered by society in general as anti-social, anti-conventional, anti-government, and sometimes anti-Party. We will investigate the contexts of these behaviors and their political implications as portrayed in fictional works. For instance, can we apply a universal standard or are anti-social behaviors culturally relative? How are anti-social behaviors used by writers and for what purposes? Are different standards applied to women? What are the temporal and spatial factors in people's conception of an anti-social behavior? This course is taught in English and no prior knowledge of the Chinese languages or China is required.

LLEA 46498. Directed Readings

(1 -0- 1)

Requires contractual agreement with the professor prior to scheduling. For advanced students who wish to pursue an independent research project reading advanced materials.

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. Based upon the 2011 Asian Film Festival & Conference, students will examine the recent trends in Japanese animation. Students will participate in the film festival and conference by attending the screenings and guest presentations about the films. Requirements: Students are required to actively participate in all festival and conference events, including film screenings and academic panels. Students are asked to read a selection of academic articles that are related to the films and panels. Students will submit one of the following: 1) a reflection paper, approximately 3-pages in length, double-spaced; 2) a creative project that is approved by the instructors.

LLEA 58311. 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 58312. 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; 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 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 course work 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 58411. 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.

German and Russian Languages and Literatures

GE 10101. Beginning German I

(4 -0- 4)

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)

Prerequisite: GE 10101

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)

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. This course is intended for any student who wishes to develop German skills rapidly and be immersed in the language on a daily basis. It is ideal and highly recommended for students who plan to study in a German speaking-country, and especially for students who plan to participate in the BCGS study-abroad program in Berlin.

GE 10112. Intensive Beginning German II

(6 -0- 6)

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, as this course is strongly recommended for students who wish to study abroad in Germany. 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)

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)

Prerequisite: GE 10102 or GE 10112

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)

Prerequisite: GE 20201 or GE 20211

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 20211. Intensive Intermediate German I

(6 -0- 6)

Prerequisite: GE 10111

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 wishes to progress rapidly in the ability to communicate in the German language.

GE 20212. Intensive Intermediate German II

(6 -0- 6)

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 in Germany

(1 -0- 1)

This mini-course will prepare students accepted for study abroad in the BCGS Berlin Program for living and studying in Berlin. Topics for discussion will include 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. This is a one credit course and is graded S/U.

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)

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 30104. Advanced Composition and Conversation

(3 -0- 3)

Prerequisite: GE 20202 or GE 20212

This course is designed for students who have successfully completed four semesters of German language. This course expands on grammatical structures and offers students the opportunity to increase the sophistication of their written and oral German. A study of everyday German culture supports the language study. Writing assignments are varied widely to address the interests and strengths of all students and to allow many opportunities for creativity through the exploration of genres and writing styles. The conversational component requires student-teacher and student-student interaction in large and small group settings to exchange information, clarify meanings, express opinions, and argue points of view.

Throughout the semester students will build their vocabulary, including idiomatic expression, and solidify their understanding of German grammar. (Note: Berlin Study Abroad returnees will be admitted to the course only with the permission of the instructor.)

GE 30113. Business German

(3 -0- 3)

Prerequisite: GE 30107 AND GE 30108

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 30204. Introduction to German Literature and Culture

(3 -0- 3)

Prerequisite: GE 20202 or GE 20212

This course offers an overview of major developments in the literary and cultural history of German-speaking Europe. The course explores significant figures and works of literature, the visual arts, music, and philosophy as well as their inter-relationship and historical contextualization. Students read, discuss, and analyze selected texts representing all genres—prose, poetry, and drama—and become familiar with fundamental techniques of approaching and interpreting works that also prepare them for advanced courses.

GE 30210. Love, Crime and Redemption in German Opera

(3 -0- 3)

Passionate love and gruesome crime, heroic sacrifice and a yearning for redemption—German opera has it all. Starting with one of the most beloved works in the history of opera, Mozart's/ Schikaneder's "Die Zauberflöte", this class will explore the wondrous worlds of late 18th up to 20th-Century German opera and their cultural-historical dimensions. We will discuss works such as Beethoven's/ von Sonnleithner's "Fidelio", Richard Wagner's "Parsifal", Richard Strauss'/ Hedwig Lachmann's "Salomé", Alban Berg's "Wozzeck" or Hans Werner Henze's/ Ingeborg Bachmann's "Der Prinz von Homburg", raising questions about opera's fraught relationship with religion and with politics, about the history of operatic performances and the fate of women in German opera. Students will become familiar with famous works of the German literary tradition, like Wolfram von Eschenbach's "Parzival", Heinrich von Kleist's "Prinz Friedrich von Homburg", or Georg Büchner's "Woyzeck." While you should be open to engage with new auditory and theatrical experiences, previous knowledge about classical music is not a requirement for this class. (This class will be taught in German, assigned readings will be both in English and German.)

GE 30215. Medieval German Literature

(3 -0- 3)

This course constitutes a survey of German literature from its beginnings during Germanic times until the 16th century. Ideas, issues, and topics are discussed in such a way that their continuity can be seen throughout the centuries. Lectures and discussions are in German, but individual students' language abilities are taken into consideration. Readings include modern German selections from major medieval authors and works such as *Hildebrandslied*, *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.

GE 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, 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.

GE 30465. Modern Germany Since 1871

(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.

GE 30467. The City of German Destiny; History and Memory in Berlin 1910–2010

(3 -0- 3)

Germany has stood at the center of many events during the twentieth century, from participating in one world war, instigating another, providing the threshold between east and west during the cold war, and then emerging at the end of the century as the third strongest economic power in the world, and the strongest on the European continent. How does Germany as a nation composed of individuals come together to confront its past, present and future? Historically, what forms of memorialization and commemoration has this confrontation taken? This course proposes to explore these questions and others by examining twentieth century Berlin, the capital city of Germany. Berlin presents a rich and varied memoryscape in which to investigate and scrutinize the role of history and memory in Germany, and the ways in which history and memory are represented, debated, contested, and transformed. As both the political and cultural capital of united Germany, and a literal symbol of divided Germany from 1945 to 1990, Berlin is a city overrun with versions of its past that simultaneously compete with and complement each other. This course challenges students to think about and understand how a nation comes together to deal with its past, and what lessons can be drawn from the moments when that nation fails to consider that past.

GE 30555. Revolutionary Europe: 1848

(3 -0- 3)

This course will introduce students to the major revolutions which occurred throughout continental Europe in 1848. In addition to covering the details of rapidly evolving events, we will look at long-term social and political roots of the revolution as well as the role of ideologies (socialism, nationalism, liberalism) in shaping actions taken (and subsequent interpretations of those actions). Finally, we will ask not only why these revolutions failed, but what makes them "European"—other than the accident of geography. This course will combine lecture and discussion in roughly equal measure. Readings for this course will include a textbook as well as primary source material including parliamentary speeches and constitutional documents, eyewitness reports, poetry, music, as well as literature.

GE 30620. Three Modern German Writers: Mann, Kafka, Seghers

(3 -0- 3)

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 30648. Masterpieces of German Cinema

(3 -0- 3)

Corequisite: GE 31648

German cinema has been from the start one of the most impressive, distinctive, and influential national traditions of cinema. This course, taught in English, will introduce students to some of the greatest works of German cinema, from the wake of World War I and the beginning of the Weimar Republic to the present day. The two-fold focus will be historical and aesthetic. Students will gain an appreciation of some of the fascinating complexities of German history, including the ways in which German films have tended to reflect contemporary issues, often indirectly, and some of the distinctive features of German film, also as an industry. In addition, we will interpret the films with appropriate attention not only to themes but also to the ways in which film as an art form expresses meaning indirectly, by integrating genre and narrative form as well as film-specific dimensions such as setting, lighting, sound, camera work, and editing.

GE 30685. Discourses of Unity or Disunity? Representing Germany after 1990

(3 -0- 3)

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)

Prerequisite: GE 20202

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 31465. Modern Germany LAC Lab

(0 -1- 1)

Students undertaking the Notre Dame language requirement in German are eligible to sign up for an additional single credit discussion section 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 German language materials and meet regularly with the instructor (or a designate) for a discussion in German. The LAC discussion section in German associated 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 German. Please contact the instructor if you are interested in adding this supplemental credit.

GE 31467. History and Memory in Berlin LAC Lab

(0 -0- 1)

Students undertaking the Notre Dame language requirement in German are eligible to sign up for an additional single credit discussion section 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 German language materials and meet regularly with the instructor (or a designate) for a discussion in German. The LAC discussion section in German associated 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 German. Please contact the instructor if you are interested in adding this supplemental credit.

GE 31648. Masterpieces of German Cinema Lab

(0 -0- 0)

Corequisite: GE 30648

Certain films will be viewed for further discussion in class.

GE 36100. Directed Readings-German

(3 -0- 3)

This seminar offers a look into the rich and varied body of literature written by German-speaking women from the Enlightenment to today. The course examines a significant constellation of texts and addresses the major literary periods, authors, and issues of the time period under study. The texts we read will span centuries and historical moments as well as represent various genres, such as: drama, poetry, novella, short story, memoir, letters, and interviews. Vocabulary and concepts central to the analytical and critical discussion of the primary texts within their social, historical, cultural and intellectual contexts will be introduced in secondary source readings and clarified in short lectures. The classroom format will be centered upon student discussion of both primary and secondary texts. The ultimate goal of the course is to familiarize students with the basic techniques of approaching and interpreting texts from a feminist/gendered point of view. Some of the questions/issues we will address this semester include the following: What is feminist literary criticism? What are its advantages and disadvantages of it as a tool for examining literature by women? Can we identify specifically female literature and themes? Should we? Do women authors have a particular "female" language or narrative perspective? Is there a feminine aesthetic? In what ways is gender a social construct? Are the works by these women in the traditional German canon? Why or why not? What influence do ethnicity, class, sexual orientation, age, marital status, religion and other social categories have on the writings of these women? What influence have historical circumstances (work, women's rights, etc.) had on the creative work of women?

GE 40041. Introduction to Applied Linguistics

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

This course will introduce students to the properties of language and their systematic study via linguistic inquiry. Specifically, the origins and mechanisms of linguistic knowledge will be examined alongside the componential units of syntax, morphology, phonology and semantics. The course will further introduce students to applied linguistic study with an emphasis on second language acquisition and the integration of sociocultural knowledge within this process. Students will complete this course with a greater understanding of the nature of language and the mechanisms whereby it is acquired, conceptually represented and produced.

GE 40101. "Mein liebster und bester Freund"—Friends and Friendship in German Literature

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

The idea and experience of friendship have been central to German literature and culture for centuries. In particular, the eighteenth century, the era of the Enlightenment and the Classical Period, was known as the "century of friendship." In this course, we read and analyze letters, essays, as well as poetry, dramas and narrative texts, in which the phenomenon of friendship plays a central role. We will study authors such as Winckelmann, Gleim, Goethe, Schiller, Clemens Brentano, Achim von Arnim, Bettina Brentano, Caroline von Günderode, Hesse, Georg Simmel and others.

GE 40102. Masterpieces of German Literature

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

A sampling of the most beautiful, moving, and humorous prose and poetry of the 20th century will be read and interpreted. Selections may include, among others, 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)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

Modern German literature comes into being at the middle of the eighteenth 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 40471. Twentieth-Century Prose and Poetry

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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 Tür*, and poems from Rilke to Celan. An oral report, two papers, and a two-hour final will supplement thorough and engaging class discussions based upon close readings of the selected texts. Taught in German.

GE 40472. Twentieth-Century German Poetry from Rilke to Krolow

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

To acquaint the student with the rich diversity characteristic of 20th-Century German poetry, a wide variety of materials will be studied from Rilke to Krolow.

GE 40610. Crises of Modernity in German Culture

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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 eighty years, science and the arts were prospering, the economy was booming. Yet less than fifty 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 40649. Comedy, Jokes, and Satire in the German-Speaking World

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

This course will explore the comic vision in the German-speaking world, by considering comedy, jokes, satire, and the related concept of Humor, a distinctively German category. Comedy is an often overlooked genre in Germany, but a number of fascinating works invite our reading and exploration. We will explore works, mainly dramatic, by authors such as Lessing, Kleist, Grillparzer, Schnitzler, Hofmannsthal, Brecht, and Thomas Mann and look at the theory of comedy via authors such as Hegel and Frye. As part of our exploration of the comic vision, we will consider jokes, including their thematic and structural diversity, as well as their relation to broader aspects of German culture, including its diversity. Students will read Freud's classic essay on jokes. Beyond considering Schiller's famous theoretical statements on satire, we will look at some of the best German satire by authors such as Heine, Heinrich Mann, and Tucholsky. We will also consider one or more comic or satiric films. As part of the course we will explore the conditions under which the comic tends to surface and flourish, including broader questions such as religious sensibility and political climate.

GE 40672. The Modern German Short Story

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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 40850. Verbrechen, Detektion, und Gerechtigkeit im deutschen Kriminalroman

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

(*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 40891. Evil and the Lie (English and German)

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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 40920. Hermeneutics and Literary Theory

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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 Ric'ur, 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)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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 41610. Crises of Modernity LAC Lab

(1 -0- 1)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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GE 43155. Faith, hope, and love: Thomas Aquinas and Kierkegaard on Christian Ethics

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

The course aims at clarifying both the differences between Christian and ancient ethics and the contrast between Catholic and Lutheran theological ethics. Faith, hope, and charity being regarded as the classical theological virtues, it deals with Aquinas's and Kierkegaard's treatment of these theological virtues. We will read the first treatise in the *Secunda secundae* of Aquinas's 'Summa theologiae' as well

as Kierkegaard's 'Fear and Trembling' and 'Deeds of Love', analyze the arguments, the literary form of the texts, the connections with the overall view of the two philosopher-theologians and the historical position of the texts.

GE 43400. Max Kade Seminar

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

This is a seminar that is taught every spring by a distinguished Professor of German from Germany.

GE 43439. Goethe's Lives

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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

(3 -0- 3)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

This seminar offers a look into the rich and varied body of literature written by German-speaking women from the Enlightenment to today. The course examines a significant constellation of texts and addresses the major literary periods, authors, and issues of the time period under study. The texts we read will span centuries and historical moments as well as represent various genres, such as: drama, poetry, novella, short story, memoir, letters, and interviews. Vocabulary and concepts central to the analytical and critical discussion of the primary texts within their social, historical, cultural and intellectual contexts will be introduced in secondary source readings and clarified in short lectures. The classroom format will be centered upon student discussion of both primary and secondary texts. The ultimate goal of the course is to familiarize students with the basic techniques of approaching and interpreting texts from a feminist/gendered point of view. Some of the questions/issues we will address this semester include the following: What is feminist literary criticism? What are its advantages and disadvantages of it as a tool for examining literature by women? Can we identify specifically female literature and themes? Should we? Do women authors have a particular "female" language or narrative perspective? Is there a feminine aesthetic? In what ways is gender a social construct? Are the works by these women in the traditional German canon? Why or why not? What influence do ethnicity, class, sexual orientation, age, marital status, religion and other social categories have on the writings of these women? What influence have historical circumstances (work, women's rights, etc.) had on the creative work of women?

GE 47498. Special Studies

(V -0- V)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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)

Prerequisite: GE 30102 or GE 30103 or GE 30104 or GE 30105 or GE 30107 or GE 30108 or GE 30204

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 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)

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.

RU 10101. Beginning Russian I

(4 -0- 4) Gillespie; Peeney

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; Peeney

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) Marullo

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) 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 nineteenth and twentieth-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 30103. Literature of the Russian Revolution, 1900–1925, (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 thirty years of the twentieth 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 antiutopian 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 twentieth 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 antiutopian 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, 1927–1990, (in English)

(3 -0- 3) Marullo

No prerequisite.

This course is an intensive survey of long and short fiction, focusing on the attempts of Russian writers to protest almost seventy-five years of Soviet totalitarianism, and to assert the freedom and dignity of the individual both in their country and in modern life. Readings include: Yury Olesha’s *Envy* (1927), Fyodor Gladkov’s *Cement* (1927), Vladimir Mayakovsky’s *The Bedbug* (1928–1929) and *The Bathhouse* (1930), Mikhail Bulgakov’s *The Heart of a Dog* (1925) and *The Master and Margarita* (1928–1940), Boris Pasternak’s *Doctor Zhivago* (1957), Abram Sinyavsky-Tertz’s *The Trial Begins* (1960), Valery Tarsis’s *Ward 7* (1965), Alexander Solzhenitsyn’s *One Day in the Life of Ivan Denisovich* (1956) and *Cancer Ward* (1968), and Vladimir Voinovich’s *Moscow 2042* (1987). Topics to be

considered are the content and method of “dissidence”; the struggle between artists and politicians over the role of art in life; the “new” Soviet hero and heroine; the “lost” man and woman of the twentieth century; the conflict between city and country; the nature of “imprisonment,” “liberation,” and “exile” (physical, social, and spiritual); the form and function of socialist realism, anti-utopian themes, psychological investigation, and the grotesque; the yearning for “old” Russia; and the critique of modernity and post-modernity and its implications for humankind.

RU 30105. Russian Devils (In English)

(3 -0- 3) Marullo

No prerequisite.

This course is an intensive, in-depth survey on demons and demonology in Russian fiction in both the medieval and modern periods. Works include: *The Tale of Savva Grudtsyn*, Mikhail Lermontov’s “Demon” (1841), Nikolai Gogol’s *Evenings on a Farm Near Dikanka* (1831–1832), “Vii” (1835), “The Portrait” (1835), and “Nevskii Prospekt” (1835), Fyodor Dostoevsky’s *Devils* (1872) and *The Brothers Karamazov* (1880), Leo Tolstoy’s “The Devil” (1890), Fyodor Sologub’s *The Petty Demon* (1907), Andrei Belyi’s *Petersburg* (1913), Mikhail Bulgakov’s *The Master and Margarita* (1940–1967), and Venedikt Erofeev’s *Moscow to the End of the Line* (1969). Topics to be considered are: the nature and personality of the devil (physical, supernatural, psychological, and existential; romantic, real, modern, and post-modern); his departure from archetypal models, images, and ideas (folk and religious); his views on art and truth, heaven and hell (political, social, economic, philosophical, and theological); his plans of action for country and city, for men, women, and children, and for aristocrats, peasants, teachers, philistines, and politicians; his stances toward God, church, saints and sinners; his pendants for mischief, chaos, evil and good; and his messages for society and humankind. Additional questions are: how do men and women regard the Evil One? Is he feared, admired, imitated, or ridiculed? Is he seen as an imp, a clown, a tempter, a trickster, a teacher, a savior, a fallen angel, a figment of the imagination, or the voice of conscience and morality? Is he regarded as good, bad, indifferent, redeemable, or damned irrevocably? Is he deemed as vital as God for the well-being of church, society, and the world? Requirements include daily readings and discussions, and short papers on assigned topics and oriented towards “problem solving.” There will also be a final examination/project.

RU 30201. Dostoevsky (in English)

(3 -0- 3) Marullo

No prerequisite.

Dostoevsky in English is an intensive, in-depth survey of the major long and short fiction of one of the world’s greatest and most provocative writers. Readings include: *The House of the Dead* (1862); *The Notes From the Underground* (1864); *Crime and Punishment* (1866); and *The Brothers Karamazov* (1879–80). Topics to be discussed: the evolution of the Dostoevskian hero and heroine within the context of the writer’s fiction, as well as within the social and literary polemics of the age; the content and method of both “urban” and “psychological” realism; the interplay of “patriarchal,” “matriarchal,” and “messianic” voices; the dynamics of Russian soul and soil; the conflict between city and country, “old” and “new,” Russia and the West; the influence of the “saint’s tale,” the “family chronicle,” the “detective story,” and the genres of journalism and drama on Dostoevsky’s writing; and the writer’s political, theological, and epistemological visions, in particular, his distrust of behavior (i.e., co-dependency, sadomasochism, sexual perversion, and the like); and his endorsement of so-called “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 30302. Art, Otherworldliness, and Morality in the works of Vladimir Nabokov

(3 -0- 3) Peeney

No prerequisite.

This course bridges the gap between the "Russian Nabokov" and the "American Nabokov." All of the readings in this course are in English and no knowledge of Russian is required, but the majority of the readings are translations of Nabokov's Russian-language works. Your study of Nabokov as a celebrated émigré novelist writing in Russian in the 1920 and 30s will contextualize his second career as an American author and enrich your further study of his English-language novels. Starting with the small yet significant task of learning to pronounce his name correctly (alas, The Police got it wrong in their 1980 hit «Don't Stand So Close to Me»), your knowledge and reading of Nabokov will grow in increasing depth and complexity over the course of the semester. The climactic novel of the semester is Nabokov's final Russian novel, *The Gift*, which is arguably his greatest novel ever (yes, even better than *Lolita* or *Pale Fire*). The final text for study, his *American Phin*, written in tandem with *Lolita*, serves as our example of Nabokov's prose after his transition to English. The central themes for this course are derived from the arc of inquiry in Nabokov scholarship, concerning Art (and artifice), Otherworldliness (also termed "potustoronnost,") and Morality (an area of recent interest after years of claims that Nabokov's works are amoral and/or immoral). These trends in scholarship occurred, more or less, successively, but we will consider all the themes simultaneously in each text. In addition to becoming a proficient reader of Nabokov's challenging and fascinating fiction, you will develop and hone your critical reading skills, as well as gain competency in major areas of inquiry in literary studies, especially narrative strategies, inter-textuality, and metafiction.

RU 30510. 1000 Years of Russian Culture (in English)

(3 -0- 3) Gillespie

No prerequisite.

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 30531. Art into History: Reading the Art of Medieval Byzantium (in English)

(3 -0- 3) Barber

No prerequisite.

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 which 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.

RU 33301. Brothers Karamazov (in English)

(3 -0- 3) Gasperetti

No prerequisite.

A multifaceted investigation into the philosophical, psychological, theological, and political determinants of Dostoevsky's most complex novel. Discussions highlight a variety of themes, from the author's visionary political predictions and rejection of materialism to his critique of rationalism and mockery of literary convention.

RU 33302. Saint Petersburg: Myth and Reality

(3 -0- 3) Gasperetti

No prerequisite.

From its inception in 1703 on the banks of the Neva River, St. Petersburg has embodied Russia's search for a national identity. Founded by Peter the Great as Russia's "Window on the West," it has been championed by those who wished to ally Russia more closely with Western Europe and vilified by those who viewed such a connection as the undoing of native Russian culture. Starting in the early 19th century, St. Petersburg developed a rich tradition of writers, artists, composers, dancers, and filmmakers who focused on the question of the city's dual nature within Russian society. Over the course of a semester, we will use this rich artistic heritage to investigate both the myth and reality of St. Petersburg and how

they reflect Russia's uneasy relationship with the West. Which political, social, and cultural values did the Russians appropriate from the West? How did this lead to the modernization of Old Russian culture? What is the "Russian soul"? What impact did revolution (1917) and war (World War II, or as the Russians call it, "The Great Fatherland War") have on the Russian psyche? In seeking answers to these questions, we will read and view some of the greatest works of art produced in the 19th, and 20th centuries. Areas to be covered include literature (Pushkin, Gogol, Dostoyevsky, Bely, Blok, Mandelstam, Akhmatova, and Zamyatin), painting (Repin, Surikov, Malevich, Kandinsky), and film (Eisenstein.). Artistic works will be supplemented with historical accounts, eyewitness reporting, memoir, and documentary footage.

RU 33450. Progress, Prosperity, (In)Justice: The Plight of the Individual in 19th 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, in the transitional years (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. Short readings supplement the film component of the course. Film screenings optional; films will also be available on reserve.

RU 40041. Introduction to Applied Linguistics

(3 -0- 3) Askildson

No prerequisite.

This course will introduce students to the properties of language and their systematic study via linguistic inquiry. Specifically, the origins and mechanisms of linguistic knowledge will be examined alongside the componential units of syntax, morphology, phonology and semantics. The course will further introduce students to applied linguistic study with an emphasis on second language acquisition and the integration of sociocultural knowledge within this process. Students will complete this course with a greater understanding of the nature of language and the mechanisms whereby it is acquired, conceptually represented and produced.

RU 40101. Advanced Russian I (in Russian)

(3 -0- 3) Peeney; Gillespie

Prerequisite: RU 20102

This course is designed to significantly improve students' comprehension and self-expression skills in Russian, serving as a preparation for Russian literature courses

in the original. The course will include an intensive review of Russian grammar; Russian stylistics, syntax, and grammar at the advanced level; reading and analysis of a wide range of 19th-century Russian literary texts; writing essays in Russian; and extensive work on vocabulary building and advanced conversation skills.

RU 40102. Advanced Russian II (in Russian)

(3 -0- 3) Peeney; Gillespie

Prerequisite: RU 40101

Continuation of Advanced Russian I. This course is designed to significantly improve students' comprehension and self-expression skills in Russian, serving as a preparation for Russian literature courses in the original. The course will include an intensive review of Russian grammar; Russian stylistics, syntax, and grammar at the advanced level; reading and analysis of a wide range of 20th-century literary texts (including fiction, poetry, interviews, songs, and newspaper materials); writing essays in Russian; and extensive work on vocabulary building and advanced conversation skills.

RU 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. *Prerequisite:* RU 20101.

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 43115. Russian Short Story in Russian

(3 -0- 3) Marullo

Prerequisite: RU 40102

A representative sampling of Russian short stories in Russian from both the nineteenth and twentieth centuries. Writers include Pushkin, Dostoevsky, Tolstoy, Chekhov, Bunin, and Gorky; as well as Zoshchenko, Olesha, Inber, Aksyonov, Kazakov, and Paustovsky. Examination of texts; review of grammar and everyday vocabulary and structures; introduction of more advanced idioms and lexicon; daily oral and written assignments. The course is designed to strengthen confidence and skills in reading, speaking, and understanding through increasingly complex and sophisticated narratives.

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 43206. Tolstoy (in Russian)

(3 -0- 3) Gasperetti

Prerequisite: RU 40102

This course samples Tolstoy's novellas, short stories, and folktales with excerpts from the major novels. Themes include Tolstoy's Realism, his critique of the institutions of church and state, his philosophy of nonviolence, and the impact of his religious "crisis" on the latter half of his literary career. *Prerequisite:* RU 40102 or permission of the instructor.

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

(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 19th and 20th Century Russian Literature

(3—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

(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 one page report summarizing each event and what they learned from it.

RU 47101. Area Studies Thesis Research and Writing I

(3 -0- 3)

Fall semester research in Russian and East European area studies. By the end of the semester, the student will be expected to produce an annotated bibliography of sources, a thesis statement, and an outline/proposal for the research project as a whole.

RU 47102. Area Studies Thesis Research and Writing II

(3 -0- 3)

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

(3 -0- 3)

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 ten pages of the thesis by the end of the semester.

RU 48420. Honors Thesis Research and Writing II

(3 -0- 3)

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).

Romance Languages and Literatures

LLRO 10101. Beginning Quechua I

(4 -0- 4) Maldonado Gome

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 10601. Opera

(0 -0- 0)

An introduction to Opera.

LLRO 13186. Literature University Seminar

(3 -0- 3) Ibsen MacKenzie

An introduction to the seminar method of instruction, emphasizing the analysis of literary texts.

LLRO 20650. An Evolution of Comic Trends in French Cinema during the Twentieth and Twenty-First Centuries

(1 -0- 1)

This course is intended for students who have an interest in French Cinema. It will introduce films representative of different comic veins: slapstick, black humor, parody, and wit. The main line is the evolution of French comedy during the twentieth and twenty first centuries from a filmic point of view. Films will be reinserted in their social, historical, and intellectual contexts, the goal being for students to have a better understanding of what is laughable from a French point of view. The format of the course includes both lectures and discussions around films screened during the semester. Conversations will be lead in English. No previous knowledge about cinema is required.

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 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 one-credit course opened to the Notre Dame students. This film series will allow the students to explore the cultural, historical and also ideological or political dimensions of humor.

LLRO 30650. Racialization in the U.S. and Brazilian History

(3 -0- 3)

This course will consider the processes that have caused aspects of society to be racialized, or labeled with racial meanings, symbolisms, and/or identities. The class will focus on, but will not be limited to, "black" racialization. We will examine how racialization has shaped the human experience in the largest ex-slaveholding nations of the Americas—the United States and Brazil. Our goal is to understand the ways in which not only people are racialized, but also communities, geographical regions, nations, cultural production (such as music), behavior, labor, and gender, to name a few. With these two nations as our case studies, the class will explore the dynamic nature of racialization, focusing on the impact that space and time has had on the way we identify and live race.

LLRO 37000. Special Studies: Quechua

(1 -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

LLRO 40041. Introduction to Applied Linguistics

(3 -0- 3)

This course will introduce students to the properties of language and their systematic study via linguistic inquiry. Specifically, the origins and mechanisms of linguistic knowledge will be examined alongside the componential units of syntax, morphology, phonology and semantics. The course will further introduce students to applied linguistic study with an emphasis on second language acquisition and the integration of sociocultural knowledge within this process. Students will complete this course with a greater understanding of the nature of language and the mechanisms whereby it is acquired, conceptually represented and produced.

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, 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 40110. Dante's Italy: Italy in the Middle Ages

(3 -0- 3) Milani

It is difficult to understand the works of Dante or Giotto without having some knowledge of the Italy of their times. The course will provide an introduction to the economic, social, political and cultural history of Italy from about 1050 to 1350 with particular focus on the communal cities of the center and north peninsula. Among the topics to be covered there will be: the growth of rural economy, the emergence of an urban class of knights, the commercial revolution, the rise of city communes, the mechanisms of government, the internal conflicts, the diplomatic and military relations between cities and other powers. Each topic will be introduced through formal lectures, and then illustrated through the reading of primary sources and chronicles in translation, images, and scholarly papers. In this way the course will also act as a discussion on how historical developments can be reconstructed from the analysis of medieval documents and modern research.

LLRO 40114. Dante's Divine Comedy: The Christian Universe as Poetry

(3 -0- 3) Baranski

This course explores the work of Dante's *Divine Comedy*, looking at the Christian universe as poetry. Taught in English

LLRO 40116. Dante II

(3 -0- 3) Moevs

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.

LLRO 40125. King Arthur in European Literature

(3 -0- 3)

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 Lançalot, Tristán), German (Hartmann von Aue, Gottfried von Strassburg), and Italian (La Tavola Ritonda, Tristan Panciatichiano).

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 40233. Machiavelli NOW

(3 -0- 3)

In this seminar we will approach Machiavelli through the careful study of his major works, read against the background of the political crisis of the Italian Renaissance, and with particular attention to their resonance for subsequent political analyses of the condition of modernity. Reading will include: *On the method of dealing with the Rebellious Peoples of Valdichiana; A Description of the Methods Adopted by the Duke Valentino when Murdering Vitellozzo Vitelli, Oliverotto da Fermo, the Signor Pagolo, and the Duke di Gravina Orsini, The Prince, Mandragola, Belfagor, the Discourses on the First Decade of Livy, and the Dialogue on the Language*. The course will be offered in English.

LLRO 40520. Contemporary European Cinema

(3 -0- 3) Morel

Corequisite: LLRO 41520

As in French literature, there is a long history in French cinema of depictions of poverty. The working class, the lives of the working poor, the homeless and other "vagabonds" make frequent appearances in films from France. Nevertheless, many film critics point out that, with few exceptions, the theme of poverty disappeared from the screens for a while, especially during the 1970s and '80s, when the economic crisis arose. Things started to change slightly toward the end of the '80s, but it wasn't until recently that something significant happened in French cinematic production: in the past several years, poverty has made a strong and remarkable comeback. From comedies to socially engaged feature films and documentaries, there is now a wave of films depicting a new form of poverty: a "systemic poverty" that affects every social category. The acclaimed *Une Vie Meilleure* by Cédric Kahn and *Louise Wimmer* by Cyril Mennegun are probably the best examples of this trend; both films, released at the end of 2011 and beginning of 2012 respectively, are breaking the cliché of a French cinema often seen by critics as too "bourgeois," self-centered, apolitical and unaware of the world's challenges. Poverty is obviously not a topic limited to French cinematic production, and in this course we analyze the prolific French creation alongside films from other European countries (Italy, UK, Belgium). We try to distinguish among different periods represented in these films, and we seek both commonalities and differences among these cinematic works. We will watch and analyze a selection of pertinent films while reading critical texts on the subject, such as, for example, Pierre Bourdieu's famous book on the *Misère du Monde* ("The Weight of the World: Social Suffering in Contemporary Society"). We will also welcome the French filmmaker Cyril Mennegun to our class, or at the very least, we will organize a Skype discussion with him on his 2012 film, *Louise Wimmer*.

LLRO 40542. Comedy, Italian Style!

(3 -0- 3)

Corequisite: LLRO 41542

An exploration of comic traditions in Italy: the popular film genre known as "comedy Italian style" is analyzed in its historical development in the 1950s and 60s, together with Italian film comedies from the silent period through the present. Roberto Benigni's new film version of *Pinocchio*, for example, released in the United States in December of 2002, extends a long line of comic genius. The commedia dell'arte, Goldoni's comedy of manners, and the political farce of Nobel Prize winner Dario Fo provide further examples of a comic tradition that continues to be a vital force of aesthetic pleasure and political comment.

Requirements include attendance at mandatory film screenings, participation in class discussions, a number of short papers, and midterm and final exams. The class will be conducted in English.

LLRO 40545. Italian National Cinema

(3 -0- 3)

Corequisite: 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.

LLRO 40548. Italian Cinema: Realities of History

(3 -0- 3) Baranski

This course explores the construction and development of the Italian cinematic realist tradition from the silent era to the early 1970s, although its primary focus is on the period 1934–1966, which stretches from the appearance of Blasetti’s openly fascist “historical” reconstruction, *La vecchia guardia*, to Pasolini’s “eccentric” exercise in Left-wing commitment, *Uccellacci e uccellini*, with its mix of expressionist and hyper-realist techniques. At the centre of this period are found some of Italy’s most highly regarded films made by directors, such as Vittorio 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 film-makers, 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)

In this course, the full title of which is Taking Liberties: From Book to Libretto, or French Literature Goes to the Opera and which may be taught in either French or 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) and *Don Giovanni* (Mozart); *Manon Lescaut* (Prévost/Puccini), *Carmen* (Mérimée/Bizet).

LLRO 41520. Contemporary European Cinema—Lab

(0 -0- 0)

Corequisite: LLRO 40520

Certain films will be viewed for further discussion in class.

LLRO 41542. Comedy, Italian Style! Lab

(0 -0- 0)

This is the lab component of the course LLRO 40542.

LLRO 41545. Italian National Cinema Lab

(0 -0- 0)

Corequisite: LLRO 40545

Conducted in English, this is the lab component of the course which 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 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.

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 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) Escoda-Risto

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) Martin McDowell

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) McDowell Werner

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) Werner

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 20215

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 20215 or CEFR for min. score of 401 or ROFR 27500

This course is designed to further develop the student's conversational skills and grasp of a wide variety of styles and registers in French. Spoken French will be practiced through various types of classroom activities and assignments. Emphasis will be on topics of current interest.

ROFR 20305. French Through Acting

(3 -0- 3)

Prerequisite: ROFR 20202 or ROFR 20215

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

(3 -0- 3) 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, audio tapes, 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 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 (LAC) 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 LAC 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 LAC 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 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 have dealt with French representations of the USA, regional French identities, Contemporary Women Writers between France and Algeria, Exploring the concept of National identity.

ROFR 30310. The Art of Interpretation

(3 -0- 3) MacKenzie

Prerequisite: ROFR 20202 or ROFR 20300 or ROFR 27500 or ROFR 30320 or ROFR 20215

Students of "Analyze This!" will learn how products of French culture from a variety of epochs combine timeless traditions with the utmost modernity. Focus is on skills of close textual analysis for study of poetry, prose, theater, film, journalism, advertising, and allied works of popular culture.

ROFR 30320. Advanced Composition: The Art of Writing

(3 -0- 3) Askildson

Prerequisite: (ROFR 20202 or ROFR 20300 or ROFR 27500 or ROFR 30310) or CEFR for min. score of 501 or ROFR 20215

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 1900–1967

(3 -0- 3)

This course will examine the parallel and related evolutions of theater and film from the beginning of the twentieth 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. Conducted in French. Prerequisites: by placement, 200-level French course or equivalent, or by permission. Requirements: one oral presentation, two papers, final examination.

ROFR 30710. Overview of French Literature and Culture I

(3 -0- 3) Douthwaite

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 "Language and Literature" majors are required to take this sequence, or equivalent advanced courses. "Language and Culture" majors are required to take one literature survey. Students are expected to have already taken ROFR 30310 or ROFR 30320 or to take one of them concurrently with a survey class.

ROFR 30720. Overview of French Literature and Culture II

(3 -0- 3) Perry

Prerequisite: ROFR 30310 or ROFR 30320

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 30320 or ROFR 30710 or ROFR 30720

It has often been said that the twentieth 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 which 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 30932. Politics of Fiction, Fictions of Politics

(3 -0- 3)

Prerequisite: ROFR 30310 or ROFR 30710 or ROFR 30720

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 (LAC) 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 LAC 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 LAC 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 37500. Contemporary Issues, Past and Present

(3 -0- 3)

Prerequisite: ROFR 30310 or ROFR 30320

This advanced 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 cultures at the advanced level. Recent courses have included topics such as Film and Literature, and Warrior Writers and Other Fighters.

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 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 40222. Music and Lyrics of the French Renaissance

(3 -0- 3)

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, Hélienne de Crennes, Marguerite de Navarre, Louise Labé, and Pernelle Du Guillet. Taught in French.

ROFR 40300. Reading Versailles

(3 -0- 3)

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. 17th-Century French Theater

(3 -0- 3)

A study of major works by Corneille, Racine, and Molière.

ROFR 40411. A Revolution in Fiction

(3 -0- 3)

This interdisciplinary seminar explores diverse facets of revolutionary culture, including politics, religion, art history, cuisine, fiction and films to better understand the events and their impact on French fiction from the 18th century to the present.

ROFR 40431. God, the gods, and Good and Evil in Classical French Literature

(3 -0- 3)

In this course our truck will be with works from the 17th and early 18th centuries in which human motivation and action are seen as extensions or consequences of divine intervention. We will be looking both at fictional and non-fictional works. Taught in French.

ROFR 40581. Islam in Contemporary French and Francophone Fiction and Film

(3 -0- 3)

Through recent novels and films by Francophone artists 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 writers such as 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), and Chahdortt Djavann from Iran (*La Muette*, 2008). We will also view films such as *Le Grand Voyage* by Ismaël Ferroukhi (2004), *Bab Aziz, le Prince qui contemplait son âme* by Nacer Khemir (2005), and one or two others from the North African film festival that will take place at Notre Dame in the fall. Apart from their aesthetic merits that call for examination and appreciation, these works raise key issues in our world today, including exile, immigration,

post colonialism, the Iraq war, Islamic extremism, gender and social disparities, and various forms of violence. They also demonstrate intriguing attempts to engage Western audiences. Class taught in French.

ROFR 40590. Global France: 50 Years of Film as Text

(3 -0- 3)

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 40633. Masters of Nineteenth-Century French Fiction

(3 -0- 3) Toumayan

An analysis of major works of French fiction by some of the most prominent writers of the 19th-century including Balzac, Stendhal, Flaubert, and Zola. Some common themes that will be considered comprise: the individual's struggle against society, the education of the hero, the role of history, and the struggle for justice. The aesthetic schools of Romanticism, Realism, and Naturalism will be examined in relation to specific representative novels.

ROFR 40635. Phantasmes et fantastique: 19th Century Short Story

(3 -0- 3) Toumayan

This course will focus on the development of the genre of short narrative during the nineteenth 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 40731. Difference and Dissidence in French Fiction from the 20th Century to the Present

(3 -0- 3)

This course will study the evolution of French literature from the early 20th century to the present through the lens of unconventional fiction by André Gide (*L'Immoraliste*, 1902), Marcel Proust (*Un amour de Swann*, 1913), Colette (*Chéri*, 1920), Georges Bernanos (*Sous le soleil de Satan*, 1929), Albert Camus (short stories from *L'Exil et le royaume*, 1957), Marguerite Duras (*L'Amant*, 1984), Amélie Nothomb (*Acide sulfurique*, 2005), and Éric-Emmanuel Schmitt (*Ulysse from Bagdad*, 2008).

ROFR 40732. Politics of Fiction, Fictions of Politics

(3 -0- 3)

This course will examine a variety of French literary works from the 18th and 20th centuries that portray aspects of revolt, engagement, and resistance. From Voltaire and Victor Hugo to Simone de Beauvoir, from Jacques Derrida to Amélie Nothomb, readings will focus on the interactions of politics and literature.

ROFR 40830. Francophone Picaresque

(3 -0- 3)

This course will focus on Francophone novels that depict movement, particularly in the form of travel. We will read in chronological order works by writers from the Caribbean, Sub-Saharan Africa, and the Maghreb in an examination of the ways in which movement to and from (as well as within) the country of origin is addressed over time. A recurring theme will be the "return" to the country of origin after a stay in the French metropole.

ROFR 40831. World Literature in French

(3 -0- 3)

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)

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, psychopathic crime, and the critique of French cultural values. through the most recent fiction by French and Francophone writers such as Tahar Ben Jelloun (*Partir*, 2006), Chahdortt Djavann (*Comment peut-on être français?*, 2006), Yasmina Khadra (*Les Sirènes de Bagdad*, 2006), J.-M.G. Le Clézio (*Ourania*, 2006), Andréï Makine (*L'Amour humain*, 2006), Alain Mabanckou (*Mémoires de porc-épic*, 2006), and Amélie Nothomb (*Journal d'Hirondelle*, 2006).

ROFR 40836. Women's Voices in French Prose from the Twentieth Century to the Present

(3 -0- 3)

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 Régner), Colette, Simone de Beauvoir, Anne Hébert, Marguerite Duras, Sylvie Germain, Amélie Nothomb, and essays in French feminist criticism.

ROFR 40850. Paris cosmopolite: Globalization, Immigration, and Translation in Francophone Literature and Film

(3 -0- 3)

In this course we examine contemporary literary and cinematographic representations of Paris that take into account the ever-evolving "face" of the French capital city. We focus especially on the multicultural, multilingual nature of Paris today, thanks to globalization and the important waves of immigration that have contributed to a very cosmopolitan urban center. We look closely at the ways different cultures, customs, religions, and languages are translated into the text and onto the screen in recent works by such authors and filmmakers as Merzak Allouache, Bessora, Maryse Condé, Michael Haneke, Alain Mabanckou, and Leïla Sebbar.

ROFR 40851. Islam in Contemporary French and Francophone Fiction and Film

(3 -0- 3) Perry

Through recent novels and films by Francophone artists 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 writers such as 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), and Chahdortt Djavann from Iran (*La Muette*, 2008). We will also view films such as *Le Grand Voyage* by Ismaël Ferroukhi (2004), *Bab Aziz, le Prince qui contemplait son âme* by Nacer Khemir (2005), and one or two others from the North African film festival that will take place at Notre Dame in the fall. Apart from their aesthetic merits that call for examination and appreciation, these works raise key issues in our world today, including exile, immigration, post colonialism, the Iraq war, Islamic extremism, gender and social disparities, and various forms of violence. They also demonstrate intriguing attempts to engage Western audiences. Class taught in French.

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) and *Don Giovanni* (Mozart); *Manon Lescaut* (Prévost/Puccini), *Carmen* (Mérimée/Bizet).

ROFR 41590. French Theatre Production

(1 -0- 1)

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 is 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 47500. Timelessness and Modernity

(3 -0- 3)

This advanced 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 cultures. This new course includes topics such as Film and Literature, and Warrior Writers and Other Fighters, Versailles, Then and Now, or The Woman of the Renaissance and Beyond, or Medievalism, Then and Now, or Revolutions.

ROFR 48000. Senior Thesis

(3 -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.

ROFR 53000. Senior Seminar

(3 -0- 3) Douthwaite

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) Giunta

Prerequisite: ROIT 10101 or ROIT 14101

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

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) Keyes

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 motivated students and is especially useful for those planning to study abroad.

ROIT 20201. Intermediate Italian I

(3 -0- 3) Keyes; Vivirito

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) Blad

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 20300. Let's Talk Italian

(1 -0- 1) Lenzi-Sandusky

Prerequisite: ROIT 20201

This mini-course in Italian offers both informal and structured conversation practice. Conversation on Italian politics, society, and culture will be based on authentic materials. This course meets one hour per week for group discussions on contemporary issues and with guest speakers. Conducted in Italian. Recommended for students returning from Italy.

ROIT 20610. Fascism and Resistance

(3 -0- 3)

Why did European civilization in the twentieth century give rise to the worst killing fields the world had ever seen? Why did liberal democracy give way to malignant totalitarianism? Why did Italy, France, Germany, and Spain become 'ground zero' in an ideological battle that would shape the world order for decades? This course will examine the cultural crises that brought about the Fascist epoch, as well as the philosophical rationale of those who fought back. We will ask the big questions: Was barbarism a necessary outgrowth of civilization? Can an individual resist the dominant tides of culture and country when they become destructive? Can imaginative literature and film really expect to change the world? We will consider the relationship between culture and power through the study of some of the most famous novels of the tumultuous era of Italian Fascism and Resistance. These will include Alberto Moravia's *Time of Indifference*, Giorgio Bassani's *Garden of the Finzi-Contini*, Primo Levi's *Survival in Auschwitz*, Elio Vittorini's *Conversations in Sicily*, Cesare Pavese's *The Moon and the Bonfires*, and Italo Calvino's *The Path to the Spider's Nest*. We will also examine these themes beyond Italy, looking at the feeling of crisis that spread throughout Europe, from Paul Valéry's *The Crisis of the Spirit*, to Johan Huizinga's *In the Shadow of Tomorrow*, Jorge Ortega y Gasset's *The Revolution of the Masses*, to T.S. Eliot's *Notes Towards the Definition of Culture*. In addition, we will examine reflections of Fascism and Resistance in the cinema, with films including Alessandro Blasetti's *Vecchia guardia*, Roberto Rossellini's *Rome, Open City*, and Bernardo Bertolucci's *Spider's Stratagem*.

ROIT 20655. Italy through Cinema

(1 -0- 1)

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)

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 (LAC) 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 LAC 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 LAC 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 & Culture, Italian Mass Media, Media & Culture, Attitude: Italian Style, Italian society Today.

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, 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 30207. Survey of Italian Renaissance Art

(3 -0- 3) Rosenberg

This course will examine the painting, sculpture and architecture produced in Italy from the very end of the twelfth through the beginning of sixteenth 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.

ROIT 30300. Let's Talk Italian Advanced

(1 -0- 1)

Prerequisite: ROIT 27500 or ROIT 20215 or ROIT 24202 or ROIT 30310

This mini-course in Italian meets one hour per week for group discussions on varied contemporary issues in Italian culture, society, and politics. Conducted in Italian. Recommended for students in their third or fourth year of Italian.

ROIT 30310. Passage to Italy: Textual Analysis and Advanced Grammar

(3 -0- 3) Moevs

In this fifth-semester course you learn to analyze and understand works drawn from the major literary and artistic genres (lyric poetry, prose, theatre, epic, novel, film, opera, contemporary song). At the same time you will review and consolidate your grasp of the Italian language at an advanced level.

ROIT 30620. Italian Baroque Survey: Caravaggio to Guarini

(3 -0- 3)

This course surveys Italian painting, sculpture and architecture of the seventeenth century, a period which 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. 3 credits.

ROIT 30711. Medieval-Renaissance Italian Literature and Culture

(3 -0- 3) Moevs

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, Petrarca, 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) Welle

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)

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 32300. 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 (LAC) 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 LAC 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 LAC 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 40114. Dante's Divine Comedy: The Christian Universe as Poetry

(3 -0- 3) Baranski

This course explores the work of Dante's *Divine Comedy*, looking at the Christian universe as poetry. Taught in English

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) Moevs

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 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 and Rime, and on its ripest fruits: Boccaccio's realistic paintings of happy and unhappy loves in days fourth and fifth 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, 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 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 towards the major as an Italian Studies course.

ROIT 40233. Machiavelli NOW

(3 -0- 3)

In this seminar we will approach Machiavelli through the careful study of his major works, read against the background of the political crisis of the Italian Renaissance, and with particular attention to their resonance for subsequent political analyses of the condition of modernity. Reading will include: *On the method of dealing with the Rebellious Peoples of Valdichiana*; *A Description of the Methods Adopted by the Duke Valentino when Murdering Vitellozzo Vitelli, Oliverotto da Fermo, the Signor Pagolo, and the Duke di Gravina Orsini*, *The Prince*, *Mandragola*, *Belfagor*, *the Discourses on the First Decade of Livy*, and the *Dialogue on the Language*. The course will be offered in English.

ROIT 40505. Italian National Cinema

(3 -0- 3)

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 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 40521. Pier Paolo Pasolini: Public Intellectual

(3 -0- 3)

This course introduces the student to the Italian writings and films of the Italian author and director Pier Paolo Pasolini as a public intellectual in a European context.

ROIT 40530. Commedia all'italiana

(3 -0- 3) Welle

Taught in Italian, this course explores Italian comic traditions in drama, literature, and film in relation to history, politics, and society from the eighteenth century until today. Authors, directors and performers include Goldoni, Collodi, Marinetti, Pirandello, Fellini, Toto, Calvino, Wertmuller, Fo, and Benigni.

ROIT 40531. Italian Film Stars

(3 -0- 3)

This course traces Italian film stars from their emergence in early cinema to the present day. In addition to film acting style, discourses of national identity, gender, social class, political history and intermediality will be emphasized as they intersect with changing concepts of stardom and celebrity.

ROIT 40548. Italian Cinema: Realities of History

(3 -0- 3) Baranski

This course explores the construction and development of the Italian cinematic realist tradition from the silent era to the early 1970s, although its primary focus is on the period 1934–1966, which stretches from the appearance of Blasetti's openly fascist "historical" reconstruction, *La vecchia guardia*, to Pasolini's eccentric exercise in left-wing commitment, *Uccellacci e uccellini*, with its mix of expressionist and hyper-realist techniques. At the centre of this period are found some of Italy's most highly regarded films made by directors, such as Vittorio 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 40630. The Fantastic in Italian Literature, 18th–20th Centuries

(12 -0- 3)

The literature of the fantastic blurs the boundaries between reality and the imagination. From vampires to doppelgängers, from automata to aliens, Italian literature has a rich and interesting tradition in the genre. This course will explore the development of fantastic fiction in Italy between the eighteenth and twentieth centuries. Through a selection of short stories, we will study the formal features and the main themes of the fantastic, both synchronically and diachronically. The close reading of the texts will be accompanied by historical contextualization and discussion of the key theories of the genre. The course is taught in Italian.

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 40750. Losers, Fools, and Borderliners in Italian Literature and Film

(3 -0- 3) Ferri

Between the 19th and 20th centuries, the *inetto*, or fool, emerges as an exemplary protagonist in Italian literature. The *inetto* embodies the ethical and existential crisis of modern man, who is no longer able to make sense of life in a new society dominated by mass culture, capitalism, and the forces of industrialization. We will examine the figure of the fool in the Italian literature, film, and graphic novel of the past two centuries in order to gain insight on the modern and post-modern Italian spirit.

ROIT 40820. Seminar: Topics in Renaissance Art

(3 -0- 3)

This course will explore artistic trends in Italy after the High Renaissance (ca. 1520) and before the Baroque (ca. 1580) periods. We will begin with the emerging Tuscan painters Pontormo, Rosso Fiorentino, and Domenico Beccafumi, followed by Raphael's Roman heirs, Giulio Romano, Perino del Vaga, and Polidoro da Caravaggio. 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 artists to Genoa, Bologna, Parma, and to the French royal chateau at Fontainebleau. In Rome, the pontificate of Paul III witnessed a flourishing of the arts, politics, and theology. This period is marked by such diverse works as Michelangelo's *Last Judgment* (1536–41) and his frescoes (1542–45) in the Pauline Chapel, Vatican Palace, the decorations (1536–51) in San Giovanni Decollato, Perino's del Vaga's frescoes (1545–47) in the Castel Sant' Angelo, Vasari's murals (1546) in the Palazzo Cancellaria, and Francesco Salviati's frescoes in the Palazzo Ricci-Sacchetti (ca. 1553–54). Attention will also be given to painting and sculpture by Bronzino, Salviati, Cellini, Bandinelli, Vasari, Giambologna, and others working at the Florentine courts of Dukes Cosimo I and Francesco I.

ROIT 40825. 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. This course counts toward the major as an Italian Studies course.

ROIT 40828. 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.

ROIT 40830. Seminar: Caravaggio

(3 -0- 3) Coleman

This seminar is devoted to the art of Michelangelo Merisi da Caravaggio (1571–1610) and his early seventeenth-century followers. We will trace Caravaggio's development from his beginnings in Lombardy to his last years in Naples. Special attention will also be given to the contemporary Roman artistic milieu (notably the Carracci and their followers), as well as the religious, social, and political climate. In addition to a study of contemporary patronage, attention will also be given to Caravaggio's biography and the myth of the artist: as the quintessential gay artist, his antisocial behavior (including murder), apparent paranoia, and "mysterious death," all of which has given rise to a mythology that has lasted to our own day. Caravaggio was such a revolutionary that one scholar asserted, that "if one were to try to reduce Caravaggio's contribution to the history of art to a single sentence, it might be said that he was the only Italian painter of his time to

rely more on his own feelings than on artistic tradition, while somehow managing to remain within the great mainstream of the Renaissance. From this point of view he is an important precursor to Rembrandt and even of modern art.”

ROIT 40910. The Hero's Journey: Adventure Narrative in Italian Literature and Cinema

(3 -0- 3)

Adventure stories are the oldest form of storytelling. Italy has a long standing tradition in adventure fiction and yet this genre has not been analyzed in a comprehensive and systematic way. The course will explore the Italian adventure narrative through the analysis of a wide range of texts—from the Medieval short story to the Renaissance epic poem, from the picaresque novel of the eighteenth century to contemporary films and graphic novels. We will consider the texts and films against their social and cultural background and look at the development of the genre over time. What are the archetypes, conventions, and iconic symbols of the adventure narrative? What is its relationship to myth and history? Who is the hero/adventurer? What do adventure narratives and their heroes/heroines tell us about Italy and Italians?

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 41505. Italian National Cinema Lab

(0 -0- 0)

Corequisite: ROIT 40505

This is the lab component of the course ROIT 40505.

ROIT 41512. Comedy, Italian Style Lab

(0 -0- 0)

This is the lab component of the course ROIT 40512; certain films will be viewed for further discussion in class.

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 48000. Senior Thesis

(1.5 -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.

ROIT 53000. Italian Seminar

(3 -0- 3) Welle

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

(V -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.

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 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

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

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

(2 -0- 2) 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 (LAC) 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 LAC 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 LAC 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 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 (LAC) 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 LAC 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 LAC 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 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 10102.

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

(6 -0- 6) Jancha

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 20215) or CESP for min. score of 394

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 10115

A course of intensive grammar study, reading and writing designed for those who may speak with some fluency but need additional work on their grammar and writing skills. It is most appropriate for students who speak some Spanish in the home but whose primary language is English.

ROSP 20215. Intensive Intermediate Spanish for Study Abroad

(6 -0- 6)

Prerequisite: (ROSP 10102 or ROSP 10115) 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, literary and cultural readings. ROSP 20215 counts as two courses and fulfills the language requirement.

ROSP 20220. Intermediate Grammar and Writing

(3 -0- 3)

Prerequisite: ROSP 20202 or ROSP 20211 or ROSP 20215 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) Ameriks

Prerequisite: ROSP 20202 or ROSP 20220 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) Menes

Prerequisite: ROSP 20202 or ROSP 27500 or ROSP 30320 or ROSP 30310 or ROSP 20237

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) Coloma

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 TELENVELLA: History, Culture, and Student Production

(3 -0- 3)

Prerequisite: ROSP 20202

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) Maldonado Gome

Prerequisite: ROSP 20202 or ROSP 20215 or ROSP 20220 or ROSP 20237 or ROSP 27500

An intermediate Spanish course focusing on Andean Culture and the Inca empire.

ROSP 20810. Community-Based Spanish: Language, Culture and Community

(3 -0- 3) Parroquin

Prerequisite: ROSP 20202 or ROSP 20237 or ROSP 27500 or CESP for min. score of 440

This fifth-semester language and culture course is designed for students who want to improve their communication skills in Spanish and broaden their understanding of the Hispanic world through connecting with the local Spanish speaking community. Each section may focus on different topics, such as health care, education, social services, history of immigration, and intercultural competence. The course has a required Community-Based-Learning component in which students engage with the Latino community through placements in such areas as health care, youth mentoring or tutoring programs, English as a New Language

(ENL) classes, and facilitating educational workshops with parents. In this course, students integrate their service experiences with the academic components of the class through readings, research, reflective writing, and discussion.

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 (LAC) 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 LAC 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 LAC 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 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) or CESP for min. score of 501

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) Anderson Miseres; Olivera-Williams

Prerequisite: ROSP 20237 or ROSP 27500 or CESP for min. score of 600

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.

ROSP 30320. Advanced Grammar and Writing

(3 -0- 3) Ameriks

Prerequisite: CESA for min. score of 600

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-Almendros Vitulli

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) Jerez-Farran

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) Jauregui Miseres

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 Moreno

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 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 (LAC) 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 LAC 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 LAC 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 37725. Studies in Modern Peninsular Spain

(3 -0- 3)

This advanced 300-level course is intended for students who want to further broaden their knowledge and understanding of the Hispanic world through literature, art, film, and other cultural manifestations. Each course focuses on a different aspect of the culture of modern Peninsular Spain.

ROSP 37815. Studies in Early Spanish America

(3 -0- 3)

Prerequisite: ROSP 30320 or ROSP 30310

This advanced 300-level course is intended for students who want to further broaden their knowledge and understanding of the Hispanic world through literature, art, film, and other cultural manifestations. Each course focuses on a different aspect of the culture of early Spanish America.

ROSP 37825. Studies in Mod Spanish America

(3 -0- 3)

Prerequisite: ROSP 27500 or ROSP 30310 or ROSP 30320

This advanced 300-level course is intended for students who want to further broaden their knowledge and understanding of the Hispanic world through literature, art, film, and other cultural manifestations. Each course focuses on a different aspect of the culture of modern Spanish-America.

ROSP 40220. Renaissance and Baroque Poetry of Spain

(3 -0- 3)

A close reading of traditional and Italianate poetry that includes villancicos, romances, and the works of Garcilaso de la Vega, Fray Luis de Leon, San Juan de la Cruz, Gongora, Quevedo, and Sor Juana Ines de la Cruz.

ROSP 40231. Cervantes: Don Quijote

(3 -0- 3)

A close textual analysis of Cervantes' novel in its literary, historical, and cultural contexts.

ROSP 40232. Golden Age Short Novel

(3 -0- 3)

A close reading of traditional peninsular narratives.

ROSP 40233. Troubled Society and Conflicted Love at the Dawn of Modernity: Cervantes and Zayas—Short Novels.

(3 -0- 3) Juarez-Almendros

The aim of this course is to examine the complexities of a highly controlled society as well as the problematic relationships between men and women during the first half of seventeenth century Spain through the artistic imagination of two major writers of short novels, a popular genre in the period. We will first discuss the various ways that Miguel de Cervantes evades, undermines or coincides with social and literary paradigms in his *Novelas ejemplares* (1613). In the second part of the semester we will examine how María de Zayas, in her *Novelas amorosas y ejemplares* (1637) and *Desengaños amorosos* (1647), denounces traditional love relationships and the subjection of women while supporting female creativity and independence.

ROSP 40235. The Picaresque Novel

(3 -0- 3)

An introduction to a unique Spanish genre, the Picaresque novel, or literature of the delinquent, with major focus on Spanish Golden Age masterpieces.

ROSP 40236. Picaresque and Golden Age Autobiography

(3 -0- 3)

A study of major themes, structure and discursive models that give literary shape to autobiographical narratives in early modern Spanish literature. Works to be read in this course include Lazarillo de Tormes, Santa Teresa de *Jesús Libro de la Vida*, Guzmán de Alfarache, *El Buscón*, Alonso de Contreras' *Discurso de mi vida*, *Vida i sucesos de la Monja Alférez*, and some selections by Cervantes. Active student participation in the analysis and discussion of the texts is required. The class will be conducted in Spanish.

ROSP 40240. Spanish Golden Age Theater

(3 -0- 3)

A critical evaluation of representative Golden Age plays, highlighting their major themes, national character, and the strengths and limitations of their conventions.

ROSP 40250. The Baroque in Spain

(3 -0- 3)

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 40420. Modern Spanish Poetry

(3 -0- 3)

A close reading and analysis of the major Spanish poets of late 19th- and 20th-century Spain, with emphasis on Machado, Jimenez, Lorca, Alberti, Guillen, and poets from post-Franco Spain.

ROSP 40422. Love and Desire in Spanish Poetry

(3 -0- 3) Jerez-Farran

Prerequisite: ROSP 30310

The Romantic period, together with the first decades of the twentieth century in Spain have left us with some of literature's most enduring and thought-provoking explorations of the experience of love and desire. The latter period, known as *La edad de plata*, turns the expression of love and desire in unprecedented directions, giving us some of the most powerful and best-known love lyric in the Spanish language at the same time it sets new trends for twentieth-century verse. By way of comparison, we will look at some of the poets of the Spanish canon that give us with much food for thought on this subject matter: Gustavo Adolfo Bécquer, Antonio Machado, Pedro Salinas, Luis Cernuda, Federico García Lorca, Gil de Biedma, Concha Méndez, Brines, and Ana Rossetti among others. We will consider how they differ from lyric both in form and in their approach to the topic of love.

ROSP 40424. Spanish Surrealism seen through the works of Lorca, Dalí and Buñuel

(3 -0- 3)

A close analysis of surrealism in Spanish literature, film and the plastic arts as represented by García Lorca, Luis Buñuel and Salvador Dalí.

ROSP 40505. 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. Taught in Spanish.

ROSP 40520. Recent Spanish Cinema

(3 -0- 3)

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 40535. Images of Masculinity in Spanish Literature and Film

(3 -0- 3)

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 40536. The matriarchate in Spanish film and literature

(3 -0- 3)

Drawing upon the literature and film of the last one hundred years or so in Spain, we will explore archetypal women in the context of matriarchal and patriarchal value systems, with emphasis on the former. Some of the texts to be studied include Galdo's *Doña Perfecta*, Lorca's *La casa de Bernarda Alba*, Carlos Saura's *Cria cuervos*, Almodovar's *Todo sobre mi madre* and Victor Erice's *El espíritu de la colmena*. These representations of the matriarchate will be read against a background of contemporary feminist theories on the subject.

ROSP 40570. Hispanic Caribbean Identity Through Literature and Film

(3 -0- 3)

This course explores the aesthetics and histories of the Hispanic Caribbean through its literature and film.

ROSP 40615. Topics in Colonial Latin American Literature: Imperialism, Colonialism, Humanism

(3 -0- 3)

An in-depth study of a particular theme, author, or genre in colonial Latin American literature.

ROSP 40660. Going Native and the Colonial Imagination

(3 -0- 3)

Tales about Europeans who assimilated to the indigenous appear as early as the Discovery. The "encounter" with the American native, primitive, and "savage" often caused the destabilization of identity for the "civilized." Indeed, one of the first discoveries in the New World was that civilization—just as savagery—was not a definitive but a shifting condition; it was always possible for the civilized to "relapse," to go native. Going native is a metaphor for cultural degeneration and the fall from civilization, where Europeans imagined themselves transformed into "savages," abandoning their inhibitions and their signs of civility and cultural superiority. At the same time, going native also refers to an imaginary return to a state of freedom and happiness, a liberating departure from the restrictions of the normalized parameters of identity. Going native is then both a cautionary and a utopian colonial tale. Using an interdisciplinary and comparative approach, at the intersection of literary criticism, cultural theory, ethics, and anthropology, this course focuses on a selection of ethnographic, historical and literary narratives (Early Modern colonial accounts as well as some modern texts and films) about

conquerors, missionaries, captives, and ethnographers who face the predicament of becoming-other (go native), resisting, suffering or enjoying their own collapse as they surrender themselves to other cultures.

ROSP 40720. Great Spanish American Poets of the Twentieth Century

(3 -0- 3)

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 40764. Jorge Luis Borges and the Ethics of Betrayal

(3 -0- 3) Jauregui

The goals of this class are twofold: 1) an introductory yet focused review of the literary work of renowned Argentine poet, essayist and writer of short stories Jorge Luis Borges (1899–1986); and 2) the literary interrogation of moral, religious, political, and cultural betrayal through a critical survey of Borges' work (poetry, essay and short story) and the study of the fluid relation of his writings with 20th-century philosophy and cultural theory. We intend to explore in his work the fragile discursive boundary that both separates and connects perfidy and fidelity, traitors and converts. This course satisfies the Modern Spanish-American Literature requirement or the 40000-level elective.

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 40767. 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.

ROSP 40768. Working Memories: New Approaches to the 1970s and 1980s in the Southern Cone

(3 -0- 3)

This upper-level seminar aims to analyze the role of memory in the reconstruction of the history of the 1970s and 1980s in the countries of the Southern Cone of Latin America: Argentina, Chile and Uruguay. We will study the different ways in which revolution and dictatorship have been represented in fiction, poetry, testimonials, and films. We will pay special attention to the civilian and military complexities during dictatorship and post-dictatorship, the search for justice, and the ways in which a generation that did not live the events of the 1970s and 1980s re-visits the recent past in order to find answers for their own present. Topics such as nostalgia, trauma, ruins, subjectivities, and gender will be part of our discussions. Thus, theoretical and critical texts on these subjects will also be included. The seminar will be conducted in Spanish. Students who enroll in this seminar will be offered an intensive, academically specialized experience that will seek to improve critical thinking skills, as well as skills in oral expression and writing. Requirements: Students must participate actively. In addition, each student will lead at least one class discussion, write reaction papers and develop two substantial analytical essays.

ROSP 40774. Good Neighbors? Hispanic Caribbean and Central American Literary Representations of the U.S.

(3 -0- 3)

Examines the relationship between the Hispanic Caribbean and Central American nations and United States through readings of texts by authors from Colombia, Cuba, the Dominican Republic, Guatemala, Nicaragua, Puerto Rico, and Venezuela among others.

ROSP 40776. Literature and Popular Culture in Modern Cuba

(3 -0- 3)

In this class we will study a number of aspects of popular culture in the modern Cuban literature.

ROSP 40778. Topics in Spanish-American Literature: Cuban Literature

(3 -0- 3)

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 40875. Migrant Voices: Latino/a Literature Through Service-Learning

(4 -0- 4) Moreno

Prerequisite: ROSP 27500 or ROSP 30310 or ROSP 30320

This course examines the literary production of U.S. Latinos/as. We will read works by Mexican-American, Puerto Rican, Cuban-American and Dominican-American authors paying close attention to the intersection of race, class, and gender issues. The literature studied will serve as a window into the culture of the local Latino community as students engage in service-learning at Casa de Amistad throughout the semester.

ROSP 40876. Race and Ethnicity in U.S. Latino/a Literature

(3 -0- 3) Moreno

In this course, students will examine the key issues of race and ethnicity in U.S. Latino/a literary production, particularly in the works of Afro-Latina/o, Andean-Latina/o (and other Latinos of indigenous descent), and Asian-Latina/o authors. The range of races, ethnicities, and nationalities of the established and emerging authors studied in the course will enhance the students' understanding of the complexity and heterogeneity of that group that we call "Latinos." The course will be divided into three major units: Caribbean, Central American, and South American Latinos. Students will read works by migrants from a range of countries, including Puerto Rico, Cuba, Dominican Republic, Guatemala, El Salvador, Costa Rica, Panamá, Perú, Ecuador, Uruguay and Colombia. This course will have a service-learning component. Students will be required to spend two hours per week volunteering at the local Hispanic community center Casa de Amistad. The course will be conducted in Spanish. Participation, frequent short essays, a journal, midterm, final exam, and final paper will determine the final grade.

ROSP 40877. 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 U.S.

ROSP 40890. From El Barrio to Calle Ocho: The Urban Experience in U.S. Latino/a Literature

(3 -0- 3)

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)

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 40901. Human Rights and Social Justice in Latin America through Literature and Film

(3 -0- 3)

This new course will be structured around geographical areas, with approximately equal time divided among the Hispanic Caribbean, the Andean Region and the Amazon, the Southern Cone, Central America and Mexico. For each class students will read literary texts and related secondary readings that deal specifically with human rights issues such as torture, poverty, economic exploitation, women's and children's rights, racism, religious and cultural oppression, etc. Students will also be required to watch approximately 10 films, all of which will be related to the readings. Reading, lectures, and discussions will be in Spanish.

ROSP 40935. Spanish American Short Story

(3 -0- 3)

A survey of the development of the short-story genre in Spanish America. Close readings of works by representative authors.

ROSP 40955. Gender and Nation in Nineteenth-Century Latin America

(3 -0- 3) Miseres

This course will focus on gender relations and the ways they affect and are affected by national projects and processes in nineteenth-century Latin American literature. We will examine the ways in which literature usually portrays nations as masculine public spaces creating a problematic situation for women who seek active participation into the newly emergent or already existing nation. Nevertheless, we will analyze through both canonical and non-canonical texts from the period that women have always been central to the constructions and reproductions of the nation. Although this course is primarily developed around the nature of the woman-nation relationship, it is not solely about women, for one must understand womanhood as a relational category. Thus, we will explore the ways in which the constructions of nation and nationalisms usually involve very specific notions of manhood as well as womanhood. Our investigations of gender and nation will concentrate in the nineteenth-century but will also deal with the impact of this period on ideas of nation and gender on twentieth-century literature and cultural production. We will use as texts a wide range of materials, from novels, essays, periodicals, testimonial literature and films.

ROSP 40977. Modernization in Latin America: Urban Changes, Technology and Desires at 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).

ROSP 40991. Realism, Imagination, and Social Crisis in Contemporary Mexican Literature

(3 -0- 3)

We will study diverse contemporary themes such as identity, urban chaos, exile, nature, autobiography, and also stressing varied examples of vanguardist techniques in the following novels by Arturo Azuela.

ROSP 40994. Imagining Home from Abroad: Latin American Travelers in Europe and the U.S.

(3 -0- 3)

Prerequisite: ROSP 30310

This course will focus on the concept of cultural encounter and identity formation in the context of the theme of travel. Following a chronological order, we will

explore notions of selfhood and otherness through the reading of nineteenth- and early twentieth-century Latin American travel narratives on Europe and the U.S. We will examine not only how travelers deal with the foreign, but also how the places and cultures portrayed in the texts enable them to express ideas about their personal and national identities. Thus, we will reflect on the political and cultural implications of these stories of contact raising questions on concepts such as gender, “race”, class, imperialism, colonialism and modernity. This course fulfills the modern Spanish American requirement and/or 400-level elective. It is open to both majors and non-majors.

ROSP 41520. Introduction to Spanish Cinema- Lab

(0 -2- 0)

Corequisite: ROSP 40520

This course is the lab component of ROSP 40520.

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 47725. Studies in Modern Peninsular Spain

(3 -0- 3)

This advanced level course is intended for students who want to further broaden their knowledge and understanding of the Hispanic world through literature, art, film, and other cultural manifestations. Each course focuses on a different aspect of the culture of modern Peninsular Spain.

ROSP 47825. Studies in Modern Spanish America: El Caribe en la poesía: de Martí a Martín Espada

(3 -0- 3)

Prerequisite: ROSP 30310

This advanced course is intended for students who want to further broaden their knowledge and understanding of the Hispanic world through literature, art, film, and other cultural manifestations. Each course focuses on a different aspect of the culture of Modern Spanish America. Course taught in Spanish.

ROSP 53000. Senior Seminar

(3 -0- 3) Vitulli

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 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.

Medieval Studies

MI 13185. Philosophy University Seminar

(3 -0- 3) Gersh

Plato on Love and Knowledge: The course is designed to increase the students' ability to read, think, and write about philosophical texts, using a selection of Plato's dialogues as the basic material and using the Platonic doctrines of love and knowledge as guiding themes. The texts to be read include *Phaedo*, *Symposium*, *Republic* (selections), and *Phaedrus*, and students will write short paraphrases, summaries, and commentaries on the assigned passages throughout the course. By the end of the first week, students should have obtained a copy of Hamilton, Edith and Cairns, Huntington (eds.), *Plato, The Collected Dialogues*, New York: Pantheon, 1961 (or a later edition).

MI 20001. The World of the Middle Ages

(3 -0- 3) Constable

Corequisite: MI 22001

The Middle Ages have been praised and reviled, romanticized, and fantasized. Books, movies, and games like *Harry Potter*, *The Lord of the Rings*, *Prince of Persia*, *Assassin's Creed*, and *Game of Thrones* continue to spark our interest in and curiosity about the Middle Ages. Because of these, most of us have some kind of imaginative vision of the Middle Ages. But what were these ten centuries between Rome and the Renaissance really like? What do we mean when we talk about a “Medieval World”? This course will consider major themes and creations of the medieval civilization(s) that grew up in Europe, the eastern Mediterranean, and the Islamic world after the fall of Rome, exploring continuities and changes, war and peace, contacts and separations. We will constantly ask how can we know about the Middle Ages, and what kinds of things can we know, as we examine many types of medieval sources, including literary works, historical texts, religious and philosophical writings, and works of art. We will especially focus on certain kinds of people in medieval history and literature across cultures: rulers, lovers, warriors, traders, and believers. This course will constitute an extended introduction to the dynamic and fascinating world of the Middle Ages.

MI 20181. Dreaming in the Middle Ages

(3 -0- 3) Frese

In this class we will read, analyze, discuss & write about an array of texts from the Middle Ages—all in Modern English translation—that feature the experience of human dreaming. To ground our analyses, we will begin with some readings from 20th century Freud and 5th century Macrobius on dream types and techniques for interpreting dreams. Religious and secular subjects—and their ‘dreamers’—including Boethius, King Arthur, St. Perpetua, and Chaucer's magnificent rooster, Chanticleer, will occupy us for the semester as we work to understand the universal and historically conditioned experience of dreams, as imagined by medieval poets and writers from the 5th to the 15th century.

MI 20185. Arthurian Literature

(3 -0- 3)

The large body of history, verse chronicle, heroic narrative, poetic romance, and prose fiction—all gathered under the canopy term “Arthurian Legend”—represents one of the most fascinating and most enduring literary phenomena of western culture. In this class, which will follow a lecture-discussion format, we will read a selection of writings that reflect the textual trace of Arthur from his earliest appearances in mytho-historical chronicles beginning in the sixth century and extending from the earliest medieval poetic and prose fictions featuring Arthur and the members of his court, through the great array of writers, past and present, who have tended these myths and legends with such imaginative care. Our readings, which begin in the Middle Ages, will culminate with the “Arthurian revivals” of the nineteenth and twentieth centuries, the latter extending to theatrical and film texts ranging from *Camelot* and Eric Rohmer's *Perceval* to Monty Python and Indiana Jones in their post-modern questing for the Holy Grail. In addition to attending ways in which the sheer pleasures-of-the-text have been constructed by these gifted authors, our own “literary quest” will involve questions of historical and social context, gender and genre, the history of reception, modes of literary

representation including techniques of symbolic and allegorical figuration, and ways in which the theoretical and/or ideological positions of both writers and their audiences constrain and inspire the works they produce. While pondering how and why this vast body of myth and legend, clustered around the figure of Arthur, has managed to survive and thrive through such remarkably variant shifts of time, place, and circumstance; and while reflecting thoughtfully on our own investment in—or resistance to—the variety of assigned readings, each student will choose for particular close study an Arthurian hero, heroine, or villain (Lancelot, Gawain, Guinevere, Galahad, Merlin, Modred, etc.), as well as some mytho-historical theme like the Round Table, the Grail Quest, the Sword-in-the-Stone, the Bride Quest, the Giant Combat, the Fatherless Boy, the Childless Queen, etc., as this character or motif presents some specific problem in interpretation. These character studies and thematic clusters will form the basis of two short essays, one due at mid term, one at end term. Specific topics, which will be shaped through individual consultation with the teacher, should, in the course of their critical argument, engage a variety of formal, stylistic, and rhetorical practices that have been employed by writers from the twelfth to the twentieth century as they conform to—and create fresh versions of—the plenitude of literary exemplars that characterize Arthurian Legend. Creative projects—individual or collective—are also welcome and, with the approval of the teacher, may be substituted for one of the essays. These alternative ways of investigating the materials of Arthurian Legend might include original poetic or prose compositions, dramatic presentations, graphic arts, videos, and/or musical performances, vocal or instrumental performances.

MI 20207. The Good Life in Medieval Islam

(3 -0- 3)

One learns a great deal about a society from its definition of what constitutes the good life. This textually-based course will therefore examine the lifestyles of the rich, the famous, and the not-so-famous in the medieval Islamic world, in order to learn about that civilization's mores, material culture, technological sophistication, material wealth, and social customs. Issues that will be covered include the conspicuous consumption of the elite—in feasting; court ceremonial; slaves, eunuchs, and concubines; harems; hunting; extravagant parties; sartorial magnificence; retinues and private armies; jewels and objets d'art; praise poetry; and much more. In the process of exploring these issues, students will discover much about trade and agriculture in the Islamic Middle Ages; the role of women, slaves, eunuchs, and poets; the internal divisions within Muslim society; courtly life and culture; and, finally, the alternative definitions of the good life offered by religious ascetics, mystics, and chivalric brotherhoods.

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 20348. The Thought of Aquinas

(3 -0- 3) O'Callaghan

This course provides an overview of certain central teachings of St. Thomas Aquinas with attention particularly to philosophical topics touching upon theological questions. 1) Faith and reason and the ways to God; 2) Human nature, particularly soul, body, and the image of God; 3) Law and Virtue; 4) Nature and Grace.

MI 20406. The Mass of the Roman Rite

(3 -0- 3)

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 eleventh and twelfth 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 twentieth 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 20408. The Eastern Church: Theology and History

(3 -0- 3) Avvakumov

The course provides an overview of the variety of the Eastern rite Churches belonging to different cultural traditions of Eastern Europe and the Eastern Mediterranean world. The students will be introduced to the theological views and liturgical life of the Eastern rite Christians, i.e., Orthodox, Oriental and Eastern Catholic, and their fascinating history. In the second part of the course we shall explore the Byzantine rite Churches in more detail, and discuss the challenges their theology and history present to the Christian world at large. Special attention will be given to Slavic Christianity and especially Russian and Ukrainian religious history. Reflection on the diversity of Christian traditions will lead to important insights into theological topics of central importance for today such as theology of culture, ecclesiology, sacramental theology and theology of history.

MI 20473. Regarding the Islamic Challenge to Christian Theology

(3 -0- 3) Reynolds

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 24805
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. “Regarding the Islamic Challenge to Christian Theology” is the second of two required theology courses at Notre Dame (the “development” course). These two courses are directed towards a number of goals. First, they provide students with information about the Bible and Christian theology that in itself is important. Second, they form the basis of a Catholic community at Notre Dame where all students (whether or not they are practicing Catholics) have a common experience of texts and questions that might be discussed not only in class but while eating mashed potatoes in North Dining Hall. Third, theology itself is meant as a guiding light for all other classes. As with the great European universities (Paris, Bologna, Oxford, Cambridge etc.), Notre Dame was founded by the church to be a community where students are strengthened in their faith and morals, and therefore more able to see the truth in other fields, whether biology, music, or history. Like the first required course (Foundations), “Regarding the Islamic Challenge to Christian Theology” has the same goals. This is not an Islamic Studies course. It is a course which takes Islam's challenge to Christian teaching as the starting point for Christian theological reflection.

MI 20474. Dying to Live: Martyrdom

(3 -0- 3) Moss

Martyrdom has been centrally important to Christianity from the ancient world to contemporary debates about the category and its application. It is inextricable from questions about persecution and power, death and identity, suffering and truth. Through lectures and tutorial discussions of primary sources, this course examines the experiences, representations, reception, and place of martyrs across two thousand years of the history of Christianity with particular emphasis on the early church and the Reformation era. It analyzes the importance of martyrdom for the definition and development of Christian doctrine, ecclesiology, and devotion, and the influence of these in turn on attitudes about persecution, the imitation of Christ, and martyrdom itself.

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)

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 20485. C.S. Lewis: Sin, Sanctity, and the Saints

(3 -0- 3) Fagerberg

What is the path for each person through sanctification to the beatific vision? Using the fiction of C.S. Lewis for sign posts along that path, this course will consider the doctrine of sin (*Screwtape Letters*), sanctification as cooperating with grace (*The Lion, the Witch & the Wardrobe*, *Perelandra*), and the final formation of saints (*The Great Divorce*, *The Last Battle*). Other authors will be helpful in understanding Christian spirituality as a struggle to overcome the passions and cultivate the virtues: St. Augustine, Maximus the Confessor, Sayings of the Desert Fathers, Dorothy Sayers, Joseph Pieper, and G.K. Chesterton.

MI 20489. St. Joseph in Catholic Teaching

(3 -0- 3)

The figure of Joseph of Nazareth, spouse of the Virgin Mary and foster-father of Jesus Christ, has emerged in increasingly high relief since the Middle Ages and particularly so in the nineteenth and twentieth centuries. The course begins with the scriptural treatment of St. Joseph first in the infancy narratives and in occasional references to him in the Gospels, then in regard to his typological antecedent, the patriarch Joseph, son of Jacob and viceroy of Egypt. After an examination of Joseph in early Christian apocrypha (Protevangelium of James, Gospel of Mary), students will consider his rehabilitation by various Church Fathers (Jerome) and medieval theologians (Bernard of Clairvaux, Bernardine of Siena) despite flawed portrayals in popular hagiography (*The Golden Legend*, religious dramas). The cultus of St. Joseph and that of the Holy Family entered a vigorous phase with the Catholic Reformation (Teresa of Avila) and the establishment of the Church in North America (François de Laval). Attention will be paid to his patronage of

various nations (e.g. Mexico, 1555; Canada, 1624) as well as that of the Catholic Church (1870). Special focus on the liturgical feasts and offices of St. Joseph plus the devotional cult of St. Joseph as it flourished not only under papal influence but also through the zeal of St. André Bessette, CSC (1845–1937, canonized October 17, 2010), founder of the Oratory of St. Joseph, Montreal, Canada and one of the most effective promoters of devotion to St. Joseph. Papal teaching and legislation on St. Joseph. Iconography of St. Joseph. Theological implications of the increased liturgical and devotional prominence of St. Joseph.

MI 20490. The Immaculate Conception: From Bernard to Bernadette

(3 -0- 3)

On February 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.

MI 20493. On Conversion

(3 -0- 3)

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 20494. Mary in the Catholic Tradition

(3 -0- 3)

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.

MI 20497. Heaven, Hell, and Purgatory

(3 -0- 3)

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.

MI 20609. Reading and Writing Latin Prose

(3 -0- 3) Mazurek

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)

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 20672. Introduction to Medieval Irish Literature

(3 -0- 3)

This course introduces students to various aspects of literature and culture in the Irish language in the period 600–1200. Outside the classical world of Greece and Rome, Ireland has the oldest attested European literature and this fact alone gives the literary products of Medieval Ireland a singular significance. A particular emphasis will be placed on studying mainly the heroic prose saga literature of this 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. We will, however, also cover something of the breadth of Irish literary production by studying aspects of the poetry composed at this time. All literary genres will be studied with regard to the historical contexts that produced them.

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)

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)

In classical times text and image were applied to papyri 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 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)

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. Castles, Kingdoms, Cathedrals

(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.

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 30212. The Age of Charlemagne

(3 -0- 3) Noble

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.

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 30220. Roman Society and Culture

(3 -0- 3) Bradley

This upper-level course in ancient history is designed to introduce students to the principal features of Roman society and culture in the central era of Rome's history (c.150 B.C.–A.D. 200). After a general introduction to Rome's historical development, the course focuses on topics such as: Roman social structure; marriage and family life; child-rearing and education; demography and disease; labor and leisure; life in the Roman army; religious festivals and rituals; the lives of women; and the practice of slavery. The course concentrates at large on Roman social relations in the transitional age from rule by Republican government to rule by autocratic emperors, and is intended to display what has been called the "fabulous diversity and richness" of Roman socio-cultural life. Original sources are read in translation. Previous exposure to Roman history is recommended but not required.

MI 30221. The Reformation

(3 -0- 3) Gregory

Corequisite: HIST 32352

A narrative history of Christianity in Western Europe from ca. 1500–ca. 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. A narrative history of Christianity in Western Europe from ca. 1500–ca. 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) Rappale

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 fifteenth 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 30225. After Rome: Birth of the Medieval World

(3 -0- 3)

This course will examine the history of the Roman world from the time of the first incursions of barbarians into the Roman empire in the 3rd century to the time of the final invasions in the 10th. It will concentrate first on the crises of the 3rd century, and on the consequent transformation of the relatively unified, urbanized, tolerant, polytheistic Roman Empire of late Antiquity into the two distinct, deurbanized, intolerant, monotheistic, and politically divided civilizations of Latin or Catholic Christendom and Greek or Orthodox Christendom. Next it will briefly examine the emergence in the 7th century of the new 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 socio-political order in the older kingdoms around 1000. There will be two short papers, two tests, and a final examination.

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)

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)

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)

Corequisite: HIST 32080

This course offers a survey of Middle Eastern history from the rise of Islam in the seventh century CE until the rise of Mongol successor polities in the 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 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 30238. 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.

MI 30241. Ancient Japan

(3 -0- 3)

History is not a single "true story," but many competing narratives, each defined by values, interests, and political commitments. This course on ancient Japanese history provides an overview of three sets of competing narratives: first, the politically charged question of Japan's origins, when we explore archeological evidence and chronicles of the Sun Goddess; second, the question of whether culture (through continental imports of writing, religious forms, and statecraft) or nature (as disease and environmental degradation) defined the Yamato state from the sixth to the ninth century; and, third, whether Heian court power rested on economic, political, military, judicial, or aesthetic grounds and if its foundations were undermined internally or by the invasion of the Mongols. In examining these competing narratives, we aim to develop the disciplined imagination necessary to enter another culture and another time.

MI 30242. Ancient and Medieval South Asia (before Europe)

(3 -0- 3)

This course covers the history of the South Asian subcontinent from the beginning of the historical period to about 1700. During this period, the region witnessed the formation of regional states, the rise and fall of strong empires, the evolution of increasingly complex forms of caste and kinship ties, multiple religious traditions including Hinduism, Buddhism and Islam, and the coexistence of different economic organizations ranging from hunting and food-gathering to sophisticated urban communities. Discussion will focus on the transformation of local kinship ties into regional kingdoms and empires, the evolution of religion and the legacy of the expansion of Islam and the consequent rise of Turkish, Afghan and Mughal empires in the area. The main purpose of the course is to introduce students to South Asian civilization in a global context, with special emphasis on the wider linkages of transnational and world history. Finally, there will be a discussion of how interpretations of the South Asian past resonate in the region's modern politics. Besides learning about India this course will provide transferable skills about analyzing primary resources, seminar presentation and effective ways of using Internet resources.

MI 30245. The Medieval Iranian World

(3 -0- 3) Tor

Corequisite: HIST 32083

The Iranian cultural world, from late antiquity until the 13th century, stretched from what is today Iraq all the way to India, and from the Persian Gulf deep into Central Asia. Although in the seventh century the early Islamic conquests put an end to the Persian Empire and occupied the Iranian world, a new era of Iranian hegemony began in Islamic history with the 'Abbasid Revolution in 750 and the establishment of the new Islamic capital, Baghdad, in the old Persian heartland. This event inaugurated a growing dominance by Iranians, and Persian traditions,

in all areas of Islamic civilization—cultural, religious, military, and political—culminating in the establishment of the autonomous Persianate dynasties which ruled the Islamic heartland from the ninth century until invading Turco-Mongol tribes seized political control of the Islamic world in the twelfth century. This course will explore the many ways in which the Persianate world—today’s Iran, Afghanistan, and Central Asia—helped form the Islamic world, focusing on its contributions to political order and ideology; its leading role in the formation and elaboration of Sunnism; its rich cultural productions; and its expansion of the borders of Islam.

MI 30249. Italy in the Middle Ages

(3 -0- 3) Milani

It is difficult to understand the works of Dante or Giotto without having some knowledge of the Italy of their times. The course will provide an introduction to the economic, social, political and cultural history of Italy from about 1050 to 1350 with particular focus on the communal cities of the center and north peninsula. Among the topics to be covered there will be: the growth of rural economy, the emergence of an urban class of knights, the commercial revolution, the rise of city communes, the mechanisms of government, the internal conflicts, the diplomatic and military relations between cities and other powers. Each topic will be introduced through formal lectures, and then illustrated through the reading of primary sources and chronicles in translation, images, and scholarly papers. In this way the course will also act as a discussion on how historical developments can be reconstructed from the analysis of medieval documents and modern research.

MI 30251. Medieval Cities

(3 -0- 3)

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 1050–1215, a time of great cultural expansion often called the “twelfth-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? Three short papers, and a midterm, will be required.

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 30261. Politics and Religion in Medieval Europe

(3 -0- 3) Van Engen

This course considers the intersection between political action and religious claims in medieval Europe. Virtually all the powers—kings and popes, princes and bishops—claimed to act on religious principle and in accord with transcendent

notions of virtue or world order. And yet they fought bitterly with each other, with words and with swords, and mutually condemned one another. The course will begin with the showdown between emperors and popes known as the investiture contest, then take up pivotal figures like Pope Innocent III, King Frederick II, and Pope Boniface IX, and conclude with sections on the spiritual Franciscans and on conciliarism. Two papers based on primary sources, one midterm, and a final.

MI 30272. Christian/Jew/Muslim in the Middle Ages

(3 -0- 3) Whitnah

This course examines the three major Abrahamic religions of the medieval West. We will explore the similarities and the differences among the three religions, and consider how they influenced each other and how they distanced and refuted each other. The goal is to investigate the range of ideas concerning the nature of faith and law existing in the Middle Ages and to think about how context—political, social, cultural, and intellectual—informs those ideas. During the semester students will compare important texts from the three major religions, analyze their content, and evaluate the relationships among them. All of our reading will be primary sources, available for purchase at the bookstore or as part of a course pack.

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 30278. 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 30283. Heresy and Dissent in Medieval Europe

(3 -0- 3)

Burning at the stake was the ultimate punishment for heretics and witches in the European Middle Ages. This course examines the phenomenon of heresy and its repression concentrating on the fascinating but controversial primary sources that are our chief source of knowledge about it. We will explore religious heresy and dissent, both intellectual and popular, reappearing in Western Europe around A.D. 1000 for the first time since late antiquity. Several key questions will be addressed: how are heresy and orthodoxy defined? and by whom? How was heresy dealt with and what impact, social and ecclesiastical, did it have? Of particular interest is the fragile definition of heresy in the medieval West and the ways in which inquisitors understood and explained their work.

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 ca. 1450–ca. 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 30294. Muhammad and the Qur'an

(3 -0- 3)

Islamic law, theology, and spirituality are all derived primarily from the Qur'an and the practice (sunnah) 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.

MI 30297. The Church in the Middle Ages

(3 -0- 3)

This course offers an introduction to the story of the medieval church in the thousand years of the Middle Ages. It will begin in Late Antique Rome with Christians becoming the privileged majority religion, and will conclude in the late middle ages with attempts to reform the church on the eve of the Reformation. The course will draw upon primary sources as much as possible, and students will write papers on those sources. The lectures will balance matters of ordinary practice (such as the cult of saints) with organized religious life (such as monasticism) and the high politics of the papal church.

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 30370. Platonic Love

(3 -0- 3)

This course will study the theme of platonic love from Plato (via Augustine and Aquinas) to Marsilio Ficino, focusing on half a dozen key texts in English translation.

MI 30404. Christianity in the Middle East

(3 -0- 3) Amar

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 "fundamentalism," 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) Heintz; 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? 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.

MI 30477. The Qur'an and Its Relation to the Bible

(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; Vitulli

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) Douthwaite

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 20215 or ROIT 27500 or ROIT 20505

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.

MI 30610. Latin History-Writing

(3 -0- 3) Hernandez

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 30615. Exploring Late Antiquity

(3 -0- 3) Muller

In this course, we will study late antiquity both as a fascinating era in its own right and as a gateway to the Western Middle Ages and ultimately towards the emergence of modern Western civilizations. The Greco-Roman world of the late second to the early seventh century witnessed such important developments as the rise of Christianity, the birth of asceticism and monasticism, the fundamental transformation of the Roman Empire, and an ethical and cultural shift in the population of its former realm. We will base most of our coursework on readings of original literary sources (both pagan and Christian), accompanied by the testimony of art and archaeology.

MI 30630. 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.

MI 30639. Latin Saints' Lives

(3 -0- 3) Muller

Recommended for students who have completed CLLA 20003 or equivalent. Hagiography is one of the most versatile literary genres of Late Antiquity, and saints' lives are among the most famous and celebrated texts of that age. Starting out as simple eye-witness accounts of martyrdom and minutes of the martyrs' trials (Acta), they soon evolved into far more sophisticated literary forms: they served not only for the edification, but also for the amusement of the Christian people, replacing the pagan novel with their fanciful narratives of persecution and constancy, and they merged with the traditions of classical poetry to create a wide range of poetic forms: epigrams for martyrs' tombs (by Pope Damascus), hymns for liturgical use (Ambrose of Milan) and private piety (Prudentius), epic poems (the highly influential *Life of St. Martin of Tours* by Venantius Fortunatus) and the laudatory "Birthday Poems" that Paulinus of Nola wrote for the patron saint of his city. In this course, we will cover both prose and poetic texts (authors, apart from the abovementioned, will include Jerome, Eusebius, Vita Severini, and the Passio Perpetuae and Felicitatis). Due to the historical importance and the wide later tradition of ancient hagiography, we will frequently refer to art and archaeology, history, and music. The texts are suitable for students with intermediate and advanced Latin knowledge. Some experience with classical poetry (Vergil) will be helpful.

MI 30641. Cicero, Augustine, and Rhetoric

(3 -0- 3)

How did Latin rhetoricians signal their attitude towards their topic? How did those compositional techniques affect them as readers? How do compositional techniques develop over time? The classical rhetorical concept of "types of style" (genera dicendi) gives one point of entry into those questions. This class will center around the theory and practice of that idea, considering the relevant sections of the *Rhetorica ad Herennium*, Cicero's *Orator*, Quintilian and Augustine's *de Doctrina Christiana*, as well as Cicero's speeches, including *de lege Manilia*, *pro Rabirio perduellionis reo*, *pro Cluentio* and some of Augustine's sermons.

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 30664. Islamic Religious Thought

(3 -0- 3)

This course traces developments in the first few centuries of Islam in theology (kalam), law (shari'a and fiqh), and mysticism (tasawwuf or sufism). Students will gain a solid understanding of diversity within Islam including and beyond the typical distinction between Sunnism and Shi'ism. Beginning with a brief overview of Muhammad and the Qur'an, the course explores the issue of succession, codification of hadith, formation of major schools of thought, and development of consensus. Students will receive both a historical survey and read primary texts in translation. Given that most modern Islamic movements view the first few centuries of Islam as a "golden age"—this course provides essential background for students to engage debates that are taking place within contemporary Islam.

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 1500 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 seventeenth 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)

This course constitutes a survey of German literature from its beginnings during Germanic times until the sixteenth 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.

MI 30700. Introduction to Medieval Art

(3 -0- 3)

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 30704. Survey of Italian Renaissance Art

(3 -0- 3) Rosenberg

This course will examine the painting, sculpture and architecture produced in Italy from the very end of the twelfth through the beginning of sixteenth 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.

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) Joyner

The first monument definitively labeled as "Gothic" is the Abbey church at St. Denis, yet no correlating monument or object exists to mark the finale of Gothic art. The term "Gothic" carries a wide range of connotations and it is applied to European art and architecture from the mid-12th century to roughly the 15th century. In examining the architecture, sculpture, manuscripts, metalwork, wall-paintings & textiles from these centuries, this class will compare the implications historically ascribed to "Gothic" with the ideas promoted by the cultures and individuals actually creating these objects. Although the focus of this course will be France, comparative material from Germany, England, Austria, and Italy will be included.

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, 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.

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 twelfth century, a period marking the high point of Byzantine artistic production and influence. Stress will be placed upon the function of this art within the broader setting of this society. Art theory, the notions of empire and holiness, the burdens of the past, and the realities of contemporary praxis will be brought to bear upon our various analyses of material from all media. How we, as art historians, can write the history of this rich culture will be a central issue of this course.

MI 30757. Venetian and Northern Italian Renaissance Art

(3 -0- 3)

This course focuses on significant artistic developments of the sixteenth 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 & 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 & their patronage.

MI 30758. Kingdom, Empire and Devotion: Art in Anglo-Saxon, Ottonian and Romanesque Europe

(3 -0- 3)

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 35811. 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 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, identity and contact at different periods of time; mortuary practices and ritual; and discussion of village life in ring forts during the Bronze Age.

MI 40003. Introduction to Christian Latin Texts

(3 -0- 3) Bloomer

Prerequisite: CLLA 20004

This course will introduce students to early Christian literature and the language and styles in which scripture, commentaries, homilies, epistles, treatises, hymns, and poetry were written. There is no single phenomenon which we can label Christian Latin. Rather we must trace the influence that the translation of scripture, the changing vernacular, and the Late Antique literary genres had on the various writers and genres of the Latin Christian communities of roughly the second through the fifth centuries A.D. While the course's goals include the training of students in the research tools and methods for advanced work in early Christian, late antique, and medieval literature, we shall focus on improving students' abilities to read Latin with understanding and fluency. Preparation for translation in class will constitute the lion's share of homework. Grammar will occupy us as it did the authors we read: orthography, morphology, syntax, and lexicography will not, however, be as uniform as textbooks or dictionaries or grammars of classical Latin lead one to believe. Fundamentals of Latin style (prose and verse) will be emphasized. So too basics of literary history and of ancient literary terms and techniques.

MI 40004. Medieval Latin

(3 -0- 3)

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 lexicography, bibliographies, great collections and repertoires of sources, and reference works for the study of Latin works composed in the Middle Ages.

MI 40102. History of the English Language

(3 -0- 3)

This is a course on the history of the English language from its elusive but largely reconstructible roots in Indo-European to more or less the present, with a heavy bias towards the earlier pre-modern periods. The goals of the course are to acquaint students with the development of English morphology, phonology, syntax, semantics, graphics, and vocabulary, and to explore the cultural and historical contexts of the language's transformation from the Anglo-Saxon period onward. In working toward these goals, we'll spend time rooting around in the dustbins of English etymology, lexicography, onomastics, and dialectology, and we will explore some current problems in usage and idiom. The course is by nature heavily linguistic, which is to say we'll be spending a lot of time talking about language, grammar, and the forces that act upon spoken and written English. Students can expect to achieve a basic understanding of the cultural and linguistic phenomena that have shaped the language we now speak and write; they will become versed in the fundamental methodology and terminology of historical and descriptive linguistics; they will learn to effect a reasonably credible pronunciation of Old, Middle, and Early Modern English (including something very close to Shakespeare's probable pronunciation); they will discover the true meanings of their own given name and surname; and they will gain experience researching a couple of aspects of the language that interest them. In addition to regular reading and workbook assignments, the course's requirements include two exams, three essays, and responsible attendance.

MI 40110. Introduction to Old English

(3 -0- 3)

In November 1882, Gerard Manley Hopkins wrote to his friend and fellow-poet Robert Bridges: "I am learning Anglo-Saxon and it is a vastly superior thing to what we have now." Auden was similarly moved by his first encounter with Old English: "I was spellbound. This poetry, I knew, was going to be my dish . . . I learned enough to read it, and Anglo-Saxon and Middle English poetry have been

one of my strongest, most lasting influences." This course is an introduction to the language and literature that so captivated Hopkins and Auden, that later inspired Tolkien and Lewis, and that remains the historical and linguistic foundation of English literary studies. Our focus for about half the term will be the grammar of Old English, but from the very beginning we will read from a variety of texts in verse and prose (including riddles, a monastic sign-language manual, and King Alfred's prefatory letter to the Old English translation of Gregory the Great's *Pastoral Care*), and the course will culminate in a focused study of *The Wanderer* and *The Dream of the Rood*. This course may be especially useful for students interested in historical linguistics and the history of the English language, in the Anglo-Saxon foundations of British literature, and in medieval literature in general. Requirements include two exams, a series of grammar quizzes, and a translation project. The final exam will involve a short oral recitation. Graduate students will meet for two extra class periods and will be assigned some additional reading.

MI 40111. Beowulf

(3 -0- 3)

An intensive study of *Beowulf* and the critical literature surrounding it. We will first read the poem in translation, then move slowly through the text in Old English, addressing the key problems and questions that have dominated recent scholarship. Previous experience reading Old English will be necessary. Requirements include regular reading and contribution to class discussion, a lexicography project, a translation exercise, and a research paper.

MI 40123. Beowulf and Heroic Legend

(3 -0- 3)

Beowulf is one of the oldest poems in English, the closest thing we have to a medieval English epic, a literary monument of extraordinary complexity, and a study in heroic behavior that evaluates and problematizes every aspect of the folklore, myth, and legend that it weaves into its narrative. The relationship between *Beowulf* and early medieval heroic legend will be front and center in this course, which will undertake a close reading of the poem set against several comparable exemplars of heroic behavior in neighboring medieval traditions, including the Old English *Battle of Maldon*, the Old High German *Hildebrandslied*, the Old Welsh *Gododdin*, the Latin *Waltharius*, the Old Irish *Táin Bó Cúailnge*, the Old French *Chanson de Roland*, and the Old Icelandic *Hrólfs saga kraka* (all in modern English translation). We'll look carefully at how heroic characters are represented and defined in these texts, and we'll consider the part played by feud, revenge, honor, loyalty, and social bonds and allegiances in constructing a heroic ethos. Weekly response papers, two essays, and a final exam.

MI 40143. Chaucer's Early Poetry

(3 -0- 3) Frese

If Chaucer had never written the *Canterbury Tales* he would still be counted as a major medieval poet whose fictions rank among the most supreme examples of poetic complexity and enduring fascination. In this class we will read some of Chaucer's short lyrics—amorous, ironic, satiric and politically engaged—and his three major 'dream vision' texts: *Book of the Duchess*, an elegy composed to commemorate the death-by-plague of Blanche of Lancaster, the young wife of Chaucer's patron, John of Gaunt; *House of Fame*, a fabulous fable of poetic, personal, philosophical and political satire and reflection; and *Parliament of Fowls*, a joyous combination of erotic, ethical, political & poetic strands that begin in anxiety & conclude in lyrical delight. We will conclude by reading *Troilus & Criseyde*, Chaucer's incomparable retelling of the 'tragedy' of 'star-crossed lovers, set against the mythopoetic backdrop of the Trojan War.

MI 40151. Book Under Suspicion: Censorship and Freedom of Expression in Medieval English Literature

(3 -0- 3)

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 40153. Chaucer: *Canterbury Tales*

(3 -0- 3) Kerby-Fulton

Geoffrey Chaucer wrote in a time of great social, political, and religious upheaval, a time in which the stakes of English writing were uncertain. This course examines Chaucer's efforts during that period to create sustained fiction in English through his most ambitious and experimental work, *The Canterbury Tales*. Ultimately, we will find out what earned Chaucer the title "Father of English poetry."

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' *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 & the Green Knight*, and selections from Malory's *Morte D'Arthur*, Tennyson's *Idylls of the King*, and T.H. White's *The Once & Future King*.

MI 40180. Medieval Drama

(3 -0- 3) Zieman

This course will examine the performance of drama in England in the era before the establishment of professional theaters. Our starting point will be the actual play texts and records that survive from the Middle Ages. With our primary focus on biblical plays (plays that reenact stories from the bible) and morality plays (allegorical plays that explore the moral framework of humanity), we will pursue a number of questions: Who wrote these plays? Who performed them, how, and for whom? What was their purpose? We will investigate these issues through research and textual analysis, but also through our own experimentation in staging and performing parts of the plays in class. We will then put our knowledge to use in a class project: the mounting of a medieval play for the Notre Dame community. Together we will select the play, edit the text, design costumes, props and sets, all while we consider how and what it means to "translate" these pre-modern plays for a modern audience. Major writing requirements will include a short paper involving textual analysis, a slightly longer research paper on some aspect of medieval dramatic performance, and in-class essays. As mentioned above, the course will involve in-class performances, but this is not a class in performance itself: you will not be graded on your acting ability. All students will be required to contribute in some capacity to our class performance and to reflect on the this project in a short final essay.

MI 40181. Medieval Dreaming/Dream Texts

(3 -0- 3)

Where do our dreams come from? What do they "mean?" How and why do they matter? From ancient times to the contemporary present, the power of dreams to shape public and private experience has commanded the attention of authors writing both sacred and secular texts, with the human experience of dreams figured as crucial. In this class we will read an array of works from the medieval tradition in English where dreams hold a central place in the construction of meaning. Our conversation will be grounded in an initial reading of key selections from two seminal theoretical works on dreams, one medieval; one modern: Freud, *On the Interpretation of Dreams* and Macrobius, *Commentary on the Dream of Scipio*. Subsequent readings will include the account in Bede's *History of the English Church and People* of how Caedmon's "Hymn of Creation"—the earliest surviving piece of poetry written in English—came to be composed by an illiterate cowherd under the inspiration of a dream; the Anglo-Saxon *Dream of the Rood*;

some Middle English lyrics and ballads featuring dream texts; the Gawain-poet's powerful and moving dream-vision, *Pearl*; Chaucer's early *Book of the Duchess*, an elegiac dream vision composed (probably for a memorial service) for Blanche, Duchess of Lancaster and wife of Chaucer's royal patron, John of Gaunt, after her death from plague. We will conclude the semester's readings with selections from the English Arthurian poetic tradition that were influential in Malory's great prose composition, *Le Morte D'Arthur*, followed by close reading of Malory's final book in that great compendium of Arthurian stories—*The Death of Arthur*—where the accumulating burden of portentous dreams, and the failure to "read" them correctly, results in those tragic and apocalyptic scenarios surrounding the death of the "once and future king." Throughout the term, we will be observing connections between biblical and secular traditions of reading and writing dreams and their imaginative entwinement by medieval fictionists. We will also be building an articulate sense of what dreams might have to do with the theory and practice of allegory, a major aesthetic mode of imaginative creation and reader-reception in the Middle Ages.

MI 40194. Readings in Medieval Literature

(3 -0- 3) Frese

In this class we will read nine (9) representative texts that trace and track the formation, and creative development, of literary imagination in the European Middle Ages. All readings will be in Modern English translation. We will begin with one foundational text from each of the three fields of theology (Augustine, *On Christian Doctrine*); philosophy (Boethius, *Consolation of Philosophy*); and literary criticism (Boccaccio, "On Poetry"). Building on these three highly influential master-texts, we will then read a variety of poetic and prose works composed by medieval artists who are named and anonymous, male and female, laity and religious, whose creative range includes the genres of romance; lai; drama; chanson de geste; lyric; dream vision and Norse saga. In addition to the 3 titles, above, by Augustine, Boethius and Boccaccio, our readings will include Chaucer's "Knight's Tale" and *Book of the Duchess*; the *Lais* of Marie de France; *The Song of Roland*; the *Play of Adam* and the great Njal's *Saga*, often identified—on the basis of its striking stylistic compression and acute psychological representations of fatefully intersecting public and personal events—as the ancestor of the modern historical novel. These six (6) fictional titles—individually and collectively—constitute exemplars of both continuity and creative departure that will form the basis of our individual and collective study during the semester. Together, the foundational texts of Augustine, Boethius and Boccaccio + the syllabus of nine fictional readings can be seen as mapping many of the personal and political tensions that attended the emergence and evolution of amorous, social, political, mythic, ethnic, legal, religious and secular strands of culture in England, France, Italy, and Scandinavia between the 5th and 15th centuries. Additionally, while providing a rich, representative introduction to western medieval literary imagination, the class can also supply a sound basis for understanding certain subsequent developments and departures in British and American literary culture. Requirements: Midterm and final exams; class attendance and participation; possible, occasional short quizzes; occasional short supplementary readings. A literary/critical term paper: topic chosen and plan of development submitted in first quarter (for feedback); written and revised in second quarter.

MI 40206. Augustine and Cicero

(3 -0- 3)

Augustine of Hippo is best known and is most intensively studied as the theologian whose *Confessions*, *Commentaries on Genesis*, *Trinity*, *On Christian teaching*, and *City of God* have shaped Christian thinking for centuries, and do so even now. His engagement with classical Greek and Roman authors has also been studied, but much less so. The purpose of this course is to follow Augustine's lifelong interest in the writings of the Roman orator, statesman and philosopher Cicero. It was Cicero who inspired Augustine's early interest in philosophy, and references to Cicero's ethical enquiries in the *Tusculan Disputations* and elsewhere appear frequently in Augustine's writings. He also thought about Cicero the orator when considering the tasks of Christian writers and preachers. Above all, in the

City of God, Augustine responded to Cicero's dialogue *On the nature of the gods*, which in turn conditioned his understanding of Roman history and of the content of human history at large.

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)

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 twentieth 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)

A survey of medieval philosophical literature from ca. 400 to ca. 1200 based on original texts. We shall review the most well known authors and works in the first instance: Augustine (*Soliloquies*, *De Libero Arbitrio*, *Confessions*), Boethius (*Opuscula Sacra*, *De Consolatione Philosophiae*, logical works), Eriugena (*Periphyseon*), Anselm of Canterbury (*Monologion*, *Proslogion*), the "School of Chartres" (*Commentaries on Boethius*). However, considerable emphasis will be placed on major traditions ignored by earlier histories of medieval philosophy: glossing of Plato Latinus, Aristotles Latinus, Macrobius, and Martianus Capella.

MI 40320. Introduction to Plotinus

(3 -0- 3)

A study of Plotinus' *Enneads* in which a close reading of selected texts roughly in their chronological order will be interspersed with commentary on their historical and philosophical background. After an introduction based on Porphyry's *Life of Plotinus*, we will read a selection of earlier treatises (including I. 6, V. 9, V. 1, and VI. 9), a selection of writings from the author's middle period (concentrating on III. 8, V. 8, V. 5, and II. 9), and a selection of later texts (including III. 2-3, I. 8, and VI. 8). Since the texts will be read in the English translation of A.H. Armstrong, knowledge of Greek is an advantage but not a necessity. Written requirement: one final paper of about 20 pages.

MI 40321. Boethius's *De Consolatione Philosophiae*: Construction and Deconstruction

(3 -0- 3)

Boethius's *De Consolatione Philosophiae* is perhaps one of the few texts of late antiquity that can truly be said to have equal importance for philosophical and literary studies. Boethius here presented a compelling digest of late ancient philosophy in general and especially of the harmony of Platonism and Aristotelianism. In so doing, he explored a variety of literary genres and topics in both prose and verse. Perhaps most remarkably, he produced a document that is ambiguous enough to have stimulated and to continue to stimulate a variety of creative readings. The aims of this course are threefold: 1) to introduce the work as a philosophical and literary artifact within its historical context and initiate the study of its sources and influences; 2) to test to destruction the limits of the hermeneutic flexibility that it seems to invite; and 3) to examine the epistemological and methodological issues raised by the tension between aims 1 and 2. The course is designed for students both with and without a mastery of Latin. Requirements: one final essay of about twenty pages (chosen by the student in consultation with the instructor) either on Boethius himself or on the repercussions of his thought in later philosophy and literature.

MI 40322. Founders of the Middle Ages

(3 -0- 3) Gersh

The course will introduce the work of four Christian writers of late antiquity who can be considered as foundational with respect to the early medieval understanding of the relation between the trivium and quadrivium and biblical study, and therefore to the early medieval approach to the intellectual life in general. We will take a predominantly historical and biographical approach in order to examine the life, sources, works, and ideas of Augustine, Boethius, Cassiodorus, and Isidore of Seville by means of selected readings in Latin and in English translation. Using similar methods, we will also look more briefly at the influence of the four writers on certain later figures such as Bede and Alcuin who were themselves foundational with respect to medieval pedagogy. Although some of the textual materials will be read in class in the original language, demonstrable knowledge of Latin will not be required in order to take the course. Requirements: one oral presentation and one final paper of about 20 pages, these two projects being either related to or independent of one another.

MI 40325. Anselm and His Biographer

(3 -0- 3)

The course will be of a philosophical-theological, historical, and literary-philosophical 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 towards the end of the semester. Requirement: competence in Classical Latin (intermediate or advanced level).

MI 40330. The Philosophy of Augustine

(3 -0- 3) Gersh

The course is intended as an introduction to Augustine's work from the philosophical viewpoint, although necessarily certain theological questions will also be examined. The emphasis will fall partly on the reading of selected texts (in English translation) beginning with dialogues of Cassiciacum such as *Against the Academics*, *On Order*, *Soliloquies*, *On the Teacher*, continuing with *On the Quantity of the Soul*, *On Music*, *On the Immortality of the Soul*, *On Free Choice of the Will*, and concluding with *The City of God*. The course will also identify certain philosophical themes as particularly worthy of discussion, including Augustine's ideas

about the nature of God, his theories of knowledge and language, and his notions of the relations between good and evil, providence and free will. Requirement: one final paper (about 20 pages) and an oral book report.

MI 40332. Augustine on Thinking and Language

(3 -0- 3)

As indicated by autobiographical references in the *Confessions*, an understanding of the nature and function of language, from the simplest notions of orthography to the most subtle and complex aspects of hermeneutics, was always a central issue in Augustine's thought. Our course on the Augustinian philosophy of language, which will be based on a close reading of selected texts or parts of texts in English translation (but always with an eye on the original Latin), will be divided into three segments in accordance with the philosopher's own development from the liberal arts, through Platonic philosophy, to Biblical exegesis: 1) The human languages: Grammar and Rhetoric (with readings of *De Dialectica*, *De Magistro*, *De Doctrina Christiana*); 2) Language, Logic (Dialectic), and Ontology (with readings of *Contra Academicos*, *De Ordine*, *De Immortalitate Animae*, *De Quantitate Animae*); and 3) The divine and human Words (with readings of *Confessions* and *De Trinitate*). Requirements: two brief oral reports and a final written paper (about 20 pages).

MI 40340. Aquinas on God

(3 -0- 3)

A close reading of the first forty-three 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 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 about 20 pages.

MI 40369. Medieval Negative Theology

(3 -0- 3)

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), 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 about 20 pages.

MI 40373. Philosophy and Humanism in the Twelfth Century

(3 -0- 3)

The course will concentrate on the writings of a group of French thinkers—Bernard of Chartres, William of Conches, Thierry of Chartres, Clarembald of Arras, and Bernard Silvestris (often known collectively as "The School of Chartres") who exemplify the combination of philosophical and literary interests that is perhaps unique to the first half of the twelfth century. We will consider the texts not only in themselves but in relation to the Latin writers of late antiquity (Calcidius, Macrobius, Martianus Capella, and Boethius) whose influence formed the philosophical-humanist mentality. Knowledge of Latin is desirable for this course. Written requirement: one final paper of about 20 pages.

MI 40374. Hermeneutics: Ancient and Modern

(3 -0- 3) Gersh

The course will be a study of general hermeneutics (with special reference also to philosophical-theological and literary hermeneutics) through the staging of an encounter between classic texts dealing with this subject from the late ancient period and from the twentieth century respectively. From the earlier time-period the texts will include Origen: *On First Principles*, book IV, Augustine: *On Christian Teaching*, *On the Literal Interpretation of Genesis*, books I-IV, and Proclus (selections from exegetical works dealing with Homer and Plato); from the later time-period, Heidegger: *Being and Time*, introduction, *Elucidations of Holderlin's Poetry*, Gadamer: *Truth and Method*, Derrida: *Of Grammatology*, *Dissemination*. In addition to studying the texts carefully—the first requirement of an exegete—we will consider such questions as: Is a "non-hermeneutic" view of reality possible?; What is the difference between philosophical-theological and literary hermeneutics?; What is the relation between translation and hermeneutics?; Can one have a theory of hermeneutics independent of its practice. Requirement: one final paper of about 20 pages.

MI 40407. Introduction to the Early Church

(3 -0- 3)

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 40429. Spiritual Masters: Early Christianity

(3 -0- 3) Young

An examination, through primary sources and selected interpretive studies, of the lives and works of ten accomplished male and female guides to the life of prayer and contemplation. The class will study their social contexts, sources and disciples as well as their formation in communal worship. Requirements: attentive reading and note-taking on each author, with notes submitted bi-weekly; one paper; one in-class presentation.

MI 40433. 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) Wawrykow

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 40453. Three Twelfth-Century Cistercians

(3 -0- 3)

Contemporaries of one another, Bernard of Clairvaux (1090–1153), William of St. Thierry (1085–1148), and Aelred of Rievaulx (1110–1167) each contributed with passion and genius to the great twelfth-century Cistercian reform of Benedictine spirituality. They did so in complementary ways, reflecting their unique temperaments, backgrounds, geographic surroundings, mystical experiences, and missions. In this course we will read the principle writings of each, comparing and contrasting their approaches to the central Cistercian themes of self-knowledge, charity, and reform (personal and communal). Emphasis will be placed on their common engagement with Augustinian theology and their novel insights into its richness as a mystical way.

MI 40474. Sacramental Mystery in Medieval Theology

(3 -0- 3) Avvakumov

The course will provide an overview of the history of sacramental theology in the Middle Ages, on the basis of the reading of primary texts. We shall start from St. Augustine's ideas on the sacraments and follow the formation of the a systematic treatise on the sacraments in the Early Scholasticism of the 12th century. Special attention will be given to the most important theologians of the High Scholastic period, such as Thomas Aquinas, Bonaventure, and Duns Scotus. The students will also be introduced to the main personalities of the Byzantine theological interpretation of the liturgy, ritual and mysteries of the church, in particular Nicolaos Cabasilas and Symeon of Thessalonike.

MI 40479. 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.

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)

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 web sites 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' 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 40505. The Picaresque Novel

(3 -0- 3)

An introduction to a unique Spanish genre, the picaresque novel, or literature of the delinquent, with major focus on the Spanish Golden Age masterpieces: *Lazarillo de Tormes*, *Guzman de Alfarache*, and *El Buscon*.

MI 40509. Spanish Golden Age Short Novel

(3 -0- 3)

A close reading of traditional peninsular narratives.

MI 40510. Picaresque and Golden Age Autobiography

(3 -0- 3)

A study of major themes, structure and discursive models that give literary shape to autobiographical narratives in early modern Spanish literature. Works to be read in this course include Lazarillo de Tormes, Santa Teresa de Jesús' *Libro de la Vida*, Guzmán de Alfarache, El Buscón, Alonso de Contreras' *Discurso de mi vida*, *Vida i sucesos de la Monja Alférez*, and some selections by Cervantes. Active student participation in the analysis and discussion of the texts is required. The class will be conducted in Spanish.

MI 40531. Introduction to Old French

(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.

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)

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 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, Hélienne de Crennes, Marguerite de Navarre, Louise Labé, and Pernette Du Guillet. Taught in French.

MI 40541. Music and Lyrics of the French Renaissance

(3 -0- 3)

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.

MI 40552. Dante I

(3 -0- 3)

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) Moevs

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 40564. Machiavelli NOW

(3 -0- 3)

In this seminar we will approach Machiavelli through the careful study of his major works, read against the background of the political crisis of the Italian Renaissance, and with particular attention to their resonance for subsequent political analyses of the condition of modernity. Reading will include: *On the method of dealing with the Rebellious Peoples of Valdichiana*; *A Description of the Methods Adopted by the Duke Valentino when Murdering Vitellozzo Vitelli, Oliverotto da Fermo, the Signor Pagolo, and the Duke di Gravina Orsini*, *The Prince*, *Mandragola*, *Belfagor*, *the Discourses on the First Decade of Livy*, and the *Dialogue on the Language*. The course will be offered in English.

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 40584. Between Religion and Literature: Meaning, Vulnerability, and 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.

MI 40632. Medieval Latin Survey

(3 -0- 3) Bloomer

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 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 40665. The Family in Muslim Societies

(3 -0- 3)

Prerequisite: MEAR 14105 or MEAR 14106 or MEAR 20004 or MEAR 30005 or MEAR 30006 or MEAR 30007 or MEAR 34008 or MEAR 40007 or MEAR 40008 or MEAR 40025 or MEAR 40026

High rates of divorce, often taken to be a modern and western phenomenon, were also typical of pre-modern Muslim societies. How was that possible, insofar as "Marriage is half [fulfillment of one's] religious duties," as the Prophet Muhammad once famously dictated? What, then, is the Islamic ideal of marriage? What were the patriarchal models advocated by medieval Muslim jurists and moralists? Did the historical reality of marriage and family life in the Islamic Near East have anything in common with these models? Do the assumptions about the legal inferiority of Muslim women and their economic dependence on men hold truth? These are the questions this course will try to address. To that end, we will read and discuss a wide range of primary sources (all in English translation)—the Koran and Hadith (Muhammad's saying and deeds), legal writings, narrative (chronicles, belles-lettres) sources, and documentary (archives, contracts) materials' as well as recent scholarship on the subject. While our theoretical framework is that of social history, we will also pay close attention to intimate accounts of, and reflections on, individual medieval lives. We will conduct case studies as for group projects. While the focus is on the Islamic Near East (700–1500), we will extend our inquiry to include the modern Middle East as well. *Prerequisites:* Two years of college Arabic or by instructor's permission.

MI 40670. The Irish in Their Own Words

(3 -0- 3)

This course is designed as an introduction to the literature of medieval Ireland. The manner in which such texts shed light on the nature of medieval Irish society will be examined.

MI 40724. High Renaissance in Rome and Florence

(3 -0- 3) Coleman

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' 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.

MI 40725. 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.

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 40786. Getting Medieval: Music and Technology in the Latin Middle Ages (800–1400)

(3 -0- 3)

Napster would never have been sued in the Middle Ages. Rather the culture embraced song, singing, and the free transmission of music in as many ways as possible. Music that was transmitted survived! This course is about how music was recorded, changing modes of transmission, and the interactions between the performer, the notator, the poet/dramatist and the scholar. How did media shape the messages of music? We begin in around 800, when a new technology slowly began to transform cultures of song in the West, to around 1400, when a system for recording music was fully developed that has been primary until the twentieth century. In the first half of the course, we study manuscripts and musical repertory from before, during and after the monumental changes of the Carolingian period. Students will sharpen their quills and prepare transcriptions for us to use; expertise in a variety of subjects will be well-received, from composition and music theory, to music performance, to Latin studies, history, and liturgics. A class project at mid-term will involve the reconstruction of a medieval Vespers service from the manuscripts we have been studying, singing antiphons by the nun Hildegard of Bingen, and working with manuscripts from the Rhineland, including one source that is the closest extant to Hildegard's own monastery as well as those prepared in her scriptorium. The second half of the course will focus on rhythm, music and poetry, and dramatic and narrative structures, ending with the performance of a liturgical drama, the scale of which will depend upon the numbers of students in the course, and their proclivities. We will examine dramatic musical works in their ritual contexts, from the Christmas cycle, to the Beauvais Play of Daniel, to saints' plays, to a range of Easter dramas. There will be an emphasis on the great "Fleury Playbook," the Circumcision office from Beauvais, and a satirical review from the 14th century, the *Roman de Fauvel*, starring a donkey who represents the seven deadly sins. All these musical works will be studied from original manuscripts. The course is open to graduate and professional students, as well as to undergraduates, and work will be geared to particular interests and abilities. The inter-disciplinary nature of the subject precludes prerequisites; all are welcome. The instructor's textbook on medieval music (WWNorton, 2011) will be given a test-drive in this course.

MI 40806. Early English Theatre

(3 -0- 3)

This course focuses on English theatre during the two-century "run" from ca. 1350–1576 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 40809. Archaeology of Religion

(3 -0- 3)

Religion and ritual have been part of humanity since the Upper Paleolithic and possibly earlier. In this class, we will use the archaeological record to explore the deep history, richness, and diversity of religious practice throughout the world. The first issue to grapple with is the extent to which we can learn about religion through material culture and how this perspective adds to our understanding of the role religion plays in the human experience, how religions are organized, and how they change through time. These issues will be explored using examples from

the Upper Paleolithic, Egypt, U.S. Southwest, Maya, and the Andes, to name a few, and we will also investigate the origins of Christianity, Islam, Hinduism, Judaism, and Buddhism.

MI 43001. Senior Seminar: Medieval Studies

(3 -0- 3)

Required for a major in Medieval Studies, the advanced seminar presents students with an issue of multidisciplinary significance to scholars of the Middle Ages and asks them to analyze the topic from a variety of viewpoints. The analysis requires extensive primary source readings as well as a review of secondary source literature. Thoughtful class discussion encourages more detailed individual exploration in the form of a substantial research paper on a topic selected in consultation with the instructor. 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.

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 43295. 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.

MI 43303. The 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.

MI 43326. St. Anselm's Philosophy/Theology

(3 -0- 3)

An examination of the major philosophical and theological writings of St. Anselm. His *Monologion*, *Proslogion*, and *Cur Deus Homo* will be of central concern, but several lesser known texts will also be read. Topics discussed in these writings include arguments for the existence of God, the divine nature, the Trinity, the Incarnation, freedom (and its compatibility with divine foreknowledge), and truth.

MI 43333. Augustine's *Confessions*

(3 -0- 3)

A close reading of Augustine's *Confessions* from a primarily philosophical perspective. It will consider the themes of Faith and Reason, Human Nature, Memory, Understanding and Love, Time and God in Augustine's quest for self understanding and wisdom.

MI 43341. Aquinas's Philosophy and Theology

(3 -0- 3)

A close examination of the philosophical arguments within the first thirteen 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 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 43345. The Ethics of Thomas Aquinas

(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 Nichomachean ethics will be the principal sources.

MI 43346. 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.

MI 43347. Aquinas on Virtue and Law

(3 -0- 3) O'Callaghan

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*.

MI 43375. Aquinas and Scotus: Rival Catholic Thinkers

(3 -0- 3) Cross

This course will cover some of the key points in the philosophical and theological thought of Thomas Aquinas and Duns Scotus, focusing on ways in which their systems contrast with each other on many significant issues. Topics to be discussed will include philosophical ones (some or all of the following: universals and individuation; identity and distinction; essence and existence; univocity and analogy; body and soul; cognitive theory; the freedom of the will; the grounding of the moral law; the existence and nature of God) and theological ones (some or all of the following: Trinity; Christology [hypostatic union and Christocentrism]; grace; sacraments). The texts will be studied in English, when necessary in translations provided by the instructor.

MI 43428. Early Christian Latin Texts

(3 -0- 3)

A close reading of Latin Patristic Texts with attention not only to grammar and syntax but also to their historical context and theological significance.

MI 43499. Joint Seminar in Philosophy and Theology: Augustine

(3 -0- 3)

A close reading and analysis of the some of the more important works of Augustine of Hippo (+430), whose influence on subsequent Western intellectual history has had very few rivals. Particular attention will be paid to questions of faith and reason, God and the soul, and the human person in the light of grace.

MI 43583. King Arthur in European Literature

(3 -0- 3)

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*).

MI 43638. Augustine: Selected Readings

(3 -0- 3)

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 new-found 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 43666. Islamic Texts Seminar

(3 -0- 3)

This course offers students the opportunity to read classical Islamic texts in translation, with an optional additional credit for students of Arabic to read them in the original language (MEAR 32305). Topics will vary from semester-to-semester allowing students to take the seminar more than once. Potential topics may be thematic, such as hadith ("tradition" or reports about Muhammad's words and deeds), tafsir (Qur'anic exegesis), fiqh and shari'a (jurisprudence and law), tasawwuf, kalam and falsafa (theology, philosophy and mysticism), or focused around a significant figure such as al-Ghazali. In addition to reading texts, we will also engage contemporary scholarly literature on the sources and their analysis.

MI 46020. Directed Readings—Undergrad

(V -0- V)

Offers advanced undergraduate students a possibility to work closely with a professor in preparing a topic mutually agreed upon.

MI 50001. Introduction to Medieval Studies

(1 -0- 1) Boulton

A one-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. Gregorian Chant: Vocal Sacred Music I

(3 -0- 3) Jeffery

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.

MI 50787. Transcribing Early Notations and Making Computerized Editions of Gregorian Chant and Early Polyphony

(3 -0- 3) Blachly

The course will focus both on how to interpret early notations and how to make computerized modern editions using MakeMusic's Finale program for Mac or PC. Topics to be addressed will include "barlines: yes or no?," "when to use musica ficta and how to indicate it," "problems of text underlay," "when to transpose

for the convenience of the singers," "reduce the original note shapes or make a diplomatic transcription?" and "the advantages and disadvantages of computer programs that create quadratic Gregorian notation."

MI 53810. 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.

MI 56001. Senior Research Paper

(3 -0- 3)

This class offers a student a chance to research a topic in medieval studies and write an in-depth seminar paper on the subject. By the end of the semester, a 20- to 25-page research paper will be submitted to the professor for the final grade.

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.

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)

An introduction to the materials and structure of Western tonal art music, including pitch, rhythm, meter, scales and keys, intervals, chords, harmonic progressions and voice-leading, and form.

MUS 10101. Music and the Christian Tradition, 1500–1800

(3 -0- 3) Frandsen

This course covers sacred art music and hymnody from the years just prior to the Protestant Reformation until the late eighteenth century. We will look at art music from the Catholic, Lutheran, and Anglican traditions, and congregational hymnody from the Lutheran, Reformed (Calvinist), and Anabaptist traditions. We will examine the development of distinct musical traditions among the Lutherans and Anglicans, but also the continued use (by Lutherans in particular) of chant and polyphonic music composed by (and for) Catholics, at times with altered texts. Topics to be covered include sacred music on the eve of the Reformation, Luther's theology of music, Calvin's position on the role of music in the church, music and the Counter- (or Catholic) Reformation, music in the Catholic and Lutheran liturgies, music and various devotional movements, Mary in the Lutheran musical tradition, the music of nuns, the musical influence of Venice and Rome on German Catholics and Lutherans, the psalm motets of the Anglicans, Lutheran organ music, the Bach cantata and Handelian oratorio, and psalmody in Colonial America. No musical background or music-reading ability is required.

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 10122. Mozart to Minimalism

(3 -0- 3)

A historical survey of major composers and styles of Western art music from the late eighteenth through the twentieth centuries; works studied will be drawn from the solo, chamber, orchestral, and operatic repertoires most widely performed in concert halls today.

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 at 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), *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 is 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.

MUS 10132. Modern Jazz

(3 -0- 3)

A study of the jazz performers and practices of the latter half of the twentieth 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 10140. African American Folklore and Music

(3 -0- 3)

African American history has been characterized by struggles for fundamental human rights and struggles to reclaim their identity as people of African descent in America. Although slavery, segregation and other forms of oppression and deprivation have tended to deny their African heritage, African Americans have nevertheless succeeded in creating cultural space for themselves within the larger community of the American Nation State. Their distinctive identity, rooted in their African cultural past, is evidenced in various recognizable forms of culturally produced social and religious institutions, music, and artifacts. These recognizable forms are studied as the folklore and folklife of the people. This course will explore African American cultural forms in the context of their historical experience. Because African American folklore cannot be explored in isolation from the larger American cultural space, we will also examine the factors of interethnic influence on African American culture, and conversely, African American contributions to American cultural identity.

MUS 10141. Understanding World Music

(3 -0- 3) Jarjour

This course is a gateway to the study of music around the world. Rather than thinking of different musics as a number of regionally defined systems, we will look at a number of ways in which this social and cultural phenomenon may be understood. This course, therefore, takes a thematic approach to the question of studying music, whether it is oceans away or just around the corner, and whether people might agree on calling it "music" or not. At a time when distances no longer seem to matter much and categories appear to account for little, this course addresses questions along the lines of how to think about music, before looking at where it comes from and what systems it might follow. The course is open to majors and non-majors.

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 10160. Taking Liberties: From Book to Libretto, or French Literature Goes to the Opera

(3 -0- 3)

In this course, which may be taught in either French or 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) and *Don Giovanni* (Mozart); *Manon Lescaut* (Prévost/Puccini), *Carmen* (Mérimée/Bizet).

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) Buranskas

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 10192. Program Music from the Baroque Period through the 20th Century

(3 -0- 3)

This course will involve the study of instrumental music that was written to convey non-musical ideas derived from novels, plays, poetry, nature, nationalism, etc. It will also consider the relevance of the musical compositions within a historical context by incorporating the discussion of topics that directly relate to the lives of musicians and composers: politics, love, war, and religion.

MUS 10201. Brass Ensemble

(V -0- V)

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)

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, Percussion Ensemble and other band instrument ensembles.

MUS 10210. Chorale

(V -0- V) 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

(V -0- V) Stowe

Notre Dame's traditional all-male choir.

MUS 10222. Collegium Musicum

(V -0- V) Stowe

A select choir that concentrates its performances in the medieval and Renaissance repertoire.

MUS 10230. Jazz Band

(V -0- V) Dwyer

Open through audition.

MUS 10231. New Orleans Brass Band

(V -0- V) Merten

An ensemble performing the traditional and new music of New Orleans style brass bands.

MUS 10233. Jazz Improvisation

(V -0- V) 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

(V -0- V) 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

(V -0- V)

Wind and brass ensembles assembled for performance with special instrumentation.

MUS 10242. Symphonic Band

(V -0- V) 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

(V -0- V) 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

(V -0- V) Dye

This ensemble will provide a traditional concert band experience for brass, woodwind and percussion players in the Notre Dame community. Under the direction of Dr. Kenneth Dye and the Notre Dame band staff, the University band prepares and performs a wide variety of music, including everything from marches, overtures, and pop melodies to the traditional Notre Dame favorites. Rehearsals take place in the Band Building. Those who are able may register for MUS 10245 "University Band" for one credit, although registration is not required to participate. Application for membership can be made by contacting the band office.

MUS 10246. Varsity Band

(V -0- V) Sanchez

Performs for athletic events and special functions. Does not apply to overload.

MUS 10247. Concert Winds

(V -0- V) 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

(V -0- V) Dye

Performs for athletic events and special functions. Admission by audition.

MUS 10250. Orchestra

(V -0- V) Stowe

Performs music from the 18th to the 20th century in several concerts a year.

MUS 10251. Chamber Orchestra

(V -0- V) 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 that 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 <http://www.nd.edu/~smiller2/> or email 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 <http://www.nd.edu/~smiller2/> or email 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 <http://music.nd.edu/guitar/> or email 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

Exploring fundamentals of song writing, composing and performing vocal or instrumental songs.

MUS 10912. Famous First Performances

(3 -0- 3)

Our study of the first performances of five famous works of the Western canon—Monteverdi's *Orfeo* (1607), Handel's *Messiah* (1742), Beethoven's *9th Symphony* (1824), Berlioz's *Symphonie fantastique* (1830), and Stravinsky's *Rite of Spring* (1913)—will provide a lens through which we will explore how music both shapes and reflects the particular social and cultural contexts in which it is created. Although these works remain widely beloved and frequently performed in concert halls and opera houses, each originated in circumstances that diverged from one another as much as they do from today's. Through our consideration of how earlier ears heard these groundbreaking compositions and reacted to them, we will develop a common vocabulary for speaking and writing about music, and reflect on the nature of music criticism. We will use these five works, furthermore, as starting points for an introductory study of several key genres of Western art music: opera, oratorio, symphony, and ballet.**MUS 11164. Topics in Film/Popular Music Lab**

(0 -0- 0)

Prerequisite: MUS 10101 or MUS 20101*Corequisite:* MUS 10164This 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)

Some prior study of piano is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability. 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)

Some prior study of organ is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability. 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)

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)

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)

Some prior study of violin is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability. 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)

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. 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)

Some prior study of cello is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability. 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)

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)

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)

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)

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)

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)

Some prior study of voice is advised. Half-hour lessons or one-hour lessons reserved for students of upper-intermediate performance ability. 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 <http://www.nd.edu/~smiller2/> or email 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)

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

Music: 1945–1980. This seminar will track a twenty-five year period in (mostly) American music, or music that was derived from American models. During this time music existed in three, intertwined strands: jazz, rock and roll, and "classical". This course will acquaint you with various musical styles and ideas, but will also consider how technology, marketing, demographic shifts, and other social changes shaped the music that was created. The course will examine the avant-garde concert music of the period, and American and British popular music that coexisted and sometimes cross-pollinated with the 'classical' avant-garde. Jazz styles to be covered will include Swing, Bop, Cool, and Jazz Rock. Popular music will include early Rock and Roll, the British invasion, Vietnam war era. No knowledge of musical notation will be required for this seminar.

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) Mayes

Prerequisite: MUS 20001

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

Prerequisite: MUS 20011

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 10090

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 sixteenth century (and the music of Palestrina in particular) has been viewed as an ideal. Ever since the eighteenth 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

Prerequisite: MUS 20001

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 (Theory I). It is strongly recommended that students also take MUS 20101 (History I) before enrolling in MUS 20112.

MUS 20131. 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. To request departmental approval, send a one-paragraph hard-copy statement of your reason to take the course to Prof. Dwyer, 106 Ricci Band Rehearsal Hall. Include your first and last name, email address, and Student ID#. Students currently abroad may email their request to ldwyer@nd.edu; all other students must print out and deliver a hard-copy request.

MUS 20140. Ballads to Hip-Hop: Music, Culture, and Society in Mexican America

(3 -0- 3)

This course is designed to introduce students to important historical and stylistic musical developments as part of the cultural experience of ethnic Mexicans in the United States. To this end, we examine both music-making and performance as aesthetic dialects of the social texture of “everyday life”. We will cover various styles and genres, including corridos (the Mexican ballad form), Chicano rock ‘n- roll and hip-hop, jazz, and contemporary folk-derived styles (i.e. Banda, Pasito Duranguense, Norteño) with attention to their historical, political, and musical significance. In order we achieve our aims, the course is organized along two axes: one chronological, the other conceptual—neither complete. The chronological portion will allow us to survey the various genres, styles, and ensembles of ethnic Mexican musical production. We dovetail this effort with a focus on important themes and concepts, identity, race, gender, migration, hybridity, that pertain to

the present and historical social conditions of this community. Our approach, such that we are dealing with music-cultures, is at once anthropological and ethnomusicological, yet we are guided more broadly, by the paradigm of cultural studies, as we interrogate the expressive terrain where history, language, performance, and social bodies intersect.

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 20142. Music In Africa

(3 -0- 3)

Africa’s musical culture is as diverse as the landmass, peoples, and languages of the continent. Africans’ social systems, politics, their economics, and their religions are integrated with music as creative and expressive form. Like any human cultures in the world, African music has historical and ecological contexts that inform the meanings various communities make of, and express in their music. As a survey course, the class will explore the diversity of cultural and musical expressions in Africa, how Africans create, perform, think about, and use music in their lives. Special attention will be paid to traditional, popular and religious music genres with specific regional examples. Also issues related to intra-African and global components of the production and consumption of music will be explored.

MUS 20143. Music in the African Religious Experience

(3 -0- 3)

This course will explore the role of music in African religious traditions.

MUS 20145. Appreciating World Music

(3 -0- 3)

Prerequisite: MUS 20001 and MUS 20002

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)

This course explores musical production in India and China, the “new cultural cores” that are gradually replacing the U.S.A. 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 like Twelve Girl Band and composers like Tan Dun in films like *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, 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 open ears and minds to the diverse ontological understandings comprising various worldviews.

MUS 20161. Medieval Theories of Cosmic Harmony

(3 -0- 3)

A study of Pythagorean tradition in the Middle Ages using both philosophical-theological and music-theoretical texts.

MUS 20162. Music and the Olympics: A Soundtrack for Competition, Ceremony, and Celebration

(3 -0- 3) Dye

A survey course of Music's role and history in athletic competition, training, ceremonies, and celebrations. Music's societal impact and power is evident in women's integration into the Olympics as well as music's role in nationalism and politics. In technologies, the development of sound reinforcement and acoustical architecture expanded the Olympic venue and ensemble size as well as the scope and content of ceremonial music. Music as the true "Universal Language" was used extensively to reach a world audience as the broadcast media commanded a global stage. All of these elements of culture, athletics, gender, technology, and nationalism present a vast dimension to study music in the Olympics.

MUS 20491. Instrumental Techniques

(3 -0- 3) Rosas

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. 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 -2- 2)

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 -2- 2)

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 -1- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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

(2—2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 <http://www.nd.edu/~smiller2/> or email Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

MUS 21351. Jazz Guitar Lessons for First-Year Majors

(0 -2- 2)

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)

Using relevant case studies, this course explores various issues pertaining to music: its commoditization, 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)

Prerequisite: MUS 20002
Studies in advanced harmony.

MUS 30004. 20th-Century/Music Theory IV

(3 -0- 3) Mayes

Prerequisite: MUS 30003

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) Tidback

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 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) Youens

Prerequisite: 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 19th-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, colonial and post-colonial studies. Although not a prerequisite, this is a continuation of Music of Africa and the Diaspora (MUS20147). Preparation for lectures include select readings and occasional listening. Please bring open ears as much listening will be done in class.

MUS 30200. Chamber Music

(V -0- V) Buranskas

Study and performance of selected chamber compositions. Intended for music majors or with special permission.

MUS 30211. Opera Production

(V -0- V) Beudert

This class focuses on Mozart's *Le nozze di Figaro*. In this course both students and instructors will be engaged in a team effort to approach the production of opera both through critical understanding of the work (sources, context, meanings) and their active participation in a real opera production. The opera will be performed on campus in the course of the semester, with students involved at different levels, whether singing, playing in the orchestra, organizing the stage sets, or participating in other aspects of opera performance, from promotion and management to scholarly work for program notes and other critical essays. The class is team-taught. Dr. Beudert, the director of the Opera Notre Dame program and of Eugene Opera in Oregon and by Dr. Polzonetti, a musicologist specializing in 18th-century Italian opera. Students who take the class for 3 credit hours will have to write a paper and will have a final exam.

MUS 30213. Opera Workshop

(V -V- V) 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. This course is to be taken by Piano Performance majors or by permission of the instructor

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 30453. Instrumental Conducting

(3 -0- 3) Rosas

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. As a significant portion of the course takes place in an ensemble setting, all students are expected to have performing experience on an instrument (brass, woodwind, percussion, string, piano, guitar), be able to read music notation competently, and participate as an instrumentalist in the class ensemble.

MUS 31300. Piano Lessons for Sophomore Majors

(0 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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

(2 -0- 2)

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

(2 -0- 2)

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

(2 -0- 2)

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 -2- 2)

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

(2 -0- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 <http://www.nd.edu/~smiller2/> or email Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

MUS 31351. Jazz Guitar Lessons for Sophomore Majors

(0 -2- 2)

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

(V -0- V)

Majors only. Public performance of appropriate solo repertoire.

MUS 40023. Twentieth Century Russian Composers: Skryabin, Stravinsky, Prokofiev, 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, Stravinsky

(3 -0- 3)

Prerequisite: MUS 30003

Study and analysis of the music of Debussy, Ravel and Stravinsky up to 1920.

MUS 40042. Baroque Counterpoint

(3 -0- 3)

Prerequisite: MUS 10090 or MUS 20001

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.) We will study contrapuntal style and procedures of Bach through original student compositions in formal models of the 18th Century.

MUS 40100. Getting Medieval: Music and Technology in the Latin Middle Ages (800–1400)

(3 -0- 3)

Prerequisite: MUS 20002

Napster would never have been sued in the Middle Ages. Rather the culture embraced song, singing, and the free transmission of music in as many ways as possible. Music that was transmitted survived! This course is about how music was recorded, changing modes of transmission, and the interactions between the performer, the notator, the poet/dramatist and the scholar. How did media shape the messages of music? We begin in around 800, when a new technology slowly began to transform cultures of song in the West, to around 1400, when a system for recording music was fully developed that has been primary until the twentieth century. In the first half of the course, we study manuscripts and musical repertory from before, during and after the monumental changes of the Carolingian period. Students will sharpen their quills and prepare transcriptions for us to use; expertise in a variety of subjects will be well-received, from composition and music theory, to music performance, to Latin studies, history, and liturgics. A class project at mid-term will involve the reconstruction of a medieval Vespers service from the manuscripts we have been studying, singing antiphons by the nun Hildegard of Bingen, and working with manuscripts from the Rhineland, including one source that is the closest extant to Hildegard's own monastery as well as those prepared in her scriptorium. The second half of the course will focus on rhythm, music and poetry, and dramatic and narrative structures, ending with the performance of a liturgical drama, the scale of which will depend upon the numbers of students in the course, and their proclivities. We will examine dramatic musical works in their ritual contexts, from the Christmas cycle, to the Beauvais Play of Daniel, to saints' plays, to a range of Easter dramas. There will be an emphasis on the great "Fleury Playbook," the Circumcision office from Beauvais, and a satirical review from the 14th century, the *Roman de Fauvel*, starring a donkey who represents the seven deadly sins. All these musical works will be studied from original manuscripts. The course is open to graduate and professional students, as well as to undergraduates, and work will be geared to particular interests and abilities. The inter-disciplinary nature of the subject precludes prerequisites; all are welcome. The instructor's textbook on medieval music (WWNorton, 2011) will be given a test-drive in this course.

MUS 40120. Exoticism in Music

(3 -0- 3)

Prerequisite: MUS 20002

This seminar explores the concept and practice of exoticism in Western art music from the 18th through the early 20th centuries, as well as the related topic of national style. We will study examples from both instrumental music and opera, including works by Mozart, Schubert, Liszt, Bizet, Puccini, and Debussy, among others, considering not only how foreign elements are evoked, but what they might have meant to composer and audience. Students will be expected to write several short papers as well as a longer term paper.

MUS 40121. Music: 1945–1980

(3 -0- 3)

Music 1945-1980 will examine the leading edge concerted music of the period, and American and British popular music (Jazz, rock and roll) that coexisted and sometimes cross-pollinated with the 'classical' avant-garde. Jazz styles to be covered will include Swing, Bop, Cool, and Jazz Rock. Popular music will include the Folk revival, early Rock and Roll, the British invasion, Vietnam war era. Concert music will involve the end of the neoclassical, the cult of Webern, electronic and computer music, John Cage and his followers, total serialism, and minimalism.

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) Youens

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)

An in-depth study of 19th-century Italian operatic adaptations of Shakespeare, with particular focus on Macbeth, Otello, and Falstaff by Giuseppe Verdi.

MUS 40160. Words and Music

(3 -0- 3)

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, (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, rhetoric and semantics (meaning).

MUS 40161. Psalmody

(3 -0- 3)

Prerequisite: MUS 20001

This hands-on course will cover all the ways that the psalms have been sung in Jewish and Christian worship, from ancient times to the present. All the major styles and practices of monophonic and polyphonic singing, as well as keyboard accompaniment, will be included. We will also trace how the various ways of interpreting the psalm texts throughout history have shaped liturgical practices, prayer and spirituality, and the creation of hymnody.

MUS 40402. Piano Collaboration

(V -0- V) Blacklow

This course is to be taken by Piano Performance and/or by permission of the 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)

Elements and expressive techniques of English and Italian diction, utilizing the International Phonetic Alphabet.

MUS 40443. Diction III—French

(1 -0- 1) Resick

Elements and expressive techniques of French diction, utilizing the International Phonetic Alphabet.

MUS 40444. French Vocal Literature

(1 -0- 1) Resick

Prerequisite: MUS 20001 and MUS 20002

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)

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 and introduction to current music technology including digital audio recording and editing, midi technology (sound and notation) and the digital management and distribution of music. Students will experience all of these technologies on an introductory level, but focus their interests on a technology-based final project to develop and display their acquired skills.

MUS 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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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

(-2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 <http://www.nd.edu/~smiller2/> or email Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

MUS 41351. Jazz Guitar Lessons for Junior Majors

(0 -2- 2)

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 commoditization, 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 43160. Music, Nation, State

(3 -0- 3)

This seminar explores the intersection of music with the nation and the state from the eighteenth through the twenty-first centuries, including topics such as music and the construction of national consciousness and national identity; music and propaganda; music and state control; music and war; and music and torture. Students will also become familiar with reading and writing musicological scholarship.

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, October 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 pm, 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) Smith

Prerequisite: MUS 30003

This course engages the practice of hands-on analysis of musical form in compositions of the Baroque, Classical, and Romantic eras of music history. Our interaction with the music will be holistic, with light cast on the contribution of thematic design, key scheme, and large-scale harmonic pillars to the articulation of musical form. The focus will be on the main formal types characteristic throughout the eighteenth and nineteenth centuries: basic phrase types (the period and sentence); binary and rounded binary; theme and variations; ternary and compound ternary; rondo; sonata form and sonata-rondo form. Much of the course will address the music itself, but there will also be required readings from select secondary sources,

which will provide background on the relevant analytical methodologies. Course work will include weekly listening and score study, readings from the secondary literature, written analysis assignments, and a final exam.

MUS 50022. Schenkerian Analysis

(3 -0- 3) Smith

Prerequisite: MUS 30003

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 Schenker's method primarily through hands on application of his approach to actual music. In the process, students will learn to express analytical insights through Schenker'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 50024. The Chamber Music of Schubert, Schumann, and Brahms

(3 -0- 3)

Prerequisite: MUS 30003

The course focuses on the practice of hands-on analysis of the chamber music of these three nineteenth-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. Secondarily, 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 50101. Gregorian Chant: Vocal Sacred Music I

(3 -0- 3) Jeffery

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.

MUS 50102. Polyphony: 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.

MUS 50103. Transcribing Early Notations and Making Computerized Editions of Gregorian Chant and Early Polyphony

(3 -0- 3) Blachly

The course will focus both on how to interpret early notations and how to make computerized modern editions using MakeMusic's Finale program for Mac or PC. Topics to be addressed will include "barlines: yes or no?", "when to use musica ficta and how to indicate it," "problems of text underlay," "when to transpose for the convenience of the singers," "reduce the original note shapes or make a diplomatic transcription?" and "the advantages and disadvantages of computer programs that create quadratic Gregorian notation."

MUS 50113. Vocal Sacred Music III

(3 -0- 3)

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 50114. Vocal Sacred Music III: Cantatas, Passions, and Oratorios of Bach and Handel

(3 -0- 3)

This is a seminar designed for graduate students in the Master of Sacred Music program. Music majors who will be seniors may also register for this course (under this number only). The course covers the cantatas, Passions, and Mass in B minor of Bach, and the oratorios of 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, 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. Students will be asked to make several class presentations throughout the semester, and to write one or two short papers, and a research paper of at least 15 pages. Grading will be based on class participation, class presentations, and the papers.

MUS 50121. 19th 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 50124. The Song Cycle from 1800 to the Present

(3 -0- 3) Youens

Prerequisite: MUS 20001

When the century turned over a new leaf in 1800, composers began experimenting with new ways to link songs for voice and piano together in larger groupings called “cycles.” As song became a more important genre for 19th-century musicians, the cycle was a way to make song—a miniature genre—challenge the established big genres (symphony, opera, string quartet) in length and complexity. In this course, we start with the first cycles by Johann Friedrich Reichardt and go on from there to works by Beethoven, Schubert, Schumann, Loewe, Brahms, and many more in Germany; to the migration of song cycles to France, in particular the great cycles by Gabriel Fauré; and to numerous 20th- and 21st-century song cycles by the likes of Britten, Krenek, Schoeck, Eisler, Dutilleux, Poulenc, Hindemith, and more.

MUS 50440. Vocal Performance Techniques

(1 -0- 1)

Development of interpretation skills pertaining to songs and operatic literature. For advanced undergraduate students only.

MUS 51300. Piano Lessons for Senior Majors

(0 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 -2- 2)

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 <http://www.nd.edu/~smiller2/> or email Stephen Miller. Deadline for sign up is noon on the first Thursday of classes.

MUS 51351. Jazz Guitar Lessons for Senior Majors

(0 -2- 2)

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.

Philosophy

PHIL 10100. Introduction to Philosophy

(3 -0- 3) Kelsey

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 or PLS 20301

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 or PLS 20301

This course focuses on writings from three main figures: Kierkegaard, Nietzsche, and Sartre. The contrast of aesthetic, ethical and religious views, as discussed from an existentialist perspective, is the main thematic focus of the course. Students are advised to purchase texts in the editions that are on order for the course at the Notre Dame bookstore.

PHIL 20203. Death and Dying

(3 -0- 3)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

Course content varies by semester and instructor. Topics may include the nature and definition of death, end of life medical issues, capital punishment, the possibility of survival of death, the value of death, existentialist thinking about death, and others.

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)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

An examination of the following questions: What kind of differences separate men and women? Are these differences natural or are they socially produced, and are these differences beneficial to us or are they limiting? What does equality mean for people characterized by such differences?

PHIL 20207. Self and World

(3 -0- 3) Dumont

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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 20214. Ancient Wisdom and Modern Love

(3 -0- 3) O'Connor

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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 20218. Chinese Ways of Thought

(3 -0- 3)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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 20222. Love and Friendship: An Introduction

(3 -0- 3)

Love and friendship have been central topics in moral philosophy since the Ancient Greeks. In this course we will be examining these topics through literary and philosophical writings from Aristotle to Stendhal, as well as looking at some of the very best recent philosophical literature.

PHIL 20229. Paradoxes

(3 -0- 3) Speaks

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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 20401. Ethics

(3 -0- 3)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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)

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) Warfield

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20201 or PLS 20301

Corequisite: PHIL 22408

A survey of foundational and practical philosophical topics arising in law and within legal systems. The course will sometimes be a broad survey but will on some occasions take a narrower focus on a set of related issues (examples: issues in criminal law; issues in constitutional law). The course will typically include a mix of theoretical and applied topics.

PHIL 20411. Aesthetics and the Philosophy of Art

(3 -0- 3)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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 20415. Morality and Modernity

(3 -0- 3) Solomon

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

“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 20420. Agency, Responsibility and Determinism

(3 -0- 3)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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: <http://www.nd.edu/~government/undergrad/Summer05CourseDescriptions.htm>

PHIL 20423. Self and Society

(3 -0- 3)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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)

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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 which 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 20428. Business Ethics—Practice and Norm: Corporate Responsibility, Sustainability and Global Commerce

(3 -0- 3)

This course is a comprehensive introduction to business ethics with a special focus on issues and representative cases drawn from business in recent years. Central questions concern the responsibilities of corporations, especially in regard to their stakeholders and the environment. These concerns range from questions about hiring, firing, and promotion, to executive compensation, to marketing ethics, to financial representation, and to religion in the workplace. The globalization of business is also a main focus, involving such issues as outsourcing (domestic and international), bribery, child labor, and the treatment of women in and beyond the company's home country. The work will consist in readings from texts and cases, short papers, and likely one or two or at most three short essay exams. The aim is both to advance understanding of business ethics and to help students make better decisions both in business practice in particular and in ethical matters generally.

PHIL 20429. Are We Eating Good Food?

(3 -0- 3) Hicks

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

In the last few years, an increasing number of voices have answered the title question for this course with a resounding “no.” In this course, we will develop conceptual tools from ethics, political philosophy, and philosophy of science to critically engage with both proponents and critics of several aspects of our contemporary food system. Possible topics will be picked based on student interest, and include but are not limited to vegetarianism, conventional vs. organic vs. ‘beyond organic’ agriculture, transgenic or GMO crops, justice for food workers, scientific and public policy controversies over nutrition and health, food deserts, and ‘special interest’ control of agricultural politics and economics. We will also be working on a service project with Purple Porch Co-op—a local food co-op—in order to understand how these issues appear in and impact the food system of the Michiana region.

PHIL 20430. History of Aesthetics and Philosophy of Art I: The Ancient, Medieval, and Renaissance Contexts

(3 -0- 3) Rush

A conceptual-historical survey of aesthetic theory and the philosophy of art that beginning in antiquity and concluding in the Renaissance. The main readings will be historical sources in both philosophy and art theory more broadly construed, with ample attention to various types and genres of art and in-depth consideration of several individual works. Topics discussed: the relation of art to truth the nature of artistic representation, tragedy and comedy, natural and artistic beauty, ethics and art, genius and sublimity, social roles of art and of the aesthetic response to nature, etc.

PHIL 20602. Medical Ethics

(3 -0- 3) Solomon

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301*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)

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) Jurkowitz

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

Corequisite: PHIL 22606

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 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 or PLS 20301

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 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 20617. Philosophy of Science

(3 -0- 3)

A detailed consideration of the central methodological and epistemological questions bearing on science.

PHIL 20620. Philosophy and Science Fiction

(3 -0- 3) Rea

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 20627. Science and Catholicism

(3 -0- 3) O’Callaghan

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

A historical and philosophical examination of the relations, if there are any, between science and religion with particular reference to the Catholic intellectual tradition. Through the use of historical materials the course will attempt to isolate and examine philosophical difficulties that might be thought to obtain between the claims made by Christian revelation and various scientific theories about features of the world. Emphasis will be placed upon distinctive ways in which the intellectual tradition of the Catholic church has faced the issues raised. Figures to be considered may include Augustine, Aquinas, Galileo, Bellarmine, Darwin, Huxley, Dawkins, Newman, Leroy, Zahm, LeMaitre, and Hawking, as well as others. Topics to be discussed are Language, Meaning, and Revelation, the Nature of Science, Theory, and Hypothesis, Evolution, the Big Bang, Soul and Body, Creation versus Making, Providence and Chance.

PHIL 20628. The Ethics of Emerging Weapons Technology

(3 -0- 3) Lee

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

This course explores the ethical challenges posed by the ongoing revolution in the technology of war. After learning about some general, philosophical approaches to ethical decision making, we will examine a wide range of new weapons technologies, from “smart” bombs, drones, and robots to em (electromagnetic) weapons, cyberwar, and bio-enhancement, asking the question whether the existing framework of Just War Theory and the Law of Armed Conflict (LOAC) are adequate for war as it will be fought in the 21st century.

PHIL 20629. Morality and Machines

(3 -0- 3) Arnold

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

Computers are an integral part of modern society. This course looks at several moral issues that arise from the use of computers and associated machines, for example, moral issues surrounding automation and computerization, information privacy and security, intellectual property, virtual worlds, and computer crime.

PHIL 20630. Time in Philosophy, Physics and Fiction

(3 -0- 3)

A seminar covering philosophical and scientific arguments for and against different theories of time and considering ways in which different theories of time are represented in fiction. Are time travel stories logically consistent? Physically possible? Is the future determinate or indeterminate? Can our deepest pre-philosophical convictions about time be reconciled? Is there a sense in which space-time exists?

PHIL 20801. Philosophy of Religion

(3 -0- 3) Dumont

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

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) Potter

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301 or PHIL 30301 or PHIL 30302

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 20805. Thought of Aquinas

(3 -0- 3) O'Callaghan

Prerequisite: PHIL 10100 or PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PLS 20301

This course provides an overview of certain central teachings of St. Thomas Aquinas with attention particularly to philosophical topics touching upon theological questions. 1) Faith and reason and the ways to God; 2) Human nature, particularly soul, body, and the image of God; 3) Law and Virtue; 4) Nature and Grace.

PHIL 20806. Philosophy of Judaism

(3 -0- 3)

Prerequisite: PHIL 10101 or PHIL 13185 or PHIL 13195 or PHIL 20101 or PHIL 10100 or PLS 20301

This introduction to the philosophy of Judaism has two tracks, based on the recognition that Judaism as a philosophy can be understood properly only when it is seen in its historical and cultural context. Concerning the latter, we will examine "the history of the Jewish Experience" as provided by Leo Trepp in his book of that title. Regarding philosophy per se, we will base our study on the influential work of Abraham Joshua Heschel (1907–1972), as reflected in his formative work *God in Search of Man*. The ultimate goal of the course for non-Jewish students is to provide an opportunity for the kind of reflective awareness of where one stands provided by the kind of exercise Father John Dunne describes as "crossing over" from one's own tradition to another.

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)

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. Sp Top: 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 Freddoso

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) Newlands

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) Franks

An introduction to the fundamentals and techniques of logic for majors.

PHIL 30328. Body, Soul and the Image of God

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

This course will examine from a philosophical point of view the influence exerted by the Greek conception of divinity and the Christian Doctrine of "imago dei" upon accounts of human nature. This course serves as both the capstone course for the interdisciplinary minor Philosophy in the Catholic Tradition and an upper-level elective for Philosophy majors. Its format combines lectures and seminar-style discussion.

PHIL 30354. Gender and Science

(3 -0- 3)

An exploration of the ways in which science is gendered, starting with the ways in which women have been excluded from science, and moving through such issues as the invisibility and shabby treatment of women with the products of scientific research, the contributions of women to science and whether these are different in kind from the contributions of men, and the differential effects of science on men's and women's lives.

PHIL 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 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)

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 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. St. Anselm's Philosophy/Theology

(3 -0- 3)

An examination of the major philosophical and theological writings of St. Anselm. His *Monologion*, *Proslogion*, and *Cur Deus Homo* will be of central concern, but several lesser known texts will also be read. Topics discussed in these writings include arguments for the existence of God, the divine nature, the Trinity, the Incarnation, freedom (and its compatibility with divine foreknowledge), and truth.

PHIL 43139. Platonic Love

(3 -0- 3)

This course will study the theme of platonic love from Plato (via Augustine and Aquinas) to Marsilio Ficino, focusing on half a dozen key texts in English translation.

PHIL 43140. Ethics of Thomas Aquinas

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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 43142. Medieval Theories of Cosmic Harmony

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

A study of Pythagorean tradition in the Middle Ages using both philosophical-theological and music-theoretical texts.

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, epistemology, 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 43148. Aquinas on Virtue and Law

(3 -0- 3) O'Callaghan

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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' Philosophical Theology

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

A close examination of the philosophical arguments within the first thirteen 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.

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)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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 43153. Augustine on Thinking and Language

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

As indicated by autobiographical references in the *Confessions*, an understanding of the nature and function of language, from the simplest notions of orthography to the most subtle and complex aspects of hermeneutics, was always a central issue in Augustine's thought. Our course on the Augustinian philosophy of language, which will be based on a close reading of selected texts or parts of texts in English translation (but always with an eye on the original Latin), will be divided into three segments in accordance with the philosopher's own development from the liberal arts, through Platonic philosophy, to Biblical exegesis: 1. The human languages: Grammar and Rhetoric (with readings of *De Dialectica*, *De Magistro*, *De Doctrina Christiana*); 2. Language, Logic (Dialectic), and Ontology (with readings of *Contra Academicos*, *De Ordine*, *De Immortalitate Animae*, *De Quantitate Animae*), and 3. The divine and human Words (with readings of *Confessions* and *De Trinitate*). Requirements: two brief oral reports and a final written paper (ca. 20 pp.).

PHIL 43156. Augustine's Confessions

(3 -0- 3)

A close reading of Augustine's *Confessions* from a primarily philosophical perspective. It will consider the themes of Faith and Reason, Human Nature, Memory, Understanding and Love, Time and God in Augustine's quest for self understanding and wisdom.

PHIL 43157. Philosophy and Humanism in the Twelfth Century

(3 -0- 3)

Prerequisite: PHIL 30301 or PHIL 30302 or PHIL 30313

The course will concentrate on the writings of a group of French thinkers—Bernard of Chartres, William of Conches, Thierry of Chartres, Clarembald

of Arras, and Bernard Silvestris (often known collectively as “The School of Chartres”) who exemplify the combination of philosophical and literary interests that is perhaps unique to the first half of the twelfth century. We will consider the texts not only in themselves but in relation to the Latin writers of late antiquity (Calcidius, Macrobius, Martianus Capella, and Boethius) whose influence formed the philosophical-humanist mentality. Knowledge of Latin is desirable for this course. Written requirement: one final paper of ca. 20 pp.

PHIL 43158. Introduction to Plotinus

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

A study of Plotinus’ *Enneads* in which a close reading of selected texts roughly in their chronological order will be interspersed with commentary on their historical and philosophical background. After an introduction based on Porphyry’s *Life of Plotinus*, we will read a selection of earlier treatises (including I. 6, V. 9, V. 1, and VI. 9), a selection of writings from the author’s middle period (concentrating on III. 8, V. 8, V. 5, and II. 9), and a selection of later texts (including III. 2-3, I. 8, and VI. 8). Since the texts will be read in the English translation of A. H. Armstrong, knowledge of Greek is an advantage but not a necessity. Written requirement: one final paper of ca. 20 pp.

PHIL 43159. Aquinas and Scotus: Rival Catholic Thinkers

(3 -0- 3) Cross

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

This course will cover some of the key points in the philosophical and theological thought of Thomas Aquinas and Duns Scotus, focusing on ways in which their systems contrast with each other on many significant issues. Topics to be discussed will include philosophical ones (some or all of the following: universals and individuation; identity and distinction; essence and existence; univocity and analogy; body and soul; cognitive theory; the freedom of the will; the grounding of the moral law; the existence and nature of God) and theological ones (some or all of the following: Trinity; Christology [hypostatic union and Christocentrism]; grace; sacraments). The texts will be studied in English, when necessary in translations provided by the instructor.

PHIL 43160. Founders of the Middle Ages

(3 -0- 3) Gersh

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

The course will introduce the work of four Christian writers of late antiquity who can be considered as foundational with respect to the early medieval understanding of the relation between the trivium and quadrivium and biblical study, and therefore to the early medieval approach to the intellectual life in general. We will take a predominantly historical and biographical approach in order to examine the life, sources, works, and ideas of Augustine, Boethius, Cassiodorus, and Isidore of Seville by means of selected readings in Latin and in English translation. Using similar methods, we will also look more briefly at the influence of the four writers on certain later figures such as Bede and Alcuin who were themselves foundational with respect to medieval pedagogy. Although some of the textual materials will be read in class in the original language, demonstrable knowledge of Latin will not be required in order to take the course. Requirements: one oral presentation and one final paper of ca. 20 pp, these two projects being either related to or independent of one another.

PHIL 43161. The Philosophy of Augustine

(3 -0- 3) Gersh

The course is intended as an introduction to Augustine’s work from the philosophical viewpoint, although necessarily certain theological questions will also be examined. The emphasis will fall partly on the reading of selected texts (in English translation) beginning with dialogues of Cassiciacum such as *Against the Academics*, *On Order*, *Soliloquies*, *On the Teacher*, continuing with *On the Quantity of the Soul*, *On Music*, *On the Immortality of the Soul*, *On Free Choice of the Will*,

and concluding with *The City of God*. The course will also identify certain philosophical themes as particularly worthy of discussion, including Augustine’s ideas about the nature of God, his theories of knowledge and language, and his notions of the relations between good and evil, providence and free will. Requirement: one final paper (ca. 20 pp.) and an oral book report.

PHIL 43169. Kant

(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 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) Rush

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

A comprehensive consideration of the major themes in Kierkegaard’s thought, including: the relation of faith to art, knowledge and morality, the nature of subjectivity, what constitutes effective philosophical communication, etc. Main texts: *Either/Or*, *Philosophical Fragments*, *Concluding Unscientific Postscript*, *Fear and Trembling*, and *Sickness unto Death*.

PHIL 43173. Nietzsche

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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 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) Joy

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 the *Treatise of Human Nature*.

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 43184. God Evil and the Early Moderns

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

This course will explore the perennial topic of the problem of evil as it was developed and addressed in the rich context of 17th and 18th century philosophy.

PHIL 43201. Continental Philosophy

(3 -0- 3) Watson

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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 43203. Heidegger's Being and Time

(3 -0- 3)

A close reading of Heidegger's seminal work *Being and Time*.

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 43210. Proust and the Philosophers

(3 -0- 3)

This seminar will begin by reading extensive parts of Proust's "In Search of Lost Time", in translation and considering the philosophical positions it transforms. We will then examine Proust's influence in a number of areas of philosophy, including epistemology, the philosophy of mind, aesthetics, the philosophy of history and social science. This in turn will allow us to confront the relationship between philosophy and literature more particularly. Marcel Proust's *A Recherche Du Temps Perdue (In Search of Lost Time)* has been called the most important novel of the twentieth century. Just previous to its inception, its author was uncertain of its status. "Must I make of it a novel, a philosophical study, am I a novelist?" (Notebook of 1908, p. 60–1). Even well into the project, in a volume not published until after Proust's death, the narrator of the *Recherche* declared "a certain philosopher" to be at the core of his essential personality" (The Captive, p. 5). Philosophy thus was very close to this project. Recent research has revealed the extent to which Proust himself was substantially trained in philosophy (e.g., the metaphysics of Schopenhauer or the aesthetics of Hegel and Schelling). Perhaps even more significant is the extent of the influence of The Search on philosophers after it. Among others, Proust's work played an essential role in the thought of Sartre, Merleau-Ponty, Ricoeur, Beckett, Benjamin, Bataille, Adorno, Rorty, Ricoeur, Kristeva and Taylor. This seminar will begin by reading extensive parts of this multivolume work in translation and considering the philosophical positions it transforms. We will then examine Proust's influence in a number of areas of philosophy, including epistemology, the philosophy of mind, aesthetics, the philosophy of history and social science. This in turn will allow us to confront the relationship between philosophy and literature more particularly. Requirements: Research Paper, Seminar Presentation.

PHIL 43211. Hermeneutics: Ancient and Modern

(3 -0- 3) Gersh

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

The course will be a study of general hermeneutics (with special reference also to philosophical-theological and literary hermeneutics) through the staging of an encounter between classic texts dealing with this subject from the late ancient period and from the twentieth century respectively. From the earlier time-period the texts will include Origen: *On First Principles*, book IV, Augustine: *On Christian Teaching*, *On the Literal Interpretation of Genesis*, books I-IV, and Proclus (selections from exegetical works dealing with Homer and Plato); from the later

time-period, Heidegger: *Being and Time*, introduction, *Elucidations of Holderlin's Poetry*, Gadamer: *Truth and Method*, Derrida: *Of Grammatology*, *Dissemination*. In addition to studying the texts carefully—the first requirement of an exegete—we will consider such questions as: Is a "non-hermeneutic" view of reality possible; What is the difference between philosophical-theological and literary hermeneutics?; What is the relation between translation and hermeneutics?; Can one have a theory of hermeneutics independent of its practice. Requirement: one final paper of ca. 20 pp.

PHIL 43301. Ethical Theory

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

The most significant work in philosophical ethics in recent decades has been carried out as a project of retrieval from the large scale normative theories scattered throughout the history of philosophy. In this course we will examine four of these historically significant bodies of ethical theory. We will do close readings of Aristotle's *Nicomachean Ethics*, Kant's *Groundwork for the Metaphysics of Morals*, Mill's essays on Coleridge and on Bentham, and Nietzsche's *Genealogy of Morals*. These texts will be read in light of some of the contemporary disputes within ethical theory for which they provide a background. Our primary goal, however, will be to understand the texts themselves. The class will be run as a seminar. Students will be expected to come to class prepared to discuss the reading for the day. Course requirements will include three short papers (5–7 pages) and a take-home final. There are no specific prerequisites for the course, but students will be expected to have the skills and the motivation to engage critically with challenging philosophical work.

PHIL 43302. Twentieth-Century Ethics

(3 -0- 3) Solomon

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

The course will begin with an examination of the main metethical positions developed from 1903 to 1970—intuitionism, emotivism, prescriptivism and the various forms of ethical naturalism. This material will provide a background for a discussion of issues arising from the more recent revival of classical normative theory.

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 apply 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)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

A consideration of some of the fundamental questions in aesthetics and philosophy of art, e.g., the nature of aesthetic representation, expression in art, the concept of beauty, what distinguishes art from "mere things," the structure and function of imagination.

PHIL 43313. Philosophy and Literature Seminar

(3 -0- 3) O'Connor

The course will focus on how Plato enters into the dialectic between skepticism and idealism in Romanticism. Plato's Symposium and Phaedrus be our lenses to look at five writers from the Romantic tradition of the nineteenth and early twentieth centuries who cross the lines between philosophy and literature: Percy Bysshe Shelley, Ralph Waldo Emerson, Walter Pater, William Butler Yeats, and Wallace Stevens. This seminar is the gateway for the undergraduate minor in Philosophy and Literature, but other interested students are welcome. Contact Professor O'Connor at doconnor@nd.edu for permission to register. A limited number of spaces are open to graduate students, who should register under the graduate course number.

PHIL 43314. Abortion, Euthanasia, and Capital Punishment

(3 -0- 3)

This course involves an examination of recent philosophical work on abortion, euthanasia, and capital punishment. Though the focus is on the philosophical debates, some attention is given to relevant legal and public policy discussions.

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 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 43323. The Demands of Morality

(3 -0- 3)

With a focus on the contemporary literature, this course examines theoretical and practical issues concerning the limits of morality. Questions to be explored include: Is it ever morally permissible to do less than what is morally best? How much does morality demand in ordinary situations? Do the demands of morality change in at least some emergency situations? Which moral theories invite, and which avoid, the charge of being overly demanding? What sense can be made of the claim that some acts are above and beyond the call of duty?

PHIL 43324. Philosophical Issues in Law and Medicine

(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)
Analysis of philosophical and public policy issues at the intersection of law and medicine. Topics may include: the "born alive" rule, defining death, the vegetative state and other disorders of consciousness, assisted suicide, futility laws, and others.

PHIL 43325. History of Aesthetics and Philosophy of Art I: The Ancient, Medieval, and Renaissance Contexts

(3 -0- 3) Rush

A conceptual-historical survey of aesthetic theory and the philosophy of art that beginning in antiquity and concluding in the Renaissance. The main readings will be historical sources in both philosophy and art theory more broadly construed, with ample attention to various types and genres of art and in-depth consideration of several individual works. Topics discussed: the relation of art to truth the nature of artistic representation, tragedy and comedy, natural and artistic beauty, ethics and art, genius and sublimity, social roles of art and of the aesthetic response to nature, etc.

PHIL 43403. Philosophy of Law

(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 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 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)

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 43429. Radical Politics

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

This course is a consideration of classic politically left texts in modern political theory that pose direct challenges to liberal democracy. The course typically takes one of two forms, depending on whether the emphasis falls on one of two traditions: socialism or anarchism.

PHIL 43430. Moral Foundations of Democracy

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

This seminar will begin with an intensive review of major ethical theories' virtue ethics, Kantian deontology, utilitarianism, and intuitionism. Part II will take up modern political philosophy with Mill's *On Liberty* and Rawls's *Theory of Justice and Political Liberalism* as central texts. The third and final part will focus on separation of church and state as an element in democratic government and on the proper balance between religious and non-religious standards in political decisions.

PHIL 43431. Politics and Conscience

(3 -0- 3) Keys

Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of "conscience" recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect? Are there 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 relate to concepts of natural law and natural rights, rationality and prudence, religion and toleration? This course engages such questions through readings from the Catholic intellectual tradition (Augustine, Thomas Aquinas, Thomas More, Francisco de Vitoria, Desiderius Erasmus, John Henry Newman, Karol Wojty'a/John Paul II, and Joseph Ratzinger/Benedict XVI) and other writers of the history of ethical-political thought (Cicero, Seneca, John Locke, Mahatma Gandhi, Jan Pato'ka, and Alexandr Solzhenitsyn). We consider also various contemporary reflections on conscience expressed in films, essays, letters, plays, short stories, speeches, and declarations, beginning with Martin Luther King, Jr.'s "Letter from a Birmingham Jail" and Vaclav Havel's speech "Politics and Conscience." This class serves as both the capstone course for the interdisciplinary minor Philosophy in the Catholic Tradition and an upper-level elective for Political Science majors and Peace Studies minors. Its format combines lecture and seminar-style discussion.

PHIL 43432. Radical Politics II: Socialism

(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)

This course is a consideration of classic, politically left texts in modern political theory that pose direct challenges to liberal democracy. The course typically takes one of two forms, depending on whether the emphasis falls on one of two traditions: socialism or anarchism. The subject matter for S12 is socialism. Readings from: Saint-Simon, Fourier, Marx & Engels, Lenin, Trotsky, Luxemburg, Gramsci, Lukács, etc.

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) Warfield

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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)

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 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 43605. Pragmatism

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

This course comprises both a survey of classical sources in the history of American pragmatism (Charles Peirce, William James, C.I. Lewis, G.H. Mead, and John Dewey), as well as a discussion of pragmatism's impact on more contemporary philosophers (e.g., W.V.O. Quine, Hilary Putnam, Richard Rorty, and Robert Brandom). Special attention is given to the relation of pragmatism to the emergence of a distinctively American analytical philosophy and to the philosophy of social science. Among the issues to be discussed: the connection of rationality to truth, the relation of agency to knowledge, experimentation as a template for experience, varieties of naturalism and instrumentalism in the philosophy of science and in the philosophy of social science, doctrines of meaning as use, etc.

PHIL 43701. Philosophy of Science

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

A detailed consideration of the central methodological and epistemological questions bearing on 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. Bio-Medical 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)

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)

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 twenty-first 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.

PHIL 43713. The Scientific Self: Body and Soul in the 17th-Century Europe

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)
Taking the activities of the Royal Society of London and the "birth of modern science" as our focal point, this seminar examines the profound changes in our conception of self—of who and what we are, our place in the cosmos, and our relationship to that cosmos and to God—that took place in the seventeenth century.

PHIL 43715. Philosophy of Science and Public Policy

(3 -0- 3)

This course will focus on how philosophy of science can illuminate and help resolve real-world problems such as evolution, climate change, environmental harms, biomedical health risks, economic costs/benefits, and pharmaceutical safety.

PHIL 43716. Philosophy of Psychology

(3 -0- 3)

A focus on foundational issues concerning psychopathology, mental disorder, etc.

PHIL 43717. Forbidden Knowledge: The Social Construction and Management of Ignorance

(3 -0- 3) Kourany

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)
Within the last 10 years historians of science such as Robert Proctor, Londa Schiebinger, Peter Galison, and Naomi Oreskes, have been promoting a new area of enquiry—Proctor calls it agnotology, the study of ignorance—which they suggest is of as much relevance to philosophers and social scientists and others as it is to historians. Indeed, the suggestion is that agnotology offers a new approach to the study of knowledge, an approach at least as complex and important as its more established sister, epistemology. In this course we shall focus especially on socially constructed ignorance—the kind exemplified by governmental secrecy and censorship, or industry-engineered confusion (think of the tobacco industry or the pharmaceutical industry), or the 'virtuous ignorance' that would ensue if certain kinds of research (think of race- and gender-related cognitive differences research) were no longer supported. This will lead us to consider the kinds of freedom

of research and other social structures that need to be in place to support the legitimate quest for knowledge, and thence to the recognition that agnotological/epistemological questions are also, ultimately, political questions.

PHIL 43802. Philosophy of Religion

(3 -0- 3)

A critical examination of some classical philosophical theories of religion. The central focus of the course will be issues concerning justification and explanation in religion.

PHIL 43806. Aquinas on God

(3 -0- 3) Freddoso

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)
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)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)
Christians have traditionally ascribed a number of rather unusual attributes to God—attributes such as omnipotence, omniscience, omnibenevolence, eternity and simplicity. This course will examine both the reasons for attributing such properties to God and the ways in which philosophers have tried to understand these concepts. For each divine attribute, we will first examine the views of St. Thomas Aquinas; then we will consider some of the questions concerning that attribute which have recently attracted philosophical attention. Contemporary authors to be read include Robert Adams, Peter Geach, William Hasker, Anthony Kenny, Norman Kretzmann, William Mann, Thomas Morris, Nelson Pike, Alvin Plantinga, Eleonore Stump, Edward Wierenga and Nicholas Wolterstorff.

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 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) Freddoso

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)
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 43814. Philosophy, Faith, and Atheism

(3 -0- 3)

This course will discuss the role of philosophical reflection in the formation and development of religious convictions. We will talk about traditional and contemporary understandings of faith, the "new atheism" of Richard Dawkins and others, and a variety of skeptical or agnostic positions.

PHIL 43815. On Evil

(3 -0- 3) O'Callaghan

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

Does evil exist? If it exists, what is it? If it exists, is suffering an example of evil? If it exists, does its existence pose an insuperable problem for Christian belief in God? Is there an adequate philosophical approach to understanding evil, or are all such approaches bound to fail? These and other questions often fall under what is called the "problem of evil." This course seeks to better understand what that problem might be, and what might be said about it in the context of orthodox Christian belief, primarily from a philosophical perspective, but also at points theological.

PHIL 43901. Philosophy of Mind

(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)

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) Blanchette

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 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; 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 43906. Philosophy of Mathematics

(3 -0- 3) Franks

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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 Metatheory

(3 -0- 3) Bays

Prerequisite: PHIL 30313 or MATH 10130

This course will cover topics in the metatheory of modal logic. We will start with some basic correspondence theory, and then move on to discuss completeness and the finite model property. Also covered is recent work on the relationship between modal logic and classical logic.

PHIL 43909. Perception

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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 43912. Between Mathematics and Philosophy

(3 -0- 3) Detlefsen

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 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 nineteenth century mathematician-philosopher Bernard Bolzano.

PHIL 43913. Modal Logic

(3 -0- 3)

Prerequisite: MATH 10130 or PHIL 30313 (may be taken concurrently)

This course covers topics in the metatheory of modal logic. We will start with some basic correspondence theory, and then move on to discuss completeness and the finite model property. If we have time, we'll also cover some recent work on the relationship between modal logic and classical logic.

PHIL 43915. Between Religion and Literature: Meaning, Vulnerability and Human Existence

(3 -0- 3)

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

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.

PHIL 43916. Natural Language Semantics

(3 -0- 3) Speaks

Prerequisite: PHIL 30301 (may be taken concurrently) or PHIL 30302 (may be taken concurrently) or PHIL 30313 (may be taken concurrently)

One of the most remarkable facts about natural languages, like English, is that speakers of the language are able to understand sentences which they have never before encountered. Many have thought that this fact is best explained by the fact that the meanings of sentences are determined by the meanings of the expressions of which they are composed, along with the way in which those expressions are combined. To a first approximation, the project of constructing a compositional semantic theory for a natural language is the project of explaining how the

meanings of sentences of that language are determined by the meanings of sub-sentential expressions, plus the way in which those expressions are combined to form the sentence. The task of constructing such a theory has been a central focus of linguistics and the philosophy of language. This course will be an introduction to natural language semantics.

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 47901. Special Studies

(3 -0- 3)

The nature of attention has been of interest to philosophy, psychology, neuroscience, biologically inspired computer vision, as well as to social science. In this tutorial course, various accounts of the nature of attention will be considered, with the central aim of implementing one of those accounts computationally in a final project, in such a way as to capture a chosen aspect of attention, such as the role of visual attention in multistable perception or in visual search.

PHIL 48498. Senior Thesis Seminar

(3 -0- 3)

This is a required course for students writing a senior thesis in philosophy. The course is an opportunity for students to present their thesis work and developing ideas to their peers and to the professor of the class, and to help each other in the early stages of their thesis work. The course will also include discussion of topics which will be useful to students in writing their theses, including research skills and techniques for organizing and presenting a philosophical work of substantial length. It is a supplement to, rather than replacement for, the student's regular meetings with his or her thesis director over the course of the semester.

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.

PSY 43815. On Evil

(3 -0- 3)

Does evil exist? If it exists, what is it? If it exists, is suffering an example of evil? If it exists, does its existence pose an insuperable problem for Christian belief in God? Is there an adequate philosophical approach to understanding evil, or are all such approaches bound to fail? These and other questions often fall under what is called the "problem of evil." This course seeks to better understand what that problem might be, and what might be said about it in the context of orthodox Christian belief, primarily from a philosophical perspective, but also at points theological.

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 twentieth-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 the selected books 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 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 1) the scientific and philosophical foundations of harmonic principles from the pre-Socratic philosophers to post-tonal theory; 2) the aesthetic, social, and political relevance of music during selected historical epochs; and 3) 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 *Pensées*, 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 what can science tell us about human nature and human social interactions. By reading and discussing important historical and contemporary texts, students will engage the conundrums, challenges and insights created through the scientific study of human beings and society. Readings will include works by Charles Darwin, William James, 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 nineteenth-century literature, and, in addition, on important works from the Eastern tradition that entered the European canon during the nineteenth

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 nineteenth and twentieth 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*, Buber's *I and Thou*, Weber's *Protestant Ethic* and *The Spirit Of Capitalism*, Wittgenstein's *Blue Book*, Heidegger's *What Is Philosophy?*, and Ellison's *Invisible Man*.

PLS 46000. Directed Readings

(V -0- V)

Instructor's written permission and permission of chair required. Reading courses in areas of interest to the student.

PLS 47002. Special Studies

(V -0- V)

Instructor's written permission and permission of chair required. Reading courses in areas of interest to the student.

PLS 48701. Thesis—Tutorial

(2 -0- 2)

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. Fall.

PLS 48702. Thesis—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.

Political Science

POLS 10100. American Politics

(3 -0- 3) Kaplan

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. 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)

Corequisite: POLS 22400

This course surveys the "big themes" in comparative politics—Democratization, Economic Development, and Internal Conflict. It offers an introduction to key concepts and theoretical approaches in the field and seeks to provide students with grounding in the basic tools of comparative analysis. Cases are drawn from a variety of different continents, providing examples from all over the world for the topics being studied.

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 10612. Democracy in America

(3 -0- 3)

This class offers first year students a challenging introduction to social science, political theory, and American politics by means of a careful reading and study of Alexis de Tocqueville's great classic *Democracy in America*. We will read both volumes of *Democracy in America* as well as selections from *The Federalist Papers* and a variety of other short readings. This class combines lecture with seminar-style discussion. Students are required to write several essays, to participate actively in class, and to give one oral presentation. All students will participate in an interdisciplinary fall conference here at Notre Dame sponsored by Notre Dame's Center for Ethics and Culture, and will have the possibility of participating in additional public events and lectures throughout the semester. Topics to be studied in this course include democracy and aristocracy as social conditions and political forms; republican institutions and federalism; rule of law; rights and virtue; individualism, freedom, and civic participation; education for becoming a good human being and a good citizen; and the relationship of politics to religion, culture, professional life, and the family. This course counts toward the political science major and fulfills its political theory breadth requirement.

POLS 10660. Friendship: From Aristotle to Facebook

(3 -0- 3)

The question in this course's title sounds like a no-brainer. Friendship is such a common and ordinary part of human experience: how can anyone be in doubt about what it is? Yet some of the great minds in the western philosophical tradition have thought long and hard about friendship—its distinctive nature; its real meaning. For that reason, we will examine the writings of Plato, Aristotle, Montaigne, Nietzsche and Mary Wollstonecraft, among others, on friendship. Do we have anything to learn from these thinkers of the past about our own lives and relationships? We will also consider the representation of friendship in popular culture. Participants in this course will raise and try to answer a number of questions about friendship, such as: Can I be friends with family members? Is friendship an appropriate and viable model for marriage? Is friendship possible between humans and animals? Can friendship provide a model for political relations? And we will, of course, reflect on the meaning of friendship in the age of social networking sites such as Facebook. This course counts toward the political science major and fulfills its political theory breadth requirement.

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 13201. U.S. Foreign Policy

(3 -0- 3)

The United States is the most powerful state in the world today. American foreign policy is important for U.S. citizens, but it also affects whether others go to war, whether they will win their wars, whether they receive economic aid or go broke, and whether they will be swept by famine and disease. With these issues at stake, we want to know 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? To answer these questions, we first study several theories about foreign policy ranging from decision-making to organizational politics. We then examine the U.S. foreign policy process, including the president, Congress, the bureaucracy, the media, and public opinion. To see these theories and the policy process in action, 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 grand strategies for the future.

This course requires a paper about the history of American foreign policy, a paper about a current policy problem, as well as a midterm and a comprehensive final. This course will count for POLS major.

POLS 20100. American Politics

(3 -0- 3) Radcliff

This course examines the American political system from the point of view of democratic theory. While we will cover the usual range of topics for an introductory course, particular attention will be devoted to understanding whether, or in what ways, the practice of American politics conforms to conventional understandings of democracy. The course thus stresses theoretical understanding and critical appraisal rather than description. No conventional text book will be used; instead, students will be asked to read a series of more challenging books (and some shorter pieces) on individual topics. Course requirements include a substantial paper.

POLS 20200. International Relations

(3 -0- 3) Guisinger

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) Dowd

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)

This course will approach the United States Congress from several perspectives. First Congress will be viewed from the perspective of the American founding. Then we will read several major studies of Congress including Mayhew's *Congress: the Electoral Connection*, Cox and McCubbins' *Legislative Leviathan*, and Jacobson's *Congressional Elections*. Students will also learn how to do basic roll call analysis

through short data assignments. In addition they will prepare a complete legislative history, using primary materials. In addition to these writing assignments, there will be a mid-term and a final.

POLS 30010. American Political Parties

(3 -0- 3) Wolbrecht

Prerequisite: POLS 10100 or POLS 20100

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) Davis

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 30028. Religion in American Politics

(3 -0- 3)

This course begins by examining the unique religious “economy” within the United States, and the extent to which it is a function of the First Amendment and/or other factors. We will then explore the imprint religion has made on the American political landscape, drawing on both historical and contemporary examples. From abolitionism to school vouchers, from William Jennings Bryan to George W. Bush, the course will address how religion and politics have converged to affect public policy in the courts, Congress, and the executive branch.

POLS 30029. American Public Opinion and Voting Behavior

(3 -0- 3)

A central tenet of democracy is that citizens exert some degree of control over the actions of government, a requirement that places responsibilities on both government office holders and citizens. In this course, we will focus on whether American citizens live up to their end of the democratic bargain both in the depth and breadth of their political opinions and in the quantity and quality of their participation in American elections. We will assess the degree to which citizens hold real opinions on political issues and how those opinions are formed, the extent to which they turn out to vote in elections and the factors determining voter turnout, the nature of voting behavior in various types of elections, the characteristics of the parties’ electoral coalitions, and long-term changes in those coalitions.

POLS 30030. Political Participation

(3 -0- 3)

Prerequisite: GOVT 10100 or GOVT 20100 or POLS 10100 or POLS 20100

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) Ramirez

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 30032. Latinos in the Midterm Elections

(3 -0- 3)

Participation among Latino voters surged in the 2008 Presidential election. In 2010, the Latino electorate is poised to play an important role in several key states with hotly contested statewide elections. This increased awareness of the role of Latinos is evident by increased efforts of both major parties since the 2000 presidential election. Despite their augmented presence, many misconceptions plague national understanding of this diverse population. This course will cover a broad range of issues to draw connections between the Latino community and American political systems and institutions. Questions that arise are: What difference does it make to be Latino and are there Latino-specific issues and concerns? How does the political system view and treat Latinos? To what extent do Latinos participate in politics and mobilize to advance their political interests? These questions will help us highlight the role of Latinos nationally and locally in the 2010 midterm 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 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?

POLS 30034. African-American Politics: The End or a New Beginning?

(3 -0- 3) Pinderhughes

This course explores the basic elements associated with black politics in the U.S.: 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.

POLS 30035. Race/Ethnicity and American Politics

(3 -0- 3)

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

POLS 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, 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. Latinos and the U.S. Political System

(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—particularly, Mexican-Americans, Puerto Ricans, and Cuban-Americans. To provide a context and grounding, various theoretical perspectives are first considered, followed by discussions of the historical experiences and contemporary socioeconomic situations of the several Latino groups. Attention then turns to a number of issues concerning political attitudes, behaviors, and activities. Assessments of Latino influence upon the major local, state and national institutions of the political system—and vice versa—are next considered. Policy areas particularly significant for Latinos are also examined. Finally, the major issues, questions, and themes considered throughout the semester are revisited and reconsidered.

POLS 30039. Black Politics in Multiracial America

(3 -0- 3) Pinderhughes

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 becomes increasingly multiracial.

POLS 30040. Introduction to Public Policy

(3 -0- 3)

Prerequisite: POLS 10100 or POLS 20100

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.

POLS 30041. Public Policy and Administration in the United States

(3 -0- 3)

This course examines recent developments in public policy and administration in American politics.

POLS 30042. Understanding Food and Agriculture Policy

(3 -0- 3) Doppke

This course introduces students to agro-food studies: the linked systems of agricultural production, food processing, distribution, and consumption. Market forces, technology, public policies, and increasingly, quasi-private systems of governance structure agro-food systems. Our aim is to understand how these forces have together shaped what we call modern agriculture, and how to realistically evaluate criticisms against it.

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 U.S., 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 30050. Politics and the Human Condition

(3 -0- 3) Radcliff

Political and social theorists have long speculated on how the political organization of society affects the quality of human life. This course examines the fundamental question of how political factors affect material and subjective conditions of life. The class utilizes material from philosophy and literature, as well as the emerging social science of subjective well-being. This course fulfills a seminar requirement for the political science major.

POLS 30051. Urban Politics

(3 -0- 3) Ramirez

This course introduces students to major actors, institutions, processes, and policies of sub-state governments in the United States. Through an intensive comparative examination of historical and contemporary politics in city governments, we will gain an understanding of municipal government and its role within the larger contexts of state and national government.

POLS 30060. 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.

POLS 30062. Civil Liberties and Civil Rights

(6 -0- 3)

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 does the court balance formal assumptions and attention to particular situations? The purpose of this seminar is to help answer these and other questions about the law and politics of basic constitutional rights, including freedom of expression, due process, and equal protection. Course assignments include a critique of a law review article, an essay addressing an issue in civil liberties jurisprudence, and a hypothetical case. This course fulfills a 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 30064. Constitutional Rights

(3 -0- 3)

This course will consist of an examination of how our rights are defined, protected, and limited by the judiciary under the Bill of Rights and Fourteenth Amendment of the Constitution. Our primary method of study will be to read, analyze, and debate landmark Supreme Court opinions.

POLS 30065. Constitutional Leadership

(3 -0- 3)

Means are normally subordinate to the ends they serve, and practical reasonableness calls for new means when the old means fall short of their goals. Yet American-style constitutions establish their institutional means as the "supreme Law of the Land," and this yields a tension between the Constitution's ends-oriented and legal aspects. The chief function of constitutional leadership is coping with this tension, and though the task has historically fallen mostly to executive leaders like Abraham Lincoln and Franklin D. Roosevelt, other leaders include collective actors like the Joint Committee on Reconstruction of the 39th Congress, the Civil Rights Movement of the 1960s, and the framers of the American Constitution themselves. The course will ask how the phenomenon of constitutional leadership both illuminates and is illuminated by different models of leadership from those of Plato and Aristotle to those of Machiavelli, Hobbes, Locke, *The Federalist Papers*, and modern scholars like Richard Neustadt, Carl Schmitt, Theodore Lowi, Jeffrey Tulis, James McGregor Burns, Clement Fatovic, and Nannerl Keohane. This course would impart to the student a framework for assessing the performance of political leaders in the tasks of maintaining, reforming, and if necessary changing constitutions. It will emphasize the intellectual and moral virtues and the political skills that these functions demand. Course requirements include two objective exams and, with the instructor's permission, an optional term paper. Previous courses in American government and constitutional law are strongly recommended.

POLS 30066. Constitutionalism, Law and Politics

(3 -0- 3)

In the Gettysburg Address Abraham Lincoln famously spoke of "government of the people, by the people, for the people." Why should government be of the people, by the people, and for the people? And if it should be so constituted, how is such a political order to be founded, designed, and maintained? In this course we shall address these fundamental questions of political science by examining the idea of constitutionalism and the role constitutions play in political life. By reading classic texts in ancient and modern political philosophy, studying fundamental texts of the American political tradition, and examining contemporary legal and political issues, we shall study questions such as: How do different constitutional orders or regimes nurture different forms of political life and different types of citizens? How do different regimes rise and fall? What is the proper relationship between political authority and individual liberty? What, if any, are the limits on a just constitutional order? Readings may include selections from Aristotle, Aquinas, Machiavelli, Locke, Montesquieu, Jefferson, Madison, Lincoln, Roosevelt, and great cases of American and foreign constitutional law.

POLS 30080. Is Post Race Politics Possible: Race, Ethnicity and American Democracy

(3 -0- 3)

President Obama's election has set off a series of debates about the continuing importance of race in American politics. This course is an advanced exploration of the construction of race and ethnicity in American political life. After a review of definitions of race and ethnicity, the course examines the differing patterns African-American, Latino/a, Asian-American and Native American communities and elected officials confronted as they struggled to integrate their values into U.S. public life. We also consider the interactions of race and ethnicity with other identities such as gender and class. The seminar is organized around a study of contemporary elected women and men officials of color which will allow students to create specialized studies of groups, to compare sets of political leaders, and to evaluate the ongoing importance of race in everyday politics.

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 30106. Reinventing Government

(3 -0- 3)

Since World War II, many presidential candidates have campaigned on promises to make government more efficient, delivering services to individuals more cheaply, faster, and with fewer errors. We will explore the attempts made to reinvent the federal bureaucracy since the advent of the spoils system with Andrew Jackson's presidential victory in 1828. We will examine the regulatory challenges presented to the federal government by the Industrial Revolution and how the federal government responded. Finally, we will examine critically, the presidential initiatives of the last quarter century to improve the national bureaucracy. This class will provide the student with the tools to understand the challenges of public administration, measure the effectiveness of various improvement initiatives, and diagnose potential maladies within the current system.

POLS 30120. Party Polarization in American Politics

(3 -0- 3)

This course examines questions concerning party polarization in American Politics. Is party polarization increasing? Does the concept of “culture wars” explain party polarization? What are the causes of party polarization in government and the electorate?

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 30140. Politics of Science

(3 -0- 3)

This course examines the increasing politicization of science, and the escalation of the enrollment of science in political controversies over the past century. Starting out with brief characterizations of major political theories such as liberalism, communitarianism, republicanism and neoliberalism, we then turn to the origins of the conviction that science was inherently “apolitical” rooted in the 1930s–50s in the philosophy, sociology and history of science, and in popular culture. The purported alliance of science with democratic structures is considered. Political controversies over Nazi science, Soviet science, atomic war and Cold war science are surveyed, followed by more recent controversies over the so-called “Science Wars,” the treatment of expertise, Foucault, feminism, and actor-network theory. The economics of science movement is treated as a reaction to the above. We then turn from theory to description of modern incidents of the relationship of science to politics, beginning with surveys of the history of science policy, controversies over biotechnology, global warming, intellectual property, the pharmaceuticals industry, and attempts by international agencies and NGOs to regulate the international diffusion of science. Readings: Mark Brown, *Science in Democracy*; May & Susan Sell, *Intellectual Property Rights: a critical history*; Thomas McGarity and Wendy Wagner, *Bending Science*; Philip Mirowski, *ScienceMart*.

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 U.S., to provide students with a grounding in how science has generally been undertaken by the federal government up until World War II. We will also examine the role of both the executive and legislative branches of government in supporting science and identify interest groups which have been influential in shaping science policy. The final portion of the course will require students to undertake an actual exercise in budget allocation, based on budget figures for various science programs in the federal government. The readings for the class will consist of excerpts from several books about science policy and politics, federal budget documents, and potentially transcripts of congressional committee hearings. There will also be at least one additional class meeting outside of the regularly scheduled time to view the film *The Right Stuff*. Students will be evaluated on the basis of one essay exam, one presentation, a group project (the budget exercise), and one research paper. Class participation will also be evaluated toward the final grade.

POLS 30143. Environmental Politics

(3 -0- 3)

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 30152. Analyzing Public Policy

(3 -0- 3) Betson

Prerequisite: ECON 10010 or ECON 20010

Public policy can be viewed as the adoption of a collective response to a perceived problem facing society. But what differentiates one course of action from another? What makes one policy better than others? This course will provide students with instruction into the welfare economics paradigm as a basis to develop and analyze policy alternatives.

POLS 30153. Spending, Taxes, Deficits

(3 -0- 3) Betson

In 2001, Alan Greenspan expressed his concern to Congress with the speed by which the country was reducing the federal debt. A decade later, the black ink of the federal budget has been replaced with red and the once shrinking debt is now growing to the public’s consternation. This course will examine the factors that are responsible for this about face in the direction of federal debt; entitlement reform in the Medicare program; and fundamental tax reform options and proposals.

POLS 30154. Education Law and Policy

(3 -0- 3) Schoenig

This course focuses on selected legal and policy issues related to K–12 education in the United States. A central theme is the intersection of K–12 schooling and the state, with a particular focus on Constitutional issues of religious freedom and establishment, student speech and privacy, parental choice, educational opportunity, and education reform trends such as charter schools and accountability measures. Questions examined over the course of the semester include: What are the most basic obligations of the state with regard to its regulation of K–12 education? What are the most basic rights of parents in this regard? In what ways does the 1st Amendment protect—and limit—the speech and privacy rights of K–12 schoolchildren? In what ways may the state accommodate K–12 schools with an explicitly religious character? What are the Constitutional requirements with regard to religious speech or expression within K–12 public schools? To what degree is the principle of equality manifest in the form of educational opportunity? How has this changed over time? In what ways have education reform trends such as charter schooling and increased accountability changed the policy landscape of K–12 education?

POLS 30155. U.S. Health Care Policy

(3 -0- 3)

The relationship between health and poverty is complex and challenging. The inability of the poor to maintain adequate nutrition, shelter and have access to preventative medical care can contribute to their poor health status. But even if one isn’t poor, one illness or hospitalization can test their ability to meet both their ability to meet the financial burden of their medical care as well as their other needs. In either case, individuals have to face difficult choices between their health and other material needs. This course examines the consequences of the health risks the poor face and the difficulties that they have in obtaining medical care whether they are uninsured, seek “charitable” care, or utilize public programs such as Medicaid. The course will also examine the impact of the Affordable Care Act that will require all individuals to have at least a minimal level of health care coverage.

POLS 30156. Democracy and Our Schools

(3 -0- 3)

Politics arguably influences education policy more than any other domestic issue in American life. This seminar explores education policy in the United States through the lens of American politics. We will examine the complex and inter-related relationship between democracy and schools. On the one hand, we know

that education shapes our democracy by cultivating norms of civic engagement and political participation. Yet, public schools are themselves profoundly shaped by democratic politics. After all, schools are agencies of government and nearly everything about them—their organization, their funding, and who has access to them in the first place—is determined through the political process. Over the course of the semester, we will consider the causes and consequences of living in a nation that relies on elected officials to govern its schools. Key questions we will address include: Does politics compromise equality in education and for whom? Are school officials more responsive to the needs of some groups over others? How does the electoral process shape incentives for education officials to pursue school reform? How much voice should the public have in setting education policy?

POLS 30157. Healthcare and the Poor

(3 -0- 3) Betson

The relationship between health and poverty is complex and challenging. The inability of the poor to maintain adequate nutrition, shelter and have access to preventative medical care can contribute to their poor health status. But even if one isn't poor, one illness or hospitalization can test their ability to meet both their ability to meet the financial burden of their medical care as well as their other needs. In either case, individuals have to face difficult choices between their health and other material needs. This course examines the consequences of the health risks the poor face and the difficulties that they have in obtaining medical care whether they are uninsured, seek "charitable" care, or utilize public programs such as Medicaid. The course will also examine the impact of the Affordable Care Act that will require all individuals to have at least a minimal level of health care coverage.

POLS 30162. Common Law and the Common Good

(3 -0- 3)

This course begins by exploring alternative concepts of the common good and asks the following question: Is the law capable of promoting justice or fairness within a society or is and should its role be limited to facilitating and promoting business and commercial transactions to ensure efficiency in a market economy? Court decisions from the areas of property, contract and tort law will be used to explore how the American common law tradition has evolved over time to promote efficiency in market transactions with limited attention paid to broader societal concerns for equality and justice. While some readings will be from law journals, most of the readings for this course will consist of court decisions which will serve as the basis for class discussions.

POLS 30201. United States Foreign Policy

(3 -0- 3) Saiya

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 20200 or IIPS 20501

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) Rosato

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, 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)

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)

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 30212. Asymmetrical Warfare

(3 -0- 3)

For the past generation the United States has been the world's dominant military power, easily able to subdue any potential opponent in a straight fight. This situation has given rise among those among those opposed to American interests or those fearful that their own interests might be vulnerable to American coercion to a kind of military/political theorizing now dubbed "asymmetrical warfare," the attempt to devise strategies and tactics whereby a weaker power can defeat or defend itself against a stronger. The doctrine as such has been articulated most explicitly by theorists within the Chinese military and has precedent both in classical Chinese military thinking and in early twentieth century Maoist doctrines concerning "people's war" or "wars of national liberation." More recently, though, the most active practitioners of asymmetrical warfare have been non-state groups, such as al-Qaeda or the Iraqi "insurgents." From the American perspective, asymmetrical warfare presents a challenge to conventional military thinking and new problems in gathering information ("intelligence") about the potential enemy,

his capabilities and his intentions. This semester will explore some of the historical background of asymmetrical warfare and the political, strategic, and moral problems surrounding its practices and the countermeasures to them.

POLS 30220. International Law

(3 -0- 3)

This course introduces the student to the sources, the subjects, and the institutions of the international legal order. Substantive international law is discussed on the basis of cases. Time is also made for discussing current issues, e.g., the docket of the International Court of Justice, the ad hoc UN International Criminal Tribunals for the former Yugoslavia and Rwanda, and the International Criminal Court, and the Iraqi question before the UN Security Council.

POLS 30221. International Law and International Relations

(3 -0- 3)

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 20200

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)

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 20100 or POLS 10100 or POLS 20100
This course examines the role that non-governmental organizations (NGOs) play in international relations. Since the end of World War II, international relations scholarship has been dominated by theories that assume privacy of the state. However, in the last 20 years, non-state actors have grown in number, size, and influence. We will analyze the impact that this development has had on both traditional approaches to international relations as well as empirical problems associated with the prominence of NGOs in IR. The first half of the course will analyze several competing theoretical approaches to NGOs, while the second half of the course will focus on empirical topics and contemporary case studies that highlight the efforts of NGOs to influence state behavior. Topics covered include: the origins of NGOs, NGOs as interest groups, transitional advocacy networks, epistemic communities, globalization, human rights, the environment, the United

Nations, access to international negotiations, and the effectiveness of NGOs in altering state behavior. This course examines governance in international relations, including both formal and informal institutions, and the functioning of organizations such as the United Nations, International Monetary Fund, World Trade Organization, European Union, and multilateral development banks. Students will conduct research on topics, including peacekeeping and humanitarian intervention, political conflicts surrounding trade liberalization, and assessment of economic development programs.

POLS 30260. International Political Economy

(3 -0- 3)

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)

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) Rosato

This course examines the intersection of politics and economics in an increasingly global world. Economic interdependence has increased dramatically over the past fifty years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for evaluating the consequences of globalization and provides an overview of several theoretical approaches to and empirical issues in today's global economy. The course is divided into three main sections. The first part of the course focuses on understanding what is meant by 'globalization' as well as an introduction to several contending theories of globalization. The second part of the course will focus on managing globalization, and will evaluate different options available to states, institutions, and other actors. The final section of the class will be devoted to empirical issues associated with globalization. Topics discussed include: the environment, corruption, human rights, non-governmental organizations, democratization, and regional trading blocs.

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-Sept. 11 world, including international terrorism, rogue states, weapons of mass destruction, American primacy, anti-Americanism, unilateralism and multilateralism, and the war in Iraq.

POLS 30271. International Development

(3 -0- 3)

This course looks at why some countries are more economically developed than others, and why some are developing more than others, using a political economy perspective. It discusses alternative meanings and measures of development. It then examines alternative views on the constraints to development, at different levels of analysis, individual, sectoral, national and global. In so doing it analyzes economic factors, and their interaction with broader political, social and cultural factors, and explores both problems internal to countries and to those arising from international interactions and globalization. Finally, it critically examines different strategies and policies for development.

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, 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 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 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, 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 30302. Ideas and American Foreign Policy

(3 -0- 3)

The aim of this course is not to consider policy as such but to examine the ideas underpinning U.S. foreign policy and informing the foreign policy debate. Some (affirming) ideas inspire or explain or justify actually existing policy. Other (dissenting) ideas call into question or challenge government actions and priorities while advancing alternatives. The course takes a chronological approach. It begins with the founding of Anglo-America and concludes with the period since 9/11. Throughout, we will examine the assigned readings to determine what they can tell us about the following: the image and role of America; the definition of U.S. national interests; the image of the world as viewed by Americans; the existing or proposed terms of the relationship between the United States and the rest of the world.

POLS 30322. Political Economy of North/South Relations

(3 -0- 3)

This course will introduce the changing perspectives and current controversies concerning international economic relations between the developed and developing worlds. What do we mean by “development”? To what extent should states intervene in free markets? Does it matter that today’s developing countries operate in a different global environment than countries like Britain and the U.S. did during their development period? Should developing countries be given special consideration in trade and financial agreements? Do international financial institutions (IFIs) like the IMF, the World Bank and the WTO act in the interest of the world as a whole or serve the narrower interest of the powerful north? How are domestic imperatives balanced with global aims? The course will have a strong interdisciplinary flavor, with readings taken from both political science and economics.

POLS 30323. Genocide in the Modern World

(3 -0- 3)

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 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, the ASEAN project in South East Asia, as well as notable failed integrative attempts in the Middle East, Africa, and Eastern Europe.

POLS 30344. Alternative and International Perspectives in IR Theory

(3 -0- 3)

Prerequisite: POLS 20200 or POLS 10200

In introductory International Relations courses, we learn about the central themes in IR from an all-American perspective and mostly through the lenses of the Realist and Liberal schools. These themes refer to the causes of interstate war and the conditions for peace and international cooperation between states. These topics represent the spine of IR theory and a hierarchy of issues and theories that have

traditionally defined American IR but that by no means constitute the totality of IR theory. This seminar is intended to explore the wider range of IR scholarship in order to complement previous courses as well as to inspire new questions and answers to political challenges at a global scale. Under the label Critical or Radical theory you will find different approaches that challenge mainstream IR, both in terms of what we study and how we study it. This course will address the role of civil society in world politics poverty, development and wealth distribution, civil wars and other non-traditional security threats, environmental concerns and different aspects of the human rights problematic. In order to accomplish this, we will explore these topics in the light of Constructivist, Postmodernist, Feminist, Ecological and Neomarxist and Development theories, as well as from an international IR perspective.

POLS 30345. Political Economy of Developing Countries

(3 -0- 3)

How do politics and economics interact to promote or deter the economic development of developing countries? Do least developed countries have any usable strategies to alleviate poverty and income inequality? This seminar aims at building on your existing knowledge of economics, political science, and global development to examine past, present, and future political strategies for developing nations to promote economic development. The course is divided in four parts. The first part will explore contending theories of economic development, and the common explanations for the failure of some states to achieve sustained economic growth. The second part will examine the politics of development policies, corruption, social development, and the role of foreign aid and international financial institutions. In the third part we will focus our attention on the political economy of democracy and on issues of poverty and inequality. The course concludes by examining selected case studies from Latin America, Africa, South East Asia, and Eastern Europe.

POLS 30347. Religion and Global Politics

(3 -0- 3)

The motivation behind this course is to introduce students to the role of religion in global politics, both in its theory and its practice. After framing the role of religion in world politics through the existing paradigm groups within International Relations theory, we will survey six current areas of scholarship which explore the intersection of religion and world politics. These will include the study of 1) religion as a non-state actor in the global arena, 2) religion as a generator of “civilization(s),” 3) religion as an inspiration for war and violence, 4) religion as an inspiration for peace and development, 5) religion as an element of foreign policy and 6) religion and state relations today. Students will have the opportunity to use and critique the concepts introduced in the course by researching and writing a term paper on a case of religion intersecting with international relations today. Possibilities include, but are not limited to, the Iraq war debate; the EU vs. the Crucifix debate; the Islam and Democracy debate; and the U.S. foreign policy debate over the engagement of the “global Muslim community.” Intro to International Relations is recommended but not absolutely essential as a course pre-requisite.

POLS 30348. Saving the World or Wasting Time? The Effectiveness of Social Movements

(3 -0- 3)

This course is geared toward constructing a successful social movement organization. To do this, students will evaluate the existing theoretical literature based in political science and sociology to explore what a social movement is as well as how it attempts to achieve its objectives. We will also address the issue of how one evaluates progress toward a specific end and what leads to/hinders this progress. Students will examine existing statistical databases on the topic (e.g., a database of all collective action in the united states from 1960 to 1995) as well as detailed cases of both attempts as well as outcomes of these efforts. The former is taken from research compiled by the professor as well as other scholars of conflict/contentious politics. The latter is taken from diverse documents housed at the

Radical Information Project as well as from diverse human rights organizations associated with the Robert F. Kennedy Center for Human Rights: these are based in the U.S., India, Northern Ireland, Rwanda and Zimbabwe.

POLS 30351. Global Activism

(3 -0- 3)

Take action now! This course is about transnational networking, organizing, and campaigning for social change, with equal attention for conceptual and substantive issues. Conceptual issues include framing, strategies, tactics, and actors. The issue areas examined are labor, human rights, women’s rights, the environment, peace and disarmament, and anti-globalization. The course zooms in on specific campaigns like global warming, violence against women, and ban-the-bomb. Counter-campaigns are also reviewed and readings on any given issue or campaign always include a critical or dissident voice.

POLS 30352. The International Human Rights Movement

(3 -0- 3)

Bound by a common and hitherto nearly unassailable discourse, the international human rights movement ascended at the turn of the 21st century. The first line of inquiry of this course considers the history and evolution of transnational human rights activism, from ad hoc campaigns in late 18th century to the emergence of a social movement in the mid-1970s and its ascendancy thirty years later; the second compares the human rights movement with other transnational social movements, viz. global labor, the women’s movement, the environmental movement, the peace and disarmament movement, the humanitarian movement, and the global justice and democracy movement; the third line of inquiry investigates the movement’s relationship with these other social movements, with states and intergovernmental organizations, and with the market; the fourth examines the impact of “rights talk” and activism on the political realm; the final inquiry is a political economy analysis of the contemporary human rights movement. The course ends with considerations about the future of a movement that is increasingly perceived as hegemonic, a(anti)-political and un-democratic, and market-oriented. It speculates about possible challengers and investigates whether the movement may have reached its limits. The broader background of this course is (1) the growing debate about the marketization and corporatization of the nonprofit sector generally (estimated \$1 trillion a year globally), NGO accountability, legalization and instrumentalization of human rights, and top-down global legalism, and (2) the current re-reading and reinterpretation of the history of human rights.

POLS 30353. Conflict and Development

(3 -0- 3)

The aim of this course is to introduce students to the political and humanitarian dimensions of complex emergencies. Complex emergencies are situations of disrupted livelihoods and threats to life produced by warfare, civil disturbance and large-scale movements of people, in which any emergency response has to be conducted in a difficult political and security environment. The course will explore the challenges the development community faces when operating in complex emergencies and discuss the different stages of the conflict and development relationship. It will also look at the ways in which social and economic development can contribute to, or undermine, peace; the ways in which conflict complicates development; the various ways in which peacebuilding strategies can impact development and, finally, explore the transition from relief to development.

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 30362. Economics of War and Peace

(3 -0- 3)

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.

POLS 30363. Intro to International Development Studies

(3 -0- 3) Dutt

An introduction to the field of international development, with particular focus on the various disciplines that have contributed to and shaped the development discourse. Readings and lectures will draw from various disciplines, including economics, political science, sociology, anthropology, environmental and technological sciences, public health, area studies, ethnic studies, and gender studies. They will examine: debates on the meaning and measurement of development; alternative approaches to, and methods in, the study of development; and some of the main issues discussed in development studies. A large component of the course will focus on in-class discussions and presentations.

POLS 30365. World Poverty and Inequality Across Nations

(3 -0- 3)

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.

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. 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)

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.

POLS 30392. Diplomacy and Conflict in the Middle East

(3 -0- 3)

This course examines the role of diplomacy in shaping the Middle East and in managing conflict in the region today.

POLS 30393. Arab Spring

(3 -0- 3) Baluch

The Arab Spring is arguably the most significant development to take place in the Arab world since decolonization. In this course we will study the Arab Spring and compare it to other revolutions that have overthrown authoritarian rule. We will focus on two key interconnected questions regarding the Arab Spring: Why the revolutions? And why now? Our aim will be to identify the key grievances that led to the unrest, the parties involved, and the prospects for permanent change as a result of these revolutions. We will also consider the impact of these revolutions on the security situation of the region. We will begin by studying revolutions and social movements in general. Our comparative approach will lead us to briefly study the French revolution, decolonization movements in the Arab world, and the movements against totalitarianism in Eastern Europe.

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)

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 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.

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 30420. Building the European Union

(3 -0- 3)

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 30423. Irish Politics—1916–2009: From Colonialism to the Celtic Tiger and Beyond

(3 -0- 3)

Ireland, a country rich in history, has undergone dramatic changes in the twentieth century beginning with its fight for independence and culminating in its meteoric rise during the Celtic Tiger years. What explains Ireland's distinctive political trajectory and how does it compare to other European nations? How should we understand the Celtic Tiger, the rapid series of social, economic and political transformations that have occurred within Ireland since the 1990s? This course explores these questions by studying the political actors and institutional settings of Irish politics, the nature of political influence and the shaping of political priorities, and the forces that shape policy outcomes. It will address such critical issues as the legacies of colonialism and civil war, nationalism, democratization, the relationship between the Church and State, the Northern Ireland Troubles and the European Union. While the course focuses on the Republic of Ireland, it will adopt a broad comparative perspective, situating the country both within the wider global context and within the political science literature.

POLS 30424. Eastern European Politics

(3 -0- 3)

This course examines the institutions and practices of Eastern European politics, with an emphasis on the developments of the past 50 years.

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 United States policy in that region.

POLS 30452. Politics of Tropical Africa

(3 -0- 3)

Following an introduction to traditional political institutions, the colonial inheritance and the rise of African nationalism, the course concentrates on the current economic and political problems of tropical Africa. This includes case studies of political organizations, ideologies and government institutions in Ghana, Nigeria, and Tanzania.

POLS 30453. Globalization in Africa

(3 -0- 3) Bleck

This course will explore contemporary globalization in sub-Saharan Africa and its effects on political change. Departing from the macro-perspective of Africa's marginalized role in the global economy, this course will focus on the ways that international forces and new technologies are affecting citizens and countries on the continent. Through country case studies and reviews of current events in Africa, the course will explore a diverse set of topics including technological change and development, immigration, art and culture, foreign aid, and China's role in Africa. The course will attempt to highlight the new opportunities for citizens as well as the challenges that remain for African countries in the globalized world.

POLS 30456. Democracy, Development and Conflict in Africa

(3 -0- 3) Shahin

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 might affect the variation in the extent to which Africans participate in politics, engage in protests, and join movements devoted to promoting democracy? 4) What explains the variation in the extent of democratization that has taken place across sub-Saharan Africa since the late 1980s and early 1990s? 5) Should it matter to the rest of the world that sub-Saharan African countries become more developed and democratic? 6) If it should matter, can/how can the United States and other countries promote development and democratization in the region?

POLS 30462. Islam and Politics in the Middle East

(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 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; 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. Fourth, international relations focusing on the role of three key actors—the U.S., China and the Middle East in regional politics.

POLS 30468. The Catholic Church and China

(3 -0- 3)

Reading, discussion, and research on the history and current situation of the Catholic Church in China: the interaction of Catholicism with Chinese religious,

philosophical, and social traditions; the adaptation of Catholicism to the Chinese environment; the interactions between the Church, Chinese Catholics, and the Chinese state; diplomatic dealings between the Holy See and the PRC; relations among Chinese Catholics, particularly the “official” Church and the underground Church; questions of the relationship between Church and state, freedom of religion, freedom of conscience. Assignments will include one or more short discussion papers and a longer research paper.

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)

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) Hui

This course analyzes prominent resistance movements in the twentieth and twenty-first 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 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.

POLS 30486. Globalization

(3 -0- 3)

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 U.S. and other advanced industrial and developing countries.

POLS 30487. The Rise and Fall of World Communism

(3 -0- 3)

Corequisite: POLS 32487

For most of the twentieth century, communist states, like the Soviet Union and China, represented the greatest political, ideological, and military challenges to the western world. But now, most of these states are gone; of those that still exist, only one (which one?) can credibly live up to the bloody examples set by Josef Stalin and Mao Zedong. In this course, we will draw upon an eclectic mix of approaches from political science, history, sociology, and political philosophy to make sense of both the rise and the demise of the communist phenomenon. Rather than focusing on only one country or region, we will consider an array of different cases. These will include not only the Soviet Union and China but also such fascinating examples as Cuba, Vietnam, East Germany, Poland, Romania, Yugoslavia, and—my favorite—North Korea. There are no prerequisites for this course, although I do hope you will be inclined to view world communism as one of the most intriguing political movements of all time.

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 30489. Saving the World or Wasting Time? The Effectiveness of Social Movements

(3 -0- 3) Davenport

This course is geared toward constructing a successful social movement organization. To do this, students will evaluate the existing theoretical literature based in political science and sociology to explore what a social movement is as well as how it attempts to achieve its objectives. We will also address the issue of how one evaluates progress toward a specific end and what leads to/hinders this progress. Students will examine existing statistical databases on the topic (e.g., a database of all collective action in the united states from 1960 to 1995) as well as detailed cases of both attempts as well as outcomes of these efforts. The former is taken from research compiled by the professor as well as other scholars of conflict/contentious politics. The latter is taken from diverse documents housed at the Radical Information Project as well as from diverse human rights organizations associated with the Robert F. Kennedy Center for Human Rights: these are based in the U.S., India, Northern Ireland, Rwanda and Zimbabwe.

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 30491. Religion, Development, and Democracy

(3 -0- 3) Dowd

The impact of religion on social and political change and the impact of social and political change on the influence of religion are immensely important topics. While many have claimed that religious faith communities essentially impede “human progress,” others have argued that “human progress” is impossible to explain without some reference to such faith communities. In this course, we will take a critical look at religion, particularly Christianity and Islam, and examine two major questions: 1) What effects, if any, do religious beliefs and institutions have on human development and the prospects for and the quality of democracy? 2) What effects, if any, do human development and democratization have on the relevance of religious beliefs and the influence of religious institutions? Students will take an active role in leading in-class discussions, write several short essays and one longer essay on a topic of their choice.

POLS 30492. Contention in China

(3 -0- 3) Hui

Is China next for a “Jasmine Revolution?” Why have pro-democracy efforts repeatedly failed in China? Why is there no organized democracy movement despite the prevalence of sporadic protests about various kinds of social injustices? Is China immune to democratization because of a deeply rooted Confucian culture? This course examines a wide range of contentious politics in modern China, from the May Fourth Movement through the Communist Revolution, the Cultural Revolution, the Tiananmen Democracy Movement to recent protests by workers, peasants, religious followers, and middle-class property owners. In addition to contention by Han Chinese, this course also examines resistance by Tibetans, Uighurs, Mongolians, and other minorities.

POLS 30493. The Politics of Adapting to Climate Change

(3 -0- 3) Javeline

The earth’s climate has changed, is changing, and will continue to change, even if we implement the most extreme mitigation practices and reduce greenhouse gas emissions starting today. The impacts of climate change are enormous: species extinctions, ecosystem dysfunction, sea level rise, storm surge, heat waves, droughts, floods, disease outbreaks, famine, and economic loss. Humans need to adjust to this new reality by reducing their vulnerability, or adapting to climate change. We might have to construct levees to save our cities, implement new agricultural technologies to save our food supply, or move species to save them from extinction. Surprisingly, political scientists have been largely absent from the adaptation conversation. In this course, we explore the many questions that climate change adaptation raises for politics. We will consider adaptation in the context of political economy (adaptation costs money), political theory (adaptation involves questions of social justice), comparative politics (some countries more aggressively pursue adaptation), urban politics (some cities more aggressively pursue adaptation), regime type (democracies and authoritarian regimes may differently pursue adaptation), federalism (different levels of government may be involved), and several other fields of study including institutional development, international security, immigration, media, public opinion, and judicial politics. This course falls at the intersection of political science and environmental studies, but all students interested in our changing world are welcome.

POLS 30494. Theories of Genocide

(3 -0- 3) Singh

As inexplicable as genocides and mass killings are from a moral perspective, they have a political logic of their own. This seminar seeks to unlock the reasons behind 20th- and 21st-century mass killings by bringing an analytical perspective to bear on them. Together, we will explore important questions about the causes and conduct of mass killings. Why do mass occur in some places and not others? Who

participates in the killing? How much support from society is necessary? How does the world react to such events? What can outside actors do to stop the killing? Are there legal options for punishing the perpetrators and hopefully deterring future killings? How can you heal a society after such a tragedy? The course will investigate these questions through the study of the Holocaust, Cambodia, Rwanda, and Darfur.

POLS 30495. Education, Statebuilding, and Democracy

(3 -0- 3) Bleck

This course examines the role of education in the processes of statebuilding and democratization through a comparative lens.

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. and 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 30529. Italian Politics

(3 -0- 3)

2011 marks the 150th anniversary of Italian unification. This course is a diachronic overview of Italian politics from the unification of the Italian peninsula as a nation-state in 1861, through fascism and post-war republican reconstruction, up to the super-national perspective of the European Union today. The course incorporates political history, political theory, personal narratives, opera, documentaries, and movies.

POLS 30539. Comparative Justice Systems

(3 -0- 3) Ingram

This course is about judicial politics in different countries. Judicial politics is the study of how political dynamics shape courts (including justice reforms and actual court decisions) and how courts, in turn, shape politics (including the social impact of institutional rules and decisions). The course introduces the two main systems of law in the world and the primary theoretical approaches to understanding judicial politics, proceeding to analyze how institutions and actors in different systems of law interact with various patterns of democracy and democratization. Thus, the course explores two main causal relationships: 1) the effect of politics on the judiciary (politics-to-courts influences), e.g., political interference in the independence of judges; and 2) the impact of the judiciary on politics (courts-to-politics influences), e.g., constraints courts place on governments, or the societal impact of court decisions. The first half of the course emphasizes principal conceptual and theoretical questions facing scholars of judicial politics, while the second half of the course highlights substantive, empirical problems. Examples will draw from experiences inside and outside the U.S., with special emphasis on Latin American judicial politics. Principal course requirements consist of a research paper and an exam.

POLS 30551. Radical Islam in Comparative Perspective

(3 -0- 3)

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.

POLS 30553. Contemporary Political Islam

(3 -0- 3)

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 30554. Campaigns and Elections Around the World

(3 -0- 3)

This course examines campaigns and elections in comparative perspective.

POLS 30555. Senior Seminar: Clientelism and Machine Politics in Comparative Perspective

(3 -0- 3)

This course introduces students to the phenomenon of clientelism and machine politics across time in America, Europe, and Latin America. What transformations and continuities can we find in comparing past and present forms of clientelism and machine politics? What does the existence of these machines imply for the quality of democracy? What are the prospects for these machines in the future? We will address these questions by studying various theoretical and historical explanations, empirical evidence, and some formal models of machine politics in the early history of the U.S., present day advanced European democracies, Argentina, México, and Brazil. This course fulfills the POLS writing seminar requirement.

POLS 30556. Globalization, Democracy and Development in the Middle East

(3 -0- 3) Singh

This course examines how Middle Eastern countries are responding to the challenges of globalization and democratization. It investigates the policies and strategies they have adopted to achieve economic growth and political development. The topics that the course covers include: the impact of the global economy on MENA countries; the mismanagement of the region's resources; types of political regimes; problems associated with state-led growth; the process of democratization; and the limits of liberalization. The assigned readings analyze specific case studies.

POLS 30558. Islamist Political Parties in Comparative Perspective

(3 -0- 3)

Islamist political parties play a key role in the politics of Asia, the Middle East, and North Africa, and have had a wide-ranging impact on elections in the Islamic world and international relations around the globe. Yet despite their common "Islamist" label, these parties have critical philosophical and practical differences. In this course we will establish a framework to study political parties from the broader political science literature. We will then focus our attention on individual parties (while keeping the broader comparative perspective in view) as we seek to understand the nature and significance of the differences among these parties. We will consider cases from a number of countries, including Algeria, Bahrain, Egypt, Indonesia, Jordan, Kuwait, Lebanon, Malaysia, Morocco, Pakistan, Palestine, Turkey, and Yemen.

POLS 30559. Democratization and Elections in Islamic Africa

(3 -0- 3) Bramsen

Samuel Huntington famously wrote about the Third Wave of democracy, which swept over much of the developing world. This course examines democratization and elections in what we might call the Third Wave's "shoreline"—Islamic Africa. We will analyze the various post-Wave regime outcomes, including real democratization, semi-democracy, electoral authoritarianism and unabashed authoritarianism. We will examine the impact of political history, state capacity, elections, and religion on how the political regimes did and did not change, with particular focus on how Islam was used to sustain and justify the various regimes. In so doing, we will look at the overall political trends in the region as well as zeroing in on specific cases.

POLS 30560. Elections in Comparative Perspective

(3 -0- 3) Gonzalez Ocantos

Did you know that in Argentina parties hire soccer hooligans to mobilize voters? Or that in Mexico voters are given digital cameras to prove they voted for the party that gave them money? Politicians seek power and legitimacy by galvanizing votes, and do so by applying all sorts of tactics. If you are interested in how political campaigns differ across countries and political regimes, you should take this course. The course begins with a discussion of the role played by elections in facilitating social choice and enhancing political accountability. We then embark in an empirical journey in order to study really existing electoral politics and evaluate how they promote or distort political representation. We study the dynamics of authoritarian elections in order to understand why dictators decide to hold elections. We also explore why parties in democracies resort to different tactics like ideological appeals or vote buying in order to appeal to voters. We pay special attention to the dynamics of vote buying, a widespread practice in the developing world, by studying how parties decide who to target with gifts and how, in the presence of secret ballots, they manage to make that exchange an effective electoral strategy.

POLS 30592. Ethnic Conflicts in Comparative Perspective

(3 -0- 3)

Most nations today may be considered as multi-cultural, that is: they are comprised of at least two distinct societies based on different cultures. About 5000 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 Block 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 which 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 30595. International Development in Theory and Practice: What works in Development

(3 -0- 3) Reifenberg

This course on international development has three major purposes: 1) to examine diverse approaches to thinking about international development and processes that bring about individual and societal change; 2) to explore the role and constraints of development projects in areas such as poverty reduction, social development, health, education, the environment, and emergency relief; and 3) to develop practical skills related to project planning and management, negotiations, communications, and the evaluation of international development projects. This class aspires to develop relevant knowledge and practical skill for students interested in engaging in bringing about positive change in a complex world. The class is particularly relevant for students planning international summer service internships, studying abroad, or for those considering careers in areas related to social and economic development. The course will make use of specific case studies from Haiti, Peru, Uganda, Mexico, Bangladesh, Pakistan, and Chile, among others, drawing lessons from instructive stories of failure and inspirational stories of change.

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 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) Munoz

In this course we shall attempt to understand the nature of the American regime and its most important principles. Since we lack the time for a comprehensive survey of American political thinkers, we shall focus on select statesmen and critical historical periods—specifically, the Founding era, Lincoln and the slavery crisis, and the Progressives. We shall also reflect upon how the American regime relates to the larger tradition of Western political thought.

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 30651. Machiavelli NOW

(3 -0- 3)

In this seminar we will approach Machiavelli through the careful study of his major works, read against the background of the political crisis of the Italian Renaissance, and with particular attention to their resonance for subsequent political analyses of the condition of modernity. Reading will include: *On the method of dealing with the Rebellious Peoples of Valdichiana*; *A Description of the Methods Adopted by the Duke Valentino when Murdering Vitellozzo Vitelli, Oliverotto da Fermo, the Signor Pagolo, and the Duke di Gravina Orsini*, *The Prince*, *Mandragola*, *Belfagor*, *the Discourses on the First Decade of Livy*, and the *Dialogue on the Language*. The course will be offered in English. Requirements: brief presentations, midterm and final paper.

POLS 30653. Politics and Conscience

(3 -0- 3) Keys

Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of “conscience” recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect? Are there 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 relate to concepts of natural law and natural rights, rationality and prudence, religion and toleration? This course engages such questions through readings from the Catholic intellectual tradition (Augustine, Thomas Aquinas, Thomas More, Francisco de Vitoria, Desiderius Erasmus, John Henry Newman, Karol Wojtyła/John Paul II, and Joseph Ratzinger/Benedict XVI) and other writers of the history of ethical-political thought (Cicero, Seneca, John Locke, Mahatma Gandhi, Jan Patočka, and Alexandr Solzhenitsyn). We consider also various contemporary reflections on conscience expressed in films, essays, letters, plays, short stories, speeches, and declarations, beginning with Martin Luther King, Jr.’s “Letter from a Birmingham Jail” and Václav Havel’s speech “Politics and Conscience.” This class serves as both the capstone course for the interdisciplinary minor Philosophy in the Catholic Tradition and an upper-level elective for political science majors and peace studies minors. Its format combines lecture and seminar-style discussion.

POLS 30654. Catholicism and Politics

(3 -0- 3) Philpott

Catholicism and Politics poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in “Vatican III,” where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.

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 30661. Constitutionalism, Law and Politics

(3 -0- 3) Munoz

In the Gettysburg Address Abraham Lincoln famously spoke of “government of the people, by the people, for the people.” Why should government be of the people, by the people, and for the people? And if it should be so constituted, how is such a political order to be founded, designed, and maintained? In “Constitutionalism, Law, and Politics” we shall address these fundamental questions of political science by examining the idea of constitutionalism and the role constitutions play in political life. By reading classic texts in ancient and modern political philosophy, studying fundamental texts of the American political tradition, and examining contemporary legal and political issues, we shall study

questions such as: How do different constitutional orders or regimes nurture different forms of political life and different types of citizens? How do different regimes rise and fall? What is the proper relationship between political authority and individual liberty? What, if any, are the limits on a just constitutional order? Readings may include selections from Aristotle, Aquinas, Machiavelli, Locke, Montesquieu, Jefferson, Madison, Lincoln, Roosevelt, and great cases of American and foreign constitutional law.

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 30672. What is Friendship? Questions and Answers, Old and New.

(3 -0- 3) Abbey

The question in this course’s title “What is Friendship?”—sounds like a no-brainer. Friendship is such a common and ordinary part of human experience: how can anyone be in any doubt about what it is? Yet some of the great minds in the western philosophical tradition have thought long and hard about friendship—its distinctive nature; its real meaning. For that reason, we will examine the writings of Plato, Aristotle, Cicero, Michel de Montaigne, Immanuel Kant, Mary Wollstonecraft, Ralph Waldo Emerson and Friedrich Nietzsche, among others, on friendship. Along with critically examining what such thinkers say about friendship, we will ask whether we have anything to learn from them about our own lives and relationships. Participants in this course will raise and try to answer a number of questions about friendship, such as: Can I be friends with family members? Does the nature of friendship differ by gender? Is friendship an appropriate and viable model for marriage? Can friendship provide a model for political relations? We will also consider the representation of friendship in popular culture. And we will, of course, reflect on the meaning of friendship in the age of social networking sites such as Facebook.

POLS 30727. Theories of Law

(3 -0- 3)

Prerequisite: POLS 20600 or GOVT 20600

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 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 30736. Globalization's First Wave: Commerce and Culture in Early Modernity

(3 -- 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, 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 like 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)

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)

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.

POLS 30748. Utopias and Dystopias

(3 -0- 3)

"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 behaviors tend toward these conditions. This course draws from political theory, history, literature, and film.

POLS 30757. Darwin: Political and Moral Perspectives

(3 -0- 3)

Darwin's *On the Origin of Species* and *The Descent of Man* precipitated a major alteration in paradigms of thought extending far beyond the empirical sciences to the realms of political and social theory, ethics, moral philosophy, and even theology. One of the most controversial thinkers in history, Darwin has been both hailed as a visionary genius and blamed as an inspiration for moral atrocities such as the Holocaust. This course will first seek to understand Darwin's thought through a careful reading of his own writings, paying particular attention to the political and moral implications of his thought as well as their context in intellectual history. We will then examine the influence of Darwin's thought on subsequent political and moral theory and practice, including "social Darwinism" and eugenics movements as well as contemporary theories of evolutionary and environmental ethics.

POLS 30758. Natural Rights and Natural Law

(3 -0- 3)

The concept of natural law is commonly taken to delineate a sphere of moral obligation or duty, while that of natural (or "human") rights delineates a sphere of freedom or autonomy. How do these concepts fit together? Or are they ultimately contradictory? This course will explore the concepts of natural rights and the natural law, focusing on the meaning of each concept as well as potential areas of overlap or tension between them. This exploration will be conducted primarily through a broad tracing of the development of each concept, both singly and in tandem, through the history of political thought up to the present time.

POLS 30759. Ancient Political Thought

(3 -0- 3)

The great political thinkers of ancient times died over two thousand years ago, but the questions they addressed remain alive and well today. By grappling with questions about justice, virtue, and human nature, the ancients both framed the terms of debates that continue to this day and provided perspectives on these debates that remain powerful and persuasive. While much has changed since the times of Homer, Socrates, Plato, Aristotle, and Cicero, enough continuity remains to engage them meaningfully in conversation about political philosophical issues of ongoing relevance for us. In this course we will seek both to understand these thinkers through a close reading of their most important writings as well as to relate them to one another and, ultimately, to ourselves.

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 30806. Economics for Policy Analysis

(3 -0- 3) Betson

This one-semester introduction to economic theory will cover material that is relevant to the study of politics and policy analysis covered in introductory microeconomic and macroeconomic courses. Topics to that will be covered will include demand, supply and the allocation of resources through competitive and non-competitive markets; sources market failures and the governmental regulation of the economy; aggregate models of the economy to study unemployment and inflation and growth.

POLS 30815. Designing and Analyzing Public Opinion Surveys

(3 -0- 3) Campbell

Are you interested in producing your own research rather than just consuming the work of others? Are you interested in learning how public opinion research is done? Would you like to learn the marketable skill set of designing and analyzing public opinion surveys? Would you like to take a class that is student-driven? If so, this is the class for you. Students will develop their own research questions, execute an actual survey of Notre Dame students, and then analyze the results—thus answering their own questions. Along the way, they will learn how to draw a representative sample of a population, the craft of writing informative survey questions, the fundamentals of analyzing survey data, and methods for effectively presenting quantitative data. Students will preferably have been previously exposed to quantitative methodology (i.e. a class in statistics and/or research methodology), but this is not a formal requirement. The only prerequisite is a willingness to learn.

POLS 33002. Sophomore Seminar: Topics will vary by semester

(3 -0- 3) Coppedge

Sophomore seminars provide sophomore political science majors with the opportunity to take an advanced, more demanding course earlier. They are designed to go into a topic in greater depth and introduce students to basic research techniques that will help them do original work. Topics vary from semester to semester. The course fulfills a seminar requirement for the political science major. Department approval is required.

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, non-profit agencies and NGO's. 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 37910. Mock Trial II

(2 -0- 2)

This course is designed to teach students the basic rules and skills required to compete in the American Mock Trial Association ("AMTA") annual mock trial tournaments. Students will learn the modified Federal Rules of Evidence used by the AMTA, and how to effectively articulate and argue evidence objections and responses to a judge. Instruction will also emphasize the structure and preparation of effective direct and cross examinations, and the basic skills needed to effectively conduct witness examinations. Most students in this section will participate in an invitational tournament one weekend during the first semester. Participation in both fall and spring semesters is expected.

POLS 37911. Mock Trial I

(2 -0- 2)

This course is designed to increase the speaking, analytical and adversarial skills of students. Students will immediately be assigned to teams and begin in-depth analysis of the evidence of the annual AMTA case in light of the Rules

of Evidence. Each student will prepare outlines of each witnesses affidavits and exhibits with analysis of evidentiary problems. Special emphasis will be placed upon development of direct and cross examination skills and how to prepare and present effective opening statements and closing arguments. The class will use role playing and video, with individual critiques by the instructor and law student assistant. Students will be instructed on the preparation of effective case theory and themes and presentation of evidence at trial. Participation both semesters, in POLS 37911 and 37910, is required

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 40061. Constitutional Interpretation

(3 -0- 3) Barber

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)

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 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 super-power. 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)

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 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. Students will be evaluated by both examinations and short papers.

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 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 40489. Food Politics

(3 -0- 3) Javeline

This class explores modern industrialized agriculture and its impacts on the environment, nutrition, public health, and animal welfare and, in turn, the effects of industry, government regulatory bodies, and the mass public on agriculture and the food supply.

POLS 40617. Constitutional Conventions

(3 -0- 3)

This course will focus on the American constitutional convention of 1787 with an eye to understanding the constitution proposed by the convention and the political process that produced it. The main reading will be James Madison’s notes on the convention debates. We will also experiment with a new simulation role playing game of the convention.

POLS 40642. Women’s Human Rights

(3 -0- 3) Botting

This upper-level political theory course will explore the philosophical origins and evolution of the idea of women’s human rights, which has become a cornerstone of human rights advocacy, women’s non-governmental organizations, and development programs around the world. Readings will be drawn from Scotus, Ockham, Suárez, Grotius, Hobbes, Locke, Rousseau, Kant, Wollstonecraft, Grimké, Stanton, J.S. Mill, Okin, Nussbaum, and MacKinnon. Undergraduate and graduate students will write article-length research papers and make in-class, conference-style presentations on their research projects.

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, 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) Gould

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 40813. Applied Quantitative Methods

(3 -0- 3)

Students in this course will learn to understand, and to use, the most common statistical techniques used in political science. They will apply this methodological training to the development of a research project that will culminate in a paper modeled upon, and suitable for submission for publication in, peer reviewed scholarly journals. No prior understanding of or experience with statistical methods is expected. While students are encouraged to develop their own projects, and course time will be devoted to precisely the question of how we develop and craft ideas into do-able research projects, some recommended paper topics will be provided. This course is especially recommended to students contemplating graduate work in the social sciences.

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 45999. Summer Internship

(1 -0- 3)

Summer internships are an excellent way to explore career options, to gain valuable work experience and to build your resume. Students who have secured an unpaid summer internship can apply for academic credit by contacting the Director of Internships. To qualify for credit, internships must have prior approval, must be unpaid, be at least 6 weeks in duration and provide at least 100 hours of work.

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

(V -0- V)

This one-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 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.

Psychology

PSY 10000. Introductory Psychology First Year

(3 -0- 3) Venter; Radvansky

A broad coverage of the methods and findings that characterize scientific psychology, including a description of historical and recent developments in the areas of learning and motivation; perceptual, cognitive, and physiological processes; social, personality, and child development; and abnormal behavior and clinical treatment. Open to first-year students only.

PSY 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. Honors Seminar on the Self

(3 -0- 3) Kelly

Prerequisite: AL 13950

This seminar draws from clinical, personality, and social psychological research to address fundamental questions about who we are and the extent to which we can change. For the first third of the semester, we will explore individual differences, or the key personality characteristics (and causes of these characteristics) that make one person different from the next. During the second part of the semester we will address the social self and examine the role of other people in forming and maintaining our personalities. During the final part of the seminar, we will discuss self-concept change and address the questions, “What does it mean to be a healthy person?” and “Can people really change?” We will discuss whether psychotherapy works and how it can induce self-concept change.

PSY 20000. Introductory Psychology for Sophomores, Juniors, and Seniors

(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 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. Business and Psychology

(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 23090. Social Concerns Seminar: Youth, Risk and Resilience

(1 -0- 1) Brandenberger

This seminar—formerly known as Children and Poverty—focuses on concerns that affect the youth of our nation, especially poverty and violence. Additional topics include resilience and efforts to foster positive youth development, including educational leadership. A week-long immersion in New York City provides an opportunity to meet with community leaders and policy makers focused on youth concerns. Participants read relevant Catholic social teaching and draw from a variety of resources/texts in psychology. Open to all Notre Dame students. Standard letter grade employed.

PSY 23091. Sustainable Development II: Research in Clean Water Initiatives

(1 -0- 1)

This seminar is an extension of the fall 2009 Washington Seminar in Sustainable Development. The seminar will emphasize advanced study of clean water in conjunction with ongoing clean water initiatives through SAO, the Ford Program, and the Department of Engineering. In choosing the water issue, the CSC hopes to partner with student government’s Global Water Initiative. Students’ work will serve as a useful reference for the GWI, and will help the initiative to expand its efforts by offering a base of knowledge upon which it might anchor its current work and from which it can launch future efforts. Students will perform interdisciplinary literature reviews around “point of use” issues for consumption of clean water. The research will be supplemental for ongoing projects and will focus on interdisciplinary perspectives of a this particular aspect of clean water. The seminar has chosen this topic as a direct result of student interest in The Global Water Initiative (SAO’s 5-year plan to partner with a community organization to give students an opportunity to raise money for a just cause). The seminar leaders include both sustainable development leaders from the fall 2009 class, as well as the student co-leaders of Notre Dame’s Global Water Initiative. Steve Silliman (Engineering) current advises this group is very excited to partner with this seminar/CSC to move his research along. He is also working with Tony Polhen (Ford Program) to help coordinate his efforts in clean water. Tony has expressed interest in helping to oversee this seminar. Research will be conducted in interdisciplinary cohorts. Faculty experts will be asked to consult for 2 hours a month (no more than 6 hours total) on students research progress. Steve Silliman and students have

suggested interested faculty in sociology, peace studies, anthropology, economics, and political science. Seminar classes will take on a format of literature search report/refining. Students will present their progress to the class at regular meetings of the seminar. Immersion: The seminar will travel to the Clinton Global Initiative University Meeting in Miami, Florida. The CGI U Meeting was chosen because of its emphasis on global development issues, because of the opportunities it offers for interaction with some of the best and brightest students from across the nation, and because its schedule includes a variety of sessions that will address a wide array of student interests. Travel to a conference in general is important in that it offers students an intensive opportunity for discernment and for interaction with other student leaders, from a variety of backgrounds, who work on social justice issues at their universities. Also, the CGI U awards money to innovative projects and students will hope to draw funds for the completion of these water projects.

PSY 23094. Social Concern Seminar: Understanding Mental Illness

(1 -0- 1)

Prerequisite: PSY 30310

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, bipolar, 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)

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, 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 & 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: <http://socialconcerns.nd.edu/academic/fall/fall.shtml>

PSY 23096. Understanding Mental Illness

(1 -0- 1) Mick

In the United States alone, over 25 million people are affected with mental illness. Countless family members, friends and mental health professionals struggle to understand and help those diagnosed with these confusing and often debilitating diseases. Unless we know someone or struggle with similar issues ourselves, the majority of the rest of us know virtually nothing about the confusing “world” of mental illness. This seminar gives students the opportunity to learn about mental illness from the personal perspective of those most directly impacted by it: those living with it, family members, and health care providers. The goals of this seminar are to help students become more knowledgeable about these diseases and their early warning signs and to develop compassion for those who suffer from them.

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. (Must have access to own transportation.)

PSY 23272. Applied Behavioral Analysis

(3 -0- 3)

Prerequisite: PSY 23271 or PSY 43271

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 23852. Social Concerns Seminar: L'Arche Communities

(1 -0- 1)

This seminar centers around travel to a L'Arche community (e.g., Toronto, Canada) to share community life with developmentally challenged persons. Students draw from the philosophy of Jean Vanier, the works of theologian Henri Nouwen, and other spiritual writings to augment this participatory learning experience.

PSY 23855. Social Concerns Seminar: Take Ten

(1 -0- 1) Brandenberger

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.

PSY 25270. Practicum in Developmental Disabilities

(3 -0- 3)

Prerequisite: PSY 23271 or PSY 43271

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 27800. Research Lab

(0 -V- 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 30100. Experimental Psychology I: Statistics

(4 -0- 4) Cheng; Gibson; Zhang

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 30160. Experimental Psychology II: Methods

(4 -0- 4) Braungart-Rieker; Corning

Prerequisite: PSY 30100 or BAMG 20100

A continuation of Psychology 30100, with emphasis on the design and methods of execution of psychological research. Training in writing reports in professional format is also provided.

PSY 30200. Developmental Psychology

(3 -0- 3)

Prerequisite: PSY 10000 (may be taken concurrently) or PSY 20000 (may be taken concurrently) or PSY 20001 (may be taken concurrently)

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 30220. Adolescent Development

(3 -0- 3) Lapsley

Prerequisite: ALHN 13950

The second decade of life is a crucial developmental transition that poses significant physical, psychological and social challenges to young people; and which have implications for later psychosocial outcomes. This course explores the portrait of adolescence that is revealed by contemporary developmental science. We will examine adolescence in cultural and historical context and survey recent empirical literatures on some core topics, including pubertal maturation, the cognitive and social-personality development of teenagers, the struggle for self and identity, the influence of family, peers and schools on development, adolescent risk behavior and positive youth development, among other topics

PSY 30250. Cognitive Development

(3 -0- 3)

The focus of this course is on developmental changes in human cognition, such as perception, action, learning and memory, reasoning and problem solving, and language acquisition. The focus will be on early development (prenatal to 4–5 years) because this is the period of most dramatic change, although it will include some discussion of implications for later development. The goal of this course is to provide students with basic empirical facts of human cognitive development, as well as to ground them in broader theoretical issues, such as questions of what development means, and the central controversies in the study of cognitive development.

PSY 30253. How Children think: An Introduction to Cognitive Development

(3 -0- 3) Lany

Prerequisite: PSY 10000 (may be taken concurrently) or PSY 20000 (may be taken concurrently) or PSY 20001 (may be taken concurrently)

How do infants and children perceive, remember, and learn about their world? This course will cover developmental changes in human cognition, such as perception, action, learning and memory, reasoning and problem solving, and language acquisition. The focus will be on early development (prenatal to 4–5 years) because this is the period of most dramatic change, although it will include some discussion of development during later childhood and adolescence. The goal of this course is to provide students with basic empirical facts of human cognitive development, as well as to ground them in broader theoretical issues, such as questions of what development means, and the central controversies in the study of cognitive development. An additional goal is to help students to be responsible consumers of psychology research.

PSY 30272. Neurodevelopmental Disorders

(3 -0- 3) Diehl

Prerequisite: PSY 10000 (may be taken concurrently) and PSY 20000 (may be taken concurrently) and PSY 20001 (may be taken concurrently)

The past two decades have seen a dramatic increase in the prevalence of neurodevelopmental disorders. This course will be a critical examination of the etiology, neurobiology, diagnosis, and treatment of developmental and learning disabilities. We will also investigate the impact of a developmental disability on the individual, family, community, and culture. Topics will include (but are not limited to) ADHD, Asperger syndrome, Autism, Down syndrome, Dyslexia, Fetal alcohol syndrome, Fragile X syndrome, PKU, and Willms syndrome.

PSY 30300. Psychology of Personality

(3 -0- 3) Watson

Prerequisite: PSY 10000 (may be taken concurrently) or PSY 20000 (may be taken concurrently) or PSY 20001 (may be taken concurrently)

This course is a survey of the contemporary study of personality in the context of its growth as a field of psychology. The focus is on personality as an empirical science. The course introduces perspectives or approaches to studying personality as well as theories, historical background, and modern research. Additionally, key issues such as the conceptualization and measurement of personality variables, the stability and consistency of personality, and real world applications are addressed. The course provides the opportunity to broaden student's understanding of the science of personality and to think critically about the application of personality theory in everyday life. Readings are primarily taken from a text, but additional readings and class materials may be assigned.

PSY 30310. Abnormal Psychology

(3 -0- 3) Monroe

Prerequisite: PSY 10000 (may be taken concurrently) or PSY 20000 (may be taken concurrently) or PSY 20001 (may be taken concurrently)

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

Prerequisite: PSY 10000 (may be taken concurrently) and PSY 20000 (may be taken concurrently) and PSY 20001 (may be taken concurrently)

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. Multi-Cultural Psychology

(3 -0- 3)

The general purpose of this course is to examine and learn to talk about issues of culture and race in the United States from a psycho-social perspective. Culture and race are not synonyms. So, we will be examining some of the ways that each affects the quality of our psychological functioning. The goals of this course are to learn to recognize and appreciate culture in ourselves and others; to examine the different ways that cultural and 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 30400. Cognitive Psychology

(3 -0- 3) Brockmole

Prerequisite: PSY 10000 (may be taken concurrently) or PSY 20000 (may be taken concurrently) or PSY 20001 (may be taken concurrently)

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 (may be taken concurrently) or PSY 20000 (may be taken concurrently) or PSY 20001 (may be taken concurrently) or PSY 13110

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

Prerequisite: PSY 10000 (may be taken concurrently) or PSY 20000 (may be taken concurrently) or PSY 20001 (may be taken concurrently)

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 20000 or PSY 20001

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 (may be taken concurrently) or PSY 20000 (may be taken concurrently) or PSY 20001 (may be taken concurrently)

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 neuro-anatomy (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 30520. Introduction to Cognitive Neuroscience

(3 -0- 3)

An "Introduction to Cognitive Neuroscience" is a survey course that introduces students to the biological substrates underlying various forms of cognition in humans, with a specific focus on mental processes. We will explore how psychological and cognitive functions are produced by the brain. Cognitive neuroscience is a branch of both psychology and neuroscience, drawing from disciplines such as biological psychology (biopsychology), neuroscience, cognitive psychology, and neuropsychology. We will cover a broad range of topics, including learning and memory, perception, development and neural plasticity, cerebral lateralization and language, emotions and social cognition, stress, sleep and dreaming, and consciousness. No previous coursework in neuroscience is required, but at least some experience with biology or biopsychology is preferred.

PSY 30600. Social Psychology

(3 -0- 3) Venter

Prerequisite: PSY 10000 or PSY 20000 or PSY 20001

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 30633. Youth and Political Violence

(3 -0- 3) Taylor

This course will examine how youth are affected by political violence and war, with a focus on stress and coping in violent and post-war contexts. We will discuss major theories and recent research in developmental, social, and political psychology on these issues. The course will emphasize resilience processes, that is, identifying risk and protective factors that can explain why and how political conflict affects youth, with a focus on real-world application. Case studies and interdisciplinary readings from sociology, anthropology, literature, and political science will also be incorporated into the readings, lectures, class discussion, and writing assignments. Students will be encouraged to consult the existing empirical literature to suggest ways to (a) protect youth mental health on an individual level, and (b) decrease the potential for inter-group violence and promote constructive peacebuilding on a societal level.

PSY 30640. Educational Psychology

(3 -0- 3)

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 31672. Practicum in Robotics

(3 -0- 3)

This course will allow students to work with the Nao humanoid robot platform. Students will learn about how to control the sensory and motor capabilities of the robot to produce specific sequences of robot behaviors and/or to allow the robot to respond to particular inputs from the external environment. Students will work with the instructor to identify the specific behaviors and response sequences to be created.

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 33691. Rethinking Crime and Justice: Explorations from the Inside Out

(3 -0- 3) Brandenberger

What are the causes and costs of criminal behavior? How are people and communities affected by incarceration? How can we make our criminal justice system as good as it can be for all stakeholders? This course brings together students from both sides of the prison wall to explore issues including why people commit crime, what prisons are for, realities of prison life and reentry, effects of victimization, and restorative justice perspectives. This course follows the Inside-Out model of prison exchange now well established across the United States. It provides an opportunity for “inside students” (at the Westville Correctional Facility) and “outside students” (from Notre Dame) to learn with and from each other and to break new ground together. Notre Dame students travel to Westville each week of the semester for dialogue with students at the facility, who have read the same relevant texts. Together they examine myths and realities related to crime and to punishment, explore the effects of criminal justice policy, and develop ideas for responding more effectively to crime in our communities. Students must apply for this Social Concerns Seminar at the Center for Social Concerns website: <http://centerforsocialconcerns.nd.edu>

PSY 37900. Research Lab Jr

(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) Zhang

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 40282. Developmental Psychopathology

(3 -0- 3)

This course articulates principles for a lifespan perspective on the origins and development of individual patterns of adaption and maladaptation.

PSY 40305. Difficult Personalities

(3 -0- 3)

This course is about personality disorder (PD), a form of psychological disorder thought to develop from the interaction of persons’ genetic makeup and their childhood/adolescent experiences. The course will cover the different ways that PD is conceptualized and how research is changing these conceptualizations; the possible causes of PD; how PD is measured, diagnosed, and treated PD; and how PD relates to other kinds of psychopathology.

PSY 40306. Personality and Individual Differences

(3 -0- 3) Watson

This course surveys major theoretical and empirical issues in the contemporary research literature regarding personality traits and other important dimensions of individual differences (including intelligence). Covered topics typically include the consistency and temporal stability of behavior, the influence of heredity and environment in personality and intellectual development, the nature and organization of traits, accuracy and bias in person perception, and the role of personality in interpersonal attraction. We also examine how personality is related to a diverse range of outcomes, including occupational success and job satisfaction, happiness and life satisfaction, health and lifestyle variables, and various forms of psychopathology.

PSY 40655. Cognitive Development

(3 -0- 3)

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.

PSY 40669. 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 40675. Introduction to AI

(3 -0- 3) D’Mello

A broad overview of the field of Artificial Intelligence (AI), including its historical and philosophical foundations, classical and contemporary approaches, cognitive systems, and recent trends and applications. Topics include traditional AI techniques (e.g., searching, problem solving, knowledge representation and reasoning, planning, constraint satisfaction, decision making), probabilistic and network based approaches (e.g., Bayesian models, neural networks), computational models of cognition (e.g., models of perception, action, memory, cognitive architectures), and recent developments in natural language processing, speech recognition, robotics, human-computer interaction, machine learning, and computational emotions.

PSY 40676. Human Computer Interaction

(3 -0- 3) D’Mello

An in-depth coverage of the field of Human-Computer Interaction (HCI) including its history, goals, principles, methodologies, successes, failures, open problems, and emerging areas. Topics include the fundamental principles of HCI (e.g., consistency, compatibility, pictorial realism), models of the human (e.g., perception, attention, memory, learning), interaction modalities and paradigms (e.g., windowing systems, haptic interactions), best-practice design principles (e.g., user-centered design, universal design, rapid application development), techniques to evaluate interfaces and interactions (e.g., observational methods, think-aloud protocols, cognitive walkthroughs), and emerging topics in HCI (e.g., affective computing, augmented cognition, social computing, ubiquitous computing).

PSY 41280. Family Research Methods

(3 -0- 3)

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: 1) Have advanced understanding of the methods and approaches used in research on families and children. 2) Have practical knowledge about the methods for conducting this research. 3) Be knowledgeable about the major theories that form the basis of this research. 4) Be knowledgeable

about the findings and empirical research on family relationships and children.
5) Be able to critique the literature and be able to identify possible directions for future research.

PSY 43217. Children and Poverty: Developmental Implications
(3 -0- 3)

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

Prerequisite: PSY 10000 or PSY 20000 or PSY 20001 and PSY 30100 or BAMG 20100 and PSY 30160 (may be taken concurrently)

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 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)

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 43251. Language Development
(3 -0- 3) Lany

This seminar will focus on research and theories addressing a fundamental scientific question: How do humans learn language? Readings and discussions will focus on contemporary research, as well as some classic studies, investigating how children learn about the sounds, meanings, and syntactic structures of their native language. The focus will be on mechanisms of development—not simply what infants and children learn at a given age, but how they learn, including hotly contested debates over this process. The primary focus will be the acquisition of a first language by typically-developing infants and children, but we will also examine factors relating to variability in this processes, such as socio-economic status and developmental disorders.

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. (Must have access to own transportation.)

PSY 43272. Applied Behavioral Analysis
(3 -0- 3)

Prerequisite: PSY 23271 or PSY 43271

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 43273. Asperger Syndrome—The Short Life and Death of a Diagnosis
(3 -0- 3) Diehl

Prerequisite: PSY 30272 or PSY 23271 or PSY 25270 or PSY 43271

Asperger syndrome was first identified by a little-known Nazi doctor in 1944. It was rumored that much of his work was lost in an Allied bombing in 1944—but was it lost or just ignored? It was not until 1981, one year after his death, that his work became prominent. By 1995, Asperger syndrome was internationally recognized as a distinct syndrome. A community of individuals with the diagnosis soon embraced the label as an identity, and pop culture romanticized this "Geek syndrome." By 2013, however, Asperger syndrome will no longer exist. How did this happen? This seminar will be an exploration of the set of circumstances that led to end of the diagnosis, and the resulting social implications. We will touch on fundamental issues in multiple areas of psychology, but from the unique perspective of a single condition.

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 43288. Practicum in Child Maltreatment

(3 -0- 3) Valentino Diehl

This course is intended to expose students to the child welfare system and the effects of child maltreatment and foster care on child development. The seminar portion of the course will include training on mandated reporting, and the child welfare system, and discussion of current research on child maltreatment, foster care, child development, and developmental psychopathology. The practicum portion of the course is designed to give students hands on experience with children in custody of the Department of Child Services in South Bend. Each student in the practicum will be paired with a child who is currently placed in foster care because of substantiated child maltreatment. The student will serve as a mentor to this child, and will spend 1–2 hours with the child twice weekly in the child's foster home.

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 43311. Theories of Psychotherapy

(3 -0- 3)

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 43313. Science and Pseudoscience in Psychology

(3 -0- 3) Haeffel

Prerequisite: PSY 30314

This course emphasizes the use of critical thinking skills for distinguishing science from pseudoscience in psychology. Picking up where Introduction to Clinical Psychology (PSY 30314) left off, this course takes up the torch of Popper, Meehl, and Lakatos to cover topics such as: 1) controversial therapeutic, assessment and diagnostic techniques, 2) weak theories, and 3) myths from "pop" psychology and every day life.

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 43317. Seminar on Evidence-Based Psychotherapy

(3 -0- 3) Ro

In this seminar, we will discuss about various psychotherapy approaches with a focus on evidence-based modalities. The course will cover a brief history/model of psychotherapy and psychotherapy research methodology, followed by general discussions on psychotherapeutic approaches within evidence-based treatment, such as Behavior Therapy, Cognitive-Behavior Therapy, and more recent "third wave" therapies (e.g., Dialectical Behavior Therapy, Behavior Activation, and Acceptance and Commitment Therapy).

PSY 43318. Stress, Disorder, and Disease

(3 -0- 3)

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 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 43334. Intervention Science

(3 -0- 3)

This course is designed to examine current questions and methods in intervention research with specific focus on cognitive behavior therapy and its variants. We will be approaching the field from several vantage points including 1) the methods needed to address questions regarding the evaluation of the efficacy and effectiveness of interventions; 2) the often uneasy alliance between science and practice, 3) the promise and challenge of technology transfer, that is the dissemination and implementation of "therapies that work" By the end of the term, students will have gained knowledge of the questions in intervention science, the methods used to address these questions and how these questions and methods may help to reduce the burden of major forms of psychopathology.

PSY 43344. Immigrant Families and Mental Health

(3 -0- 3) Park

This course examines major psychological topics relevant to immigrant families in the U.S. 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 43360. Health Psychology

(3 -0- 3)

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 43362. Understanding Eating Disorders

(3 -0- 3) Corning

In this seminar, we will explore the etiology and treatment of eating disorders. We first will examine biological, psychosocial, and cultural risk factors for the development of the various eating disorders. We then will discuss the strengths and weaknesses of the current diagnostic classification of these disorders as well

as related pathologies. Finally, we will critically examine current prevention and treatment efforts, paying particular attention to their underlying theoretical assumptions and empirical evidence of their efficacy.

PSY 43364. Social Inequities in Mental Health and Health Outcomes

(3 -0- 3) Park

This seminar will examine the problem of mental health and health disparities in the U.S. and possible solutions for addressing such inequities. Specifically, the course will explore how race, poverty, and other social conditions have contributed to a greater burden of unmet mental health needs and physical illness among ethnic minorities and other underserved populations, primarily using the lens of psychological theory and empirical research. Strategies for addressing these disparities will also be discussed, including an emphasis on improving access to, and quality of, mental health services and psychological interventions for ethnic minorities and other underserved populations in the U.S.

PSY 43365. Sport Psychology

(3 -0- 3)

This course will focus on the application of psychological concepts and current research to the enhancement of performance in both sports and fitness activities. An emphasis will be placed on techniques and strategies that have been used effectively to maximize skill performance with an understanding that many of the real-life behaviors evident in sport are transferable to other performance endeavors. Topics include overview of the field, motivation, personality factors, self-concept, team development, leadership, psychological skills training, and exercise adherence. Students will produce a “handbook” targeted for specific population of performers which will apply the concepts learned throughout the semester.

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 43390. 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 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 43434. Visual Memory

(3 -0- 3)

Every day you leave your dorm room and head out across campus to attend class, work out, meet with friends, and participate in club activities. On these walks, you may stop to look at new and interesting sculptures, hallway displays, buildings, and landscapes that catch your attention. You probably see many of the same people and say hello as you pass. If campus construction blocks your normal route, you can easily find a new one, perhaps one that you have never taken before. You

likely come home and tell your roommates about some of the events you witnessed on your walk. These experiences depend on your ability to store knowledge of your visual world in memory. Without such memory, you would be unable to recognize your friends and surroundings. You would be unable to notice changes in your environment. You would be unable to recount your own autobiographical experiences. In this course you will learn how memory for objects, scenes, faces, places, and emotion-inspiring events are created, how these memories are stored, and how we use visual memory to support our daily activities. In some sense, then, this course is about a walk through campus and students will become aware of the amazing, striking, and at times desperately limited nature of memory for our visually-based experiences.

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 43456. Pragmatics of Language Usage

(3 -0- 3)

This seminar will survey research and theory in pragmatics and psycholinguistics concerning the communicative functions of language. Topics will include Searle’s classification of speech acts, Grice’s Maxims and the conversational implicatures, Sperber and Wilson’s Relevance Theory, and Clark’s theory of Language-as-an-Action.

PSY 43458. Doing Things With Words

(3 -0- 3)

Flattery, cheating, self-expression, prayer, superiority, solidarity, distancing, 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 43526. Developmental Cognitive Neuroscience: The Sleeping Brain

(3 -0- 3) Payne

This seminar will provide a broad introduction to the cognitive neuroscience of sleep. Topics covered will span human sleep disorders, sleep in various animals species (e.g., unihemispheric sleep in dolphins), learning and memory during sleep, sleep’s role in creativity and insight, plasticity in the sleeping cortex, sleep and consciousness, and dreaming. We will also examine neuroimaging, neurophysiological, and behavioral approaches to the study of sleep, discussing critical questions such as “what is sleep?” and, “why do we sleep?”

PSY 43531. Psychology and Medicine

(3 -0- 3) White

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, via a limited practicum, to a variety of medical settings.

PSY 43533. Topics in the Neurophysiology of Stress

(3 -0- 3)

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 which 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)

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.*

PSY 43625. Self: Philosophy and Psychology

(3 -0- 3)

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 43641. Motivation and Academic Learning

(3 -0- 3)

Traditional studies of learning have focused almost exclusively on cognitive, or "cold," processes. Recent research on learning illustrates how "hot" processes also influence thinking and academic learning. In this course, we focus on how social, motivational, and emotional influences interact with cognitive processes to affect academic learning. Social influences will include students' social goals in school, friendships, and family dynamics. Motivational influences are explored through the study of major theories of achievement motivation, including attribution, self-efficacy, intrinsic motivation, "possible selves," and goal theories. Emotional factors such as coping mechanisms, test anxiety, and wellbeing 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 43693. Healthy Lifestyles—Risky Business

(3 -0- 3)

This course considers a variety of topics related to living a happy/healthy life (e.g., marriage, money, faith, career, etc.). Each student will review the values they presently hold on these topics via autobiographical methods. Then each student will imaginatively project the path their life will likely take via teleographic techniques. Finally, the role of risky decisions (e.g., choice of mate, insurance, gambling, investments, etc.) in forming our life paths will be intensively studied via various models of risk management. Participation in class discussions will constitute 1/3 of class grade; an oral final will constitute another 1/3 of the grade; the final 1/3 of the grade will be based upon analysis of reaction papers (25 pages minimum) on the topics covered.

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 43815. On Evil

(3 -0- 3)

Does evil exist? If it exists, what is it? If it exists, is suffering an example of evil? If it exists, does its existence pose an insuperable problem for Christian belief in God? Is there an adequate philosophical approach to understanding evil, or are all such approaches bound to fail? These and other questions often fall under what is called the "problem of evil." This course seeks to better understand what that problem might be, and what might be said about it in the context of orthodox Christian belief, primarily from a philosophical perspective, but also at points theological.

PSY 47809. Senior Thesis

(0 -3- 3)

The senior thesis requires a year-long investigation on an original topic of study under the tutelage and mentorship of a faculty member. It must result in a substantial written product that will be evaluated by the thesis advisor. Any senior psychology major may undertake a senior thesis provided that the student is in good academic standing and has secured the approval of a faculty mentor. Faculty members may consider other academic qualifications as a condition for supervising a thesis, such as GPA, performance in certain courses, experience in a research lab, relevant background experience, favorable letters of reference and compatible scholarly interests.

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 47901. Special Studies—Attention: From Philosophical Analysis to Computer Algorithms

(3 -0- 3)

The nature of attention has been of interest to philosophy, psychology, neuroscience, biologically inspired computer vision, as well as to social science. In this tutorial course, various accounts of the nature of attention will be considered, with the central aim of implementing one of those accounts computationally in a final project, in such a way as to capture a chosen aspect of attention, such as the role of visual attention in multistable perception or in visual search.

PSY 48800. Senior Honors Thesis

(3 -0- 3)

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.

Sociology**SOC 10002. Understanding Societies**

(3 -0- 3) Collett; Hachen; Langenkamp; 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 culture, 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) Sikkink; Summers-Effler

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 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 problems.

SOC 10722. Introduction to Social Psychology

(3 -0- 3) Collett; Gunty; Price

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 13095. Sociology Honors Seminar

(3 -0- 3) Halton

Prerequisite: ALHN 13950

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; We An introduction to the seminar method of instruction accentuating 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; T.McDonnell; 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 culture, 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) 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 does 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 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 their 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 20342. Marriage and the Family

(3 -0- 3) McClintock

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 U.S., 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 like race, class, and gender.

SOC 20410. Health, Medicine, and Society

(3 -0- 3) Faeges

This course is a comprehensive introduction to the sociology of health and of medicine. First we will examine how sociological variables affect people's health. Research is rapidly accumulating which shows that sociological variables have a huge impact on people's susceptibility to various illnesses, on their access to health care, and on their compliance with medical advice. Such variables include people's neighborhoods, occupations, and lifestyles; their social class, education, race, ethnicity, and gender—and the density of "social networks", whose importance for health was predicted by one of sociology's founders over 100 years ago. Second we will examine medicine, both the practice of medicine by individual health care professionals, viewed sociologically, and the operation of the increasingly large and bureaucratic medical institutions in which health care professionals must work. In addition, we will examine sociological issues that overlap "medicine", such as radically long shifts; the rapid increase in the proportion of female doctors; and increasing concern with work/family balance among practitioners. Third, we will examine health and medicine in relation to other dimensions of society, such as the modern economy, the media, law, the Internet, government and politics. Health and medicine are intrinsically social and they cannot be isolated from the effects of the rest of society, many of which run counter to strictly "medical" considerations. Finally, we will examine health and medicine globally. We will compare health and medicine in a number of societies to see and explain how they are similar and how they differ—for example, how different societies pay for medical care. And we will examine global trends with implications for health and medicine that require cooperation among societies, such as the way in which global air travel both increases the danger of global pandemics and makes possible "medical tourism."

SOC 20479. Introduction to Latinos in American Society

(3 -0- 3) Cardenas; Duarte

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 U.S.

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 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 other sources such as the *Economist* for additional background information on the situation they wish to write about.

SOC 20541. Sociology of War and Terror

(3 -0- 3) Faeges

This course offers a broad introduction to the sociology of wars, terror, and communal violence, including their causes, conduct, and consequences. We will consider the basic social forces which impel people to kill and to risk death in the name of their societies. Films and other videos will make up a major part of our source material—both for class preparation and in class use—as they are particularly apt for illustrating the nature and course of wars. We will mix lectures

and discussions of various topics (including the authenticity of “war movies”). We will survey the manifold characteristics of societies that contribute to and are affected by war and terror: politics; economics; religion; culture; demographics; the environment; gender; race, ethnicity, and nationalism; social movements; and social psychology. This course requires no background in sociology, but will introduce you to the sociological approach to explaining people’s behavior and to many basic sociological concepts and tools. Grades will be based on brief quizzes, participation, and a final exam. The course is open to students in any major who are interested in armed conflict in social life. It can be counted for the Arts & Letters social science requirement or as an elective.

SOC 20550. Development and Human Well-Being

(3 -0- 3) E. McDonnell

Development. People around the world clamor for more of it and oust government leaders for failing to achieve it, but what exactly is “development?” If development were sitting in front of you on the sidewalk, how would you know it, and what would it look like? In this course we will unpack the deceptively simple word “development” into different specific aspects, each with concrete outcomes for human well-being: education, health, political freedoms, material wealth/consumption, and happiness. We will look at how our understanding of the distribution of “development” among countries, and historically over time, changes when we view it through each of these different lenses. We will consider whether these different aspects of development tend to reinforce each other, and try to understand cases when they do not. We will conclude the course by looking at how “doing” development differs depending on which aspect of development is targeted.

SOC 20610. Sociology of Religion

(3 -0- 3) Smith

This course provides an introduction to the sociology of religion, an important field in the discipline of sociology. Religion is one of the most powerful forces of social cohesion, order, meaning, disruption, and change in human societies, both historically and today in the modern world. Sociology provides a particular disciplinary perspective and analytical tools and theories for describing, understanding, and explaining the nature and influence of religion in the world. Studying religion sociologically is also a great way to learn about the perspective, methods, theories, and interests of this social science discipline. The course will engage the following kinds of questions. What is religion? Why is religion so primordial and prevalent in human societies? What do different religions teach? Why are people religious or not religious? What causal role does religion play in human personal and social life? How does the sociological study of religion differ from a theological or psychological study of religion? Why and how do religious organizations grow and decline? How, for example, did an obscure, early Jesus Movement manage to become the largest religion in the world? How and why do people convert to a different religious faith or lose their faith entirely? Is modernity secularizing? What are the religious and spiritual lives of 18–23 year-old Americans today like? Why has the Islamist movement become so powerful in recent decades? What is happening today at the global level when it comes to religious movements and their social, cultural, political, and economic impacts?

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) Thomas

As an introduction to the topic of criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis.

SOC 20810. Gender Roles and Violence

(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 understand those processes better and 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 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.

SOC 23011. Selflessness and Selfishness

(3 -0- 3) Beyerlein

Why do some people but not others sacrifice their money, time, and well-being to help others and what are the consequences of sacrificing? These are not only classic and still core questions in the social sciences, but there continues to be much popular debate about them. In this course, students will learn how sociologists have approached and answered these important questions. We will focus on understanding different sociological theories about what motivates or constrains sacrificing for others and the consequences of sacrificing for helpers. Particular attention will be paid to how these theories compare with those in other social science disciplines. Additionally, this course will draw on empirical cases of sacrifice, such as blood donation, rescue efforts, and political activism, and expose students to a range of data and variety of methodologies that sociologists have employed to study sacrifice. These are the course’s primary goals and objectives.

SOC 30019. Sociology of Sport

(3 -0- 3) Welch

The primary objective of this course is to examine the nature of sport in American society and the modern world. A variety of topics will be covered, including sociological perspectives on the history of sport, the relationship between sports and the entertainment industry, problems in intercollegiate and professional sports, and other issues. The course should be particularly helpful for students who are interested in careers in athletic administration, sports journalism or broadcasting, coaching, higher education administration, sports and entertainment law, and other aligned fields.

SOC 30048. Latinos and the City

(3 -0- 3)

This course is a critical examination of urban life and how it affects and is affected by Latinos. We will explore the salient features of social structure, experience and transformation in the American metropolis as it relates to the past and growing

Latino population. This class will be geared toward viewing the city as simultaneously a social, cultural, and political economic phenomenon, with particular attention to the following concerns: 1) the city as a locus of ethnic, racial, gender and class relations, interactions and conflicts; 2) The growing urban population in Latin American and its effects on Latino immigration to the U.S.; 3) how Latinos have been affected by strategies of urban “revitalization” and the future of the “postmodern” city in the major metropolitan areas of the United States (i.e. Los Angeles, New York, Chicago and Miami).

SOC 30054. 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 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.*

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 30505. Aid and Violence

(3 -0- 3) Fast

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 providing aid in the conflict of war and violence. Using a series of case studies, this course will examine the central debates and dilemmas of humanitarianism, 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 will be conducted in seminar format, with a strong emphasis on reading and discussion. Grades will be based on a series of written assignments.

SOC 30514. 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 how sociology has contributed to our understandings of social movements. We address questions about the forces that shape social movement

emergence and that affect their possibilities for impacting social change at local as well as national and global levels. While movements may have limited impact on specific policies, there are many other ways they can affect individuals as well as the larger cultural contexts. We therefore will also consider the effects of social movements and the organizations they generate on collective identities, networks, and larger public discourses and culture.

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 30581. Racism and Activism: From Civil Rights to Tea Parties

(3 -0- 3) McVeigh

Throughout much of American history, individuals have organized and acted collectively to advance interests based on a common racial or ethnic identity. In some instances, groups have organized in an attempt to overcome discrimination and to stake a claim to rights and privileges enjoyed by majority group members. In other cases, members of the majority group have organized to restrict opportunities for the minority and to protect an advantaged position. We will consider the causes and consequences of both progressive and conservative social movements—such as the civil rights movement, the Ku Klux Klan, and the contemporary Tea Party movement—giving particular attention to how theories of social movements help us to understand episodes of race-based collective action.

SOC 30600. Peace vs. Justice: What is justpeace?

(3 -0- 3) Springs

“Peace is the work of justice” —*Gaudium et spes* (cfr no. 78). Peace activists, scholars, philosophers, religious leaders have often agreed that you cannot have true peace without justice, nor true justice without peace. Peace without justice is “false peace,” justice without peace is “ugly justice.” In practice, however, peace and justice frequently appear to stand at odds with one another. Striving to see that “justice is served” can cause conflict and instability. Resolving conflict and achieving tranquil conditions often will require giving up the traditional idea that “each must receive his or her due” (justice). This class takes up a careful examination of what it means to say that justice and peace must be sought together (e.g. that “peace is the work of justice”). Is it possible to think in terms of— and to work for— “justpeace”? How might such a conception provide the orientation for peace studies and peace activism? In exploring this possibility, we will examine concrete cases where justice and peace appear to conflict. We will examine efforts to pursue peace by administering a legal understanding of justice (i.e., International Court of Human Rights on Sudan, and Criminal Tribunal on the Former Yugoslavia). In examining the differences between “positive peace” and “negative peace,” we will explore the ways that different conceptions of violence— “direct,” “structural,” and “cultural” forms— influence and inform what the conception of a “justpeace” can, and should, seek to accomplish, and the breadth of contexts to which it is applicable (including the United States). The course will conclude by applying the refined account of “justpeace” to the theory and practice of conflict transformation, and strategic peacebuilding more broadly.

SOC 30602. Jerusalem: Peace or Apocalypse?

(3 -0- 3) Omer

Jerusalem is a holy city for many religions. It is believed to represent heavenly eternal peace but is also the source of earthly and historical violence. What are the sources of this contested legacy? What are the prospects of building peace with justice in such a volatile context? We will relate our understanding of the complexities of Jerusalem to the analysis of other conflicts involving sacred spaces and narratives. This interdisciplinary course will explore the histories, theologies,

politics, and social realities of the city of Jerusalem. We will explore the interface between religion and politics by asking how Jerusalem fits into secular and religious Jewish Zionist ideologies as well as how Christian Zionists' conceptions of the end-time informs a commitment to maintaining Jewish political hegemony over the city. We will discuss the question of sacred spaces and how they relate to the cycles and transformation of violent conflicts: Are sacred spaces negotiable? Nonnegotiable? Do they have fixed or rather elastic boundaries? How do sacred religious spaces figure into secular national ideologies? What might be the role of trans- or supra-national religious networks in informing decisions concerning the divisibility or indivisibility of sacred spaces?

SOC 30651. God, Country, and Community: Religion and Public Life in America

(3 -0- 3) Sikkink

This course investigates how religion influences what Americans think about politics and how they are involved in public life, including political participation and volunteering and community service. We will examine, for example, how and why religion influences opinions on controversial social and political issues, such as abortion, expanding the welfare state, and school choice policy. At the organizational level, the course seeks to understand what religious congregations and schools are doing for their communities and how they are active in political life, such as mobilizing protest, inviting political speakers, talking about politics, or organizing voter registration drives. The analysis will pay close attention to religious tradition differences, including investigating whether and why conservative Protestants are more or less likely to give and volunteer in their communities than Catholics, mainline Protestants, or the nonreligious. By investigating what about religion leads to good works and active citizens, the course will shed light on the complex and changing relationship between religion and public life in the United States.

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 U.S., the nature of racism, discrimination, and racial stereotyping; the pros and cons of affirmative action; the development of racial identity; differences between assimilation, amalgamation, and multiculturalism; and social and individual change with respect to race relations. The second objective is to foster a dialogue between you and other students about racist and ethnocentric attitudes and

actions. The third objective is to encourage you to explore your own racial and ethnic identity and to understand how this identity reflects and shapes your life experiences.

SOC 30838. Poverty, Inequality, and Social Stratification

(3 -0- 3) Andrew

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 class structure in U.S. society, status attainment and occupational mobility, racial and ethnic stratification, gender stratification in the labor market, inner-city and rural poverty, the working poor, educational inequalities, welfare dependency, and homelessness.

SOC 30846. Today's Gender Roles

(3 -0- 3) Aldous

This course is concerned with current changes in male and female roles in the light of social science, primarily sociological evidence. Such issues as the source of male and female role differences, the range of roles open to women and men and the consequences of changing roles and institutions like paid work and the family are considered. The class format is primarily group discussions supplemented by some lectures presentations from visiting scholars.

SOC 30900. Foundations of Sociological Theory

(3 -0- 3) Faeges; Konieczny; Lizardo; Fishman

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.

SOC 30902. Methods Sociological Research

(3 -0- 3) Gunty; Hachen; Williams

Prerequisite: SOC 30900

This course is designed to provide an overview of research methods in the social sciences. Topics covered include 1) hypothesis formulation and theory construction; 2) the measurement of sociological variables; and 3) data collection techniques—experimental, survey, and observational. At the end of the course, students should appreciate both the strengths and the limitations of sociological research methods.

SOC 30903. Statistics for Sociological Research

(3 -0- 3) Andrew; Sikkink

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 Arts and

Letters College, as well as across the University. The course has a practical focus. Some classes are devoted to equipping students with knowledge and skills that will serve them as they progress through the major. Other classes focus on future plans, such as entering the work force, going on to graduate or professional school, and performing service after the baccalaureate. The idea of “career as vocation” is also explored. This course is for one credit, pass/fail, and is required of all sociology majors.

SOC 35000. Cross Cultural Leadership Internship Program

(3 -0- 3) Cardenas

This is a leadership internship for Cross-cultural/Urban studies working 8 weeks in Los Angeles, CA 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.

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 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.

SOC 40505. Globalization and Its Discontents: Ethical Perspectives on Economy, Conflict, and Human Values

(3 -0- 3) Springs

The past several decades have witnessed an economic revolution of unforeseen proportions and consequences. Some claim that these economic trends, and the political conditions from which they originate, fuel the flames of secularism, religious fanaticism and fundamentalism, severe forms of poverty and economic inequality, destroy the environment, and ultimately create situations of conflict and violence. Others claim that globalized markets put in place conditions that are necessary for peacebuilding. This course examines the rise and development of free market capitalism, the challenges it presents to identifying and transforming conflict and building peace, and the range of value-frameworks available for identifying, assessing and transforming conflict. Throughout we will explore the development of the ideas that underpin the rise of free market capitalism, value frameworks that challenge or compete with it, engaging specifically the issues of environment, multi-national corporations and reconceived concepts of “empire” and “globalization” that accompany them. We will explore answers to questions such as: Does global, free market capitalism constitute a new form of global colonialism? Do capitalist models of economy work everywhere in the world? If not, why not? What are options where it fails? Is it ethically relevant that 46 million people across six continents eat at McDonalds every day? Should it be? Is the global market economy inherently opposed to environmental concerns? Is free market capitalism a carrier of religious secularization? Do globalized markets create religious fundamentalists? Does free market capitalism help poor people? Are market forces impartial to gender, ethnicity and race? What are possible options for ethical analysis of de-regulated markets? In what ways can ethical orientations toward development and globalization create, exacerbate or assuage conflict; aid or hinder peacebuilding?

SOC 40604. Tolerating Intolerance: Religion, Secularization and Peace

(3 -0- 3) Springs

Toleration 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, as well as apparent stand-off between multiculturalism, secularization, human rights and group rights.

SOC 40606. Religion and Democracy in Comparative Perspective: Islam, Judaism, Christianity

(3 -0- 3) Omer

This course will first explore how Muslim, Christian and Jewish thinkers have theorized the question of democracy in various contexts like Iran, Israel and the U.S. and how they drew on the resources of their respective traditions in their effort to address issues such as minority rights and religious freedom. Of a special focus will be the tension between a support of democratic values and a general commitment to ethno-national political projects. Second, the course will interrogate the presuppositions underlying the conventional construal of this comparative discussion as one that asks whether Islam, Judaism or other traditions are compatible or incompatible with democracy.

SOC 40607. Religion, Civil Disobedience and Nonviolent Resistance

(3 -0- 3) Springs

This course explores the ways in which religious ethicists, political philosophers, social critics have employed conceptions of love and violence as resources for criticizing and resisting oppressive political conditions, and for radically transforming existing social arrangements. We begin by exploring the writings of Ralph Waldo Emerson and Henry David Thoreau concerning the moral status of civil disobedience in the context of the U.S. abolitionist struggle, with particular attention to the influence of the Bhagavad-Gita upon their thinking. We will examine the ways that both Thoreau’s writings and the Gita influenced Mahatma Gandhi on questions of non-violent civil disobedience, Gandhi’s exploration of the power of non-violence in light of the Sermon on the Mount, and his correspondence with the Russian novelist Leo Tolstoy. We will examine how this entire mosaic of influences came to inform Martin Luther King, Jr.’s work in the Civil Rights Movement in the U.S. during the 1960s. Other assessments of civil disobedience and non- or non-violent resistance include Dorothy Day and the Catholic Worker Movement and Malcolm X and the Nation of Islam in the United States. We will engage critical perspectives on these thinkers and ideas, such as George Orwell’s criticisms of Gandhi, Frantz Fanon’s claims that colonialism is an essentially violent phenomenon that requires an essentially violent response, arguments against pacifism on the basis of political realism by Max Weber and Reinhold Niebuhr. We conclude by brief examination of principled vs. practical pacifism in the work of John Howard Yoder, Stanley Hauerwas and Cornel West.

SOC 41800. Senior Thesis Workshop

(0 -1- 0) Power

This course is required of all students who are engaged in senior thesis projects. Students in this workshop course will meet on a semi-regular basis (approximately every other week) to discuss their works-in-progress, receive strategic input from invited faculty members about the “nuts and bolts” of sociological research, and gain guidance in proceeding through the two semesters in which they are

engaged in their thesis projects. Students will be assisted in formulating their research questions and hypotheses and in breaking down the research process into smaller, achievable steps; setting deadlines; communicating with directors; writing effectively, etc. This course is a co-requisite with SOC 48009, Sociology Honors Capstone Project. Students launching their senior theses within another senior seminar or research-based course are also required to enroll in this course. (This course may be repeated.) Department approval required.

SOC 43016. Visual Sociology: Exploring Society Photographically

(3 -0- 3)

This course will examine the uses of photography and film in sociology and will explore the impact of visual expression on society. This includes introductory work in documentary photography and film, gender advertising, ethnographic film, political cinema, muralism and social protest art. This is a sociology course and will emphasize the study of societal aspects of photography, film and artistic expression, rather than technique, without ignoring the relationship between the two aspects. We will NOT emphasize the technical/lab training in photography. This course, while broad in scope, will rely on content that is very heavily grounded on a social problem context as is found in the U.S., the American Southwest, Mexico, and Latin America. Homework and projects will include: 1) a short essay on documentary photography and the study of social problems and issues or photography assignments (black and white), print-slide work; and 2) other creative work.

SOC 43101. Telling About Society: Media, Representation, and the Sociology of Knowledge

(3 -0- 3) T. McDonnell

How do we see the world? How do these modes of representation determine our social reality? How can we use media to create social change? This rigorous seminar interrogates the lenses through which we see, and more importantly make, our world. We open with an interrogation of theories of media, representation, and the sociology of knowledge so as to develop a critical eye towards how these lenses shape our everyday reality. From there we discuss particular modes of representation: photography, ethnography, statistics, journalism, maps, and more. We consider the inherent biases within these ways of seeing, and debate the appropriate uses of these technologies. From this starting point, the course turns its eye to particular historical periods and phenomena: the Great Depression, Vietnam War, the era of HIV/AIDS, and the growing surveillance society. We compare across different media representations of each event to evaluate how different media tell very different kinds of stories about that moment. Ultimately, this class presses students to consider the capacities of these media for encouraging mobilization and change—to redesign the world. To work through these issues, students will engage in fieldwork on a local topic of their choosing. Their final project will consider how different media have shaped our knowledge of a local issue, and in response students will create a final multimedia campaign designed to alter people's "ways of seeing" that topic. In this project, students will persuade their audience using a variety of "lenses" to make their case: from ethnography to documentary film to radio journalism to new media and more.

SOC 43110. Sociology of Media, Technology, and Society

(3 -0- 3) Halton

From an ever-increasing proliferation of electronic devices and "enscreening" of daily life, to the increased reliance on automatic and non face-to-face interactions, to virtualizing leisure activities, media and technology have become central players in social relations. This seminar will explore the ways media, and technology more generally, are transforming contemporary society.

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 as well as how these questions surface in a national museum context.

SOC 43165. Art in Everyday Life

(3 -0- 3) T. McDonnell

When discussing "art," most people think of paintings housed in museums, winners of the Booker Prize, or Russian ballet. This rigorous, hands-on seminar is less interested in the so-called fine arts. We will bend, stretch, and stress our definitions of art by considering the aesthetics of our daily lives and the urban streetscapes around us. What are the politics of producing public sculpture and graffiti? How do we judge the power of protest posters? What ideologies underlie the practices of advertising? This seminar addresses a variety of perspectives on visual culture, from critical theory to contemporary cultural sociology. We will consider the autonomy and politics of art, examine the distinctions between high and popular culture, and consider what is at stake in the production and interpretation of these images. From there, we use these theories as a framework to examine a number of pieces of pop culture, and not so popular culture.

SOC 43171. Materializations in America

(3 -0- 3) Halton

Industrialization in the twentieth-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 43240. Research on School Effects

(3 -0- 3)

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 43377. Family, Gender and Employment

(3 -0- 3) McClintock

This course addresses the competing responsibilities of employment ("work") and family. It explores how work and family life interconnect and interfere with each other and the implications that this has for women, men, children, marriage, single/divorced parents, and employers. Topics include the work-family time crunch, gender and the division of labor, gender and parenting, and the changing nature of work. The class will also examine how family structure, gender, race, and social class affect the ability to achieve work-life balance. Special consideration will be given to the effect that work-family tension has on children, parenting, and parents' relationship quality. The focus is on the contemporary United States, but this course will also include historic and cross-national comparisons.

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 U.S.; 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 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 43510. Governance and Africa

(3 -0- 3) E. McDonnell

In this course we will try to understand both the successes and failures of governance on the African continent. Why do some states provide reasonably peaceful political climates while others have been torn by decades of civil strife? What effect did the colonial past have on the governments we see today? Why have some states developed a reputation for reasonably effective governance while others are among the most corrupt governments on the planet? How have states dealt with varied health and educational challenges, like low literacy rates and high infant mortality? These are just a few of the questions we will address in this course. Each student will become an expert on one of the countries on the continent, and assignments are designed to help cultivate that expertise.

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 the 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 look 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 43578. Chile in Comparative Perspective Seminar

(3 -0- 3) Valenzuela

This course provides a detailed analysis of the development of the Chilean economy, society and polity 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 redemocratization.

SOC 43590. Sociology of Economic Life

(3 -0- 3) Spillman

Economic actions like working, buying, selling, saving, and giving are a fundamental part of everyday life, and all spheres of society, from family to religion to politics, are interrelated with economy. Sociologists examine how social relationships from small networks to transnational linkages affect economic actions and their outcomes, and the ways cultural meanings and political strategies shape those social relationships. The goal of this class is to provide students with new perspectives on economic actions by reading recent sociological studies of topics like money, markets, work, businesses, industries, and consumer society.

SOC 43600. Society and Spirit

(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 43691. Religion and Social Activism

(3 -0- 3) Beyerlein

This course mainly focuses on how religion acts as a double-edged sword for social change, promoting both radicalization and quiescence. Students will be exposed to the major topics, theories, and debates in the scholarly work on religion and social change as well as important empirical cases of collective action in which religion has been a force, such as the U.S. civil rights movement, U.S. central peace movement, East German revolution, and anti-abortion activism. In studying religion's impact on social change, we will pay particular attention to how different dimensions of religion shape social activism, the mechanisms through which religion mobilizes or demobilizes social activism, and whether—and if so, how—religious-based activism is distinct from its secular counterpart. Though most of the course examines the effect of religion on social activism, we will also reverse the causal arrow and consider how social activism affects religion and the processes involved in this influence. (Please note: During the semester, students will have the opportunity to engage in service-related projects, both locally and at least one non-local location, though doing so is not required.)

SOC 43713. Socialization and the Life Course

(3 -0- 3) Collett

Socialization is a fundamental concept in sociology. It is our discipline's contribution to the "nature-nurture" debate. Students will come away from this course with a deep appreciation for the countless ways in which external stimuli—society, culture, language, interaction with others—constantly molds, shapes, and influences everything from our beliefs about the world and ourselves to our actions and emotions. In short, this course focuses on how our social world affects us over the entire course of our lives, from the very moment we are born until we are no longer counted among the living.

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)

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

Prerequisite: SOC 30900 or SOC 30902 or SOC 10722 or SOC 10002 or SOC 10033 or SOC 20722 or SOC 20033 or SOC 20732

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 cannot take this course (even sociology majors), if they have already taken SOC 43730, Crime and Deviance in Ideological Perspective, because of overlap between the two courses.

SOC 43839. Unequal America

(3 -0- 3) Carbonaro

Although America is the 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 43901. Power and Identity in Modern Society

(3 -0- 3) Konieczny

In this seminar, students will explore various ways of thinking about the distribution and exercise of power in modern societies, and how power is related to identity and the self. We will read and discuss contemporary theoretical works and case studies which examine authority relations and their construction, and the interplay of power with economics, politics, religion and culture. This course should be of particular interest to sociology majors with interests in political sociology, gender, inequality, culture, and history. (Students who took SOC 23901 may not take this course because of content overlap.)

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.) 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 of St. Joseph County; Early Childhood Development Center; Good Shepherd Montessori School; Robinson Community Learning Center; Upward Bound; Washington High School; South Bend Center for Hospice & Palliative Care, St. Joseph County; Sr. Maura Brannick Health Center at Chapin Street; The CASIE Center (Child Abuse Services, Investigation & Education); Family Justice Center; 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 and participate in all aspects of the journal, both editorial and administrative, which include: how we 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)

This course offers a student the chance to work closely with a member of the faculty on a topic that is not available through any of the regularly offered courses. This independent study course allows for the student, under the guidance of the faculty mentor, to draw up a reading list and study plan for in-depth reading throughout the semester. The student is responsible for periodic oral and/or written reports and at least one major paper. To qualify for this course, a student must have a GPA of at least 3.5 in Sociology. A formal application is required. Students should have a clear idea of the topic they want to pursue and the faculty member they have asked to direct them before requesting a copy of this form from the Director of Undergraduate Studies. This is a graded course, no exceptions. Department approval required. (Before department approval is given, the student must have the application signed by the faculty member, the DUS in Sociology, and an Assistant Dean in the A&L Undergraduate Studies office.)

SOC 48000. Directed Research in Sociology

(V -0- V)

This course offers students a chance to engage in hands-on research, either by working on a faculty member's research project or by pursuing one's own research question unrelated to a senior thesis project. By the end of this course, students should demonstrate a deepened sense of empiricism and methodological understanding. This is a graded course, and a formal application is required. (See the DUS for a copy.) Students engaged in a faculty member's research project should work out a study plan and evaluation process for assigning a final grade with the faculty member. Students engaged in their own research project should 1) submit their research questions, hypotheses, data source, and methodology to their faculty director at the time of application to the course, and 2) submit a written research report by the end of the semester, as part of the final evaluation process. Department approval required.

SOC 48002. Doing Sociology: A Quantitative Research Practicum for Seniors

(3 -0- 3) Sikink

Seniors, this is a research practicum which builds towards the completion of an original, quantitative sociology research project. Whatever your post-graduation plans, this is a great opportunity to do independent research and produce a tangible report which showcases your knowledge and skills. The format of the course will be much like a workshop. Within this framework, under the guidance

of the instructor, you will be able to draw upon your knowledge of research methods, statistics, and sociological theory to investigate a research question of your own choosing. Once you frame your question, you 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 your investigation. Essentially, this is your opportunity to cap off your sociology major!

SOC 48009. Senior Thesis Capstone Project

(3 -0- 3)

Corequisite: SOC 41800

This is the Sociology Department's course for students who want to write a senior thesis. The senior thesis is a two-semester endeavor. All sociology majors are encouraged to consider capping off their studies in sociology by undertaking a senior thesis. Whether one is going on to graduate or professional school or immediately out into the work force, writing a thesis is a mark of competence, creativity, and independent thinking. In this course students work on independent research projects, under the guidance of individual faculty directors. Students may enroll in this course for two consecutive semesters (for a total of 6 credits), or they may begin their thesis research in another course (e.g., SOC 43904, SOC 48002, SOC 48701, or ALHN 48980) and then complete their projects through this course in the second semester. Students who want to complete a senior thesis must see the Director of Undergraduate Studies for an application and for advice on finding an appropriate faculty director for their thesis. (All honors track students are required to write a senior thesis and to enroll in this course for at least one semester.) Department approval required. *Co-requisite:* SOC 41800, Senior Thesis Workshop.

SOC 48601. Social and Religious Research

(V -V- V)

This course is especially designed for the Undergraduate Research Fellows at the Center for the Study of Religion and Society (CSRS). The primary goal of this course is to provide the Fellows with a scheduled time to meet regularly to learn, and to work through research questions and concerns, with a faculty member. These regular meetings will also provide time for the Fellows to develop as a cohort. The class meetings will focus on developing, conducting, writing, and presenting the research projects of the Fellows. Finally, the course will provide an orientation to, and basic professionalization in, the academic study of religion; debrief the Fellows on their experience in CSRS events; and work to obtain possibly needed additional research funding to conduct their own projects. The course is for 3 credits, to be earned over 2 semesters: 2-credits in the fall and 1-credit in the spring. This will allow Fellows more time in the fall semester to get acclimated to the CSRS as well as to their research projects. (This course is for CSRS Undergraduate Research Fellows only; an application is required. Department approval also required.)

Program in Science, Technology, and Values

STV 20105. Theories of Sexual Difference

(3 -0- 3)

An examination of the following questions: What kind of differences separate men and women? Are these differences natural or are they socially produced, and are these differences beneficial to us or are they limiting? What does equality mean for people characterized by such differences?

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 20116. Human Nature & 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 20117. Philosophy of Science

(3 -0- 3)

A detailed consideration of the central methodological and epistemological questions bearing on science.

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 20125. Philosophy and Science Fiction

(3 -0- 3) Rea

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 20127. Science and Catholicism

(3 -0- 3) O'Callaghan

A historical and philosophical examination of the relations, if there are any, between science and religion with particular reference to the Catholic intellectual tradition. Through the use of historical materials the course will attempt to isolate and examine philosophical difficulties that might be thought to obtain between the claims made by Christian revelation and various scientific theories about features of the world. Emphasis will be placed upon distinctive ways in which the intellectual tradition of the Catholic church has faced the issues raised. Figures to be considered may include Augustine, Aquinas, Galileo, Bellarmine, Darwin, Huxley, Dawkins, Newman, Leroy, Zahm, LeMaitre, and Hawking, as well as others. Topics to be discussed are Language, Meaning, and Revelation, the Nature of Science, Theory, and Hypothesis, Evolution, the Big Bang, Soul and Body, Creation versus Making, Providence and Chance.

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

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 20154. Modern Physics and Moral Responsibility

(3 -0- 3)

This class examines such questions as: What are the moral responsibilities of the scientist? Should the scientist 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 20160. Literature and Ecology

(3 -0- 3) Sitter

The course will study works of ecological imagination, primarily in contemporary literature but with some attention to classic earlier works. Reading non-fiction, fiction, and poetry, we will explore how ecological awareness figures in various kinds of literature, with a particular emphasis on late 20th- and 21st-century understandings of challenges to sustainability, such as diminishing resources, extinction of species, and climate change. We will attend to the heightened importance of voice, narrative, and metaphor in literary renderings of how to best understand our creative possibilities at what is arguably the “beginning of the most crucial decades in the history of the human species on earth.” Other topics concern how the relation of literature to science and the meanings of “nature” are changing, how to understand current environmental controversies more critically, and how to enter those discussions more thoughtfully. Readings will include novels by T.C. Boyle, Margaret Atwood, and Ruth Ozeki; non-fiction by Thoreau, Aldo Leopold, Annie Dillard, and Bill McKibben; and poems by Gary Snyder, Mary Oliver, Denise Levertov, A.R. Ammons, Wendell Berry, and Pattiann Rogers. Requirements include several one-page response papers, a more ambitious essay, a midterm examination, and a final examination. This course is primarily for non-majors; it can also satisfy one of the requirements of the minor in Sustainability Studies.

STV 20164. Science and Religion in Historical Perspective

(3 -0- 3)

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 of three case studies: the Galileo affair, the conflict of evolution and creationism, and the ethical issues that arise from new genetic biotechnologies.

STV 20221. Biomedical Ethics

(3 -0- 3)

Corequisite: THEO 22637

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)

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 & Economics

(3 -0- 3)

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.

STV 20228. The Ethics of Emerging Weapons Technology

(3 -0- 3) Lee

This course explores the ethical challenges posed by the ongoing revolution in the technology of war. After learning about some general, philosophical approaches to ethical decision making, we will examine a wide range of new weapons technologies, from “smart” bombs, drones, and robots to em (electromagnetic) weapons, cyberwar, and bio-enhancement, asking the question whether the existing framework of Just War Theory and the Law of Armed Conflict (LOAC) are adequate for war as it will be fought in the 21st century.

STV 20245. Medical Ethics

(3 -0- 3) Solomon

Corequisite: STV 22245

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 20249. Christian Ethics, Technology, and War

(3 -0- 3)

This course examines the theological resources which can be brought to bear on the ethical issues surrounding the use of emerging weapons technologies in war. Some of the emerging technologies that will be considered are Unmanned Aerial Vehicles (UAVs), robots with artificial intelligence, surveillance technologies, and the use of neuroscience technologies to enhance and/or alter the psychological, physical and emotional capabilities of the soldier on the battlefield. The course will begin by introducing students to the Christian just war tradition as a way of demonstrating how theology, law, ethics and war can be related. The course will then undertake a very brief overview of the history of weapons development in war and the Church's reaction to some of them (e.g. the crossbow, nuclear weapons). The course will then move on to examine particular emerging technologies. Students will be asked to consider how the specific technologies impact: 1) the moral agency of individual soldiers in relation to the operation of the technology itself; 2) the relationship of soldiers to fellow allied soldiers as well as enemy combatants; 3) the relationship of individual soldiers to military, social, and political institutions; 4) the relationship of the military to other social institutions, most notably political and economic institutions; and 5) the environment. Students will be asked to consider how the just war tradition may or may not be an adequate framework with regard to thinking through the ethical issues surrounding emerging weapons technologies. The course will conclude by asking students to consider what type of moral responsibility is required by non-military agencies or individuals with regard to their cooperation in the research, development, and funding of these weapons systems (e.g. banks, engineers, civilian corporations, lawyers, the church, the academy, etc.) Students will undertake a major group project and presentation at the end of the course in which the students will present a case study on the moral and ethical implications of a particular weapons system using the resources and material provided to them throughout the course.

STV 20263. Science Fiction and Literature

(3 -0- 3) Miller

Science fiction. Literature. We often think of these two categories as fundamentally separate, even if the occasional author seems to ‘cross over’ from one side to the other. But the main theme of this course will be that the best of modern science fiction takes up the same questions that great literature has always taken up. What does it mean to be human? What is our place in the universe? What do life and death mean—biologically, spiritually, or otherwise? In fact, science fiction seems better equipped to examine some of the newer problems human beings have had to face: for example, what comes next now that we have the power to change our environment irreversibly? This course is not a survey of science fiction, and we will instead read some of its major practitioners—H. G. Wells, H. P. Lovecraft, Frank Herbert, Isaac Asimov, and others—alongside more mainstream literary texts, including but not limited to Greek tragedy, Romantic lyric poetry, the postmodern novel, and the 20th-century ‘literary’ short story (Borges, Joyce, Calvino, Rushdie, etc.). As the course will also emphasize the major role science fiction has played in the new media of the last century, we will take some time to consider SF film (including Ridley Scott's *Blade Runner*), television (such as *The Twilight Zone*), and even rock opera.

STV 20282. Health Care Ethics 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) Aprahamian

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) Maurice

Discussion of basic chemical processes occurring in the environment, particularly those relating to the impact of humanity's technological enterprise.

STV 20310. Health, Medicine and Society

(3 -0- 3) Faeges

This course is a comprehensive introduction to the sociology of health and of medicine. First we will examine how sociological variables affect people's health. Research is rapidly accumulating which shows that sociological variables have a huge impact on people's susceptibility to various illnesses, on their access to health care, and on their compliance with medical advice. Such variables include people's neighborhoods, occupations, and lifestyles; their social class, education, race, ethnicity, and gender—and the density of "social networks", whose importance for health was predicted by one of sociology's founders over 100 years ago. Second we will examine medicine, both the practice of medicine by individual health care professionals, viewed sociologically, and the operation of the increasingly large and bureaucratic medical institutions in which health care professionals must work. In addition, we will examine sociological issues that overlap "medicine", such as radically long shifts; the rapid increase in the proportion of female doctors; and increasing concern with work/family balance among practitioners. Third, we will examine health and medicine in relation to other dimensions of society, such as the modern economy, the media, law, the internet, government and politics. Health and medicine are intrinsically social and they cannot be isolated from the effects of the rest of society, many of which run counter to strictly "medical" considerations. Finally, we will examine health and medicine globally. We will compare health and medicine in a number of societies to see and explain how they are similar and how they differ—for example, how different societies pay for medical care. And we will examine global trends with implications for health and medicine that require cooperation among societies, such as the way in which global air travel both increases the danger of global pandemics and makes possible "medical tourism."

STV 20331. Introduction to Criminology

(3 -0- 3) Thomas

As an introduction to the topic of criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis.

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-nineteenth-century, and follow the development of science fiction into the early twenty-first 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 mid-term exam, and a final exam. Short, occasional reading quizzes will also be given.

STV 20413. Science in Fiction

(3 -0- 3)

Readings in literature that explore science. Designed for pre-professional students in the Colleges of Arts and Letters and of Science.

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 20429. Are We Eating Good Food?

(3 -0- 3) Hicks

In the last few years, an increasing number of voices have answered the title question for this course with a resounding "no." In this course, we will develop conceptual tools from ethics, political philosophy, and philosophy of science to critically engage with both proponents and critics of several aspects of our contemporary food system. Possible topics will be picked based on student interest, and include but are not limited to vegetarianism, conventional vs. organic vs. "beyond organic" agriculture, transgenic or GMO crops, justice for food workers, scientific and public policy controversies over nutrition and health, food deserts, and "special interest" control of agricultural politics and economics. We will also be working on a service project with Purple Porch Co-op—a local food co-op—in order to understand how these issues appear in and impact the food system of the Michiana region.

STV 20431. Philosophy and Cosmology: A Revolution

(3 -0- 3) Bland

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 non-profit 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 non-profit 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 20461. Nuclear Warfare

(3 -0- 3)

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.

STV 20556. Science, Technology, and Society

(3 -0- 3) Jurkowitz

Corequisite: STV 22556

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 20629. Morality and Machines

(3 -0- 3) Arnold

Computers are an integral part of modern society. This course looks at several moral issues that arise from the use of computers and associated machines, for example, moral issues surrounding automation and computerization, information privacy and security, intellectual property, virtual worlds, and computer crime.

STV 22120. Philosophy and Science Fiction Discussion

(0 -0- 0)

Corequisite: STV 20125

Discussion section for PHIL 20620/STV 20125.

STV 27999. STV Minor Gateway Course

(0 -0- 0)

This course is used as a co-requisite 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 30102. Foundations of Sociological Theory

(3 -0- 3)

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.

STV 30107. 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 nineteenth century. Emphasis will fall on ideas about religion, society, politics, and natural science and on the institutions and social contexts of intellectual life, with an eye towards understanding the roots of our own ways of thinking. Especially in the first weeks of the course, European backgrounds will also receive attention.

STV 30110. Health, Healing, and Culture

(3 -0- 3)

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)

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 30112. Sociology of the Environment: Technology & Nature, Crises & Opportunities

(3 -0- 3)

You have heard the warnings about environmental catastrophe, and you have heard the counterclaims that there’s nothing to worry about. Maybe you don’t know who to believe, or maybe you don’t know what you can do. You don’t want to just turn off the electricity and park your car, but if we get this wrong, there is no “Planet B”—Earth is the only planet we’ve got! This course is a chance to take a rational look at the complex relationship between our highly technological society and the natural environment. It offers an introduction to and an overview of the sociology of the environment—including, of course, the subject of global warming, but also the many other ways in which society depends on and impacts nature and how environmental issues become social issues, both within societies, and between societies in our increasingly globalized world. We will use readings and films, lectures and discussions, to explore the issues, with grades based on quizzes and a final exam.

STV 30113. 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.

STV 30121. History of the Medical Science

(3 -0- 3) Hamlin

This course is an intellectual history of western medicine. It is intended to familiarize students with the multiple explanatory problems that occur in medicine and the most important approaches to them. Its focus will be much more on medical theory and knowledge than on medical practice and institutions. The course will begin with a review the Hippocratic and Galenic heritages and early modern appeals to chemical and physical explanations of disease and of health. A middle section will explore the 17th–18th century syntheses of Sydenham, Boerhaave, and Cullen, consider the difficult problem of nosology, and examine the empiricist critique in the clinics of early nineteenth-century Paris, including the conflict between ontological and physiological concepts of disease. The final section will examine several distinct trends in the nineteenth century: the impact of experimental physiology, the growth of clinical science, the emergence of epidemiology and tropical medicine, the rise of bacteriology, immunology, and virology; and the impact of new statistical methods. Reading assignments will be a mix of scholarly articles by medical historians and extracts from primary sources.

Requirements include critical reviews of primary sources, journal, quizzes, and final exam. There are no prerequisites for the course. While some familiarity with the human body and its ailments and vulnerabilities, and some comfort with modes of biological explanation will be helpful, the course is intended for persons with general interests.

STV 30126. 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.

STV 30132. 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.

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 seventeenth to the nineteenth 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)

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 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 eighteenth 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; 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)

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 Snite Museum will compliment a brief survey of Asian and Latin American nineteenth-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 Snite Museum's extensive holdings of photographs from the various periods studied.

STV 30161. History of Television

(3 -0- 3) Becker

Corequisite: 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 30174. American Wilderness

(3 -0- 3)

How is a national park different from a national wilderness area, a city park, the lakes at Notre Dame, or your back yard? Why are some considered more wild than others, and why is wilderness such an attractive idea? Writers, historians, painters, photographers, and politicians have described American landscapes as wild to great effect, in concert with identities of gender, class, race, and nation. This class will explore how the idea of wilderness—and the places associated with that idea—have developed during the 19th and 20th centuries. We will examine how wilderness has supported the growth of a national identity but largely failed to recognize the diversity of the American people. Course themes include: 1) developing the wilderness idea; 2) national parks and the problem of wilderness; 3) wilderness experience and politics; and 4) wilderness narratives. Readings will range from Henry David Thoreau and John Muir to Edward Abbey and Jon Krakauer, and there will be a strong visual culture component. For their final project students will choose a wild place of their own to interpret.

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 nineteenth 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.

STV 30188. History of Science and Race

(3 -0- 3)

The relationship between science and race has been going on a long time and is only getting more confusing. Science has been used in support of racial categorization; science has been used to tear down notions of race-based categories. Biology and anthropology specifically have been used to both support and refute racism. In this class, we will examine the diverse interactions between science and race from the 18th century to the present era of human genomics. We will look both at the scientific study of race and the impact of racial concepts on science, interactions that have given us Nazi medicine, eugenics, the Tuskegee airmen experiments, and modern day pharmaceutical trials in Africa. Throughout, we'll be looking at the personal stories of scientists from minority ethnic groups and questioning the racial demographics of science in the 20th and 21st centuries.

STV 30189. 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.

STV 30193. Global Environment: Capitalism, Colonialism, Culture

(3 -0- 3)

The global climate crisis is upon us, leading historians to ask how did we get to this point and what tools historical knowledge might provide for finding our way in the future. This course considers, first, the nature of "climate collapse" (as some term it) on a global scale. We then turn to the issue of what values and what modes of production and consumption have caused this dramatic transformation of our planet. Looking particularly to political and economic analyses of global history, we trace the effects of modern industrial development and colonialism. Food, water, and other basics of life are all at stake. Finally, we discuss possible responses to this crisis looking to a number of intellectual genealogies from left to right.

STV 30201. 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.

STV 30225. People, Environment, Justice

(3 -0- 3) Smith

What is our environment? What is our role within our surroundings? How do our actions affect ecological landscapes, and people's livelihoods across the globe? How does our reliance of fossil fuels lead to catastrophes such as Hurricane Katrina? What—if anything—does it mean to be "green?" This course will address these and other questions through the use of critically applied anthropology. We will explore the interaction of local peoples and cultures with natural and man-made ecosystems. We will focus equally on traditional environmental knowledge held by small-scale communities as on the usage of the environment by the industrial world. This course will focus on theory and major environmental questions, problems, and possible solutions illustrated by various case studies from different parts of the world. Topics to be discussed include intellectual property rights, poverty and environmental health and justice, economic development, health and

emerging disease, and ethno- and eco-tourism. Through readings, films, discussions, and independent research students will be able to critically understand the complexity surrounding humans' place within the environment.

STV 30233. Theology and Engineering

(3 -0- 3)

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.

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 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 (1). The model include analysis of the state of land, soils and food, water, forests, non-renewable 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.

STV 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.

STV 30319. Self, Society and Environment

(3 -0- 3)

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.

STV 30342. Understanding Food and Agricultural Policy

(3 -0- 3) Doppke

This course introduces students to agro-food studies: the linked systems of agricultural production, food processing, distribution, and consumption. Market forces, technology, public policies, and increasingly, quasi-private systems of governance

structure agro-food systems. Our aim is to understand how these forces have together shaped what we call modern agriculture, and how to realistically evaluate criticisms against it.

STV 30343. Environmental Politics

(3 -0- 3)

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 30353. Globalization in Africa

(3 -0- 3)

This course will explore contemporary globalization in Sub Saharan Africa and its effects on political change. Departing from the macro-perspective of Africa's marginalized role in the global economy, this course will focus on the ways that international forces and new technologies are affecting citizens and countries on the continent. Through country case studies and reviews of current events in Africa, the course will explore a diverse set of topics including technological change and development, immigration, art and culture, foreign aid, and China's role in Africa. The course will attempt to highlight the new opportunities for citizens as well as the challenges that remain for African countries in the globalized world.

STV 30363. Intl Environmental Politics

(3 -0- 3)

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.

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 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 30900. Foundations of Sociological Theory

(3 -0- 3) Konicieczny

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.

STV 30902. Methods Sociological Research

(3 -0- 3) Gunty

Sociology 30902 is designed to provide an overview of research methods in the social sciences. Topics covered include (1) hypothesis formulation and theory construction; (2) the measurement of sociological variables; and (3) data collection techniques—experimental, survey, and observational. At the end of the course, students should appreciate both the strengths and the limitations of sociological research methods.

STV 30986. Photography as History

(3 -0- 3) Thomas

Photographs are so much a part of our lives that we often fail to wonder at them or think about how we use them. This course explores photography's alliance (and tension) with histories both personal and political. We begin by considering photography as a private medium, a treasury of personal memories and a mode of self-exploration. We look at family photographs and albums, trying to understand what we are doing when we collect these. As we will find, reading works such as Roland Barthes's *Camera Lucida*, the photography's value for us personally rests on ontological questions as to the nature of the medium and on its relationship with language and larger social forces. With this realization in mind, we then turn to reading about photography as a public medium, the political histories it tells and the historical interventions it tries to make. This second half of the course explores photography's relationship with the state. The central, guiding question is how photography is used to substantiate and create histories of individuals and of nations. Readings and images will circle the globe from France, Germany and America to India and Japan.

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)

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

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 U.S. 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.

STV 40110. Visits to Bedlam

(3 -0- 3) Fox

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 eighteenth-century fascination with madness, with the irrational, with what Freud would call the "unheimlich," the "uncanny." Samuel Johnson's astronomer who comes to believe that he personally controls the weather, Laurence Sterne's mad Maria, piping for her lost lover, John Locke's man who believes himself made out of glass and who acts "reasonably" to avoid hard objects, or Jonathan Swift's modest proposer who concocts a cookbook to save the Irish nation all bear witness to this other side of the eighteenth century, the subject of this course. We will begin with selections from Cervantes' *Don Quixote* and some short readings in Locke and others who attempted to analyze madness. We will then move on to explorations of Samuel Johnson, Tobias Smollett, Laurence Sterne, and Jonathan Swift. Our major focus will be on Swift, 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. As he later said, "He gave what little wealth he had, To build a house for fools and mad: And showed by one satiric touch, No nation wanted it so much." For the sake of comparison, we will conclude with several nineteenth century selections.

STV 40111. Molecular Revolution

(3 -0- 3) Benn Torres

Issues involving the use of genetic technology has become commonplace within our lives. Throughout this course, students will explore the various ways that genetic information is used and interpreted by scientists, media, and the public with the primary goal of illustrating different social meanings of scientific data. Topics that will be covered include pre-implantation genetic testing, prenatal genetic testing, personalized genetic medicine, genetics and identity, genetically modified foods, and consumer-driven genetic testing.

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)

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.

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) Przybyszewski

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?

STV 40135. Philosophy of Science

(3 -0- 3)

A detailed consideration of the central methodological and epistemological questions bearing on science.

STV 40137. Philosophy of Mathematics

(3 -0- 3)

A survey of central issues in the philosophy of mathematics.

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 40151. Psychology and Medicine

(3 -0- 3) White

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 40153. 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 eighteenth-century fascination with madness, with the irrational, with what Freud would call the "unheimlich," the "uncanny." Samuel Johnson's astronomer who comes to believe that he personally controls the weather, Laurence Sterne's mad Maria, piping for her lost lover, John Locke's man who believes himself made out of glass and who acts "reasonably" to avoid hard objects, or Jonathan Swift's modest proposer who concocts a cookbook to save the Irish nation all bear witness to this other side of the eighteenth century, the subject of this course. We will begin with selections from Cervantes' *Don Quixote* and some short readings in Locke and others who attempted to analyze madness. We will then move on to explorations of Samuel Johnson, Tobias Smollett, Laurence Sterne, and Jonathan Swift. Our major focus will be on Swift, 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. As he later said, "He gave what little wealth he had, To build a house for fools and mad: And showed by one satiric touch, No nation wanted it so much." For the sake of comparison, we will conclude with several nineteenth century selections.

STV 40154. 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, to present evidence of immunizations, and to receive a TB skin test.*

STV 40156. Exploring Critical Topics in Science, Technology, and Society

(3 -0- 3)

This course explores important topics and methods in the history and philosophy of science (HPS), and in what has come to be called "science and technology studies" (STS). How do drawings, photographs, graphs, computer generated images, or more generally visual representations, display nature, present data, and express theoretical claims? What did it mean to be a scientist (or "natural philosopher") in the eighteenth century? How have the communities of scientists and of engineers changed over the past four centuries? How can we know what environmental changes will occur in the future, and, more generally, what role have models, mechanical, electrical, theoretical, as well as mechanical and computer simulations, played in scientific and technological investigations? How about today? Compared with the Science, Technology and Values survey (STV 20556), in this course we examine fewer topics in greater depth, so it is preferable to take STV 20556 prior to this course; however, it is not a prerequisite.

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 40172. History of Chinese Medicine

(3 -0- 3) Murray

In light of the contemporary currency of certain Chinese practices in the field of alternative medicine, this course will explore the phenomenon of Chinese traditional medicine in both its historical and contemporary settings. The first unit, Medicine in Ancient China, will explore the earliest medical ideas of the Chinese and will demonstrate how the state's political unification gave rise to a correlative cosmology that not only included Heaven and Earth, but also human beings as integral elements of an organic cosmos. The second unit will explore the influences and contributions of Taoism (Daoism) and Buddhism to Chinese medicine and will explore what it meant to be both physicians and patients in late imperial China. The third unit will focus on medicine in contemporary China and will feature the experiences of Elisabeth Hsu, a student of Chinese medical anthropology who, as 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 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. Bio-Medical Ethics, Scientific Evidence and Public Health Risk

(3 -0- 3) Shrader-Frechette

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) Rose

This course will spend the semester studying the impact the World Wide Web has had on several key areas of our society, including communications, commerce, marketing, productivity, education, collaboration, and our sense of community. Through a combination of discussion, group presentation, guest lectures, and out of class research, students will be exposed to some of the profound effects this medium has had on our culture. In spite of the bursting of the dot come bubble, the Web has left all of the above mentioned areas substantially changed, many for the long term. The positive and negative forces brought on by this technology must be recognized, studied, and dealt with if we are to truly embrace the momentous opportunities brought about by the World Wide Web.

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 40301. Energy Technology and Policy

(3 -0- 3)

This three-credit course provides a comprehensive treatment of the role of energy in society and may be taken concurrently by engineering and non-engineering students. It proceeds along two parallel tracks, one dealing with the scientific/technical foundations of energy utilization and the other with its economic, political, environmental, and ethical implications. Scientific/technical issues will be treated at a level that is appropriate for non-engineers and at the same time beneficial to both engineers and non-engineers. The required background in mathematics is largely confined to high school algebra, with occasional use of elementary concepts from differential and integral calculus.

STV 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

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 Genes Envirmt

(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: a) Understand the transactional nature of organism–environment interactions and the importance of collaboration in its study; b) Recognize the importance of considering disparate theoretical perspectives in understanding the patterns and processes of behavioral, genetic and cultural interactions in anthropogenic contexts; c) 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)

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 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 three-credit course provides a comprehensive treatment of the role of energy in society and may be taken concurrently by engineering and non-engineering students. It proceeds along two parallel tracks, one dealing with the scientific/technical foundations of energy utilization and the other with its economic, political, environmental, and ethical implications. Scientific/technical issues will be treated at a level that is appropriate for non-engineers and at the same time beneficial to both engineers and non-engineers. The required background in mathematics is largely confined to high school algebra, with occasional use of elementary concepts from differential and integral calculus.

STV 40402. Wireless Communications: The Technology and Impact of 24/7 Connectivity

(3 -0- 3)

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 healthcare, environment, biotechnology, energy and food production, information technologies, and aerospace.

STV 40455. Water, Disease & Global Health

(3 -0- 3) Shrout

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 upon the disease agents removed in properly designed municipal water and waste systems.

STV 40498. Energy & 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 40700. The Culture of Portable Media

(3 -0- 3) Collins

The most significant development in media culture within the past decade has not been a new wave in filmmaking or unprecedented developments in television programming. An ever-increasing percentage of the global population now has portable media devices where they can download their music, books, films, and videos into personal digital archives, and then take those libraries with them wherever they go. What are ramifications of this accessibility, and just as importantly, this "archivability"—from the form of the work itself, to who can speak as a cultural authority, to what pleasures are generated by the experience? How have these devices changed the production, circulation, and consumption of media in fundamental ways? How do we sort out the complicated interplay between technology, consumerism, and identity formation which is at the heart of digital culture?

STV 40853. Science, Faith and Reason

(3 -0- 3) Rasoulipour

The twentieth century, and particularly the second half of it, saw not only the increase in findings of natural science, but also the rise of claims that in certain areas scientific findings have supplanted traditional metaphysical reasoning. This amounts to the claim that in the debate between faith and reason the role of reason is taken by science. Faith, if it does not completely atrophy, is faith in science and not faith in God. The latest debates between faith and scientific reason, often of an extremely speculative turn, are new phases to old debates over the perennial question: Is the universe just there, or is there some explanation for its physical character, and for its very existence? In this course we will examine the literature of both classical Christian and classical Islamic theology and philosophy in order

to see how these traditions address the relationship between science, faith, and reason. The goal of the course is neither religious dialogue nor a comparison of the two traditions. Instead we will consider what resources both traditions offer intellectuals today who see science, religion and philosophy as partners in the quest to understand human existence and the natural world. No prior knowledge of Islam is needed in order to take this course. This course will be conducted with the help of extracts from original works of medieval and contemporary Christian and Muslim writers on some scientific topics (mathematics, medicine, chemistry, astronomy, physics, etc.) in addition to classical treatments of faith and reason (whether from Justin Martyr's *Dialogue with Trypho*, Tertullian's *The Prescriptions against the Heretics*, Ghazali's *Deliverance from Error*, and *The Incoherence of the Philosophers*, Aquinas' *Summa Theologica* or John Paul II's *Fides et Ratio* and the writings of Muslim "neo-Mutazilites").

STV 43101. Telling About Society: Media, Representation, and the Sociology of Knowledge

(3 -0- 3) McDonnell

How do we see the world? How do these modes of representation determine our social reality? How can we use media to create social change? This rigorous seminar interrogates the lenses through which we see, and more importantly make, our world. We open with an interrogation of theories of media, representation, and the sociology of knowledge so as to develop a critical eye towards how these lenses shape our everyday reality. From there we discuss particular modes of representation: photography, ethnography, statistics, journalism, maps, and more. We consider the inherent biases within these ways of seeing, and debate the appropriate uses of these technologies. From this starting point, the course turns its eye to particular historical periods and phenomena: the Great Depression, Vietnam War, the era of HIV/AIDS, and the growing surveillance society. We compare across different media representations of each event to evaluate how different media tell very different kinds of stories about that moment. Ultimately, this class presses students to consider the capacities of these media for encouraging mobilization and change—to redesign the world. To work through these issues, students will engage in fieldwork on a local topic of their choosing. Their final project will consider how different media have shaped our knowledge of a local issue, and in response students will create a final multimedia campaign designed to alter people's "ways of seeing" that topic. In this project, students will persuade their audience using a variety of "lenses" to make their case: from ethnography to documentary film to radio journalism to new media and more.

STV 43110. Sociology of Media, Technology and Society

(3 -0- 3) Halton

From an ever-increasing proliferation of electronic devices and "enscreening" of daily life, to the increased reliance on automatic and non face-to-face interactions, to virtualizing leisure activities, media and technology have become central players in social relations. This seminar will explore the ways media, and technology more generally, are transforming contemporary society.

STV 43111. The Life and Works of Darwin

(3 -0- 3)

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 43113. Darwin, Philosophy & Religion

(3 -0- 3)

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 twenty-first 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.

STV 43114. The Scientific Self: Body and Soul in the 17th Century Europe

(3 -0- 3)

Taking the activities of the Royal Society of London and the "birth of modern science" as our focal point, this seminar examines the profound changes in our conception of self—of who and what we are, our place in the cosmos, and our relationship to that cosmos and to God—that took place in the seventeenth century.

STV 43131. Phil 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 microfoundations 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 43142. Doing Science, Doing History: Practice, Pedagogy and the Laboratory in Nineteenth-Century Chemistry

(3 -0- 3)

This course is an introduction to the history of chemistry over the long-nineteenth century period bounded roughly by the French Revolution and World War One, and examines the roles of analysis, synthesis in the making of modern chemistry. We will use the case of chemistry to address a range of issues in the history of modern science. The course is primarily historical but we will examine the relationship between historical and philosophical approaches to some key events (beginning with the Chemical Revolution) and some central questions (e.g. What is the relationship between experiment and theory? How does collective research work?).

STV 43171. Hist & Con F. 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 43172. 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.

STV 43203. Joint Sem Phil/Theo: Darwin

(3 -0- 3) Ashley

Darwin's *On the Origin of Species* 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*), biographical material about Darwin's life, and some initial receptions of his work, particularly by Christian theologians. We will then embark

on an exploration of the impact of Darwin's ideas, focusing on their theological and philosophical implications for teleological accounts of natural history that are amenable to claims of providential oversight, the argument from design, the nature of morality, progress, and theodicy. This class will provide a deeper understanding of the birth and context of Darwin's ideas and their on-going significance in the twenty-first century. Requirements include in-class participation (including occasional presentations), two out-of-state field trips, a final paper, and several shorter writing assignments.

STV 43240. Moral Development

(3 -0- 3)

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.

STV 43279. Joint Seminar: Phil/Theo

(3 -0- 3)

Corequisite: STV 27999

The topic of the Joint Seminar is determined each year by the assigned faculty members.

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 U.S., 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 43372. Politics of Science

(3 -0- 3) Mirowski

This course examines the increasing politicization of science, and the escalation of the enrollment of science in political controversies over the past century. Starting out with brief characterizations of major political theories such as liberalism, communitarianism, republicanism and neoliberalism, we then turn to the origins of the conviction that science was inherently “apolitical” rooted in the 1930s–50s in the philosophy, sociology and history of science, and in popular culture. The purported alliance of science with democratic structures is considered. Political controversies over Nazi science, Soviet science, atomic war and Cold war science are surveyed, followed by more recent controversies over the so-called “Science Wars,” the treatment of expertise, Foucault, feminism, and actor-network theory. The economics of science movement is treated as a reaction to the above. We then turn from theory to description of modern incidents of the relationship of science to politics, beginning with surveys of the history of science policy, controversies over biotechnology, global warming, intellectual property, the pharmaceuticals industry, and attempts by international agencies and NGOs to regulate the international diffusion of science. Readings: Mark Brown, *Science in Democracy*; May & Susan Sell, *Intellectual Property Rights: a critical history*; Thomas McGarity and Wendy Wagner, *Bending Science*; Philip Mirowski, *ScienceMart*.

STV 43396. Environmental Justice

(3 -0- 3) Shrader-Frechette

This course will survey environmental impact assessment (EIA), ecological risk assessment (ERA), and human-health risk assessment (HHRA); ethical and methodological issues related to these techniques; then apply these techniques to contemporary assessments for which state and federal governments are seeking comments by scientists and citizens. The course is hands-on, will have no tests, but will be project-based, with students working on actual assessments that they choose (about 2,500 are done in U.S. 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 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)

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 43717. Forbidden Knowledge

(3 -0- 3) Kourany

Within the last 10 years historians of science such as Robert Proctor, Londa Schiebinger, Peter Galison, and Naomi Oreskes, have been promoting a new area of enquiry—Proctor calls it agnotology, the study of ignorance—which they suggest is of as much relevance to philosophers and social scientists and others as it is to historians. Indeed, the suggestion is that agnotology offers a new approach to the study of knowledge, an approach at least as complex and important as its

more established sister, epistemology. In this course we shall focus especially on socially constructed ignorance—the kind exemplified by governmental secrecy and censorship, or industry-engineered confusion (think of the tobacco industry or the pharmaceutical industry), or the ‘virtuous ignorance’ that would ensue if certain kinds of research (think of race- and gender-related cognitive differences research) were no longer supported. This will lead us to consider the kinds of freedom of research and other social structures that need to be in place to support the legitimate quest for knowledge, and thence to the recognition that agnotological/epistemological questions are also, ultimately, political questions.

STV 46197. Directed Readings—Human Dimensions

(1 -0- 1)

Directed readings in the 1st cluster—Human Dimensions of Science and Technology

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.)

STV 50245. Bioethics

(2 -0- 2) Deane-Drummond

This course will focus on bioethics understood to include those aspects of ethics that are most relevant in the setting of global health issues. We will consider broader issues that impact on the delivery of health programs, such as climate change and sustainability, as well more specific ethical issues associated with implementation of health programs such as corruption and weak local governance. The course will consider a variety of theological and philosophical approaches to ethical dilemmas and include discussion about controversial issues such as those connected with reproductive health, development and HIV/AIDS. We will cover ethical issues associated with food production. We will also consider the application of new genetic technologies in global settings, including a critique of arguments for the use of GMOs in food production, genetic screening, genetic testing and what might be broadly termed genetic exploitation.

STV 50421. Architecture-Twentieth Century

(3 -0- 3) Doordan

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

STV 53421. Nature & 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.

STV 53451. American Towns and Cities

(3 -0- 3) Steil

This course addresses the nature and metrics of the American city and town and discusses historically essential qualities, as well as contemporary potentials for a sustainable urban quality. Though the class will explore a wide range of comparative studies of American precedents and some European examples, most of the practical exercises will be done either in South Bend or neighboring towns.

Poverty Studies

PS 10000. Introduction to Poverty Studies

(3 -0- 3)

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. Equal emphasis is given to poor citizens of the United States and developing nations.

PS 20000. Introduction to Poverty Studies

(3 -0- 3) Warlick

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. Equal emphasis is given to poor citizens of the United States and developing nations.

PS 30001. Experiential Learning: One-Credit Bundle

(1 -0- 1)

This is a required course for students choosing to satisfy the experiential learning requirement by satisfactorily completing three designated one-credit Center for Social Concerns seminars or three credits of approved internship(s). Enrollment usually occurs concurrent with the last credit or no later than the following semester. Students will complete a project or 5–7 page paper intended to show an integration of learning between their community engagement and a broader understanding of poverty.

PS 30002. Experiential Learning: Internship Graded Credit

(0 -0- V)

Students electing to fulfill the experiential learning requirement through internships in the community (Option B) may do so by enrolling in PS 30002. Students must complete 3 credits total, but may do so in one, two, or three separate internships with corresponding credit, enrolling in PS 30002 each semester they are participating in an internship, or in the fall semester if the internship takes place over the summer. Students will determine credit value with their internship advisor and a poverty studies director. For 3 credits, a student must complete 80 to 100 hours total during one semester or approximately 8 to 10 hours per week for 10 weeks, including time at the site and with the internship advisor. A 2-credit internship requires 50 to 70 total hours (or 5–7 hours for 10 weeks) and a 1-credit internship would involve 30 to 50 total hours (or 3–5 hours for 10 weeks). Students may arrange to intern for more or less than 10 weeks during the semester they are enrolled in PS 30002 and can adjust the weekly hours to correspond to the required total. After completing 3 credits of internship, students must then enroll in PS 30001 to complete a paper or project synthesizing and linking their learning to a broader understanding of poverty issues.

PS 33000. Contemporary Education Reform in America

(3 -0- 3)

This course examines the need for educational reform in the United States and the strategies being implemented to achieve reform. Emphasis will be given to the situation of low-income students in high poverty schools. In particular, recent studies of the impact of poverty on child development and its implications for learning will be reviewed to establish an understanding of the optimal school environment and pedagogies for teaching children from disadvantaged backgrounds. After a brief history of education reform in America, the course will scrutinize the current reform movement considering the appropriateness of its goals, identifying its major political players, and reviewing social science research about the effectiveness of reform strategies including curriculum reform, charter schools, and teacher accountability in reducing the achievement gap and raising student learning.

PS 33100. Healthcare and the Poor

(3 -0- 3) Betson

The relationship between health and poverty is complex and challenging. The inability of the poor to maintain adequate nutrition, shelter and have access to preventative medical care can contribute to their poor health status. But even if one isn't poor, one illness or hospitalization can test their ability to meet both their ability to meet the financial burden of their medical care as well as their other needs. In either case, individuals have to face difficult choices between their health and other material needs. This course examines the consequences of the health risks the poor face and the difficulties that they have in obtaining medical care whether they are uninsured, seek charitable care, or utilize public programs such as Medicaid. The course will also examine the impact of the Affordable Care Act that will require all individuals to have at least a minimal level of health care coverage.

PS 40000. Capstone Seminar

(3 -0- 3)

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)

Special studies with one of the minor's affiliated faculty. In this case the student will produce a product (manuscript, work or 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.

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: www.nd.edu/~theo.

THEO 10002. Foundations of Theology: Biblical and Historical

(3 -0- 3)

This first course in theology offers a critical study of the Bible and the early Catholic tradition. Following an introduction to the Old and New Testaments, students follow major post-biblical developments in Christian life and worship (e.g., liturgy, theology, doctrine, asceticism), emphasizing the first five centuries. For details on emphases of individual instructors, see the Department of Theology Course Description Booklet or the departmental website: www.nd.edu/~theo.

THEO 12001. Discussion section for Foundations of Theology: Biblical/Historical

(0 -0- 0)

Corequisite: THEO 10001

This is the discussion section required for some sections of THEO 10001.

THEO 13002. Honors Foundations of Theology: Biblical and Historical

(3 -0- 3) Bradshaw; Groody; Kollman; VanderKam

This first course in theology offers a critical study of the Bible and the early Catholic tradition. Following an introduction to the Old and New Testaments, students follow major post-biblical developments in Christian life and worship (e.g., liturgy, theology, doctrine, asceticism), emphasizing the first five centuries. For details on emphases of individual instructors, see the Department of Theology Course Description Booklet or the departmental website: www.nd.edu/~theo.

THEO 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: www.nd.edu/~theo.

THEO 20102. Gendering Christianity

(3 -0- 3) D'Angelo

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 or THEO 10002 or THEO 13002

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 10002 or THEO 13002
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 10002 or THEO 13002 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 20109. How to Read Scripture: The Search for Meaning from Page to Person

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
All theological inquiry shares the conviction that God speaks to us through Sacred Scripture, but we as inquirers are often uncertain how to listen for his voice through the medium of text. We might agree that we should not read the Scriptures in the same way we read a textbook, a newspaper article, or a novel, but our academic study of theology may lead us to reductive modes of reading. Too often, we find ourselves scanning only for key points, questions likely to appear on the exam, or items relevant to our current research. This course aims to counter our reductive reading tendencies through both practical and historical explorations. For the practical component, students will be asked to experiment with various ways of reading Sacred Scripture (such as memorization, liturgical proclamation, repetitive recitation, lectio divina, etc.) and reflect on the presuppositions, purposes, efficacy, and consequences of these techniques. Our historical investigations, focused on the way in which Christians (and some of their non-Christian contemporaries) used sacred (or authoritative) literature in late antiquity, will be put to the service of exploring more general questions about reading. For example, does it matter where, when, and with whom we read? Which attributes are necessary in a qualified reader, and what makes one reading better than another? How can we apply texts written in the past to situations facing us in the present? What constitutes competence in or mastery of a text? Assessment will be based on regular response papers and a longer final paper in which students will combine descriptions of their own experiences with the evidence and arguments of earlier witnesses to propose a way in which an unconventional method of reading might be incorporated into modern undergraduate theological education.

THEO 20112. Bible, the Black Church and the Blues

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
This course will build on the groundwork established in the Foundations of Theology course by providing exposure to three theological matrices that have had a decided impact on the development of Africana (i.e., African and African diasporan) identity and culture in the North American diaspora. The first is the symbolic universe of Africana biblical hermeneutics. The second is the black

church. The third is that uniquely African-American musical form known as blues. Students will be given an opportunity to explore: the cosmological, ontological, anthropological, soteriological, and Christological assertions animating each of these milieus; their historical and contemporary points of intersection; and the ways in which each has influenced the other. Particular attention will be directed toward understanding the history of reception, interpretation, and appropriation of the Christian Bible by peoples of African descent; the evolution of the black church and the distinctive contributions made by Africana Catholics to it; and the emergence of blues music, artists, and performance spaces as non-ecclesial loci of protest and crucibles in which Africana spiritualities of resistance have been and continue to be forged. Students will leave the course with a deeper appreciation of four issues, the implications of which are far reaching for those within the Catholic, Orthodox, and Protestant branches of the larger Christian family. The first is how culture and context shape the ways in which people read and appropriate sacred writings. The second is the impact that culture, memory, hermeneutics, and identity have on spirituality and ecclesiology. The third is the role that poetry and other art forms play as media for theological speculation and construction. The fourth is the pivotal impact that enculturation has on theology, pastoral care, ministry, and ecumenism. The class will also introduce students to those essential sources—both primary and secondary—methodologies, core questions, and debates foundational for a theological assessment of these universes of theological discourse. It will also expose them to three interdisciplinary subfields that span and inform the disciplines of theology and Africana studies: 1) the history of Africana biblical interpretation in North America; 2) black church studies; and 3) blues studies.

THEO 20201. God

(3 -0- 3) Daley

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

Corequisite: THEO 22201

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 Jesus Was Crucified?

(3 -0- 3) Zachman

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002 Jesus repeatedly tells his disciples that he must go to Jerusalem to be condemned and crucified. “See, we are going up to Jerusalem, and the Son of Man will be handed over to the chief priests and the scribes, and they will condemn him to death; then they will hand him over to the Gentiles; they will mock him, and spit upon him, and flog him, and kill him” (Mark 10:33-34). Far from being seen as a catastrophe, Peter in his first sermon says that all this happened “according to the definite plan and foreknowledge of God” (Acts 2:23). The apostle Paul even makes the death of Jesus on the cross the decisive act of God on our behalf, revealing the love of God. “But God proves his love for us in that while we were yet sinners Christ died for us” (Romans 5:8). But why did this happen? Why was it the will of God that Jesus go to Jerusalem to be rejected, to suffer, and to die? How does the execution of Jesus on a cross by the Romans demonstrate or prove the love of God? These questions have occupied the thoughts of Christian theologians throughout the history of the tradition. In this course, we will explore the various ways in

which this question was explored by theologians such as Athanasius, Anselm, Luther, Pascal, Kierkegaard, Barth, and von Balthasar, in order to develop our own understanding of the meaning and significance of this event.

THEO 20203. Sin and Redemption

(3 -0- 3) O’Regan

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002 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 10002 or THEO 13002 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 or THEO 10002 or THEO 13002

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 USA. 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 USA 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 10002 or THEO 13002 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, Expression

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
“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 20213. Following Jesus

(3 -0- 3) Daley

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
Christian faith is a matter not just of ideas, but of discipleship: recognizing in Jesus the “anointed one” sent by God to fulfil the hopes of Israel, and trying to conform one’s desires and way of living to his. In this course, we will consider some of the major documents (beginning with the Gospels) in which Christians have reflected on who Jesus is, and on what his presence in our humanity promises us and demands from us, as a Church and as individuals. We will ask: what is the way of Jesus? what might it mean for us to walk on his way?

THEO 20214. Latino Theology and Christian Tradition

(3 -0- 3) Matovina

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 10002 or THEO 13002
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 10002 or THEO 13002
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 20218. Christianity and the Political Order

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 20223. The Church We Believe In

(3 -0- 3) Gorski

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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; 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 10002 or THEO 13002
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 10002 or THEO 13002
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 10002 or THEO 13002
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 10002 or THEO 13002
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 10002 or THEO 13002
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) Sullivan

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 10002 or THEO 13002
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, R. Catholic).

THEO 20232. On Conversion

(3 -0- 3) Daley

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 10002 or THEO 13002
"Be holy, as I am holy" (Lv 11: 45): 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 post-conciliar papal teaching. 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. A primary goal of the course is to offer students the opportunity to reflect in a theological way on God's call to sanctification in their own lives, in conversation with Scripture and the writings of holy men and women through the ages.

THEO 20234. Roads to God

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
This course is, from the point of view of chronology, a sequel to the first course in theology. It covers major representatives of theological traditions from the sixth to the 17th centuries. Our focal point for the consideration of these theologies will be the question of human awareness of God. What is the character of it? How is it acquired? Is it appropriately called "knowledge" of God? If so, how is it related to faith? We will consult a variety of texts to assist in our reflection on these questions, including readings from Gregory the Great, Benedict, Bernard of Clairvaux, Anselm, Hildegard, Francis and Clare, Bonaventure, Aquinas, Dante, The Cloud of Unknowing, Julian of Norwich, Luther, Teresa of Avila, Pascal and others.

THEO 20235. The Afterlife and the End of the World

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 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 10002 or THEO 13002 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 20238. Holy Journeys: The History and Theology of Christian Pilgrimage

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
“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 which are foundational to latter Christian notions of pilgrimage and then considered a 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 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 20242. Heaven, Hell, and Purgatory

(3 -0- 3) Young

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 10002 or THEO 13002
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)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
In 2004 the Church observed the 150th anniversary of the promulgation by Pope Pius IX in *Ineffabilis Deus* of the dogma of the Immaculate Conception. On February 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 on December 8, 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.

THEO 20249. The Eastern Churches: Theology and History

(3 -0- 3) Avvakumov

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

The course provides an overview of the variety of the Eastern rite Churches belonging to different cultural traditions of Eastern Europe and the Eastern Mediterranean world. The students will be introduced to the theological views and liturgical life of the Eastern rite Christians, i.e., Orthodox, Oriental and Eastern Catholic, and their fascinating history. In the second part of the course we shall explore the Byzantine rite Churches in more detail, and discuss the challenges their theology and history present to the Christian world at large. Special attention will be given to Slavic Christianity and especially Russian and Ukrainian religious history. Reflection on the diversity of Christian traditions will lead to important insights into theological topics of central importance for today such as theology of culture, ecclesiology, sacramental theology and theology of history.

THEO 20251. The Catholic Faith

(3 -0- 3) Cavadini

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

This course is a theological introduction to the basic teachings of the Catholic faith. The primary text is the Catechism of the Catholic Church. This will be supplemented by theological source readings from all periods. The emphasis will be on the coherence of the system of basic Catholic teaching as a whole. The argument is that the coherence is located in the love of God which lies at the heart of all Christian mysteries. "Love alone is credible" in the words of one famous theologian of the twentieth century and it is that love, and that credibility, that we will set ourselves the task of investigating.

THEO 20252. Communion of Saints

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

What do Christians mean when they profess to believe in the communion of saints? As a mystery of faith, the "communion of saints" has been variously interpreted. It points, at one level, to the Eucharist and to the Scriptures, the "holy things" that Christians share in common and that foster their oneness in Christ. It is closely related to the idea of the "mystical body" of Christ and thus to the Church as a community composed of many members. It evokes the unbroken, vital bond between Christians still in this earthly life and those who have preceded them into eternity and how that bond is expressed liturgically. Finally, it concerns the cult of the saints and the canonization process. In this course we study the communion of saints from these different perspectives.

THEO 20253. Dying to Live Forever: Christian Martyrdom from Jesus to 9/11

(3 -0- 3) Moss

Martyrdom has been centrally important to Christianity from the ancient world to contemporary debates about the category and its application. It is inextricable from questions about persecution and power, death and identity, suffering and truth. Through lectures and tutorial discussions of primary sources, this course examines the experiences, representations, reception, and place of martyrs across two thousand years of the history of Christianity with particular emphasis on the early church and the Reformation era. It analyzes the importance of martyrdom for the definition and development of Christian doctrine, ecclesiology, and devotion, and the influence of these in turn on attitudes about persecution, the imitation of Christ, and martyrdom itself.

THEO 20254. C.S. Lewis on Sin, Sanctification and Saints

(3 -0- 3) Fagerberg

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

What is the path for sanctification to the beatific vision? Using the fiction of C.S. Lewis for signposts on the path, this course will consider the doctrine of sin (*Screwtape Letters*), sanctification as cooperating with grace (*The Lion, the Witch & the Wardrobe, Perelandra*), and the final formation of saints (*The Great Divorce, The*

Last Battle). Other authors will be helpful in understanding Christian spirituality as a struggle to cultivate the virtues and overcome the passions: Augustine, Maximus Confessor, Sayings of the Desert Fathers, Dorothy Sayers, Joseph Pieper, and G.K. Chesterton.

THEO 20401. Church and Worship

(3 -0- 3) Driscoll

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

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 20404. Sacrament and Sacramental Theology

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183

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 20408. The Sacraments of the Church

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

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 10002 or THEO 13002 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 twentieth 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)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

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 eleventh and twelfth 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 twentieth 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 10002 or THEO 13002

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 3-4 short papers and three unit exams.

THEO 20414. Saints in Art and Icons

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

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 10002 or THEO 13002 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 10002 or THEO 13002

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 which 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 twentieth century theologians. Assignments and class discussions will engage themes of sin and grace, the significance of embodiment, and Christian identity.

THEO 20418. St. Joseph in Catholic Teaching, Devotion and Culture

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

The figure of Joseph of Nazareth, spouse of the Virgin Mary and foster-father of Jesus Christ, has emerged in increasingly high relief since the Middle Ages and particularly so in the nineteenth and twentieth centuries. The course begins with the scriptural treatment of St Joseph first in the infancy narratives and in occasional

references to him in the Gospels, then in regard to his typological antecedent, the patriarch Joseph, son of Jacob and viceroy of Egypt. After an examination of Joseph in early Christian apocrypha (Protevangelium of James, Gospel of Mary), students will consider his rehabilitation by various Church Fathers (Jerome) and medieval theologians (Bernard of Clairvaux, Bernardine of Siena) despite flawed portrayals in popular hagiography (The Golden Legend, religious dramas). The cultus of St Joseph and that of the Holy Family entered a vigorous phase with the Catholic Reformation (Teresa of Avila) and the establishment of the Church in North America (François de Laval). Attention will be paid to his patronage of various nations (e.g. Mexico, 1555; Canada, 1624) as well as that of the Catholic Church (1870). Special focus on the liturgical feasts and offices of St Joseph plus the devotional cult of St Joseph as it flourished not only under papal influence but also through the zeal of St André Bessette, CSC (1845-1937, canonized October 17, 2010), founder of the Oratory of St Joseph, Montreal, Canada and one of the most effective promoters of devotion to St Joseph. Papal teaching and legislation on St Joseph. Iconography of St Joseph. Theological implications of the increased liturgical and devotional prominence of St Joseph.

THEO 20419. Introduction to Sacramental Theology

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183

In its historical dimension, theology is the history of ideas deeply interwoven with the history of institutions. This interrelationship becomes perfectly evident in the study of sacramental theology. Standard information in the Catechism about the sacraments, like: “There are seven sacraments”, “Baptism, Confirmation and Ordination cannot be reiterated”, “The Eucharist is a sacrament of Christian unity” etc., are the result of a long and sometimes difficult intellectual and institutional development, which left its impact on different facets of life and thought in Christian cultures—from logic and the philosophy of nature to the way society and human beings were understood. The development of sacramental theology and its impact on other spheres of life and thought throughout history will be the subject of this course.

THEO 20602. Catholic Morality and the Good Life

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

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 20605. Introduction to Catholic Moral Theology

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

This course will be structured into three sections, addressing respectively, biblical foundations, fundamental topics, and selected contemporary ethical questions. The biblical section of the course will study some of the key ethical perspectives and teachings of the Scriptures, primarily the Gospels and the Pauline letters. This section will be followed by an introduction to several fundamental topics in moral theology including (1) the theology of grace; (2) the orientation of ethics toward the achievement of happiness; (3) the development of the moral and theological virtues as capacities that enable us to act well; (4) the relation between moral truth and authentic human freedom; (5) the natural law, and (6) the stages and analysis of moral action. The third section of the course will consider some contemporary ethical questions in the context of this biblical and systematic framework. The

course will draw primarily upon the classical Catholic tradition, as represented especially by St. Thomas Aquinas. We will also read selected sections of recent encyclical letters by Pope John Paul II including his “Veritatis Splendor (On the Splendor of the Truth), *Evangelium Vitae* (The Gospel of Life)” and “*Fides et Ratio* (On Faith and Reason).” Students will be expected to write a summary of a short reading for each class, write one five-page paper for each of the first two sections of the course, write a final 10-page paper applying what has been studied to a particular ethical question, and present a summary of this paper to the class.

THEO 20606. Theology of Marriage

(3 -0- 3) Odozor

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

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 20611. Relationships, Sexuality, and Christian Tradition

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

This course is an introduction to the traditions and methods of Christian ethics and Roman Catholic moral theology, especially as they are applied to human sexuality and sexual ethics. Following a brief introduction to current cultural contexts for considering human sexuality, we will compare several theoretical bases for sexual morality. We will also consider methods and theories of Christian sexual ethics. Finally, we will turn our attention to a number of contemporary issues, including marriage, extramarital sexuality, contraception, assisted reproduction, and homosexuality. The format of the course will be lecture and discussion. We will employ a number of cases and scenarios to prompt discussion and to exemplify methods and theories. Requirements include attendance at all class sessions, careful reading of the assigned texts, significant contributions in discussions, a five-page reflection paper, midterm and final exams, and a 10-page researched essay on an issue related to Christian sexual ethics. There may also be several one-page, ungraded essays assigned to promote thought and discussion on specific topics or questions.

THEO 20612. Catholic Faith and Practice

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

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 20616. Theology, Ethics, and the Environment

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

What does it mean to *think and act* as a Christian in an age of environmental degradation and uncertainty? Although this may be a new query brought on by our current context, theologians have been reflecting upon the created order and the human place within that order for centuries. Focusing on the development of Roman Catholic thought while also drawing on Eastern Orthodox and Protestant sources, this course seeks to introduce students to primary texts in the Christian theological tradition from the patristic to the modern era and demonstrate their pertinence for addressing contemporary ecological problems. Students will gain an understanding of the central ecological issues of our day, develop a critical awareness of the assumptions and values of the mainstream environmental movement, and acquire the tools to think and act in ways that are creative, compassionate, and informed by centuries of theological reflection.

THEO 20617. Contemporary Issues in Christian Ethics

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

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 five-page reflection paper, a midterm examination, a 10-page reflection paper, and a final examination.

THEO 20618. Christian Understanding of Human Nature

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

What does it mean to be human? Christians believe that this question can be adequately answered only in the light of divine revelation. This course will begin with an exploration of the central beliefs that shape the Christian understanding of human nature: creation in the image of God; the fall and original sin; salvation in Christ. From there we will go on to compare and contrast the Christian understanding with those of several non-Christian scientists and philosophers. Finally we will consider the Christian understanding in relation to various contemporary issues, including feminism, the environment, addiction, and the transformation of culture inaugurated by television and the computer. Course content will consist mainly but not exclusively of lectures and readings from the course packet. Requirements: midterm and final examinations; quizzes; either one six-page paper or two shorter papers.

THEO 20619. Rich, Poor, and War

(3 -0- 3) Whitmore

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the U.S. 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 10002 or THEO 13002
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)

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)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 20625. Discipleship: Loving Action for Justice

(3 -0- 3) Pfeil

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002
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 10002 or THEO 13002
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, the ways that this inquiry and testing happen overlap and interrelate in complicated ways, resulting at times in conflict and at times in mutual enrichment. This course will investigate these interrelations by means of careful study of two case-studies: the Galileo affair and conflicts over evolution in nineteenth- and twentieth-century America. Finally we will consider current issues in environmental theology and ethics.

THEO 20630. Health Care Ethics for the 21st Century

(3 -0- 3) Ryan

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
This course explores the importance of religious and moral values for the life and death choices we make, individually and as a society. Basic principles and methods of contemporary bioethics will be introduced, and a range of issues considered, e.g., medical research, physician assisted suicide, health care reform, new genetic technologies, responding to AIDS. Especially recommended for students planning on a career in medicine or science. Lecture/ discussion format. Requirements: short papers, midterm, final.

THEO 20633. Introduction to Christian Ethics

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 20635. The Ethics of Energy Conservation

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 non-profit 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 non-profit 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 10002 or THEO 13002
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; 3 shorter papers; final exam.

THEO 20637. Biomedical Ethics

(3 -0- 3) McKenny

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

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 10002 or THEO 13002 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) Pfeil

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

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 10002 or THEO 13002

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 13183 or THEO 20001 or THEO 20002

or THEO 10002 or THEO 13002

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 10002 or THEO 13002

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)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

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 20647. God and Mammon: Christianity's Encounter with Capitalism

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13183 or THEO 13002
Since its emergence in the early modern period, capitalism has produced a material prosperity that had hitherto never been imagined, and now plays a dominant role in our society. Markets seem to be able to channel the self-interested actions of individuals toward the socially beneficial result of widespread prosperity. But that leads to something of a paradox. Capitalism emerged in the Christian culture of Europe, yet its power for creating growth rests on the self-interested material strivings of individuals which seems to be at odds with Christian wariness of greed and materialism. If Christ has warned us that we cannot serve both God and mammon, how are we to understand the success of mammon in a Christian culture? In this course, we will focus on the theological responses to capitalism when it first began to evolve from the medieval economy. After a short unit reviewing Biblical and Patristic teachings on economics, we will take up the medieval economy, and medieval theology about the economy with a particular emphasis on the thought of Thomas Aquinas. We will then trace the co-evolution of capitalism and theology up to the beginnings of the Industrial Revolution which ushered in a period of sustained economic growth which is unprecedented in human history. Along the way we will consider the thought of Martin Luther, John Calvin, John Locke, Bishop Butler, and Adam Smith. We will ask how these writers understood the relationship between material wealth and human happiness, the relationship between our duty to care for ourselves and our duty to care for others, and the relationship between earthly concerns about the economy and theological concern about God. The historical survey should provide us with tools for thinking about the place of economics in our lives from a Christian standpoint, and so we will conclude with an assessment of some modern Christian reflection on the economy.

THEO 20648. Fundamentals of Christian Ethics

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 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 Ten 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 20649. Christian Ethics, Technology, and War

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
This course examines the theological resources which can be brought to bear on the ethical issues surrounding the use of emerging weapons technologies in war. Some of the emerging technologies that will be considered are Unmanned Aerial Vehicles (UAVs), robots with artificial intelligence, surveillance technologies, and the use of neuroscience technologies to enhance and/or alter the psychological, physical and emotional capabilities of the soldier on the battlefield. The course will begin by introducing students to the Christian just war tradition as a way of demonstrating how theology, law, ethics and war can be related. The course will then

undertake a very brief overview of the history of weapons development in war and the Church's reaction to some of them (e.g. the crossbow, nuclear weapons). The course will then move on to examine particular emerging technologies. Students will be asked to consider how the specific technologies impact: 1) the moral agency of individual soldiers in relation to the operation of the technology itself; 2) the relationship of soldiers to fellow allied soldiers as well as enemy combatants; 3) the relationship of individual soldiers to military, social, and political institutions; 4) the relationship of the military to other social institutions, most notably political and economic institutions; and 5) the environment. Students will be asked to consider how the just war tradition may or may not be an adequate framework with regard to thinking through the ethical issues surrounding emerging weapons technologies. The course will conclude by asking students to consider what type of moral responsibility is required by non-military agencies or individuals with regard to their cooperation in the research, development, and funding of these weapons systems (e.g. banks, engineers, civilian corporations, lawyers, the church, the academy, etc.). Students will undertake a major group project and presentation at the end of the course in which the students will present a case study on the moral and ethical implications of a particular weapons system using the resources and material provided to them throughout the course.

THEO 20650. Theology, Culture and Human Rights.

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
A significant development in modern Roman Catholic Social Teaching is the endorsement of the doctrine of universal human rights. This course explores the tensions and challenges that arise, both within and outside the Christian theological tradition, in articulating, promoting, and defending the discourse and practice of human rights within a globalized setting that is religiously, ethically, and culturally pluralistic. The first part of the course will be devoted to thematic issues such as the meaning of the Church and its mission, the diversity of religious and cultural practices and traditions, and the idea of a universal morality or natural law. The second part of the course will consider several practical issues that arise in relation to the practice of certain human rights, among these the issue of religious freedom, the rights of women and children, and the rights of ethno-cultural minorities.

THEO 20653. Synergoi: The Theological Ethics of Food Cooperatives

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
This is a community-based learning course focusing on the inter-relationship of food, food security issues, the sacramentality of creation, liturgy, and the place of cooperatives in the Catholic social tradition. What does it mean for human beings to become *synergoi*, or co-operators with God's creative activity in their own local community and as responsible members of God's creation called to live sustainably? As a requirement of the course, students will work twenty hours in the local community on a neighborhood-based food co-op project, performing research of use to the local community. The course will be limited to twenty-five students and requires the permission of the instructor for registration.

THEO 20654. Christian Ethics and Immigration

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
This course takes up the themes of welcoming the stranger and loving the neighbor to introduce students to the Christian tradition and its sources for ethical reflection: Scripture, tradition and experience. We will rely on immigration to the United States from Mexico as the primary though by no means exclusive test case to explore the theoretical and practical implications of our inquiry. The course's textbooks are the Bible and *Christians at the Border: Immigration, the Church, and the Bible* (2008) by M. Daniel Carroll. Students will also be required to read online resources, including the *Compendium of the Social Doctrine of the Church* (2004) and other church teachings. In four of our classes we will participate, along with students from universities across the U.S. in an e-study abroad session on migration through Catholic Relief Service's Global Solidarity Network. The final

course grade is based on class participation, participation in the e-study abroad activities, two quizzes, a midterm exam, a final exam, and a case analysis and presentation.

THEO 20657. The Ethics of War and Peace

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
This course explores Christian understandings of the ethics of war and peace from the time of the early church to the present. Through this historical survey, we will seek to develop an account of various ethical positions on the use of force, particularly views rooted in pacifism and in the just war tradition. We will also consider how different theological convictions in the areas of Christology, ecclesiology, and eschatology (among others) have shaped Christian teaching on the nature of peace and the permissibility of using violence. Finally, we will investigate the ethical implications of several contemporary issues related to the ethics of war and peace such as war crimes, sanctions, humanitarian intervention, and terrorism.

THEO 20801. Theology, Disability, and Dependence

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
This course explores theological understandings of and approaches to physical and mental disability. On the one hand, it explores ways in which an attentiveness to disability and those with disabilities might allow for richer and deeper theological reflection. At the same time, it explores ways in which theological concepts and insights might contribute to our understanding of disability. For this course students will be required to write several short reflections, a major paper, and take a midterm and final exam. The course will also include a practical component facilitated by the Center for Social Concerns.

THEO 20802. Prayer and Theology

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
Although prayer and theology can be distinguished, and although they have become largely disconnected in the modern world, they nevertheless belong to the same search for an ever-deepening awareness and love of God. This course offers an introduction to several classical texts that are both prayerful and theological in order to shed light on this connection and to explore its significance. By engaging these texts, students will be able to consider important spiritual and intellectual developments in the history of Christianity, while reflecting on many of the central mysteries of the Christian faith. Representative figures of the patristic, medieval, reformation, and modern periods will be studied in survey fashion. The course requirements are as follows: prepare the readings for each class, write three short (2-3 page) essays, one longer (6-8 page) essay, and take two exams (midterm and final).

THEO 20803. God's Grace and Human Action

(3 -0- 3) Wawrykow

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 analyzes 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 10002 or THEO 13002
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)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 (6) discussion sessions which 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 10002 or THEO 13002
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 20811. Jesus and Salvation

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 20815. The Catholic Experience

(3 -0- 3) Cunningham *Prerequisite:* THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

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." Theology 20815 will meet weekly for a lecture followed by discussion groups. Attendance will be required. Each week a short reflection paper (two pages) will be readied for the discussion section. In addition, there will be an essay-style midterm and final.

THEO 20822. What Catholics Believe

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 20825. World Religions and Catholicism in Dialogue

(3 -0- 3) Gorski

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

To explore Hinduism, Buddhism, Islam, and to examine the Christian theological appraisal of the other world religions. This course is a study in comparative theology and will enable 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.

THEO 20828. Christianity and World Religions

(3 -0- 3) Malkovsky

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002 AND ALHN 13950

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 20830. Regarding the Islamic Challenge to Christian Theology

(3 -0- 3) Reynolds

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

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. Regarding the Islamic Challenge to Christian Theology” is the second of two required theology courses at Notre Dame (the “development” course). These two courses are directed towards a number of goals. First, they provide students with information about the Bible and Christian theology that in itself is important. Second, they form the basis of a Catholic community at Notre Dame where all students (whether or not they are practicing Catholics) have a common experience of texts and questions that might be discussed not only in class but while eating mashed potatoes in North Dining Hall. Third, theology itself is meant as a guiding light for all other classes. As with the great European universities (Paris, Bologna, Oxford, Cambridge etc.), Notre Dame was founded by the church to be a community where students are strengthened in their faith and morals, and therefore more able to see the truth in other fields, whether biology, music, or history. Like the first required course (Foundations), “Regarding the Islamic Challenge to Christian Theology” has the same goals. This is not an Islamic Studies course. It is a course which takes Islam's challenge to Christian teaching as the starting point for Christian theological reflection.

THEO 20831. Divine Providence and Human Suffering

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 which 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 10002 or THEO 13002
Jesus Christ and Hope. 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)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 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)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
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 10002 or THEO 13002
Art and the Theological Imagination: 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 10002 or THEO 13002 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 20840. Essentials in Systematic Theology

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 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. In these ways, the course offers students the opportunity to critically compare and evaluate diverse theological viewpoints using skills and vocabulary acquired during the semester. It aims to present theology as "faith seeking understanding"—a critical, analytic, and systematic discipline that probes and expositis God's revelation to humankind.

THEO 20841. The Redemptive Work of Christ

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13183 or THEO 13002
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 Twentieth Century. Class requirements: informed class participation, frequent short writing assignments, two long papers, a midterm exam, and a cumulative final exam.

THEO 20842. Theology and Engineering

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13002 or THEO 13183
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.

THEO 20843. The Church and Empire

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13183 or THEO 13002
The formation of Christians' communal identity, theological imagination, and social practices have always been worked out—whether implicitly or explicitly—in relation to empire. This course explores this complex theological and historical relationship between Church and empire with particular attention to the ways Christian communities have attempted to resist the onslaught of pre-modern and modern imperialism in order to preserve the integrity of various aspects of the gospel of Christ. In the process of this exploration we will attempt, as a class, to discern some general characteristics of a counter-imperial Catholic ethos or spirituality by paying close attention to the ways the Church has compromised, negotiated, or resisted empire concerning images of Jesus, the effects of baptism, the scope of Christ's Eucharistic presence, and the legitimate modes of evangelization at the Church's disposal.

THEO 20844. Christ and Human Experience

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13183 or THEO 13002
It is a central element of the Christian tradition that knowledge of Christ leads men and women to a deeper understanding of themselves. This course will examine how theologians throughout the church's history have explored the mystery of Christ and the insights which this has inspired regarding the nature of human experience. The first half of the course will engage in a broad survey of the Christian tradition while the second half will concentrate on 20th century understandings of Christology and its implications for topics such as morality, social justice and political engagement.

THEO 20847. Christianity and the Challenge of Buddhism

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13183 or THEO 13002
In 1997 Cardinal Ratzinger, now Pope Benedict XVI, made the controversial suggestion that in the future Buddhism, rather than Marxism, would be the principal challenge to the Church. He has also, of course, often and fully endorsed the declaration of the Second Vatican Council (*Nostra Aetate*) that the Church "rejects nothing that is true and holy" in other religions, including Buddhism. Against the background of these two judgments—which may seem, but really are not, mutually contradictory—this course will consider: —The fundamental differences between Christianity and Buddhism, both in matters of doctrine and in matters of spiritual and moral practice. —The reasons why—despite, or perhaps because of, those differences—Buddhism today attracts increasing interest in cultures once shaped chiefly by Christianity.

THEO 20848. Notre Dame Football to the Eastern Vigil: Religions, Rituals and the Body

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 10002 or THEO 13183 or THEO 13002
As a second theology course it will be grounded in a theology of incarnation, the body, and sacrament; and will look at the history of Christian theological

considerations of such. In order to highlight the particularity of the Christian views and practices, it will also look at the ways in which some other religions have dealt with the same issues (rites, spectacles, religious athletic pageants in the ancient world and in indigenous societies, the evaluation of embodiment, the discipline and efficacy of bodily practice).

THEO 20849. Love in Christian Theology

(3 -0- 3) Murphy

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

This course is about love in Christian theology. It considers the nature of love in Plato's *Symposium*, Augustine's Trinitarian theology and ecclesiology, Bernard of Clairvaux's interpretation of the Song of Songs, and Thérèse of Lisieux's *Story of a Soul*. The course considers modern presentations of eros and agape as opposed (Nygren) and as complementary (Martin D'Arcy). The course concludes by considering nuptial mysticism in Waugh's *Brideshead Revisited*, Wojtyła's *The Jeweler's Shop*, and in contemporary cinema.

THEO 20850. Women, Gender and Theology

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 10002 or THEO 13002

This course is an introduction to Christian attitudes toward women and reflections on gender throughout the Christian tradition.

THEO 20859. Exile, Exodus and Pilgrimage

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

Beginning with the notion of the Promised Land, Judaism and Christianity possess rich understandings of "sacred places." Thus, both theological insights and ritual practices can develop out of believers' relationships to particular places. This course focuses on spiritual practices and beliefs that arise due to departure from a sacred place (exile) on the one hand and travel toward it (pilgrimage) on the other. Through Biblical narratives, historical accounts, and spiritual texts we will examine the way exile and pilgrimage provide means for believers to seek the sacred, perform penance, prove their religious zeal, and share their faith. Moreover, we will explore how exile and pilgrimage have come to serve as metaphors for the spiritual journey. We will consult a variety of sources: ancient, medieval, and contemporary, ranging in origin from the Middle East to the edges of Western Europe. This course fulfills the second theology requirement.

THEO 20860. Faith and Reason

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

Nowadays thinkers from popes to professors to self-proclaimed apologists assume as their task to show how "faith and reason," "theology and philosophy," "religious belief and science," or some other such pair might be systematically connected. Perhaps the more pertinent question is how these binary groupings arose in the first place, that is, how "faith and reason" became systematically disconnected. This course examines that very question. It proceeds in four parts, with the bulk of the course being spent on the third part. First, a brief contemporary text provides orientation on the state of the question of "faith and reason." Second, selected texts from the Bible (Proverbs, Wisdom, Sirach, Romans, John), early Church (Justin Martyr, Augustine), and medieval period (Anselm, Aquinas) show the unity of what later thinkers will separate into "faith and reason." Third, early to late modern texts (Luther, Descartes, Kant, Nietzsche, Heidegger) indicate how "faith and reason" were systematically separated in the modern period. Fourth, late modern Catholic texts (Vatican I, Newman, Rahner, Benedict XVI) give a sense of how Catholics aim to heal the rift between faith and reason while critically assessing how this rift occurred. The course includes papers and a final examination.

THEO 20861. Religion and the Visual Arts, in Christianity and Buddhism

(3 -0- 3) Gimello

Prerequisite: THEO 10001 or THEO 10002 or THEO 13183 or THEO 13002

A study of the ways in which religious ideas and values are conveyed in images as distinct from texts, focusing on major works of art (paintings, sculptures, architecture) from the Christian along with comparable with and equivalent works from the Buddhist tradition, and addressing especially the many arguments and tensions abounding in religion about the proper role of the visual arts in religion.

THEO 20862. The Church in History and Eternity

(3 -0- 3) Murphy

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

This course will discuss ways of linking the historical Church with the eschatological and eternal church. We will tackle the relationship between the sinfulness of the Church in time (focusing on the 20th century) and the impeccability which is claimed for the eternal Church. This will involve study of Marian symbols for the Church. We will consider the problematic of the relation between the Church and the human race as a whole from its earliest origins in the Old Testament. A basic question of the course will be "who is the church, in history and in eternity?" We will analyze the idea of the Church as the continuation of the Incarnation in Möhler, Caryll Houselander and Corpus Mysticum.

THEO 20882. Theology and the Visual Arts: The Ever-Changing Jesus

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

Regardless of what anyone may personally think or believe about him, Jesus of Nazareth has been the dominant figure in the history of Western culture for almost twenty centuries. His image dominates Western art; and it is not sameness, but kaleidoscopic variety, that is its most conspicuous feature. Indeed, for most of those twenty centuries there has been little or no concern to represent him as a first-century Jewish male living in Roman Palestine. Each successive epoch has "created" him anew in accordance with its own character: cosmic king, contemplative mystic, ethical hero, exemplary victim, counter-cultural revolutionary, etc. This course explores, in image and in word, what it was that each epoch found in Jesus and brought to its visual portrayal of him. If Christ is the "icon of the invisible God," as St. Paul says in Colossians 1:15, then the objective of this course is to have students start to see theologically, and to realize that seeing is a form of exegesis. Eye-training is essential. This course will suggest that image shapes belief and attitude, as well as being shaped by belief. It will also act as an historical survey of the visual presentation of selected religious themes.

THEO 20893. Experiencing God: Theology as Spirituality

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002

This course will serve as an introduction to the tradition of Christian theology through the lens of spirituality. Its foundational assumption is deeply embedded in that tradition: namely, that authentic doctrine, genuine spiritual experience, and right action in the world are inextricably bound up together. The course will examine several major spiritual pathways in the tradition, their sources, expressions, and viability for our contemporary context.

THEO 20894. The Christian Experience: Vocation and the Theological Imagination

(3 -0- 3) O'Malley

This course provides an entrée into the theological foundations of Christian vocation through considering the transformation of human experience by means of the theological imagination. That God calls is an objective fact of revelation. How human beings perceive and appropriate this call is an entirely different matter. Thus, this course considers both the central images of Christian salvation history from creation to eschatology, as well as how these images were appropriated in the lived experience of Christianity. This course is designed to assist Notre Dame undergraduates who are preparing to work as "Mentors-in-Faith" within Notre Dame Vision.

THEO 20895. Christianity and Judaism

(3 -0- 3) Walatka

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
God's covenant with the Jewish people is absolutely foundational for Christianity, and the contemporary Church has insisted that this covenant is irrevocable, remaining active for the Jewish people today. This course analyzes the relationship between Christianity and Judaism with particular focus on the theological and historical treatment of Jews and Judaism by Christians and within Christian theology. Throughout Judaism is engaged as "internal" to Christian self-understanding and "comparatively" as an ongoing, distinct religious tradition. After a brief overview of Judaism, this course proceeds historically from the time of Jesus and the "parting of the ways" to our contemporary situation. Central issues engaged include God's covenant with Israel, the development of a negative image of post-biblical Judaism within Christianity, the relationship between anti-Judaism and anti-semitism, hostility and violence towards Jews, and moments of fruitful interaction. The final third of the course engages significant positive developments in Catholic teaching and practices since Vatican II (1965) and engages several attempts to (re-)interpret the Jewish-Christian relationship from a variety of Jewish and Christian perspectives.

THEO 20896. The Apocalyptic Imagination

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
Eschatology, the study of "last things," considers death, resurrection, judgment, and the end of history, topics that relate to our ultimate hopes. This course treats Christian views of time and history as they developed throughout the centuries, with special attention to a particular eschatology called apocalyptic. We will engage in a close reading of 1) biblical texts marked by an apocalyptic imagination, 2) texts by early, medieval, and early modern Christian authors that illustrate the increasing complexity of Christian apocalyptic, and 3) a contemporary Catholic text, arguing for an eschatological imagination that transforms apocalyptic. The course will include short writing assignments and two examinations, a midterm and a final.

THEO 20897. Divine Signs and Images along the Christian Way

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 13183 or THEO 10002 or THEO 13002
This course looks at the place of the divine image in the Christian life. Major stops along the road include: theological anthropology, christology, redemption, sanctification, and eschatology. While the reading of scripture will be a major component of the course, voices from various Christian writers throughout history will serve as guides for the journey. Selections will be read from such authors as: Irenaeus, Augustine, Thomas Aquinas, and Pope Benedict XVI. Historical artwork and images will be used throughout lectures to illustrate key points. There will be an emphasis on learning to think through the questions presented in this course through regular, short journal entries, creating a blog to help everyone to study for the exams. Other course requirements include: a midterm, a short (8pp.) reflection paper examining imagery in one Basilica service from Holy Week, and a final.

THEO 22201. God—Discussion Section

(0 -0- 0)

Corequisite: THEO 20201

Weekly discussion groups for THEO 20201, "God."

THEO 22637. Biomedical Ethics Discussion

(0 -1- 0)

Prerequisite: THEO 20637 (may be taken concurrently) or STV 2221 (may be taken concurrently)

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 30004. Introduction to Christian Latin Texts

(3 -0- 3)

(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 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.

THEO 30011. Know Your Catholic Faith: Mary

(1 -0- 1) Matovina

This course will examine Mary in the Christian Tradition, particularly the primary teachings about Mary in Roman Catholicism and the implications of those teachings for contemporary Christian faith. The course is part of the Know Your Catholic Faith series offered through the Department of Theology and as such will examine all pertinent texts on Mary from the *Catechism of the Catholic Church*. Does not fulfill the 2nd theology university requirement.

THEO 30012. Know Your Catholic Faith: Eucharist

(1 -0- 1) O'Malley

This course will examine the Eucharist as the source and summit of the Christian life. That is, the Eucharist is a mystery to be believed, celebrated, and lived. The primary reading for the course is Benedict XVI's *Sacramentum caritatis*, as well as selected passages from *The Catechism of the Catholic Church*.

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 & sacramental dimensions, etc.

THEO 30015. Know Your Catholic Faith: Ignation Spirit

(1 -0- 1) Daley

This course, which will be conducted in the intensive "retreat" style on a single weekend, invites students to learn first-hand about the distinctive approach to contemplative prayer aimed at conversion of life and practical decisions for discipleship that is classically embodied in St. Ignatius Loyola's Spiritual Exercises. After an introductory lecture on the theology of Christian prayer and the distinctive role of Ignatius in Christian spirituality, students will participate in lectures and presentations on the text and structure of the exercises, and will then be asked to pray through the various meditations and considerations Ignatius offers, in a brief but concentrated way. As background to the course, students will be expected to have read the section on prayer in the catechism of the Catholic Church and Ignatius of Loyola's autobiography.

THEO 30017. Catechist Formation

(1 -0- 1)

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002
The one-credit course is offered for students who are enrolled in the catechist program through campus ministry. Students sign up to serve as catechists in local parishes and take this course to prepare them for their ministry. The goals of the class are: (1) to offer an overview of catechetical documents and directives in the church; (2) to explore lesson planning and curriculum for religious education; and (3) to share practical applications for creative teaching and classroom management.

THEO 30018. ND: Vocation Initiative

(3 -0- 3)

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 week-long NDVI gatherings in the summer. Most of this repertoire is written for four-part harmony; each student must be thoroughly competent in his or her respective voice part. Additionally, the choir is the core group for the various (three) scriptural skit presentations that take place weekly. This work is further complemented by the choir members taking part in small group discussions with the high-school campers, as time allows.

THEO 30020. A Theological Exploration of Vocation

(1 -0- 1)

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

(V -0- V) McShane

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

(V -0- V) 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 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 to 6:30 p.m. and on Saturday’s from 4 to 5 p.m. in Room 329 of the Coleman-Morse Center. If you are a female student, staff, or faculty member from the Notre Dame, St. Mary’s or Holy Cross family and are interested in joining the choir, please contact Andrew McShane at 1-7800 or e-mail mcshane.1@nd.edu.

THEO 30023. Folk Choir

(V -0- V) 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

(1 -0- 1) Delorenzo

“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 Theology 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 which 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 Prosligion; 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 Professor Lawrence S. Cunningham and Father John Jenkins, CSC.

THEO 30029. Know Your Catholic Faith: Saints

(1 -0- 1) Cunningham

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; (3) Attend all the lectures of the Conference on the Saints beginning with the special lecture on Friday afternoon given by Professor 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 30031. Knowing the God Who Calls

(3 -0- 3)

This course is designed to assist Notre Dame undergraduates who are preparing to work as "Mentors in Faith" within Notre Dame Vision. The course addresses fundamental theological themes necessary for them to serve as peer mentors for high school students exploring their vocation to Christian discipleship. Participants in the course will thus examine topics related to a theology of vocation: the call to intimacy with the Triune God; the call to follow Jesus Christ; the call to lifelong conversion animated by the Holy Spirit; the call to communion and mission in the church; the call to prayer and sacrament; the call to right relationship; and the call to service and justice.

THEO 30033. Know Your Catholic Faith: Papacy

(1 -0- 1) Heintz

A lively look at the history and theology of the See of Rome and its occupants. Learn more about this intriguing and central element of Catholic life and self-understanding.

THEO 30034. Know Your Catholic Faith: Christian Mysticism

(1 -0- 1) Betz

This course is offered as an introduction to the Christian mystical tradition from its roots in the first century to the present. Though it has many popular (and sometimes misleading) connotations, in the Christian tradition the word "mysticism" means experiential knowledge of God (*cognitio Dei experimentalis*) a kind of knowledge that typically has certain methods, proceeds in certain stages and, according to the testimony of many saints, culminates in something called "union" with God. We will begin by looking at the basis of Christian mysticism in the Old and New Testaments and then consider various examples of mysticism in the Christian East (e.g., Gregory Palamas) and the Christian West (e.g., Teresa of Avila), concluding with a discussion of mysticism in the Church today.

THEO 30035. Know Your Catholic Faith: Catholicism, The Movie

(1 -0- 1) Murphy

The course will follow Robert Barron's DVE series, "Catholicism." We will watch the entire series and each episode will be followed by a discussion. Required reading is the "Catechism of the Catholic Church."

THEO 30036. Know Your Catholic Faith: The Church in Asia

(1 -0- 1) Gimello; Malkovsky

This Know Your Catholic Faith Course gives students a chance to learn about the Church in Asia.

THEO 30203. Christianity in the Middle East

(3 -0- 3) Amar

This course will examine the origins and development of Christianity in the Middle East where Semitic language and culture molded the indigenous "Oriental" churches of the region. Topics include: Semitic-Christian spirituality, Christianity in India and China, the impact of Islam on the Middle East Christianity, the modern diaspora: Europe and the Americas. Drawing on native accounts, and the latest archaeological evidence, we will piece together the largely untold story of Christianity in the Middle East.

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 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 Muhammad), the biography of the Prophet, commentaries on the Qur'an, historical and philosophical texts, and mystical poetry. All texts will be read in English translation. No prior knowledge of Islam and its civilization is assumed, although helpful.

THEO 30211. Philosophy of Judaism

(3 -0- 3)

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 (1909–1972). 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 30214. Chinese Ways of Thought

(3 -0- 3)

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

THEO 30220. The Reformation

(3 -0- 3)

Corequisite: HIST 32352

A narrative history of Christianity in Western Europe from c. 1500-c. 1650, which takes an international and comparative perspective, including Catholicism, Protestantism, and radical Protestantism. Topics covered include Christianity on the eve of the Reformation, Christian humanism, Luther and the German Reformation, the Peasants' War and Anabaptism, the English Reformation, Calvin and Calvinism, Catholic Reform and the Council of Trent, the French Wars of Religion, confessionalization, the Thirty Years War, and the English Revolution. Major themes include matters of religious content (doctrinal positions and devotional sensibilities), the relationship between different Christian groups and political regimes, the impact of religious changes across the population, and the definitive emergence of Christian pluralism. Lectures plus discussion.

THEO 30221. Islam and Muslim/Christian Dialog

(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 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 U.S.

(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 30450. Music in the African Religious Experience

(3 -0- 3)

This course will explore the role of music in African religious traditions.

THEO 30605. Life, Death, and Morality

(1 -0- 1)

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 30653. Politics and Conscience

(3 -0- 3) Keys

Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of "conscience" recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect? Are there 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 relate to concepts of natural law and natural rights, rationality and prudence, religion and toleration? This course engages such questions through readings from the Catholic intellectual tradition (Augustine, Thomas Aquinas, Thomas More, Francisco de Vitoria, Desiderius Erasmus, John Henry Newman, Karol Wojty'a/John Paul II, and Joseph Ratzinger/Benedict XVI) and other writers of the history of ethical-political thought (Cicero, Seneca, John Locke, Mahatma Gandhi, Jan Pato'ka, and Alexandr Solzhenitsyn). We consider also various contemporary reflections on conscience expressed in films, essays, letters, plays, short stories, speeches, and declarations, beginning with Martin Luther King, Jr.'s "Letter from a Birmingham Jail" and Vaclav Havel's speech "Politics and Conscience." This class serves as both the capstone course for the interdisciplinary minor Philosophy in the Catholic Tradition and an upper-level elective for Political Science majors and Peace Studies minors. Its format combines lecture and seminar-style discussion.

THEO 30654. Catholicism and Politics

(3 -0- 3) Philpott

Catholicism and Politics poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in "Vatican III," where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.

THEO 30655. On Human Dignity

(1 -0- 1) Cavadini

This course will examine the theological presuppositions of the concept of human dignity, based principally on the documents of the Second Vatican Council, encyclicals of Popes John Paul II and Benedict XVI, the Compendium of Catholic Social Teaching, and associated theological literature. The course also will consider insights from philosophy, political science and other disciplines as they bear on the theological understanding and clarification of the concept of human dignity.

THEO 30802. God, Philosophy, and Universities: Aquinas, Arnald, 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 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)

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 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 (8-10 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) Gimello

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 Medellín 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. 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?

THEO 30819. Buddhism in Practice

(3 -0- 3) Gimello

An Introduction to Buddhism in East Asia (principally China, but also Japan, Korea, & 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)

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 30860. Latin American Art and Architecture: 1491-1821

(3 -0- 3)

This course introduces the student to the rich visual and religious culture of the peoples of Latin America at the arrival of the Europeans and thereafter. The course deals with Mexico and the Andean region from 1491-1821 and the encounter of Aztecs and Incas with Christian artistic culture, and vice versa. Attention will be paid to the indigenous art forms on the eve of the Spanish invasion, the cooperative work of natives and clergy in the construction and decoration of churches, and in the development of a hybrid multicultural, multiracial society. Late medieval, Renaissance and Baroque art forms, as reinterpreted in the Spanish-speaking Americas, are the focus. Questions of religious syncretism and conscious enculturation through the arts are raised. Issues of colonialism, race, gender and class will also be dealt with in the context of the visual religious cultures of the Latin American past and present. A reading knowledge of Spanish would be helpful but is not required.

THEO 33500. Responding to God's Call: The Sacramental Life

(1 -0- 1)

This course will attend to the sacramental shape and content of vocational discernment within the ecclesial context. Students will be invited to deepen their theological understanding of vocation through exploring and participating in the Church's sacramental life. As part of the “Responding to God's Call” series, this course will combine lectures and spiritual reflections with large and small group discussions, as well as communal and individual prayer. The staff of the Notre Dame Vision program will facilitate this course in collaboration with the Department of Theology. Does not fulfill the 2nd theology university requirement. Contact Person for the Theology Dept.: Leonard DeLorenzo (ldeloren@nd.edu)

THEO 33501. Responding to God's Call: Tensions in Vocational Discernment

(1 -0- 1) DeLorenzo

This course will attend to the unavoidable tensions involved in vocational discernment, while recognizing the relationship between these tensions and certain paradoxes of the Christian faith that underlie them. Particular topics treated in the course will include human desire and passions, God's will and human freedom, participation in multiple communities, and the responsibility to both openness and commitment in discernment. As part of the “Responding to God's Call” series, this course will combine lectures and spiritual reflections with large and

small group discussions, as well as communal and individual prayer. The staff of the Notre Dame Vision program will facilitate this course in collaboration with the Department of Theology.

THEO 33502. Responding to God's Call: Spiritualities of the Saints

(1 -0- 1) Delorenzo

A saint provides a vision of a life lived with God as well as a model for how to live this life. In this course, we will look at specific saints to see the ways in which their lives bear witness to the love of God, while also considering the spiritual practices and pathways that these saints offer to the life of the Church. As part of the "Responding to God's Call" series, this course will combine theological study with large and small group discussions, as well as communal and individual prayer. The series as a whole seeks to provide theological, spiritual, and communal resources for ongoing discernment. The staff of the Notre Dame Vision program will facilitate this course in collaboration with the Department of Theology.

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 33802. Faith and the African American Experience

(1 -0- 1) Page

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 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: Microfinance and Social Venturing

(1 -0- 1) Shappell

Corequisite: BAUG 30229

Students who are completing their junior year in the Mendoza College of Business are eligible for this course. After classroom sessions in the spring semester, students work for 8-10 weeks of the summer with social enterprise organizations, for-profit or not-for-profit organizations that attend to a financial, social and/or environmental bottom line. Students use their business skills to promote economic development initiatives, assist with feasibility or business planning for a new social enterprise, or guide future growth of an ongoing initiative through capacity

building and other strategic activities. The experiential learning is complimented with readings from Catholic social thought. Course requirements include classroom sessions in April, reading and writing assignments during the summer, classroom discussions and a presentation in the fall semester.

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

Immersion: Eight week summer service-learning placements. This three-credit course of the Summer Service Learning Program takes place before, during, and after student participation in the eight consecutive week summer immersion sponsored by the Center for Social Concerns and the Notre Dame Alumni Association. The goal of the course is to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through experiential learning, reading, writing and discussions. Writing assignments include journal assignments and a final paper. The 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) Shappell; Pfeil

This three-credit service-learning course takes place before, during, and after student participation in eight-week "Summer Service Projects" sponsored by the Center for Social Concerns. The goals of the course are to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through readings and writing, along with discussion and reflection with site supervisors and alumni, and scheduled group discussions upon return to campus. Writing assignments include a journal, reflection paper of six to eight pages and responses to study questions related to the course packet. This course is completed during the first five weeks of fall semester. Acceptance is based on the student's application and interview. Contact the Center for Social Concerns for more information.

THEO 33938. Summer Service Learning: Confronting Social Issues: International

(3 -0- 3) Morgan; Kollman

This course and internship is synonymous with the Center for Social Concerns International Summer Service Learning Program (ISSLP). The course seeks to challenge students who have domestic service-learning experiences to encounter international realities, and to provide them the opportunity to work with persons and grass roots groups working to address the needs of the poor internationally. The learning goals of the course are to gain and understanding of the multidimensionality of poverty in the developing world; analyze root causes, and identify strategies for social development (poverty alleviation); to gain an understanding of international social issues in light of Catholic social teaching; and to strengthen cross-cultural competencies. Academic requirements include a journal, reading and writing assignments during the summer months, a re-entry weekend retreat, four re-entry classes meeting on Thursdays 6:30—7:45 p.m. in September and October, and a final paper/project.

THEO 33939. Smr Srv Lrn: NYSP

(V -0- V)

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) Toms Smedley

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: Sustainable Development

(1 -0- 1) Toms Smedley

This course centers on a trip to Washington, DC, 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.

THEO 33952. Social Concerns Seminar: Topics in Social Change

(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 33953. Sustainable Development II: Research in Clean Water Initiatives

(1 -0- 1)

Seminar Description: This seminar is an extension of the fall 2009 Washington Seminar in Sustainable Development. The seminar will emphasize advanced study of clean water in conjunction with ongoing clean water initiatives through SAO, the Ford Program, and the Department of Engineering. In choosing the water issue, the CSC hopes to partner with student government's Global Water Initiative. Students' work will serve as a useful reference for the GWI, and will help the initiative to expand its efforts by offering a base of knowledge upon which it might anchor its current work and from which it can launch future efforts. Students will perform interdisciplinary literature reviews around "point of use" issues for consumption of clean water. The research will be supplemental for ongoing projects and will focus on interdisciplinary perspectives of a this particular aspect of clean water. The seminar has chosen this topic as a direct result of student interest in The Global Water Initiative (SAO's 5 year plan to partner with a community organization to give students an opportunity to raise money for a just cause). The Seminar leaders include both sustainable development leaders from the fall 2009 class, as well as the student co-leaders of Notre Dame's Global Water Initiative. Steve Silliman (Engineering) current advises this group is very excited to partner with this seminar/CSC to move his research along. He is also working with Tony Polhen (Ford Program) to help coordinate his efforts in clean water. Tony has expressed interest in helping to oversee this seminar. Research will be conducted in interdisciplinary cohorts. Faculty experts will be asked to consult for 2 hours a month (no more than 6 hours total) on students research progress. Steve Silliman and students have suggested interested faculty in sociology, peace studies, anthropology, economics, and political science. Seminar classes will take on a format of literature search report/refining. Student

THEO 33954. Social Concerns Seminar: Leadership Through Solidarity

(1 -0- 1)

The Leadership through Solidarity Seminar seeks to cultivate an understanding of leadership through the lens of Catholic Social Teaching. This seminar includes an experiential learning component as undergraduate students practice relationship

building through prayer and service with the South Bend Catholic Worker community. The principles of solidarity and the common good are explored through faith sharing, service learning, and fellowship at the Worker and in the classroom.

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; (3) To explore creating the conditions for peace, justice and the common good.

THEO 33959. Social Concerns Seminar: Latino Community Organizing Against Violence

(1 -0- 1) Mick

The Latino Community Organizing Against Violence Seminar will examine current efforts among community activists and organizations in favor of violence prevention and intervention. As an active participant, you will be invited to explore the rich cultural heritage of Chicago during a five-day immersion. From the perspectives of the violence prevention and intervention initiatives that you will gain, you will be encouraged to reflect on the challenges and opportunities that go hand in hand with cultural diversity as it is experienced in Chicago and South Bend. In particular, we will explore cultural diversity from the standpoint of the dynamic of immigration and integration that the Latino population—especially its teenagers and young adults—is living through. The seminar is a one-credit hour course graded "S" or "U."

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

The Discernment Seminar provides senior-level undergraduate students an opportunity to reflect on their Notre Dame experience and consider postgraduate plans with one another through small-group discussion. Each session is structured to assist the students' exploration and articulation of their respective vocations through a variety of means, including narrative theology, spiritual direction, literature, and the arts.

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 DC over fall break, the seminar participants will learn from Church and government leaders, various agencies, and individuals. The follow-up classes facilitate analysis and synthesis of insights gained during the week in Washington, DC.

THEO 33963. Church and Social Action: Urban Plunge

(1 -0- 1) Purcell

This course centers around a 48-hour immersion (colloquially known as the Urban Plunge) in an urban setting during the winter break (prior to return to campus). The course includes a preparation workshop in the fall semester, readings, two reflection papers, and follow-up educational meetings.

THEO 33964. Social Concerns Seminar: Education

(1 -0- 1)

This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Arizona, and builds upon Notre Dame's relationships with the Congregation of Holy Cross. Participants are hosted by parish families and spend several days in the classroom with a mentor teacher. Participants also visit organizations in Phoenix doing outreach to people who are homeless and to pregnant women.

THEO 33965. Social Concerns Seminar: Organizing Power and Hope

(1 -0- 1) 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)

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 around travel to a L'Arche community (e.g., Toronto, Canada) to share community life with developmentally challenged persons. Students draw from the philosophy of Jean Vanier, the works of theologian Henri Nouwen, and other spiritual writings to augment this participatory learning experience.

THEO 33969. Social Concerns Seminar: Hispanic Ministry

(1 -0- 1)

This seminar gives participants the opportunity to experience the Church's option for the poor through an immersion into the spirituality, culture, and economy of the rural, Southern California valley community of Coachella. Students work with the members of the Congregation of Holy Cross who are in ministry there.

THEO 33970. Social Concerns Seminar: International Issues

(1 -0- 1) 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 33975. Poverty and Development in Chile

(1 -0- 1) Cahill Kelly

THEO 33975/CSC 33975 (1.0 credit) serves as the required orientation course for all students who will participate in the Approaches to Poverty and Development course offered through the Universidad Alberto Hurtado in Santiago, Chile as part of the Santiago study abroad program. The course will provide students with information regarding many of the themes and topics that will be explored further in the UAH course. This one-credit preparatory course will provide the necessary information to facilitate a richer and more meaningful experience while in Chile. Students must first be accepted into the Santiago semester abroad program through the Office of International Studies before being able to apply for this course.

THEO 33979. Song, Caritas, and Social Justice: The Celebration Choir

(1.5 -0- 1)

This course allows students to integrate their faith and theology with community service/experiential learning through participation in sacred music outreach with the Notre Dame Celebration Choir under the auspices of Campus Ministry. A course goal is for students to experience the joys of service through performance of sacred music with a variety of community members, and to reflect on acts of Christian service and faith through readings from church documents, from social action theory, and on sacred music, discussing in depth such works as Pope Benedict XVI's "Deus Caritas est" encyclical letter. Requirements include participation in weekly rehearsals, occasional weekend field service projects, keeping a journal, and a short semester-end reflective paper. To enroll, contact Choir Director Karen Schneider-Kirner (karen.kirner@nd.edu) by December 1st. A brief personal interview/audition with the director should take place before December 10th.

THEO 33981. Leadership Training in Social Concerns Seminars

(1 -0- 1) Toms Smedley

This course will serve to prepare fall seminar and site leaders for immersion experiences over fall break. The overall goal of the course is to improve leadership skills, facilitate communal learning across seminars, and uniformly prepare leaders for the specific aspects of CSC seminars. The seminar will hold approx. 4-6 large classes around leadership theory, personal leadership style, mission of the CSC and service paradigms, as well as group facilitation and theological reflection. The format for the class will be a 30 minute training session, then small groups for particular seminar application or peer input. Unique features: Each class will begin with a low cost meal, allowing leaders to budget, prepare and consider meals in solidarity with the groups they will be traveling to serve. The immersion portion of this seminar is the student's participation as a seminar leader.

THEO 33995. Global Health Seminar

(1 -0- 1) Toms Smedley

The Center for Social Concerns, in collaboration with the Nuestros Pequeños Hermanos Holy Family Surgery Center and St. Mary's College will offer a weeklong seminar near Tegucigalpa, Honduras. During the weeklong course, students will gain exposure and insight into the medical care delivery and health conditions in rural Honduras. Students will observe orthopedic surgery. The health of populations will be considered in a global context, emphasizing health problems that transcend national borders or have a global political and economic impact. Students will examine the work of major international agencies such as the World Health Organization (WHO), United Nations Children's Fund (UNICEF), Millennium Development Goals, and the World Food Programme (WFP), World

Bank, and the IMF. They will also explore the work of the Church and the role of Catholic Social Teaching to address global health and the complex social forces that affect it.

THEO 33996. Social Concerns Seminar: U.S. Healthcare: Policy and Poverty Seminar

(1 -0- 1)

This seminar invites examine strengths and weaknesses of our health care system, explore the possibilities for the future of American health care, and ask how modifications might help create the society we hope to become and improve the common good. A survey of our current system will include an evaluation of: employer based healthcare, causes and consequences of being uninsured, public safety nets, under served populations, and the factors affecting the cost and reformation of healthcare. Course is not repeatable. Apply on-line through the CSC.

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 unhellenized 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

THEO 40002. 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 *Biblica Hebraica*. The course encourages students to think about the grammatical forms and their implications for biblical interpretation.

THEO 40003. Elementary Hebrew II

(3 -0- 3)

Prerequisite: THEO 40002

This is the second of a two-semester introductory course in Biblical Hebrew; under normal circumstances, the student must complete the first in order to enroll in the second. In addition to the completion of Lambdin's elementary grammar, students are introduced to some (modified) Biblical texts.

THEO 40101. Introduction to the Old Testament

(3 -0- 3)

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 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 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) D'Angelo

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002

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 most dear 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 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) VanderKam

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 40115. Introduction to Rabbinic Literature

(3 -0- 3) Novick

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 40121. The Biblical Theology of Pope Benedict XVI

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 20001 or THEO 13183 or THEO 20002
In his Erasmus Lecture of 1988, Joseph Cardinal Ratzinger addressed "the ambivalence inherent in biblical exegetical methodology for almost a hundred years" and called on scholars to allow "the Bible to be itself." Elevated to the papacy on April 19, 2005, Benedict XVI has continued to give attention to hermeneutical issues, most recently in his two-volume treatment of Jesus of Nazareth. In this course, we will orient ourselves within the history of biblical scholarship, so that we can understand the conversation to which the Pope is contributing. We will then explore the biblical theology of Pope Benedict XVI, focusing on his interpretation of the Gospel accounts of the life, death, and resurrection of Jesus Christ. Finally, we will explore the impact of the Pope's writings, looking both at the reception of his work by scholars and at the opportunities created for ecumenical dialogue.

THEO 40201. The Christian Theological Tradition I

(3 -0- 3)

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) Betz O'Regan

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002
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 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) Young

Although often hidden from view, even hidden from view in the church, the monastic way is one of the oldest expressions of Christian devotion to God and neighbor, usually pursued alone communally. The purpose of this course is to explore how Christian men and women have lived this life, from earliest Christianity to the present. To that end, we will read the writings of monks of eastern and western Christianity, paying close attention to monastic voices from antiquity (such as Anthony, Evagrius, Basil, and Benedict), medieval Christianity (e.g. 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)

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 40211. St. Anselm’s Philosophy/Theology

(3 -0- 3) Flint

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 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 which emerge from the history of Christian thought and theology: How did a negative image of Judaism develop within Christianity? In what ways did these unfavorable teachings contribute toward violence against the 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 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 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 interactions with Islam and forms of African ways of being religious that predated Christianity and Islam, many of which have ongoing vitality. Attention will also be paid to African Christian theology, carried out formally and informally, as well as the implications of the spread of African Christianity for world Christianity.

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, Redemption

(3 -0- 3) Elizondo; Matovina

The course will view great films from Latin America and Latino USA and discern what culture is portrayed, the presence or absence of God within the film and how is redemption expressed in the film. Since some of the films will not have sub-titles, a working knowledge of spoken Spanish will be helpful but is not a requirement.

THEO 40234. Thomas Aquinas and the Pursuit of Wisdom

(3 -0- 3) Wawrykow

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 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

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002
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 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, Til We Have Faces).

THEO 40239. 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.

THEO 40240. Moses Maimonides

(3 -0- 3)

A careful reading of Maimonides philosophical classic "A Guide for the Perplexed." Close attention will be paid to its influence on Aquinas.

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 nineteenth 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 [/Deutschtum 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 mid-term examination, and a final examination. For further information, see Prof. Robert Krieg.

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 40253. Stein, Weil, Arendt

(3 -0- 3) Astell

Three Women Thinkers of the Early Twentieth Century: Stein, Weil, Arendt 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 40255. Medieval Negative Theology

(3 -0- 3)

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), 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)

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 40257. Three Twelfth-Century Cistercians

(3 -0- 3)

Contemporaries of one another, Bernard of Clairvaux (1090–1153), William of St. Thierry (1085–1148), and Aelred of Rievaulx (1110–1167) each contributed with passion and genius to the great twelfth-century Cistercian reform of Benedictine spirituality. They did so in complementary ways, reflecting their unique temperaments, backgrounds, geographic surroundings, mystical experiences, and missions. In this course we will read the principle writings of each, comparing and contrasting their approaches to the central Cistercian themes of self-knowledge, charity, and reform (personal and communal). Emphasis will be placed on their common engagement with Augustinian theology and their novel insights into its richness as a mystical way.

THEO 40272. World Christianity

(3 -0- 3)

In a recent review of Martin Marty's *The Christian World: A Global History* (2008), Philip Jenkins concluded with this line: "Let me then offer a modest proposal for the creation of a non-Eurocentric humanities curriculum that is at once global, diverse, polycentric, multicultural and multiracial, one that incidentally tells the story of the wretched of the earth in terms of their deepest aspirations, and in their own voices. Let us study Christianity." Jenkins' proposal, dripping with irony designed to tweak not a few noses, captures one of the most important historical realities of the past several decades: the enormous growth of Christianity in places

outside the global North and West, into the South and East. This course explores the contours and implications of Christianity as a global reality. It will examine some of the rich explosion of scholarship that is now pouring forth on the recent and remarkable world-wide expansion of Christianity, while also putting such growth in a larger historical and theological perspective. The course readings will draw from fiction, theology, history, and the social sciences. After sampling major general interpretations (by scholars like Mark Noll, Andrew Walls, and Lamin Sanneh), readings will concentrate on Africa and Asia (perhaps either eastern or southern Asia), which are regions of startling change over the last century as well as places for which scholarship is burgeoning. Some of the course readings come from the standpoint of missionary activity, but more reflect new expressions of indigenous faith. Studies of Protestant, Catholic, and independent movements are included; readings come from a wide variety of Catholic, Protestant, and secular perspectives. Student responsibilities will include seminar-style participation, occasional short responses to readings, 3 shorter (5–6 page) papers, and a final exam.

THEO 40275. The Catholic Church and the Reformation

(3 -0- 3)

Formation and re-formation together constitute a perpetual movement in the life of the church and all Christian thought. It is no surprise, then, that Catholic thinkers and the church itself sought to form and reform basic expressions of Christian doctrine and life during the historical period known as the Reformation. No period saw a broader range of theological topics addressed so intensely. This course on the Catholic Reformation, 1450–1650, will survey developments in Catholic thought and dogma beginning with the reforming work of Lateran Council V and continuing through the decrees and implementation of the Council of Trent in the period sometimes called the Counter-Reformation. The course will 1) provide an introduction and overview to the historical period known as the Reformation with specific focus on Catholic thinkers and doctrine; 2) present diverse examples of theological arguments and explore the development of Catholic doctrine on five major topics 3) require students to practice critical interpretation and evaluation of theological texts in oral and written forms; and 4) explore the practical implications of these doctrines in Catholic culture and piety. To these ends, the course will focus on five major themes: ecclesiology/authority, grace/justification, sacraments, scriptural hermeneutics, and Catholic spirituality. Students will read, analyze, and discuss primary texts, and they will write comparative papers which examine and evaluate material covered in class. Surveying the Catholic Reformation from varied perspectives, the course offers students the opportunity to critically compare and evaluate diverse theological viewpoints using skills and vocabulary acquired during the semester.

THEO 40276. Religious Life and Religious Perfection in Medieval Theology

(3 -0- 3)

The scriptural witness of Jesus and his followers constitutes the primary model of Christian life. Indeed, to be a Christian is, in some sense, to be a disciple of Jesus. It is no surprise, then, that the history of Christian doctrine and spirituality focuses on the nature and content of the apostolic life as paradigmatic for human action and growth in Christian perfection. These themes are taken up and enlarged in medieval Christian thought in vital ways. This course, *Medieval Theology and the Apostolic Life*, will explore practical and theological attempts to practice an apostolic life as a mean for Christian perfection in 13th Century Christian thought. It will focus on the origin and development of Franciscan and Dominican life as a distinctive, mendicant attempt to undertake the apostolic life. To that end, the course will first consider the early biographies and writings related to the founders of the orders, and it will then turn to the theology of Bonaventure and Thomas Aquinas as mature expositions of the Christian life and its apostolic dimensions. As it proceeds, the course will also consider other contemporary apostolic movements for the similarities and differences to mendicant movements. Moreover, the course will also engage ways in which mendicant theology further informed Christian piety and art during high and late middle ages. The course will 1) provide an introduction and overview to the development of the mendicant orders in the 13th century; 2) present diverse examples of theological arguments and explore the theological development of mendicant theology, including

defenses of mendicant life against outside attacks; 3) require students to practice critical interpretation and evaluation of theological texts in oral and written forms; and 4) explore the practical implications of these doctrines in Catholic culture and piety. Students will read, analyze, and discuss primary texts, and they will complete regular writing assignments which examine and evaluate material covered in class as well as a final seminar paper. Surveying medieval treatments of the apostolic life, the course offers students the opportunity to critically compare and evaluate diverse theological viewpoints using skills and vocabulary acquired during the semester.

THEO 40277. Early Christian Jerusalem

(3 -0- 3)

How did Christians appropriate and create traditions about the holy land and city of Jerusalem? Early Christianity, emphasizing its otherworldly and international mission, contained differing opinions about the importance of these places. This course explores various early Christian traditions about Jerusalem and the land of Israel—their holiness for Christians as the land of promise, the site of the ministry and passion of Jesus, and, from the third to the seventh centuries, a center for pilgrims and monastic establishments. It also considers the role of the bishops of Jerusalem in theological controversy, imperial largesse and building programs and the ongoing importance of Jerusalem for ancient Judaism. The course also explores the adjustments among religious communities invested in the city and the land during the first centuries after the arrival of Islam.

THEO 40278. Russian Religious Thought

(3 -0- 3)

This course provides an overview of Russian religious thought from the 18th, 19th and 20th centuries. Students will be introduced to its main personalities, topics and ideas, discussed against the background of the general religious history of Russians, with its wide, and often neglected, variety of denominations and spiritual movements—Orthodox, Old-Believing, Sectarian, Catholic and Protestant. Special attention will be given to the role that religious thinkers and theologians from the Ukraine played in the intellectual history of the Russian Empire. The main part of the course will be based on readings and discussions of excerpts from the works of religious thinkers from the 19th and the 20th centuries in translation, such as Aleksey Khomyakov, Ivan Gagarin, Vladimir Solovyov, Leo Tolstoy, Pavel Florensky, Sergey Bulgakov, George Florovsky, Nicolay Berdyaev, and others.

THEO 40279. Theology and Film

(3 -0- 3)

This course is about the theological interpretation of film. It will examine a number of films, from the secular to the explicitly religious, with a view to considering how to examine film and the medium of film from a Christian theological perspective. The course will pay special but not sole attention to the films of Andrej Wadja, Majid Majidii and Clint Eastwood.

THEO 40280. God and the Problem of Human Suffering

(3 -0- 3) Zachman

This course will examine theological responses to the problem of human suffering, in light of three major biblical paradigms regarding suffering. We will begin with the problem of innocent suffering in light of the Book of Job, and will examine the theology of Dorothee Soelle and Gustavo Gutierrez in light of this issue. We will then turn to the relation of suffering to prayer as expressed in the psalms of lament, and will examine the theology of John Calvin and Kathryn Greene-McCreight to see how each interpret these psalms in a way to foster prayer even when suffering attempts to silence it. We will conclude with the consideration of voluntary suffering in the life of discipleship, and will examine the writings of Julian of Norwich and Soren Kierkegaard, in order to see how they understand the experience of voluntary suffering in light of the love of God in Christ. The goal of the course is two-fold: first, to understand the ways Christians have thought about God and the problem of human suffering in its various dimensions; and second, to develop our own understanding of this question. In light of the first goal, students will be asked to write three comparative papers on the authors in each of the three

sections of the course. In light of the second objective, students will be asked to write a final paper in which they give their own answer to the question of God and the problem of human suffering.

THEO 40281. Spiritual Masters of Early Christianity

(3 -0- 3) Young

An examination, through primary sources and selected interpretive studies, of the lives and works of ten accomplished male and female guides to the life of prayer and contemplation. The class will study their social contexts, sources and disciples as well as their formation in communal worship. Requirements: attentive reading and note-taking on each author, with notes submitted bi-weekly; one paper; one in-class presentation.

THEO 40282. The Sacramental Mystery of Medieval Theology: West and East

(3 -0- 3) Avvakumov

The course will provide an overview of the history of sacramental theology in the Middle Ages, on the basis of the reading of primary texts. We shall start from St. Augustine's ideas on the sacraments and follow the formation of the a systematic treatise on the sacraments in the Early Scholasticism of the 12th century. Special attention will be given to the most important theologians of the High Scholastic period, such as Thomas Aquinas, Bonaventure, and Duns Scotus. The students will also be introduced to the main personalities of the Byzantine theological interpretation of the liturgy, ritual and mysteries of the church, in particular Nicolaos Cabasilas and Symeon of Thessalonike.

THEO 40283. Philosophical Women Theologians: Edith Stein and Simone Weil

(3 -0- 3) Astell

This course pairs two extraordinary Jewish women philosophers of the World War II period who died during the period of Nazi persecution—Stein (1891–1942) in Auschwitz, and Weil (1901-1943) in England. Both studied under (and with) noted male philosophers—Husserl, Heidegger, Scheler, Von Hildebrand, and Alain, among others—and they developed their original insights on empathy and education (Stein), decreation and affliction (Weil) partly in response to their teachers. Both women struggled with their Jewish identity—Weil exemplifying an unconventional Christian Platonism and mysticism, Stein becoming a Catholic nun and canonized saint. Both wrote (auto)biographies. Literary and artistic criticism, meditations on mystical writings and experiences, and creative expressions (poetry and plays), as well as important essays on politics, philosophy, and theology belong to their fertile writings. Their lives and letters have inspired, in turn, the creative expressions of others: novels, plays, and poetry. Their intellectual quests in the shadow of the Holocaust led them to take up theological questions, studying St. Thomas Aquinas, Dionysius the Areopagite, St. John of the Cross (Stein), St. Francis, Bernanos, Marx, and Pascal (Weil). The answers they gave to God and others testify to the heroism and brilliance of their spiritual searches for truth and help to explain their continuing influence within the Church.

THEO 40284. Storming Heaven: Christianity in the Reformation Era

(3 -0- 3) Gregory

A narrative history of Christianity in Western Europe from ca. 1500–ca. 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 40285. World History of 20th century Christianity

(3 -0- 3) Noll

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.

THEO 40286. The Qur'an and Its Relation to the Bible

(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 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/chrisimation, 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 statuat 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) Johnson

This course explores the evolution and theology of Mary and the saints in their liturgical and doctrinal expressions in an attempt to discern, evaluate, and articulate their proper place within Christian liturgy, doctrine, and life today in relationship to the central mediatorial role of Christ. Issues of popular piety, “models of holiness,” and ecumenical division, dialogue, convergence, feminist critique, and liturgical renewal will also be examined. Requirements include several short papers/seminar-style presentations, and a research paper.

THEO 40406. Catholic Liturgy in 20th Century

(3 -0- 3)

A study of the liturgical movement in the twentieth 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)

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 paraliturgical 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 40415. Getting Medieval

(3 -0- 3)

This course is listed in the Music Department, with a 600 number as well so it can be listed in the Medieval Institute, and in the Department of Theology. Napster would never have been sued in the Middle Ages. Rather the culture embraced song, singing, and the free transmission of music in as many ways as possible. Music that was transmitted survived! This course is about how music was recorded, changing modes of transmission, and the interactions between the performer, the notator, the poet/dramatist and the scholar. How did media shape the messages of music?

We begin in around 800, when a new technology slowly began to transform cultures of song in the West, to around 1400, when a system for recording music was fully developed that has been primary until the twentieth century. In the first half of the course, we study manuscripts and musical repertory from before, during and after the monumental changes of the Carolingian period. Students will sharpen their quills and prepare transcriptions for us to use; expertise in a variety of subjects will be well-received, from composition and music theory, to music performance, to Latin studies, history, and liturgics. A class project at mid-term will involve the reconstruction of a medieval Vespers service from the manuscripts we have been studying, singing antiphons by the nun Hildegard of Bingen, and working with manuscripts from the Rhineland, including one source that is the closest extant to Hildegard’s own monastery as well as those prepared in her scriptorium. The second half of the course will focus on rhythm, music and poetry, and dramatic and narrative structures, ending with the performance of a liturgical drama, the scale of which will depend upon the numbers of students in the course, and their proclivities. We will examine dramatic musical works in their ritual contexts, from the Christmas cycle, to the Beauvais Play of Daniel, to saints’ plays, to a range of Easter dramas. There will be an emphasis on the great “Fleury Playbook,” the Circumcision office from Beauvais, and a satirical review from the 14th century, the *Roman de Fauvel*, starring a donkey who represents the seven deadly sins. All these musical works will be studied from original manuscripts. The course is open to graduate and professional students, as well as to undergraduates, and work will be geared to particular interests and abilities. The inter-disciplinary nature of the subject precludes prerequisites; all are welcome. The instructor’s textbook on medieval music (WWNorton, 2011) will be given a test-drive in this course.

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 Thomist renaissance at the end of the 16th century, in the wake of the Council of Trent. Even so, the systematic consideration of Christian morality or ethics is both much older than this and has a wider scope than this recent Roman Catholic inflection. It is the purpose of this course to investigate the development of Roman Catholic moral theology against its wider historical horizon. This course is an introduction to the study of the basic elements of Roman Catholic moral experience and understanding as well as the criteria of Christian moral judgment and action, including the data of moral knowledge, theories of the ultimate end of human nature, ontic and epistemic aspects of sin, moral agency, the conscience, theories and methods for moral decision making, and the three dominant forms that moral theological thinking has taken in the history of the Roman Catholic Church (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 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 requires 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 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.

THEO 40613. Catholic Social Teaching

(3 -0- 3)

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)

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 Rel. Ethics

(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 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 world views. 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)

This course will study the emergence and development of the Americanist Tradition in Catholic Social Theory from the late-nineteenth 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, 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) Clairmont

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, Conversation

(3 -0- 3) Odozor

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, 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 40620. Virtue and Sin in the Christian Tradition

(3 -0- 3)

Ideals of virtue and condemnations of vice and sin have long been central to the Christian ethical tradition. Yet these seemingly basic ideas have proven to be surprisingly controversial. What does it mean to live a virtuous life—is it a matter of good dispositions, or do our actions make a real difference to our moral status? Can we identify some kinds of sinful actions in advance, or do these judgments depend on the individual’s intentions and the circumstances of the action? How should we understand specific ideals of virtue and “negative ideals” of vice—for example, does Christian love always imply a readiness to sacrifice one’s own interests and desires? Approached in this way, the topics of virtue and sin offer a vantage point from which to explore central questions in theological ethics, and to think about the implications that our ideals have on our day to day lives and our relations to others. We will explore these and related issues by reading and discussing a range of literature, focusing especially on recent work on theological ethics and the virtues. Course requirements will include student presentations, a midterm and final, or final paper.

THEO 40622. Evangelization

(3 -0- 3) Connors

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002
This seminar will seek to sketch the parameters of Catholic theology and praxis of “spreading the Good News.” Beginning from Scriptural foundations and a brief look at the history of Christian mission, we will examine recent important developments, including the following: Vatican II (especially *Dei Verbum*, *Ad Gentes*, *Nostra Aetate* and *Gaudium et Spes*); Paul VI, *Evangelii Nuntiandi*; John Paul II and the “New Evangelization;” Benedict XVI, *Verbum Domini* (2010). Special attention will be given to issues of enculturation and the relationship between evangelization and interreligious dialogue. Students will also have the opportunity to study various contemporary programmatic approaches of their choosing. Texts will include: Bevens & Schroeder, *Constants in Context: A Theology of Mission for Today* (2004); and A. Shorter, *Toward a Theology of Inculturation* (1988).

THEO 40623. Theology, Ethics, and Culture

(3 -0- 3) Clairmont

As a people with “good news” to bring to “all the nations,” Christians have always been engaged in thinking about how the Gospel relates to the world’s complex and diverse cultures. Yet Christians have maintained that the Gospel also has the power to critique and reform cultures even though, in various ways, the Church itself and its canonical texts were formed within and influenced by ancient philosophical and religious cultures. This class will investigate recent attempts by Catholic and Protestant theologians to provide theological descriptions and critiques of culture while remaining sensitive to the true and necessary gifts that cultural diversity brings to the Church. After a short introduction to contemporary cultural studies, we will read one of the classic texts in Christian theology that charts different models for how to think about the moral significance of theological engagements with culture in H. Richard Niebuhr’s *Christ and Culture*. We will then investigate the theme of Christ and culture in work of Pope Benedict XVI, Aylward Shorter, Laurenti Magesa, Diana Hayes and Dwight Hopkins. We will pay special attention to the increased importance of the phenomenon of enculturation in recent Catholic theology and on the question of the relationship between love and justice in recent Christian ethics.

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 contemporary perspectives on how Christians understand human life in light of the life, death, and resurrection of Jesus. The theological anthropology of *Gaudium et spes* (The Pastoral Constitution on the Church in the Modern World) supplemented by the theological anthropology of Karl Rahner will serve as the foundation for an exploration of the mystery of being human in an evolutionary world. In addition, each section of the course will include other theological perspectives which focus more directly on the reality of human suffering in its personal, interpersonal, and social dimensions and the relationship between human persons and the rest of creation. Questions to be considered in the course include: What does it mean to be a human person? Do we have a vocation and destiny? How is human life related to the rest of creation? What is human freedom? What is the impact of sin on human freedom and on the rest of the cosmos? What does it mean to be called to communion with God and with all of creation? In what sense can human life be called a sacrament? In a world of increasing violence, suffering, and ecological devastation, how can Christians understand what it means to be created in the image of God, impacted by original sin but also redeemed, called to divinization, and promised a future that includes resurrection of the body and a new creation?

THEO 40808. Major Roman Catholic Thinkers: John Henry Newman

(3 -0- 3) O'Regan

This course offers an expansive treatment of the work of Cardinal John Henry Newman, arguably the foremost Catholic thinker of the nineteenth century. While it will not ignore Newman's wonderful homilies, in the main it will concentrate on texts such as the *Apologia*, *The Development of Doctrine*, *Oxford University Sermons*, and *Grammar of Assent*, all of which have assumed classic status.

THEO 40810. Feminist and Multicultural Theologies

(3 -0- 3) Hilker

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 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.

THEO 40811. Religion and 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 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.

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 40816. Philosophy and Theology of the Body

(3 -0- 3)

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 & Media, 2006). Besides this we will read sections from Karol Wojtyla, *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 40819. Islam and Muslim-Christian Dialogue

(3 -0- 3) Reynolds

This course has a two-fold aim. It not only provides an introduction to the world of Islam but also attempts a comparison and evaluation of Islamic and Christian theological themes from both a systematic and historical perspective. Topics such as the nature of God and the process and content of divine revelation; the person and function of Muhammad and Jesus and exemplars of faith; the role and nature of sacred scripture and tradition; the place and nature of piety and practice in everyday life; the way that each religion sees itself in relation to other faiths; changes that each tradition has undergone in the modern period—these and other topics will be treated with the intention of deeper understanding and appreciation of the other.

THEO 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 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. 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; one excused absence is allowed for illness; participation is factored into the final grade.) Participants also synthesize within the following assignments what they have learned from both readings and class sessions: 1) in-class group work on

pedagogical strategies; 2) short written assignments and oral reports; 3) a mid-term examination; 4) a personal mission statement for the student as catechist (2–3 pages); 5) an integrative essay (10–12 pages) answering the question, “What does it mean to educate in faith?”.

THEO 40823. Religion and Literature

(3 -0- 3)

This course has as its essential context the crisis of authority of discourse in the modern period subsequent to literature gaining independence from Christianity. It focuses specifically on the three main postures literature strikes vis-à-vis confessional forms of Christianity no longer thought to have cultural capital. (1) The antithetical posture. Here Christianity is viewed in exclusively negative terms as repressive, authoritarian, and obscurantist, the very opposite of a true humanism that is literature’s vocation. Readings include Voltaire and French existentialism. (2) The retrievalist posture. This posture is fundamentally nostalgic. The loss of Christianity’s cultural authority is mourned, and literature is seen as an illegitimate substitute. Readings will include Dostoyevsky, T.S. Eliot, and Flannery O’Connor. (3) The parasitic posture. Here Christianity is criticized but not totally dismissed. Portions of it are savable, especially select elements of the New Testament that emphasize human being’s creative capacities. Readings include Coleridge, Shelley, and Emerson.

THEO 40824. Hindu and Christian Interaction

(3 -0- 3) Malkovsky

This course will provide a survey of the main events, human figures and theological models which have characterized Hindu-Christian interaction, especially since the beginning of the 19th century, a period that marks a turning-point in Hinduism’s understanding of itself. We shall attempt to determine how each of the two religions has undergone transformation in its theology and spirituality, either through the enrichment or through the challenge which the other tradition has presented. Theologically we shall examine such issues as revelation and history, divine grace and human freedom, personhood of the deity, Hindu and Christian views of Christ, theistic and non-dualistic metaphysics.

THEO 40825. God, Philosophy, and Politics

(3 -0- 3)

This is the capstone seminar for the interdisciplinary Minor in Philosophy in the Catholic Tradition. It is normally open only to undergraduates registered for that minor. The central concern is to understand the various ways in which Catholic philosophers have brought theology to bear on the study of politics and vice versa. Authors studied include Augustine, Aquinas, Robert Dahl, and Maritain.

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)

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 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 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)

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. The Holy Land

(3 -0- 3)

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 web sites of the Muslim and Christian faithful today.

THEO 40835. Darwin, Philosophy and Religion

(3 -0- 3)

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 twenty-first 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.

THEO 40836. 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, 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 40837. Meaning, Vulnerability and 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.

THEO 40838. Mystery of God

(3 -0- 3)

The general aim of the course is to introduce the student to the Catholic tradition of reflection on the triune God who always remains mysterious even in, or precisely in, his revelation in history and in our lives. The pedagogic aim is familiarity with the tradition that is the church's common possession. (Spring.)

THEO 40840. How to Be An A/Theist

(3 -0- 3)

Much has been made in recent years of the so-called "new atheists." Books by Richard Dawkins, Christopher Hitchens and others in their misguidedly enthusiastic cohort have been celebrated and vilified by both atheists and theists. This course is designed to familiarize students with some of the most compelling critiques of Christian theism as well as the various ways theologians have responded to and appropriated these critiques. The first half of the course concerns debates surrounding the nature of God and the relationship between faith and reason that began within Christianity and were taken up and transformed by philosophers in the 18th and 19th century. The second part of the course will look at the rich a/theological discussion that resulted from these philosophical revolutions and continues, Dawkins notwithstanding, today. In familiarizing themselves with this a/theological tradition, students will hopefully come to see that the question of the existence of God and its relation to religious belief is more complicated than the "new atheists" realize.

THEO 40842. Shiism and Catholicism

(3 -0- 3)

Most Western discussions of Islamic matters or the Arab world tend to focus, often implicitly, on Sunnism. This is perhaps to be expected, since the overwhelming majority of the world's 1.5 billion Muslims are Sunnis. Shias number from 150 million to 200 million people, or 10 to 15 percent of the total. In the Islamic heartland, from Lebanon to Pakistan, however, there are roughly as many Shias as there are Sunnis, and around the economically and geostrategically sensitive rim of the Persian Gulf, Shias constitute 80 percent of the population. The divide between Shiism and Sunnism is the most important in Islam. The two sects parted ways early in Muslim history, and each views itself as the original orthodoxy. Their split somewhat parallels the Protestant-Catholic difference in Western Christianity. This new course offers a panoramic survey of the Shia Islam and its commonalities with Catholicism. The course will be divided into three sections. The first part of the course, will deal with the history and origins of Shiism from its birth in the Arabian peninsula in the seventh century. We will look at the history of the early Islam and the most important events which split the two major Islamic traditions. In the second unit, the Shia doctrines, practices, political leadership and movements, gender, social relations and cultural norms will be explored. The last portion of the course will focus on the similarities and common grounds between Si-ism and Catholicism in which we will hopefully uncover the roots that remain deeply entangled and intertwined in the histories and philosophies of Christians and Muslims.

THEO 40848. Notre Dame Football to the Easter Vigil: Religion, Rituals and the Body

(3 -0- 3)

This seminar will be grounded in a theology of incarnation, the body, and sacrament; and will look at the history of Christian theological considerations of such. In order to highlight the particularity of the Christian views and practices, it will also look at the ways in which some other religions have dealt with the same issues (rites, spectacles, religious athletic pageants in the ancient world and in indigenous societies, the evaluation of embodiment, the discipline and efficacy of bodily practice).

THEO 40850. The Theology of Benedict XVI

(3 -0- 3)

The aim of the course to give an overview of the theology of Pope Benedict XVI, as this expressed both in his encyclicals and other recent writings, but also in his theological reflection as Joseph Cardinal Ratzinger. The course has essentially three foci. Roughly equal treatment means that each topic will receive a week of treatment. The first of the three foci concentrates on the Papal encyclicals *God is Love*, *Charity in Truth*, *Saved in Hope*. The second of the three foci looks at the work of the present Pope as instructional and catechetical. Here we will concentrate on *Jesus of Nazareth*, *God's Word*, and *Ten Commandments for the Environment*. The third and last of our three foci concerns the Pope as a public intellectual, specifically as intervening in the public square to provide a sense of what the church

has at stake in the modern world, what it can and must do in terms of dialogue, what it must do in terms of identity and continuing to be a witness. Among the texts that we will read are Truth and Tolerance, The Regensburg Lecture, and Values in a Time of Upheaval. Requirements include involvement in discussion, and either two eight page papers or one 15 page paper.

THEO 40851. Religion and the Visual Arts, Christian and Buddhist

(3 -0- 3)

An exploration of the role of the “icons” or sacred images in Buddhism and Christianity, and of the controversies in both traditions regarding their legitimacy and value. This course has a largely philosophical and/or “theological” agenda. It aims toward a “theory” of the holy image broad and supple enough to be usefully employed in the study of both traditions. It is designed also to provide the opportunity to assess both Buddhist and Christian conceptions of the religious sensorium (i.e., assessments offered by both traditions of the salvific value of “the eye” relative to that of “the ear,” of the “image” versus the “word,” of vision versus discourse, of the aesthetic dimension of spirituality, etc.) It would proceed by way of careful, comparative analysis of a few major examples of Buddhist and Christian art (e.g., Dunhuang murals of the Parinirvana or “Death of the Buddha” and Grunewald’s “Isenheim Altarpiece,” the Shingon “Womb Mandala” and van Eyck’s “Adoration of the Mystic Lamb,” Suger’s Abbey Church of St. Denis and Narāṣ Today or “Great Eastern Temple,” etc.). These examples would be considered against the background of both traditional and modern writings on the relations between religion and the arts (John of Damascus, Asanga, Erwin Panofsky, Jean-Luc Marion, et al.).

THEO 40853. Science, Faith, and Reason

(3 -0- 3) Rasoulipour

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002
The twentieth century, and particularly the second half of it, saw not only the increase in findings of natural science, but also the rise of claims that in certain areas scientific findings have supplanted traditional metaphysical reasoning. This amounts to the claim that in the debate between faith and reason the role of reason is taken by science. Faith, if it does not completely atrophy, is faith in science and not faith in God. The latest debates between faith and scientific reason, often of an extremely speculative turn, are new phases to old debates over the perennial question: Is the universe just there, or is there some explanation for its physical character, and for its very existence? In this course we will examine the literature of both classical Christian and classical Islamic theology and philosophy in order to see how these traditions address the relationship between science, faith, and reason. The goal of the course is neither religious dialogue nor a comparison of the two traditions. Instead we will consider what resources both traditions offer intellectuals today who see science, religion and philosophy as partners in the quest to understand human existence and the natural world. No prior knowledge of Islam is needed in order to take this course. This course will be conducted with the help of extracts from original works of medieval and contemporary Christian and Muslim writers on some scientific topics (mathematics, medicine, chemistry, astronomy, physics, etc.) in addition to classical treatments of faith and reason (whether from Justin Martyr’s Dialogue with Trypho, Tertullian’s The Prescriptions against the Heretics, Ghazali’s Deliverance from Error, and The Incoherence of the Philosophers, Aquinas’ Summa Theologica or John Paul II’s Fides et Ratio and the writings of Muslim “neo-Mutazilites”).

THEO 40854. Aquinas and Scotus: Rival Catholic Thinkers

(3 -0- 3) Cross

This course will cover some of the key points in the philosophical and theological thought of Thomas Aquinas and Duns Scotus, focusing on ways in which their systems contrast with each other on many significant issues. Topics to be discussed will include philosophical ones (some or all of the following: universals and individuation; identity and distinction; essence and existence; univocity and analogy; body and soul; cognitive theory; the freedom of the will; the grounding of the moral law; the existence and nature of God) and theological ones (some or all of

the following: Trinity; Christology [hypostatic union and Christocentrism]; grace; sacraments). The texts will be studied in English, when necessary in translations provided by the instructor.

THEO 40855. Spirituality and Discipleship

(3 -0- 3) Cunningham

Jesus calls himself “The Way” but there are many ways to follow the Way. This course will explore the notion of Christian discipleship by examining some classical texts in the Christian tradition including Thomas a Kempis, Saint Teresa of Avila, Saint Francis de Sales as well as some modern authors like Saint Therese of Lisieux, Dietrich Bonhoeffer, Thomas Merton, C.S. Lewis, and Gustavo Gutierrez. The course will be reading intensive with a number of short papers. We will begin with an examination of the New Testament understanding of discipleship by a consideration of the Gospel of Mark.

THEO 40856. Chile: Church and State 1960–2011

(3 -0- 3) Pelton

During the last fifty years the Republic of Chile has undergone rapid changes both in Church and State. From the politically conservative to a Socialist revolution to a military take over, and finally back to democracy. In view of these developments how might one predict the future of this exciting country?

THEO 40857. The Church after Vatican II

(3 -0- 3) Walatka

Prerequisite: THEO 10001 or THEO 10002 or THEO 13183 or THEO 20001 or THEO 20002 or THEO 13002

October 11, 2012 marks the 50th anniversary of the opening of the Vatican II. Almost every aspect of Catholic life and theology has been impacted in some way by the work of this council—even though there are ongoing debates about what exactly this impact should be. This course will introduce students to the event and documents of Vatican II and will explore several lines of development that grow out of the council, including liturgy, leadership and ministry, social justice, and the Church’s relationship with other religions. Optional as part of this course is a fall-break trip to Jerusalem which explores Jewish-Christian relations after Vatican II. This trip is offered as an additional 1-credit course at the Israel-Jerusalem campus (THEO 44857) and has limited spots.

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 42286. LAC Arabic Discussion for “The Quran and Its Relation to the Bible”

(1 -0- 1)

Students who have completed at least three semesters (or the equivalent) of Arabic 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 prepare the reading and a translation of selected portion of the Arabic Qur’anic text (this semester we will work on Sura 2) and attend each week the Qur’an Circle. The LAC section in Arabic associated with this course will be graded on a pass/fail basis and credited to the student’s transcript.

THEO 43001. Proseminar

(1 -0- 1)

Prerequisite: THEO 10001 or THEO 13183 or THEO 20001 or THEO 20002
This course gives an introduction to the study of theology. In particular, it provides: [1] an overview of theology and its disciplines / areas of specialization, [2] bibliographies of primary and secondary sources for theological research, and [3]

information about internships and career opportunities for theology majors. The course meets once each week for 50 minutes throughout the semester. Students are expected to attend every class. Two short papers are required at the end of the semester. Required of all Theology majors.

THEO 43250. Early Christian Latin Texts

(3 -0- 3)

A close reading of Latin Patristic Texts with attention not only to grammar and syntax but also to their historical context and theological significance.

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. Ph/Th 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.

Catholic Social Tradition

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 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 pages) that rewrites the poverty section.

CST 20503. Catholic Social Tradition, Notre Dame, and Poverty in South Bend

(1 -0- 1)

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)

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

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.

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 five-page paper for each of the first two sections of the course, write a final 10-page paper applying what has been studied to a particular ethical question, and present a summary of this paper to the class.

CST 20619. Rich, Poor, and War

(3 -0- 3) Whitmore

This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the U.S. 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 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 20654. Christian Ethics and Immigration

(3 -0- 3)

This course takes up the themes of welcoming the stranger and loving the neighbor to introduce students to the Christian tradition and its sources for ethical reflection: Scripture, tradition and experience. We will rely on immigration to the United States from Mexico as the primary though by no means exclusive test case to explore the theoretical and practical implications of our inquiry. The course's textbooks are the Bible and *Christians at the Border: Immigration, the Church, and the Bible* (2008) by M. Daniel Carroll. Students will also be required to read online resources, including the *Compendium of the Social Doctrine of the Church* (2004) and other church teachings. In four of our classes we will participate, along with students from universities across the U.S. in an e-study abroad session on migration through Catholic Relief Service's Global Solidarity Network. The final course grade is based on class participation, participation in the e-study abroad activities, two quizzes, a midterm exam, a final exam, and a case analysis and presentation.

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)

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)

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 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.

CST 23450. Labor Colloquium: Labor and the Dignity of Work
(1 -0- 1)

This colloquia will examine the understanding of the role of labor in the Catholic Social Tradition. Areas explored will include the history of labor in the U.S., the development of Catholic social teaching documents on labor, and the policies and economic practices developed in regard to labor. Labor leaders from the community will also present on the strengths and weaknesses of labor today. Students will be required to present an oral history on the role of labor in northern Indiana.

CST 23451. Sustainability Through the Catholic Social Tradition
(1 -0- 1)

This one-credit colloquia will examine the understanding of sustainability and the care of creation in the Catholic Social Tradition. There will be an examination of how we fulfill God's call to practice sustainability in an age when we have the capacity to alter creation significantly. This course will also discuss sustainability in a way that respects and protects God's creation, and provides for the common good, as well as for economic and social progress based on justice. Areas explored will include the practice of sustainability on campus, in the community, and in the developing world. Leaders in sustainability practices will be invited as guest lecturers. Students will be required to research and present a project that would assist with increasing sustainability.

CST 23453. Catholic Social Tradition and East Africa
(1 -0- 1) Whitmore

The Great Lakes Region of East Africa—Uganda, Kenya, Tanzania, Rwanda, Burundi, and the Democratic Republic of Congo—has been a site of both armed conflict and extreme poverty as well as post-conflict reconciliation and economic development. The aim of this course is to investigate and assess these elements of life in East Africa in light of Catholic social teaching.

CST 23454. Interfaith Perspectives of Justice
(1 -0- 1) Purcell

This one-credit colloquia will examine different faith traditions understanding of justice in comparison to the Catholic Social Tradition. We will explore the Abrahamic faiths, Judaism, Christianity and Islam's views of the common good and perspectives on love of God and neighbor, dealing with the poor and stewardship of God's creation. An experiential component of visiting other houses of worship will be included as part of this session, as well as guest lecturers. Students will be required to interview a person of non-Catholic faith, preferably non-Christian, and present on how their perspective compares and contrasts with Catholic Social Tradition.

CST 30164. Catholics in America
(3 -0- 3)

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 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, 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 30241. NGOs in International Relations
(3 -0- 3)

Examines the role of non-governmental organizations in world affairs.

CST 30266. Political Economy of Globalization
(3 -0- 3)

Addresses the dynamics of the phenomenon of globalization.

CST 30505. Social Entrepreneurship
(3 -0- 3) Paulsen

Social Entrepreneurship (formerly MicroVenturing I) explores the innovative concepts, practices and strategies associated with building, sustaining, and replicating social impact organizations in less developed countries (LDCs) and here in the United States. Many dynamic organizations are aspiring to a "double" or "triple bottom line"—beneficial human impact, environmental sustainability, and profitability. This course exposes students to a new and growing trend in leadership, venture creation, product design, and service delivery which uses the basic entrepreneurial template to transform the landscape of both for-profit and not-for-profit ventures. In addition, students will analyze various social enterprise business models, including microfinance, microenterprise development, bottom of the pyramid, etc., and will devise strategies and tactics to improve the efficacy of these ventures, as well as engage in research seeking to advance the field of social enterprise at Notre Dame.

CST 30654. Catholicism and Politics
(3 -0- 3)

This course poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in "Vatican III," where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.

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. (This is a sophomore-to-senior level course primarily for Soc majors and others with specifically related interests.)

CST 30718. Catholicism and Politics

(3 -0- 3) Philpott

Catholicism and Politics poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in “The Council of Notre Dame,” where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.

CST 30809. God, Philosophy, and Universities

(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.

CST 33001. Catholic Social Teaching

(3 -0- 3) Whitmore

This seminar will introduce students to the key texts that make up Catholic social teaching. Students will read one document each week and ask how the document’s ideas relate to our own present lives and planned futures. The course concludes with asking what would our anticipated professional vocations look like if informed by Catholic social teaching. For instance, what would a law firm or health clinic look like if they were formed by ideas such as the common good and the option for the poor.

CST 33100. Dorothy Day and the Catholic Worker Movement

(1 -0- 1)

This course examines the life and writings of Dorothy Day, the co-founder and spiritual guide of the Catholic Worker Movement. The course is seminar in style. Readings will include Day’s autobiography, *The Long Loneliness*, and selections from her other writings.

CST 33301. Sociology, Self, and Catholic Social Tradition

(3 -0- 3)

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)

This one-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 pages).

CST 33933. Summer Service Learning: Hispanic

(3 -0- 3) Shappell

This is a leadership internship for Hispanic studies working 10-2 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

Immersion: Eight week summer service-learning placements This three-credit course of the Summer Service Learning Program takes place before, during, and after student participation in the eight consecutive week summer immersion sponsored by the Center for Social Concerns and the Notre Dame Alumni Association. The goal of the course is to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through experiential learning, reading, writing and discussions. Writing assignments include journal assignments and a final paper. The 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. Rethinking Crime and Justice: Explorations from the Inside Out

(3 -0- 3)

What are the causes and costs of criminal behavior? How are people and communities affected by incarceration? How can we make our criminal justice system as good as it can be for all stakeholders? This course brings together students from both sides of the prison wall to explore issues including why people commit crime, what prisons are for, realities of prison life and reentry, effects of victimization, and restorative justice perspectives. This course follows the Inside-Out model of prison exchange now well established across the United States. It provides an opportunity for “inside students” (at the Westville Correctional Facility) and “outside students” (from Notre Dame) to learn with and from each other and to break new ground together. Notre Dame students travel to Westville each week of the semester for dialogue with students at the facility, who have read the same relevant texts. Together they examine myths and realities related to crime and to punishment, explore the effects of criminal justice policy, and develop ideas for responding more effectively to crime in our communities. Students must apply for this Social Concerns Seminar at the Center for Social Concerns website: <http://socialconcerns.nd.edu/academic/fall/Inside-Out.shtml>

CST 33938. Summer Service Learning: International

(3 -0- 3) Tomas Morgan

This three-credit course provides students the opportunity to encounter international realities through work with poor and marginalized people. Same academic requirements as THEO 33936 with the addition of area/country-specific readings and meetings.

CST 33950. Social Concerns Seminar: Appalachia

(1 -0- 1) Toms Smedley

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: U.S. Healthcare Policy and Poverty

(1 -0- 1) Toms Smedley

This course centers on a trip to Washington, DC, over fall break, during which time students analyze a significant social issue through contact with various

agencies, government offices, and church organizations. Students participate in preparation and follow-up sessions. Themes (e.g., Educational Reform, Violence in America) vary each year.

CST 33954. Social Concerns Seminar: Leadership Through Solidarity

(1 -0- 1)

The Leadership through Solidarity Seminar seeks to cultivate an understanding of leadership through the lens of Catholic Social Teaching. This seminar includes an experiential learning component as undergraduate students practice relationship building through prayer and service with the South Bend Catholic Worker community. The principles of solidarity and the common good are explored through faith sharing, service learning, and fellowship at the Worker and in the classroom.

CST 33963. Social Concerns Seminar: The Church and Social Action

(1 -0- 1) Purcell

This course centers around a 48-hour immersion (colloquially known as the Urban Plunge) in an urban setting during the winter break (prior to return to campus). The course includes a preparation workshop in the fall semester, readings, two reflection papers, and follow-up educational meetings.

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)

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 around travel to a L'Arche community (e.g., Toronto, Canada) to share community life with developmentally challenged persons. Students draw from the philosophy of Jean Vanier, the works of theologian Henri Nouwen, and other spiritual writings to augment this participatory learning experience.

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 33993. Ethical Leaders in Service

(1 -0- 1)

This community-based learning course will examine in an interdisciplinary process various modes of ethics and its implementation within community engagement. Among the areas explored will be personal, professional, sexual and global ethics. The students will work with vulnerable populations in the South Bend region through local non-profit partnerships to see how ethical decision making is lived out. Among the evaluation will be journaling and oral presentations on the experiences with the local non-profits.

CST 40001. 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.

CST 43479. International Migration and Human Rights

(3 -0- 3) Bustamante

This course is an extension from the “minicourse” to a full term offered by Professor 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 43651. Religion, Modernity and Globalization

(3 -0- 3)

What is the role of religion in the modern world? Does modernity have a corrosive influence on religion? Is religion able to persist in the face of modern developments? Can modernity serve as a source of religious renewal or revitalization? Does religion itself contribute to the project of modernity? And how are we to understand the very notions of “modernity” and “secularization,” particularly in the context of globalization? This course examines such questions which have been the focus of important and ongoing debates for the past century. Course readings will examine the treatment of religion in classical social thought; post-war theories of modernization and secularization; recent debates about the “post-secular” age; the thesis of “multiple modernities”; religious responses to modernity and globalization (including Papal encyclicals); and key empirical studies in recent decades that have fueled debates on these topics. The course will also consider how comparative cultural research on globalization contributes to our understanding of the relationship between religion and modernity.

CST 43662. Religion and American Society

(3 -0- 3)

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.

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 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.

CST 45100. CST Internship

(0 -3- 3)

This course is set up on an individual basis to provide students the opportunity to reflect upon internship experiences in light of Catholic social teaching. Readings and requirements will be set up on an individual basis.

CST 46100. Directed Readings

(3 -0- 3)

This course will be set up on an individual basis and allows students to pursue individual interests in the Catholic social tradition. Topics might include, for instance, poverty and policy, medical ethics, and so forth.

CST 47100. Special Studies

(0 -3- 3)

Research and writing on an approved subject under the direction of a faculty member.

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 20205. Staging the Religious: Shakespeare and His Contemporaries

(3 -0- 3)

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*; 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 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 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 which 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 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.

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" 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 nineteenth century, and American Catholic and Protestant mission endeavors and their outcomes in the twentieth 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 BC, with some consideration of prehistoric Greek forebears of the Mycenaean Age. Particular emphasis is placed upon monumental art, its historical and cultural contexts, and how it reflects changing attitudes toward the gods, human achievement, and the relationship between the divine and the human.

RLT 40206. Dante

(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. 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)

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 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)

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

RLT 40219. 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 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 40231. Greek Literature and Culture

(2.5 -0- 3)

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 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 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.

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 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 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 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 twentieth 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 CE and c.750 CE. 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 of 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 most dear 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 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*, *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*; 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 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, Neoplatonism) of antiquity, the transformation of Platonism by the Greek and Latin Church Fathers, and the medieval and Renaissance traditions derived from the above. In the first half of the semester, we shall survey the tradition as a whole and deal with a variety of general questions. However, particular attention will be given to two fundamental hermeneutic

criteria employed by the followers of this tradition: namely, "radical selectivity" and "philosophical allegorization." In the second half of the semester, two specific texts which have arguably set the pattern for the Latin and Greek intellectual traditions respectively will be studied in more detail: Augustine's *On the City of God* and the works of pseudo-Dionysius the Areopagite. The course is intended to be accessible to students without knowledge of Latin or Greek. Requirement: one final paper of 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 twelfth-century philosophical thought and grammatical-rhetorical theory. Although it will be initially necessary to cover the philological and historical ground with some care, the course will also attempt to explore in a more speculative and creative manner the question of the kind of relation between philosophy and literature in general that works like the *Cosmographia* and *De Planctu* suggest. As stimuli to such reflections, we shall pause to examine in some detail such textual phenomena as the philosophical allegory, the hermeneutical and metaphysical implications of number, the notion of self-reflexivity, and the negative symbol. The course is intended to be accessible to students without skill in Latin (although the latter would, obviously, be an advantage). Requirement: one final paper of ca. 20 pp.

RLT 40400. Religion and Literature

(3 -0- 3)

Prerequisite: THEO 10001 or THEO 20001 or THEO 24805 or THEO 13183
This course has as its essential context the crisis of authority of discourse in the modern period subsequent to literature gaining independence from Christianity. It focuses specifically on the three main postures literature strikes vis-à-vis confessional forms of Christianity no longer thought to have cultural capital. (1) The antithetical posture. Here Christianity is viewed in exclusively negative terms as repressive, authoritarian, and obscurantist, the very opposite of a true humanism that is literature's vocation. Readings include Voltaire and French existentialism. (2) The retrievalist posture. This posture is fundamentally nostalgic. The loss of Christianity's cultural authority is mourned, and literature is seen as an illegitimate substitute. Readings will include Dostoyevsky, T.S. Eliot, and Flannery O'Connor. (3) The parasitic posture. Here Christianity is criticized but not totally dismissed. Portions of it are savable, especially select elements of the New Testament that emphasize human being's creative capacities. Readings include Coleridge, Shelley, and Emerson.

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 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 financial 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. Ordinarily taken by business sophomores in the fall. Also offered to nonbusiness 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 use of accounting information and analysis for management decision and control. The purpose of the course is the learning of accounting techniques such as budget preparation, cost-volume-profit analysis, variable costing, contribution margins, relevant costing, performance evaluation of business units, transfer pricing and responsibility accounting for the planning, decision making and management control inside an organization. To complete a general knowledge of accounting and its usefulness in financial reporting and control the course also includes an introduction to auditing, attestation, corporate governance and the impact of Sarbanes Oxley Act on business organizations, plus an introduction to U.S. taxation for individuals and corporations.

ACCT 30100. Corporate Financial Reporting

(3 -0- 3)

Prerequisite: ACCT 20200 and FIN 20150

This one-semester course is designed for 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 master's 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 and FIN 20150

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 and 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

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 technical, communication, and critical thinking skills required to succeed in accounting-related careers.

ACCT 30210. Strategic Cost Management

(3 -0- 3)

Prerequisite: ACCT 20200

This course is the second in a two-course, six-credit-hour sequence that addresses cost and management accounting. The first course, Accounting and Accountancy II (ACCT 20200), 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 or MGT 24600)

This course builds on the statistical and spreadsheet foundation established in prerequisite courses by examining applications in accounting decision-making settings. To further problem-solving skills, Microsoft Excel and other add-ins are used to formulate and solve problems. The course is intended to enhance students' abilities to identify relevant information, to structure decision models, and to find optimal solutions involving 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 40510. Audit and Assurance Services

(3 -0- 3)

Prerequisite: ACCT 30110

The study of an independent accountant's assurance, attestation, and audit services. Topics include evidence, risk, standards, control, reports, liability, and ethics. This class is intended for seniors.

ACCT 40610. Federal Taxation

(3 -0- 3)

Prerequisite: ACCT 20200

This course is intended to help students acquire a broad perspective of taxation that is relevant for current as well as future tax regimes. 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. The course is an integrated blend of tax law, tax planning, tax research, accounting, economics, and finance.

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 legal topics to business situations: organization structures and entity selection, secured transactions and creditor rights, commercial paper/negotiable instruments, real and personal property, real estate, and a general overview of estate and trust law. Highly recommended for students planning to sit for the CPA exam.

ACCT 40790. Accounting and Reporting for Not-for-Profit Organizations

(3 -0- 3)

Prerequisite: ACCT 20100

Fund-accounting concepts for nonprofit institutions: current, capital outlay, debt retirement, trust and agency, enterprise, special assessment funds, general fixed asset and general bond-indebtedness group concepts for governmental units.

The application of the fund accounting concepts as applied to hospitals, colleges, universities, and health care organizations.

ACCT 40810. International Accounting

(3 -0- 3)

Prerequisite: ACCT 20200

The purpose of this course is to introduce the student to accounting issues and tools relevant for a business engaged in international operations. The course is centered on accounting aspects of a U.S. firm doing business abroad. In the process, U.S. accounting and reporting features are compared and contrasted against those of other countries. Topics covered in the course include the study of international financial reporting standards (IFRS) and their comparison to U.S. GAAP, foreign currency transactions and hedging, translation of foreign currency financial statements, taxation of foreign earned income for U.S. expatriates and U.S. corporations, international transfer prices, performance evaluation of foreign business units, international auditing, corporate governance and the U.S. Foreign Corrupt Practices Act.

Business (Nondepartmental)**BA 20202. The Business of Energy**

(3 -0- 3) Frecka

Prerequisite: ENER 20101

The course focuses on issues and challenges faced by business entities comprising the largest and most important segment of our economy—energy. Large, integrated oil and gas producers will be highlighted as well as power generators and transmission companies (primarily regulated oil and gas utilities) and producers of alternative fuels. Energy efficiency and related smart grid initiatives will be explored. The course is a requirement for students choosing the Energy minor.

BA 30310. Junior Research Challenge: Foresight in Business and Society

(3 -0- 3)

Prerequisite: BAMG 20100 and (FIN 20100 or FIN 20150) and (MARK 20100 or MARK 24100) and (MGT 20200 or MGT 24200)

The Foresight course challenges students to engage in the process of identifying and evaluating major issues and trends impacting society in the future and exploring potential business implications that can drive sustainable innovation. The course is designed to facilitate three core thinking skills (critical, systems and creative) within a framework of foresight tools and methods for assessing change, forecasting future scenarios and analyzing implications of future change. Students apply these thinking skills and the foresight framework in a semester-long team project on a topic of their choice to develop insights on emerging opportunities and provide recommendations on how business can positively influence future change and create resilient strategies to enable success in an uncertain future.

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, organizational, 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.

BACM 30520. Intercultural Communication

(1.5 -0- 1.5) Tuleja

Whether you are operating a global business or working within a highly diverse American workplace, effective intercultural communication skills are critical. Going well beyond a look at customs, you will dig deeply into the concepts and research that help explain why "culture by culture" we function the way we do. We will analyze intercultural case situations to see these theories at work. Along with developing a self awareness of our individual communication behavior, we will explore ways to become more effective intercultural communicators. Along with expanding those skills, we will examine the challenging ethical issues sometimes raised in intercultural communication.

BACM 30620. Corporate Sustainability Reporting

(1.5 -0- 1.5) Collins

Corporate sustainability reports give organizations the opportunity to inform stakeholders about the environmental, social, and economic impacts of their operations. This course introduces students to this important, emerging area of corporate communications. Students will learn how companies analyze and engage internal and external stakeholders for their reports, test the materiality of various issues, and determine indicator items to be monitored and reported. Students will discuss the motivations of various stakeholder groups and how sustainability reports are used by investors, NGOs, and consumers. Students will analyze, evaluate, and provide feedback to select companies on their report.

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

Organizational behavior and individual decision making are fascinating lenses through which to explore business ethics. 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 BAET 20300 course, the GVV elective explores the "post decision-making" stage. Thus, after one determines the right course of action, how does he/she act on it within a given context? The course will explore case studies, readings, media and "scripts"—through individual and role-playing exercises, students will practice ethical decision making. Students will design their own scenarios and plans to teach ethical action. We will study reasoning and address common rationalizations for poor decision making. The course also includes the study of individuals who've contributed to society—what were their specific choices and actions? What were their paths to leadership? Includes a 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)

Prerequisite: BAET 20300

This course focuses on issues relating to ethics in marketing such as advertising, selling, distribution channels, product safety, and other emerging themes. It builds 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. The course also features readings drawn from the business press that highlight other ethical situations faced by marketing managers.

BAET 30400. Managing and Millennials: Promise and Purpose

(1 -0- 1) McManus Warnell

Prerequisite: BAET 20300 (may be taken concurrently)

The course will explore opportunities and challenges of engaging millennials, defined as students who have graduated high school since 2000, in the business professions. The course focuses on exploring differences by generational cohort, their impact on organizational culture, and strategies to effectively work within multigenerational cultures, with an emphasis on skill-building for millennials. Topics include perceptions of millennials in business; social media/privacy/the ethics of technology; issues such as the ethics of loyalty – to self, to firm, to profession – and how these conceptions have changed; and effectively working within multigenerational cultures. We will explore our own strengths and opportunities in this context. The course is experiential and discussion-based.

BAET 30510. United Nations Global Compact

(1 -0- 1)

Prerequisite: BAET 20300

In today's interconnected global economy, there is a growing realization that we must restore public trust in business. Integrating environmental, social, and governance issues into corporate management is the overriding purpose of the United Nations Global Compact and its ten principles. This is the heart of the corporate sustainability movement. The objectives of this course are as follows: 1) To introduce the student to the United Nations Global Compact and why its focus on human rights, labor rights, environmental issues, and corruption is so attractive to the many stakeholders of business; 2) To develop the ability to think clearly about how one integrates environmental, social, and governance issues into corporate management; 3) To develop a sensitivity to the moral and ethical values that enable companies to restore public trust in business; 4) To understand how a number of companies are implementing the principles of the Global Compact by examining case studies; 5) To examine and understand the changing role of business in society.

BAET 30512. Religion, Spirituality and Work: A New Synthesis

(1 -0- 1)

Prerequisite: BAET 20300

The idea that people of religious faith ought to bring their religious values into the workplace, and that these values ought to influence the quality of life and important decisions in business, is the premise of this course. Yet what is a good business leader and how does he or she contribute to the common good? How is spirituality rooted in religion and can it be dissociated from it? What does it mean to say that business is a vocation? What is the Christian understanding of work? What are potential areas of tension in the business world for a person consciously living a spirituality of work? These and other questions are the focus of this course.

BAET 30520. Topics in Sustainable Business

(1 -0- 1)

Prerequisite: BAET 20300

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 who 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. Ethics and Compliance Programs

(1 -0- 1)

Prerequisite: BAET 20300

1) Develop fundamental knowledge of ethics and compliance programs to facilitate future interaction with such programs, whether as an employee, manager, executive, director, partner (or other principal); auditor or consultant; member of an ethics and compliance function; or shareholder, regulator or other external stakeholder. 2) 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.) 3) Develop an understanding of how ethics and compliance 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

Use the skills of business to make a difference! Share your talents with a local organization! The course operates from the recognition that the business sector offers tremendous potential to impact social issues. Students apply their skills through projects with local agencies, supervisors, and clients by volunteering with a not-for-profit organization of their choice during the 10 weeks of the class. Integration of ethical theory will be discussed as we examine the ethical dimensions of social issues. Case studies will be incorporated; theory informs analysis of the cases and offers an opportunity to consider issues witnessed at volunteer sites, including poverty, discrimination, homelessness, lack of access to societal resources and other issues. Discussion will allow exploration of the role of business in these social challenges. The course allows for macro- (readings, cases and theoretical discussions) and micro- (direct interaction with agency staff and clients) level experience. The class meets weekly for lecture and discussion. Service hours are completed on the student’s own time according to a schedule established with the instructor and site contact. Social/micro enterprise and sustainability projects are options, along with traditional nonprofit projects. If you’re already engaged with volunteer work, you may be able to apply that work to the course!

BAET 40540. The Business of Sustainability

(1.5 -0- 1.5) Glavas

The main goal of the course is to explore how to create extraordinary business value through sustainability and social responsibility. The primary topics covered are 1) the what—current and future trends; 2) the when—conditions under which business value can be created; and 3) the how—understanding how to integrate into strategy, daily practices, and the entire value chain. This course does not go into the why due to time constraints and it is assumed that all attending are interested in the topic. The methodology of the course is highly experiential and interactive. Students will be provided with resources for further learning.

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 20150. Statistical Inference in Business

(3 -0- 3)

Prerequisite: ACMS 10145

This course focuses on using data to make sound inferences about a population based on sample data, especially in business contexts. More specifically, students will learn how to make inferences using test statistics and confidence intervals in contexts of multiple groups and/or multiple variables, with multiple regression and related methods heavily emphasized. Throughout the course, issues of sampling variability, research design, causality, and the assumptions and limitations of the methods are discussed. Students will supplement their conceptual understanding of the material using statistics software.

BAMG 20500. Entrepreneurial Insights

(1 -0- 1)

This is an interdisciplinary course in which students are introduced to entrepreneurship through a series of weekly lectures offered by guests with in-depth experience across a broad spectrum of industries. Topics vary, but typically include: innovation, opportunity recognition and evaluation, product design and development, technology commercialization, capitalization and funding, legal issues, intellectual property, sales, marketing, social entrepreneurship, and economic development. All students are welcome to enroll. There are no prerequisites. Grading is based upon attendance, modest reading assignments, and online assessments.

BAMG 30460. International Management

(3 -0- 3)

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. Social Entrepreneurship

(3 -0- 3)

Social Entrepreneurship explores the innovative concepts, practices and strategies associated with building, sustaining, and replicating social impact organizations in less developed countries (LDCs) and here in the United States. Many dynamic organizations are aspiring to a double or triple bottom line—beneficial human impact, environmental sustainability, and profitability. This course exposes students to a new and growing trend in leadership, venture creation, product design, and service delivery which uses the basic entrepreneurial template to transform the landscape of both for-profit and not-for-profit ventures. In addition, students will analyze various social enterprise business models, including microfinance, micro-enterprise development, bottom of the pyramid, etc., and will devise strategies and tactics to improve the efficacy of these ventures, as well as engage in research seeking to advance the field of social enterprise at Notre Dame.

BAMG 30506. Microventure Consulting

(3 -0- 3)

Prerequisite: BAMG 30505 or BAUG 30505 or IIPS 30924 or CST 30505
Microventure Consulting melds social and microentrepreneurial theory, techniques and tools with practical application through service learning. The course provides a practicum experience focused on the creation of marketing, financial and/or operational plans, culminating in a strategic analysis and/or business plan.

The course also covers issues relating to community, regional, and international economic development; business modeling, including on-line business models; domestic and international microfinance; and business law.

BAMG 30520. Funding New Ventures

(1.5 -0- 1.5) Moore

Prerequisite: (MGTE 30500 or BAMG 30500) and ACCT 20200 and BAMG 20100 and FIN 20150 and MARK 20100 and MGT 20200 and MGT 20600
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)

A prerequisite for internships in foreign countries, this course provides insight into variations on business launch and operation in different global contexts, and includes discussion of global and national support agencies, market feasibility and cultural issues. Students participate in a practicum in which they provide consultative service to a startup or NGO in a less developed country during the summer months. In addition to broad, general content common to all internships, students also receive personalized briefings on specific country guidelines to facilitate their adjustment.

BAMG 30700. Introduction to Process Analytics

(1.5 -0- 1.5)

Prerequisite: BAMG 20100

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)

Prerequisite: (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, which 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 80–90 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. Students whose families own businesses will find this course especially useful in preparing them for the opportunities and challenges associated with being an actual or potential shareholder, director or manager in their family's enterprise.

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 20005. Corporate Financial Management

(3 -0- 3)

Prerequisite: ACCT 20100 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 20500. Entrepreneurial Insights

(1 -0- 1)

Entrepreneurial Insights is an interdisciplinary course in which students are introduced to entrepreneurship through a series of weekly lectures offered by guests with in-depth experience across a broad spectrum of industries. Topics vary, but typically include: innovation, opportunity recognition and evaluation, product design and development, technology commercialization, capitalization and funding, legal issues, intellectual property, sales, marketing, social entrepreneurship, and economic development. All students are welcome to enroll. There are no prerequisites. Grading is based upon attendance, modest reading assignments, and online assessments.

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 towards graduation credits in the Mendoza College of Business.

BAUG 30000. Career Planning Strategies and Tactics

(1 -0- 1)

This course is designed to provide students with the tools to manage their career throughout their working lifetime. It begins with career discernment and clarifying 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. This course is designed not only to address the planning process necessary to start the job search, but also incorporates specific assistance in such areas as resume 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 30100. The Global Commons and Planet Earth

(2 -0- 2)

This course is an introduction to the Global Commons; those sets of shared resources upon which we depend for life. This not only includes the sky, oceans, and forests, but also cultural resources such as the Internet, language, and our genetic code. In addition to the private and public sectors, the commons offers ways of co-governance and co-production that support responsible stewardship of the planet. The course will scan the history of the commons, the enclosure movement, where commons have succeeded and where they have not, and examine how the framework of the commons can provide a much needed vision for planetary sustainability. Special features: 1) working in teams to develop in-depth presentations on an aspect of the commons; 2) interaction via teleconference with experts and activists who are working in the area of the global commons

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. 10-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 economics, science, public policy, 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)

This course involves viewing films to explore the many dimensions of fraud including who commits fraud and why, the cost of fraud, and tools of fraud prevention and control. Typical films include *The Crooked E*, *How to Steal \$500 Million*, *The Insider*, *The Informant*, and *The Smartest Guys in the Room*. Assignments include background readings, class discussion, and written critiques.

BAUG 30229. Business Perspectives and Economic Development (2 -0- 2)

Prerequisite: THEO 33931 (may be taken concurrently) or CSC 33931 (may be taken concurrently)

By permission only; contact the Gigot Center for Entrepreneurship to register. Junior or senior standing required. This course is an experiential- and service-learning opportunity offered in partnership with the Center for Social Concerns to spend up to ten weeks in the field with a micro or social enterprise partner, including ACCION USA, the Aspen Institute, or other similar partner. Students will be required to participate in pre-field orientations, engage in readings relevant to the field of social/micro enterprise, document their experiences via reflection and analysis, as well as participate in an academic analysis/presentation following the field work. Course credit does not count toward an individual's graduation requirements.

BAUG 30505. Social Entrepreneurship

(3 -0- 3)

Social Entrepreneurship explores the innovative concepts, practices and strategies associated with building, sustaining, and replicating social impact organizations in less developed countries (LDCs) and here in the United States. Many dynamic organizations are aspiring to a double or triple bottom line—beneficial human impact, environmental sustainability, and profitability. This course exposes students to a new and growing trend in leadership, venture creation, product design, and service delivery which uses the basic entrepreneurial template to transform the landscape of both for-profit and not-for-profit ventures. In addition, students will analyze various social enterprise business models, including microfinance, micro-enterprise development, bottom of the pyramid, etc., and will devise strategies and tactics to improve the efficacy of these ventures, as well as engage in research seeking to advance the field of social enterprise at Notre Dame.

BAUG 30506. Microventure Consulting

(3 -0- 3)

Prerequisite: BAMG 30505 or BAUG 30505 or IIPS 30924 or CST 30505

Microventure Consulting melds social and microentrepreneurial theory, techniques and tools with practical application through service learning. The course provides a practicum experience focused on the creation of marketing, financial and/or operational plans, culminating in a strategic analysis and/or business plan. The course also covers issues relating to community, regional, and international economic development; business modeling, including on-line business models; domestic and international microfinance; and business law.

BAUG 30700. Real Estate Fundamentals

(3 -0- 3)

(Note: This course does not count as a finance major elective.) This course provides 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.

BAUG 35500. Internship Practicum

(0 -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 35500 does apply towards graduation credits in the Mendoza College of Business. BAUG 35500 Internship Practicum credits do count towards degree-seeking credits in the Mendoza College of Business.

Finance

FIN 20150. Corporate Financial Management

(3 -0- 3)

Prerequisite: ACCT 20100 or BAUG 20001

This course is required for finance majors and 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, and the theory of capital structure.

FIN 30210. Managerial Economics

(3 -0- 3)

Prerequisite: (ECON 10010 or ECON 10011 or ECON 10020 or ECON 20010 or ECON 20011) and BAMG 20100

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)

Prerequisite: (ECON 10010 or ECON 10011 or ECON 10020 or ECON 20010 or ECON 20011) and BAMG 20100

The course addresses topics including the goals of economic policy, national income accounting, theory of income determination and the determination and behavior of economic aggregates, such as total output and the price level.

FIN 30400. Advanced Corporate Finance

(3 -0- 3)

Prerequisite: FIN 20150 and BAMG 20100

This course provides a sound conceptual framework within which a wide variety of corporate financial decisions can be evaluated. The course builds upon and extends the topics in FIN 20150. Topics covered include corporate governance, financial statement analysis, security valuation, capital structure theory, dividend policy, security issuance, and advanced capital budgeting.

FIN 30600. Investment Theory

(3 -0- 3)

Prerequisite: FIN 20150 and BAMG 20100

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 20150

(*Note: This course does not count as a Finance major elective.*) This is an introduction to the principles and practices of real estate. Topics covered include land use patterns and regulation, real estate finance, valuation, real estate law, brokerage and transfers, urban economics, and real estate development.

FIN 30710. Land Conservation Financing

(1 -0- 1)

This course introduces the land conservation movement in the U.S. and covers the public and private financial mechanisms available to protect environmentally sensitive land and green space. Topics include such alternative public financing mechanisms as traditional tax-subsidized programs, ballot initiatives, and finance programs, and private financing mechanisms such as use of tax crediting programs to attract low cost private capital. Public/private partnerships and sophisticated new development methods such as small growth and conservation development will be discussed.

FIN 30720. Real Estate Development Process

(3 -0- 2)

This is a first course in real estate development, designed to expose students to the practice of development from project inception to completion and subsequent real estate asset management. Course objectives include: 1) developing familiarity with institutional features of the real estate industry (legal and regulatory processes, real estate markets, financial markets, etc.); 2) exploring the practical problems of real estate development; and 3) exposing students to professionals from the development industry. The course will be taught jointly by Notre Dame faculty and real estate practitioners.

FIN 40230. Business Forecasting and Data Mining

(3 -0- 3)

Prerequisite: (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600 and (ACCT 30100 or (ACCT 30110 and ACCT 30120))

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)

Prerequisite: (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600 and ACCT 30100

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)

Prerequisite: (ACCT 30100 or (ACCT 30110 and ACCT 30120)) and (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600

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 40450. Corporate Risk Management

(3 -0- 3)

Prerequisite: (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600 and (ACCT 30100 or (ACCT 30110 and ACCT 30120))

This course examines why risk management is important for non-financial firms, how they can measure their risk exposures, and alternative approaches for hedging or insuring against identified risks. It provides an in-depth analysis of strategies and financial instruments available for managing commodity price risk, currency risk, interest rate risk, and credit risk.

FIN 40480. Corporate Governance

(3 -0- 3)

Prerequisite: (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600 and (ACCT 30100 or (ACCT 30110 and ACCT 30120))

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)

Prerequisite: (ACCT 30100 or (ACCT 30110 and ACCT 30120)) and (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600

This course provides a framework for understanding and evaluating the inherent flexibility in corporate 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.

FIN 40500. International Finance

(3 -0- 3)

Prerequisite: (ACCT 30100 or (ACCT 30110 and ACCT 30120)) and (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600

This course is an overview of the issues that corporations and financial institutions face when operating in international markets. It addresses the international financial environment and examines several factors that influence the determination of exchange rates. It defines the foreign exchange risk exposure that corporations may face and examines possible risk management solutions, with a focus on the use of derivative markets such as options, swaps, and futures. Finally, it examines investment related issues within an international setting. Case studies may be used to emphasize issues and problem solving techniques.

FIN 40520. Global Portfolio Management

(3 -0- 3)

Prerequisite: (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600 and (ACCT 30100 or (ACCT 30110 and ACCT 30120))

This is an advanced investments course that will elaborate on the basic principles discussed in introductory finance courses with a focus on multi-asset portfolio management in a global context. The 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: (ACCT 30100 or (ACCT 30110 and ACCT 30120)) and (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600

The objective of this course is to develop a detailed understanding of the tools used by market professionals and corporate managers to analyze the value of companies and stocks. The central theme of the course will be the pricing of equity securities using discounted cash flow and relative valuation techniques. After completing this course, students should be able to identify and interpret the key value drivers for a firm or industry, develop quantitative models for firm and equity valuation based on DCF and multiples, and present firm and equity valuation analyses in a professional manner.

FIN 40620. Trading and Markets

(3 -0- 3)

Prerequisite: (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600 and (ACCT 30100 or (ACCT 30110 and ACCT 30120))

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: (ACCT 30100 or (ACCT 30110 and ACCT 30120)) and (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600

This course examines various options and futures markets, providing rigorous training to prepare students for employment with firms where derivatives are either of primary importance (e.g., banks, trading firms) or secondary importance (e.g., corporations having interest rate or foreign exchange exposure that requires hedging.) Topics include fundamental pricing relations and models, trading strategies, and risk management. The emphasis is on financial derivatives for which the underlying assets are stocks, bonds, or foreign exchange.

FIN 40640. Applied Investment Management

(6 -0- 6)

Prerequisite: (ACCT 30100 or (ACCT 30110 and ACCT 30120)) and (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600

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, gaining knowledge of the mechanics of trading, current theories of market microstructure, principles of equity, bond valuation and technical analysis, and the role of derivatives. Student will actively manage this portfolio throughout the semester.

FIN 40650. Advanced Derivatives and Risk Management

(2 -0- 2)

Prerequisite: FIN 40630 (may be taken concurrently) or FIN 44630

This course provides rigorous applied training to prepare students for employment with firms where derivatives are either of primary importance (e.g., banks, trading firms) or secondary importance (e.g., corporations that hedge either interest-rate risk or foreign exchange-rate exposure). Specific topics include swaps, interest-rate forwards and options, advanced derivative strategies, financial risk management techniques, and organizational risk management.

FIN 40660. Fixed Income Investment Strategies

(3 -0- 3)

Prerequisite: (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600 and (ACCT 30100 or (ACCT 30110 and ACCT 30120))

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: (ACCT 30100 or (ACCT 30110 and ACCT 30120)) and (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600

This course introduces students to advanced topics in investment. The building blocks of the course include portfolio theory and factor models, active quantitative investment strategies based on time-series and cross-sectional return predictability, market frictions (transaction costs, liquidity, short-sale constraints, tax, etc.) and major institutional players. Special topics change from one year to another to reflect recent trends and practices in the industry.

FIN 40690. Behavioral Finance

(3 -0- 3)

Prerequisite: (ACCT 30100 or (ACCT 30110 and ACCT 30120)) and (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600

This course provides 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 investors are not fully rational and arbitrageurs have limits to how aggressively they can trade. A number of stock market anomalies will be presented and analyzed.

FIN 40710. Real Estate Valuation and Investment

(3 -0- 3)

Prerequisite: (ACCT 30100 or (ACCT 30110 and ACCT 30120)) and (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600

The course considers methods of real estate valuation with emphasis on income property valuation and single property investment analysis. Topics will include market comparable and discounted case flow methods of valuation, financial leverage, taxes, corporate real estate investment, performance measures, pro forma construction, and software (Argus); and the role of real estate in mixed asset portfolios. Techniques of market analysis may be considered.

FIN 40720. Real Estate Capital Markets

(3 -0- 3)

Prerequisite: (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600 and (ACCT 30100 or (ACCT 30110 and ACCT 30120))

This course analyzes primary and secondary real estate capital markets. Included are fundamental features, investment characteristics, and underwriting of commercial and residential mortgages. The economics and mathematics of alternative loan structures is considered. Additionally, construction debt, sub-debt, alternative lending (land/bridge/hard asset loans), private and public equity markets, and real estate securitization markets are covered. The basic structure and mathematics of private equity funds and joint ventures is addressed.

FIN 40820. Mathematical Methods in Financial Economics

(3 -0- 3)

Prerequisite: (FIN 30210 or FIN 34210 or ECON 30010 or ECON 34010) and (FIN 30220 or FIN 34220 or ECON 30020 or ECON 34020) and FIN 30400 and FIN 30600 and (ACCT 30100 or (ACCT 30110 and ACCT 30120))

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 both discrete and 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.

FIN 40850. Credit and Liquidity Crisis of 2008: Lessons Learned

(2 -0- 2)

This course will take a close look at the myriad factors that contributed to the collapse of the financial markets in September, 2008 and how various leaders reacted in an attempt to save the global economy and prevent another Great Depression. We will study and critique the key players (Paulson, Bernanke, Cox, Dimon, Fuld, Mack, Blankfein) and entities (Bear Stearns, Lehman, AIG, Morgan Stanley, Goldman Sachs, major U.S. commercial banks, the U.S. Treasury, the Federal Reserve, the SEC, the ratings agencies) involved in the melt-down of the financial markets. This course will focus on who acted ethically and who behaved unethically before and during the crisis. What behaviors contributed to this calamity and how best to "regulate" (legislatively and morally) the financial services industry in the future in order to minimize the possibility of repeating this catastrophe will also be a key topic of this course.

FIN 40860. Topics in Finance

(1.5 -0- 1.5)

This course will consider a variety of current topics in finance.

FIN 46012. Directed Readings in Contemporary Investments

(3 -0- 3)

The purpose of this directed reading course is to provide the student with an appreciation of the professionals and techniques that have shaped the world of investing into the multifaceted industry that it is today. Through both the readings and response papers you should develop an understanding of the investing principles that will prove useful throughout your career in finance.

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 an introduction to the world of Information Technology Management. Students will attain a general understanding of opportunities and challenges in IT management. This understanding will be achieved through online research and discussion of IT management issues and business processes as well as hands-on use of common IT application tools. Microsoft Excel will be used to structure and solve general business problems, analyze what-if scenarios and solve complex business optimization problems, while Microsoft Access will be used to introduce students to database concepts and structure. In addition, students will research and use an online website development tool in order to create a personal website. The capstone project for the course will involve working with team members to integrate acquired knowledge of IT applications in order to solve a complex business problem.

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)

Prerequisite: MGT 20600

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)

Prerequisite: MGT 20200 and MGT 20600 and MGT 30220

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 40700. Project Management

(1.5 -0- 1.5)

Prerequisite: (MGT 20200 and MGT 20600) and BAMG 30700

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. Quantitative Decision Modeling

(1.5 -0- 1.5)

Prerequisite: MGT 20600 and BAMG 20100

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 them 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 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 and 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

What is leadership? Which types of leadership are more effective? How do you get entire business units, and the people in them, motivated to do what needs to

be done? Can leadership make a difference? We'll ask and answer these questions while seeking to understand the process by which a person who holds responsibility is able to facilitate unit performance.

MGTE 30500. Introduction to Entrepreneurship

(3 -0- 3)

This course serves both as the foundational course for Entrepreneurship majors, and an overview of entrepreneurship fundamentals for non-business majors. Students are introduced to competing definitions of entrepreneurship, its history and role in free market enterprise as an engine of economic growth, wealth creation, and improvement of the human condition; entrepreneurial personality traits and skill sets, and the mechanics of bringing a new product or service to market, including innovation and ideation, technology “push” and market “pull,” disruptive business models, and the elements of feasibility analyses and venture plans. No prerequisites.

MGTE 30510. Entrepreneurship: Go to Market

(1.5 -0- 1.5)

Prerequisite: MGTE 30500 or MGTE 34500 or BAUG 10000 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.

MGTE 30520. Funding New Ventures

(1.5 -0- 1.5)

Prerequisite: MGTE 30500 or MGTE 34500 and BAMG 30500 and BAUG 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!

MGTE 40590. Entrepreneurship and Business Planning

(3 -0- 3)

Prerequisite: (MGTE 30510 or BAMG 30510) and (MGTE 30520 or BAMG 30520)
This capstone course takes students through the entire business plan preparation process, including innovation and ideation, competitive market analysis, preparation of pro forma financial statements, a complete written business plan, and presentation. Students are strongly encouraged to enter their plans in the annual McCloskey Business Plan Competition. *Prerequisites:* MGTE 30500 and MGTE 30540.

MGTI 30610. Application Development

(3 -0- 3)

Prerequisite: MGT 20600

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

(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 like

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 like 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 like 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 & 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 will 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. Android Application Development

(3 -0- 3)

Prerequisite: MGT 30610 or MGTI 30610

The advent of mobile computing in recent years has transformed the way we communicate, work, and play. Devices like smartphones and tablets not only provide exciting new ways for developers to bring their visions to life, but they have spawned an entirely new ecosystem of application development, publishing, and marketing. As these compact computers increase in processing power and expand their feature sets to include not just touch control but motion sensors, cameras, GPS, and more, opportunities for creative and disruptive application development only increase. Commanding a significant percentage of mobile device adoption and embracing an openness that facilitates learning and discovery, the Android operating system is an ideal platform for exploring this exciting new environment. In this class, you will learn the skills necessary to develop, debug, and publish Android applications: we will start with a crash course in Java, the foundation for all Android development, then dive into the vast possibilities provided by the Android framework and related APIs. The class will culminate in a project where you will create, design, and implement a complete Android app—ready, if you choose, to unleash upon the world.

MGTI 40620. Advanced Topics in IT Management

(1.5 -0- 1.5) Matta

Prerequisite: MGT 30660

This course will introduce students to some of the leading edge topics in IT Management. These will include but not be limited to Data Analytics and Business Intelligence, Enterprise Information Management (ERP, CRM and SCM), Web Channel Solutions, Mobile Computing Business Applications, Virtual Computing, and Privacy & Security. Outside speakers will be used to present real life applications on these topics. Cases will be used to highlight managerial issues, implications and concerns. Students will also be required to research each topic and present their findings to the guests and instructor.

MGTI 40630. Advanced Database Topics

(1.5 -0- 1.5) Miller

Prerequisite: MGTI 30630

This course will include the following advanced topics in database management systems: Entity-relationship modeling of a complex business environment based on close to real-life business environment, from initial business requirements to the business model; exploration of complex existing database and reverse engineering an ER model using state-of-the-art ER diagramming tool; advanced forms of normalization including Boyce Codd Normal Form (BCNF) and de-normalized structures used to improve reporting performance including data warehousing examples; database performance and indexing including both B-tree and bitmap indexes; introduction to triggers and pl/sql programming; user creation and database security including privileges, grants and roles; advanced Web applications including JavaScript libraries and Web services (Google mashups, integration with external services).

MGTI 40660. Building Web Applications

(3 -0- 3)

Prerequisite: MGT 20600

In this class, you will learn both the technologies and the tools you need to build modern and secure Web applications. On the client side, you will learn to layout and style your pages with Cascading Style Sheets (CSS) and HTML. You will learn to add interactivity with JavaScript using the jQuery framework. On the server side, you will learn both Procedural as well as Object Oriented Programming with ColdFusion (CFML) and how to use both SQL and Object Relational Mapping (ORM) to interact with a relational database. You will become familiar with the Model-View-Controller design pattern for architecting your applications. Along the way, you will be using many industry standard tools to build your applications including the Eclipse IDE and Dreamweaver for coding, and Subversion for source control.

Marketing**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 Organizational Buyer 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 30120. Marketing Research

(3 -0- 3)

Prerequisite: MARK 20100

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 30130. Marketing Analytics

(3 -0- 3) Gilbride

Prerequisite: MARK 20100

Marketing is an increasingly analytical profession driven by the availability of data and analytical techniques to improve decision making. This undergraduate course will introduce decision models that rely on financial data, other marketing metrics including web based key performance indicators, as well as statistical analyses. This course seeks to integrate the various analytical techniques taught in the business school within a marketing context. This course is appropriate for individuals considering careers in brand management, product management, retail management, marketing research, or consulting.

MARK 30500. Advertising and Promotion

(3 -0- 3)

Prerequisite: MARK 20100

Increasingly, business firms approach advertising and promotion from an integrated marketing communications perspective which recognizes the importance of coordinating the various promotional mix elements to develop more effective marketing programs. In this course, the roles of advertising, consumer and trade promotions, sponsorships, branded entertainment and viral marketing will be examined within this broader framework. Emphasis will be placed on developing the key concepts and theories of marketing communications as well as the analytic skills needed to apply these concepts to managerial decision making. Although there will be much discussion about communication theory, the primary focus will be on the problems and tasks involved in the management of marketing communications. Ethical and regulatory issues related to unfairness and deception will also be examined.

MARK 30650. Professional Selling in Business to Business Markets

(3 -0- 3)

Prerequisite: MARK 20100

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 30900. Marketing and Sustainability

(3 -0- 3) Mish

Prerequisite: MARK 20100

This course examines business sustainability from a marketing perspective. Drawing on news media, documentary films, websites, guest speakers, and a variety of written materials, students will investigate a specific industry, compare approaches to influencing consumer behavior, analyze corporate sustainability reports, apply marketing and sustainability concepts to business case scenarios, and develop a personal sustainability philosophy statement. This is a highly interactive seminar-style course involving cross-disciplinary teams; it meets requirements for the MCOB marketing major as well as the ND sustainability minor and science-business major.

MARK 40100. Strategic Marketing

(3 -0- 3)

Prerequisite: MARK 30100 AND MARK 20100 AND MARK 30120 or MARK 34100 or MARK 30650 or MARK 40400 or MARK 43500 or MARK 30400 or MARK 30500 or MARK 43900 or MARK 34600 or MARK 40300 or MARK 46005 or MARK 46602 or MARK 46603

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) Sredl

Prerequisite: MARK 20100

This course addresses the cultural dimensions of the globalization of markets, organizations, and consumer behavior. The objective is to develop managerial skills for success in an international setting. Topics to be covered include management of cross-cultural organizations, cross-cultural consumer behavior, cross-cultural market research, intercultural marketing strategy, and marketing communication across borders. Students will execute a group project directed to a selected region of the world.

MARK 40400. Building Great Brands

(3 -0- 3)

Prerequisite: MARK 20100

A review of the brands making the biggest impact in our lives today and why. Why they are strong, how they got that way and what it takes to keep them there. Why some brands are merely good and why some brands become great. Included too will be the “what if’s”: not only brands that tried and failed but a look at the differences inherent in competing brands within the same industry—some strong, some weak—and the strategic choices that yielded their success (or lack of it). The course will involve case studies and analysis, with guest lectures from some of the country’s top brand stewards. The goal is to give students a solid framework for understanding the thinking brought to bear in virtually every consumer business in America.

MARK 40550. Public Relations

(3 -0- 3)

Prerequisite: MARK 20100

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, non-profit, 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 40650. Marketing Planning for Growth

(3 -0- 3) Weber

Prerequisite: MARK 20100

The marketing planning process learned in this course can itself serve as a unique and important differentiator for helping your company to capture new business.

The process emphasized and learned in this course will be especially beneficial for anyone who envisions being responsible for top line revenue growth. This is especially relevant for anyone aspiring to positions where career success will be heavily dependent upon one’s proven abilities to bring in profitable new business on a regular basis. Thus, this course will be especially valuable for aspiring high level division, sector, regional or national marketing executives, aspiring chief marketing officers, aspiring partners in consulting, financial, accounting or legal firms, and aspiring entrepreneurs. Success in all of these careers will be largely dependent upon one’s proven ability to bring in substantial, profitable new business on a regular basis as a so-called “rainmaker.” Students in this course will learn proven, sound theoretical, yet practical processes for doing just that.

MARK 41100. Strategic Marketing Lab

(0 -0- 0)

Prerequisite: MARK 30100 AND MARK 30110 AND MARK 30120*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 43700. Product Innovation

(3 -0- 3)

Prerequisite: MARK 20100

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)

Prerequisite: (MATH 10560 or MATH 10860) and PHYS 10310

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 20213. Measurements and Data Analysis

(4 -0- 4)

Prerequisite: AME 20211 (may be taken concurrently) or AME 20212 (may be taken concurrently)

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

Introduction to the UNIX operating system and the Fortran programming language with applications to engineering computing. Fall.

AME 20221. Mechanics I

(3 -0- 3)

Prerequisite: (EG 10111 or EG 10112) and ((MATH 10560 or MATH 10860) and PHYS 10310)

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)

Prerequisite: MATH 20550 and AME 20221 and 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

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 CE 20150 or MATH 20550

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 30314. Differential Equations, Vibrations, and Control I

(3 -0- 3)

Prerequisite: MATH 20580

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

Systems of nth-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)

Prerequisite: AME 20222 and (AME 20231 or AME 24231) and (MATH 20580 or MATH 20610)

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 30331 or AME 34331 or CE 34330 or AME 30033

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. Theoretical and Experimental Aerodynamics

(4 -0- 4)

Prerequisite: AME 20213 and AME 30331

Theoretical and applied aerodynamics, airfoil theory, lifting line theory, boundary layer theory, blade element theory, use and operation of a subsonic wind tunnel for aerodynamic measurements.

AME 30334. Heat Transfer

(3 -0- 3)

Prerequisite: AME 30031 or AME 30331 or CE 34330 or AME 34331 or AME 30033

Corequisite: AME 31334

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

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)

Introduce the concepts of computer-aided design and manufacturing (CAD/ CAM) using contemporary solid modeling software. Subjects include; feature

based solid, assembly and mechanism design, dimensioning and detailed drawings for documentation, and tool path generation for computer-aided manufacturing. Fall and Spring.

AME 30362. Design Methodology

(3 -0- 3)

Prerequisite: AME 20212 or AME 30361 (may be taken concurrently)

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

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

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 32341. Aerospace Structures Recitation

(0 -0- 0)

Corequisite: AME 30341

Recitation session for AME 30341, Aerospace Structures

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)

Prerequisite: AME 20222 and MATH 20580 or MATH 20610

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, 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

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)

Prerequisite: AME 20222 and AME 30315

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)

Prerequisite: AME 20211 and (AME 30331 or CE 34330 or AME 34331)

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

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)

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 and Spring.

AME 40510. Introduction to Numerical Methods

(3 -0- 3)

Prerequisite: AME 30314

Undergraduate level—interpolation, differentiation, integration, initial value and boundary value problems for ordinary differential equations; solution methods for parabolic, hyperbolic, and elliptic partial differential equations; applications to classical and current research problems in engineering and science.

AME 48491. Undergraduate Research

(V -0- V)

A research project at the undergraduate level under the supervision of a faculty member.

AME 50532. Computational Fluid Dynamics

(3 -0- 3)

Prerequisite: AME 30331 or AME 34331 or AME 30332

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. Fall.

AME 50535. Energy Systems

(3 -0- 3)

Prerequisite: 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, condensers, as well as alternative energy sources. Fall.

AME 50541. Finite Element Methods for Structural Analysis

(3 -0- 3)

Prerequisite: AME 20241

An introduction to the finite element method with applications to problems in structural analysis. Basics of linear and non-linear finite element formulation and programming, applications to bars, beams, and simple continuum problems, use of commercially available codes with advanced input/output capabilities. Fall.

AME 50542. Engineering Analysis of Manufacturing Processes

(3 -0- 3)

Prerequisite: AME 20241

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. Fall.

AME 50551. Introduction to Robotics

(3 -0- 3)

Prerequisite: AME 30314 or AME 34314

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. Spring.

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. Fall.

AME 50571. Structural Aspects of Biomaterials

(3 -0- 3)

Prerequisite: AME 20241 and (CBE 30361 or CBE 34361)

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. Spring.

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 nonautonomous systems, boundedness, center manifold theory, bifurcations, feedback linearization and hybrid systems. Fall.

AME 50652. Intermediate Controls

(3 -0- 3)

Prerequisite: AME 30315

The application of techniques such as the phase-plane method, Lyapunov method, vector-format method, the z-transform method, and statistical methods to the design of control systems. Fall.

AME 53631. Molecular Thermodynamics

(3 -0- 3)

A study of thermodynamics and applied physical chemistry, using generalized methods to solve chemical engineering problems. Spring.

AME 57560. Baja Design

(3 -0- 3)

The course will involve the design of a Baja off-road vehicle

Chemical and Biomolecular Engineering**CBE 20255. Introduction to Chemical Engineering Analysis**

(3 -0- 3) Kantor

Prerequisite: (MATH 10560 or MATH 10460 or MATH 10860) and (CHEM 10122 or CHEM 10172 or CHEM 10182) and PHYS 10310*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)

Prerequisite: CBE 20255

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) Goodrich

Prerequisite: CBE 20255

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 20260. Chemical Engineering Thermodynamics I

(3 -0- 3) McCready

The course provides an introduction to modern applied thermodynamics, with a focus on aspects relevant to chemical engineers. It begins with 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.

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 22260. Chemical Engineering Thermodynamics I Tutorial

(0 -0- 0)

Tutorial for Chemical Engineering Thermodynamics I

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 (1). The model include analysis of the state of land, soils and food, water, forests, non-renewable 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) Kantor

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 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) Hill

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 30357. Biotransport

(3 -0- 3) McCready

This course is an introduction to momentum transport with applications to biological and medical systems. It will serve as a replacement for CBE 30355 for interested students.

CBE 30361. Science of Engineering Materials

(3 -0- 3) McGinn

Prerequisite: CHEM 10114 or CHEM 10116 or CHEM 10118 or CHEM 10121

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 30363. Materials Science and Engineering of Polymers

(3 -0- 3) Guo

This course focuses on the principal materials fields that are satisfied by polymeric materials. The topics covered by this course are to provide a polymer science and

engineering background to engineering students, emphasizing the interrelationship between chemistry, microstructure, thermodynamics, properties and performance, as well as engineering applications of a number of advanced polymeric materials. These topics include a general introduction to polymers, basic characteristics of the major classes of polymerization reactions, mechanical and thermal properties of polymers, polymer thermodynamics, techniques for characterizing the chemical and physical properties of polymers, and engineering and processing of polymers in the context of modern, real-world applications.

CBE 30367. Chemical Engineering Thermodynamics II

(3 -0- 3) Brennecke

Prerequisite: CBE 20260

Corequisite: CBE 32367

Principles of phase and chemical equilibria are defined and used in the solution of chemical engineering problems drawn from the traditional process industries, biological systems, materials processing, pharmaceutical manufacturing and other industries.

CBE 30385. Introduction to Bioengineering

(3 -0- 3) Zartman

The fundamental principles of mass, energy, charge and momentum conservation are introduced in the form of algebraic and differential conservation equations.

These are applied to engineering problems drawn from human health and other biological systems.

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 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 32367. Chemical Engineering Thermodynamics II Tutorial

(0 -0- 0)

Corequisite: CBE 30367

Tutorial for Chemical Engineering Thermodynamics CBE 30367

CBE 37393. CBE Special Studies—Cambridge

(3 -0- 3)

A surprisingly large number of products manufactured by the chemical and allied industries are in the form of particulate solids. Most chemical engineers will find themselves working with particles at some point in their professional life, and certainly in their domestic setting. Knowledge of particulate behavior is therefore necessary, and arguably a key attribute for those working in or at the boundaries of the discipline, where many of the materials encountered involve particulate phases. These lectures will focus on granular materials (as opposed to colloids) and introduce engineering models for particulate behavior, with the occasional diversion into the underlying physics or chemistry to show where things come

from. The aim of this course includes introducing the physical principles involved in the areas of particulate characterization and testing, interparticle forces, statics and dynamics of dense phase particle operations, and some key particulate manufacturing processes

CBE 40411. Chemical Engineering Undergraduate Seminar

(3 -0- 1) McCready

Discussions of current events from a chemical engineers prospective.

CBE 40435. Electrochemical Energy Conversion and Storage

(3 -0- 3) McGinn

Fuel cells and batteries directly convert chemical energy to direct-current electrical energy via electrochemical reactions. Such electrochemical conversion and storage of energy is an attractive alternative energy option for transportation and stationary applications. This course offers a comprehensive look at the electrochemical nature of energy conversion and storage in fuel cells and batteries, the engineering requirements that must be fulfilled for their efficient operation and the technology of their construction.

CBE 40439. Simulation and Optimization

(3 -0- 3)

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) Phillip

This course demonstrates the application of the principles of phase equilibria, transport processes, and chemical kinetics to the design and characterization of stagewise 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. The AspenONE software package is used.

CBE 40445. Chemical Reaction Engineering

(3 -0- 3) Hicks

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) Stadtherr

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). The AspenONE software package is used.

CBE 40450. Non-Equilibrium Electrokinetics of Artificial and Biological Nanoporous Membranes

(3 -0- 3) Chang

Nonequilibrium ion transport features in an ion selective membrane such as rectification, hysteresis and oscillations, are scrutinized at a fundamental level to understand related physiological phenomena and to develop new biosensing and separation technologies.

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)

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. Principles 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)

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 40477. Nanoscience and Technology

(3 -0- 3) Bohn

Prerequisite: CHEM 30321 or CHEM 30324

This course focuses on the unique scientific phenomena that accrue to matter with characteristic nanometer-scale dimensions and on the technologies which 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)

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 40479. Introduction to Cellular and Tissue Engineering

(3 -0- 3) Zartman

This course is divided into two parts. The first half will cover principles of cell and developmental biology that guide current approaches in tissue engineering and regenerative medicine. An emphasis will be placed on the computational and quantitative analysis of biological processes such as cell-cell signaling and morphogenesis. The second half covers techniques involved in cultivating cells for applications in recombinant protein production as well as the design of bioartificial organs and regenerative therapeutics. Optimization techniques for culture medium development will also be covered.

CBE 40481. Biomedical Engineering Transport Phenomena

(3 -0- 3)

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 & multivalency, synthetic molecules, molecular biology, fermentation, cell culture, & combinatorial methods, protein purification, bioinformatics, biotechnology, biomedical engineering, drug delivery, biosensors.

CBE 40485. Biological Thermodynamics

(3 -0- 3)

This course expands traditional thermodynamics to include biological systems.

CBE 40489. Engineering Applications of Medical Physiology

(3 -0- 3) Leighton

Principles of human physiology are defined and are examined along with engineering principles, such as thermodynamics, chemical kinetics and transport phenomena, to provide a foundation for the understanding and development of biomedical technology.

CBE 40498. Energy and Climate

(3 -0- 3) Brennecke

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 40557. Structured Fluids

(3 -0- 3) Zhu

The course will give a review, from a molecular approach, of liquids containing polymers, surfactants, or colloidal particles. The lectures will focus on the simple underlying concepts in structured fluid phenomena and demonstrate them using some up-to-date applications in current soft (nano or bio) materials and biomolecular engineering. The course will start with a brief discussion of building

blocks, such as macromolecules, colloids, lipids, water and etc, in structured fluids and the mesoscopic forces that occur between them. It will then discuss some aspects associated with them, including phase (or specifically, conformational) transition, liquid crystallinity, diffusion, self-assembly. These principles will be then applied to the behaviors of polymers, biomacromolecules, charged polyions, and lipid membranes. Finally, modern experimental techniques to characterize such structured fluids will be explored.

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 40667. Mass Transfer in Membrane Systems

(3 -0- 3) Phillip

Membranes separations, which are gaining increased attention because of their ability to avoid the thermodynamic limitations associated with heat use, offer an alternative to thermally-driven separations. Membranes are also central to many of the functions of biology. Regardless, of where a membrane is found, an understanding of the mass transfer process that transports materials across the membrane is essential to understanding the membrane function. This course will cover a variety of mass transfer mechanisms and the theories developed to describe them (e.g., diffusion-solubility, hindered flow through pores, and facilitated transport). The relevance of these theories to the operation of reverse osmosis, ultrafiltration, nanofiltration, dialysis, and gas separations systems will also be examined in this course.

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 present orally 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 48888. Summer Undergraduate Research

(0 -0- 0)

This is a zero-credit course for visiting students engaged in research with a faculty member during 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

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

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

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.

CBE 50361. Science of Engineering Materials

(3 -0- 3) McGinn

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.

ENER 20202. The Business of Energy

(3 -0- 3) Frecka

The course focuses on issues and challenges faced by business entities comprising the largest and most important segment of our economy—energy. Large, integrated oil and gas producers will be highlighted as well as power generators and transmission companies (primarily regulated oil and gas utilities) and producers of alternative fuels. Energy efficiency and related smart grid initiatives will be explored. The course is a requirement for students choosing the Energy Studies minor.

Civil and Environmental Engineering and Earth Sciences

CE 20130. Methods of Civil Engineering Analysis

(3 -0- 3) Kerr

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 20140. Methods of Civil Engineering Analysis II

(2 -0- 2) Kerr

The second course in a two-sequence course involving an introduction to the tools used in civil engineering. This second semester will focus on computer based technologies. Basic programming constructs will be applied to classic problems in civil engineering using MATLAB. An introduction to commercial software packages will also be included.

CE 20150. Statics

(3 -0- 3) Kirkner

Prerequisite: (EG 10111 or EG 10112) and MATH 10560 and PHYS 10310

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)

Introduction to programming for engineers. This course will cover the fundamentals of programming in C and MATLAB, 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, 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 20600. Introduction to CAD

(2 -0- 2)

Computer-based technologies will be introduced in order for students to have the ability to apply engineering concepts using modern engineering tools. This course will focus on computer-based technologies used in civil engineering applications, such as AutoCAD, Civil 3D, and GIS.

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: 6–10 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 1 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 23601. Challenges and Innovation in Civil and Environmental Engineering Seminar

(0 -0- 0) Kerr

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 1 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) partners students with community organizations to put their engineering skills into service. Currently the community partner is Bridges2Prosperity, a nonprofit organization providing pedestrian bridges to communities worldwide who lack such basic infrastructure. Under the banner of the NDSeed program, six to seven students will be accepted each academic year for this course and will supervise all aspects of bridge design and construction, including fundraising and international study via site surveys over fall break and construction in May following the spring semester. To join this course in the fall of any academic year, students must apply and be accepted to NDSeed in the prior spring semester. Students are expected to participate in the course for a full academic year, through bridge construction in May. The project is also affiliated with the Center for Social Concerns International Summer Service Learning Program (ISSLP) and has additional curricular requirements through ISSLP. See www.nd.edu/~ndseed for more information.

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 30150. Dynamics and Modeling

(3 -0- 3)

Prerequisite: CE 30200

Course provides a primer on structural dynamics for single- and multi-degree-of-freedom systems with application to building systems, as well as an introduction to modeling of building systems within commercial software packages.

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) Tafflanidis

Prerequisite: AME 20241

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

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)

Introduction to programming for engineers. This course will cover the fundamentals of programming in C and MATLAB, 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

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 30455. Environmental Hydrology

(3 -0- 3)

An introduction to the hydrologic cycle and review of the main processes. This includes precipitation, evaporation and transpiration, runoff, infiltration and a brief introduction to ground water. Some concepts and tools commonly used by water resource managers will also be discussed. Transport of pollutants will be introduced. Finally, biological elements of the water cycle will be introduced. Laboratory techniques complement lecture topics.

CE 30460. Fluid Mechanics

(3 -0- 3) Bolster

Prerequisite: AME 20241 and MATH 30650

A basic course in fluid mechanics.

CE 30510. Geotechnical Engineering

(3 -1- 4) Spence

Prerequisite: AME 20241

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. Materials Laboratory

(0 -2- 0)

Corequisite: CE 30160

The concurrent laboratory portion of CE 30160. Spring.

CE 31300. Introduction to Environmental Engineering Laboratory

(0 -1- 1)

The laboratory component of the Introduction to Environmental Engineering course. 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: 6–10 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 1 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 33601. Challenges and Innovations in Civil and Environmental Engineering Seminar

(0 -0- 0) Kerr

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 1 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) partners students with community organizations to put their engineering skills into service. Currently the community partner is Bridges2Prosperity, a nonprofit organization providing pedestrian bridges to communities worldwide who lack such basic infrastructure. Under the banner of the NDSeed program, six to seven students will be accepted each academic year for this course and will supervise all aspects of bridge design and construction, including fundraising and international study via site surveys over fall break and construction in May following the spring semester. To join this course in the fall of any academic year, students must apply and be accepted to NDSeed in the prior spring semester. Students are expected to participate in the course for a full academic year, through bridge construction in May. The project is also affiliated with the Center for Social Concerns International Summer Service Learning Program (ISSLP) and has additional curricular requirements through ISSLP. See www.nd.edu/~ndseed for more information.

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 3–4 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 40140. Stochastic System Analysis

(3 -0- 3)

This course focuses on a probabilistic treatment of uncertainty in modeling a system's behavior and its excitation. We start by setting the foundations of probability as an information-based measure; this leads to a rigorous meaning for the probability of a model for a system. We then focus on new approximate analytical and stochastic simulation tools for robust system analysis, design (optimization) and Bayesian system identification, that have been developed over the last decade or two. The topics covered include: Monte Carlo and advanced Markov Chain stochastic simulation techniques, analytical approximations to stochastic integrals, Bayesian model class selection, topics on stochastic programming, and Bayesian sequential estimation of system states and model parameters.

CE 40230. Engineering Programming

(1 -0- 1)

Introduction to programming for engineers. This course will cover the fundamentals of programming in C and MATLAB, 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) Kijewski-Correa

Prerequisite: CE 30210

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)

Prerequisite: (CE 30200 or CE 34200) and CE 30210

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 40260. Advanced Structural Analysis I

(3 -0- 3) Khandelwal

Prerequisite: CE 30210; instructor permission required

Single-step and multi-step algorithms for hyperbolic problems, stability of solution and Eigen-value problems; nonlinear models for 1-D structural elements; bifurcation and stability in nonlinear problems; numerical methods for nonlinear problems, multi-scale issues in structural engineering and application of high-performance computing to structural engineering problems.

CE 40270. Reinforced Concrete Design

(3 -1- 4) Kurama

Prerequisite: CE 30200 or CE 34200

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.

CE 40275. Prestressed Concrete Design

(3 -0- 3)

Prerequisite: CE 40270

Mechanics of prestressed concrete structural members. Design of prestressed concrete structural members and simple systems. Strength and serviceability considerations.

CE 40276. Advanced Topics in Reinforced Concrete

(3 -0- 3) Kurama

Prerequisite: CE 40270; instructor permission required

This course studies the behavior of reinforced concrete structures during earthquakes. Seismic design and detailing of RC structures. Nonlinear-inelastic modeling and analysis of RC structures. Seismic evaluation and retrofit of existing structures.

CE 40280. Structural Steel Design

(3 -1- 4) Thrall

Prerequisite: CE 30160 and (CE 20150 or AME 20221) and AME 20241 and (CE 30200 or CE 34200)

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.

CE 40285. Bridge Engineering

(3 -0- 3) Thrall

Overview of bridge engineering, focusing on behavior, analysis, and design. Course will highlight standard forms for highway and long-span bridges, including girder, truss, arch, suspension, and cable-stay bridges. Fundamental techniques for analysis and design will be emphasized (e.g. influence lines, graphic states) and current design code will be introduced.

CE 40290. Design of Structures to Resist Natural Hazards

(3 -0- 3) Kareem

Prerequisite: CE 40250 and CE 30210

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 and Aquatic Chemistry

(3 -0- 3) Maurice

This course begins with a) an overview of the formation and general chemical characteristics of the Earth and b) 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 40335. Environmental Surfaces and Interfaces

(3 -0- 3)

The objectives include the introduction of the physiochemical principles to understand environmental surfaces and interfaces and the application of these principles in search for the solutions of environmental problems. The course will be a combination of lectures and laboratories.

CE 40340. Waste Treatment

(3 -0- 4) Nerenberg

Prerequisite: CE 30300 and CE 40450

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 40341. Biological Process Design

(3 -0- 3)

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. Fall.

CE 40345. Environmental Nanomaterials and Nanotechnology

(3 -0- 3) Na

The objective of this course is to introduce to students the fundamental physicochemical principles that are used to design and fabricate engineering nanomaterials, understand the formation of natural nanomaterials, and predict their transport, transformation, and toxicity in the environment. Using examples, this course will cover the major groups of environmental nanomaterials currently in R&D and application, including nanoclusters, nanoparticles, nanotubes, nanowires, nanosheets, and 3-D hierarchical nanostructures. This course will also introduce the modern techniques for nanomaterial characterization with laboratory experiments using atomic force microscopy (AFM).

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 upon the disease agents removed in properly designed municipal water and waste systems.

CE 40410. Advanced Fluid Dynamics

(3 -0- 3)

Prerequisite: CE 30460

This course is designed to provide an in-depth understanding of fundamental principals and concepts of fluid mechanics for beginning graduate students and upper level undergraduate students. It will be a useful precursor to advance courses in turbulence, environmental fluid mechanics, stability theory, waves, oceanography and meteorology.

CE 40411. Environmental Fluid Dynamics

(3 -0- 3)

This course will apply the fundamentals of fluid dynamics, especially those from stratified and rotating flows, to understand motions in atmosphere and oceans. Experience with an undergraduate level fluid mechanics course is preferred.

CE 40415. Waves and Instabilities in Environmental Flows

(2 -0- 2)

Prerequisite: PSY 30314

This course will deal with basic features and dynamics of waves and instabilities found in natural (oceanic and atmospheric) flows. The course will cover surface, internal, inertia-gravity, shallow water and planetary waves as well as basic instabilities of stratified and rotating flows.

CE 40420. Reactive Transport

(3 -0- 3)

This course examines the advection, diffusion, and reaction processes of materials moving in the atmosphere, surface water systems, and groundwater systems. Particle-based as well as continuum-based approaches are examined.

CE 40430. Fundamentals of Turbulence Theory

(3 -0- 3)

This course deals with basic forms of turbulent motions, such as isotropic and homogenous turbulence and mathematical treatment of such motions based on fundamental equations of fluid motion. It will introduce tools for analysis of turbulent motions, such as phenomenological, similarity, spectral and statistical methods. Applications to environmental and engineering flow situations will also be described.

CE 40450. Hydraulics

(3 -0- 3) Kennedy

Prerequisite: AME 30031 or AME 30331 or AME 34331 or CE 34330 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) Bolster

Lectures and laboratory cover the fundamentals of flow and transport in porous media. Methods of analysis for development of groundwater resources. Fall.

CE 40565. Atmospheric Boundary Layers

(3 -0- 3)

Prerequisite: CE 30460 or CE 34460

This course deals with the fundamental flow and turbulence processes of the atmospheric boundary layer (ABL), which is the atmospheric layer affected by the presence of ground surface. The topics to be covered include the structure of ABL, dynamical processes within and mathematical descriptions of these processes. Of particular interest will be heat, mass (pollutant) and moisture transfer as well as the response of ABL to diurnal solar variation. Some predictive tools for this layer will also be discussed.

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)

The planning, design, operation, safety, and economics of transportation systems. Spring.

CE 40701. Principles of Practice

(1 -0- 1)

An integrated, multi-disciplinary civil engineering design experience. The course will include a review of the civil engineering design process, professional considerations and preliminary design aspects.

CD 40702. Senior Design

(3 -0- 3)

The second semester of an integrated civil engineering design experience. Student teams will work closely with industry professionals and faculty who act as consultants on a real-world design project to facilitate the student's understanding of the students' proposed final designs. This semester will culminate in a final design project including a report, drawings, and presentation.

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: 6–10 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 1 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 43601. Challenges and Innovation in Civil and Environmental Engineering Seminar

(0 -0- 0) Kerr

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 1 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) partners students with community organizations to put their engineering skills into service. Currently the community partner is Bridges2Prosperity, a nonprofit organization providing pedestrian bridges to communities worldwide who lack such basic infrastructure. Under the banner of the NDSeed program, six to seven students will be accepted each academic year for this course and will supervise all aspects of bridge design and construction, including fundraising and international study via site surveys over fall break and construction in May following the spring semester. To join this course in the fall of any academic year, students must apply and be accepted to NDSeed in the prior spring semester. Students are expected to participate in the course for a full academic year, through bridge construction in May. The project is also affiliated with the Center for Social Concerns International Summer Service Learning Program (ISSLP) and has additional curricular requirements through ISSLP. See www.nd.edu/~ndseed for more information.

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 47347. Physiochemical Treatment of Organics

(3 -0- 3)

An investigation of the physicochemical 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 48600. Undergraduate Research

(V -0- V)

A research project at the undergraduate level under the supervision of a faculty member.

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 10250. Earth, Air, Water and Energy

(3 -0- 3)

This course focuses upon the elements of the environment that society depends on for survival and standard of living. The interaction of these elements can promote or mitigate environmental change and the student is challenged to think on a local, regional, and global framework when considering perturbations to natural systems. This course will be team taught by faculty experts in each area highlighted in the course title.

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 20111. Planet Earth

(3 -0- 3)

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.

ENVG 20120. Historical Geology

(3 -2- 4)

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

Prerequisite: 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 20240. Igneous and Metamorphic Petrology

(3 -0- 3) Neal

Prerequisite: (ENVG 20110 or ENVG 10110 or SC 20110) and ENVG 20200

Corequisite: ENVG 21240

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 20300. Global Change, Water and Energy

(3 -0- 3)

This course examines the topic of global environmental change and the mechanisms by which global change occurs. Analysis will include the relationships between physical and ecological changes on Earth, and our current understanding of how climate evolves under natural and human influences. Topics covered include the global energy balance, structure and circulation of the atmosphere and oceans, climate variability, and implications of climate change for natural and human systems. Spring.

ENVG 21110. Physical Geology Laboratory

(0 -1- 0)

Corequisite: ENVG 20110

This is the laboratory portion of ENVG 20110.

ENVG 21111. Planet Earth Lab

(0 -1- 1)

Laboratory component of Planet Earth course.

ENVG 21120. Historical Geology Laboratory

(0 -1- 0)

Corequisite: ENVG 20120

This is the laboratory portion of ENVG 20120.

ENVG 21240. Igneous and Metamorphic Petrology Laboratory

(0 -1- 1)

Prerequisite: (ENVG 10110 or ENVG 20110 or SC 20110) and ENVG 20200

Corequisite: ENVG 20240

Lab component for ENVG 20240

ENVG 30230. Sedimentation and Stratigraphy

(3 -2- 4) Simonetti

Prerequisite: ENVG 20200

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 30240. Petrology of Earth Materials

(3 -1- 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 30300. Surficial Processes and Surficial Hydrology

(2 -3- 3) Simonetti

Prerequisite: ENVG 20200 or GEOS 20201

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. One-day field trip is required.

ENVG 30320. Introduction to Soil Science

(2 -1- 3)

This course serves as an introduction to soil science, and explores the chemical, biological, and physical properties of soil systems. Lecture topics include: parent material and soil development; classification and mapping; soil mineralogy; soil/water interactions; ion exchange; soil microbiology; and soil organic matter. Fundamental principles from these lecture topics are then applied to contemporary issues in agriculture and mining, and their resulting influences on biogeochemical cycling, water quality, and remediation. The laboratory component will provide the student with a hands-on introduction to methods of soil classification and analysis.

ENVG 30400. Structural Geology and Rock Mechanics

(3 -3- 3) Simonetti

Prerequisite: ENVG 20200

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. Weekend field trip is required.

ENVG 30410. Dynamic Earth

(3 -0- 3)

This course focuses on the study of the fundamentals of Earth processes that help explain the formation of the ambient landscape and natural hazards, and their impact on man-made structures. The plate tectonic framework of a dynamic Earth is central to the discussion, as it relates to the global occurrence of earthquakes and seismicity, and responsible for the structural geological elements and deformation of the Earth's crust.

ENVG 31400. Structural Geology and Rock Mechanics

(0 -1- 1)

Lab component for ENVG 30400

ENVG 40230. Environmental and Aquatic Chemistry

(3 -0- 3) Maurice

This course begins with a) an overview of the formation and general chemical characteristics of the Earth and b) 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.

ENVG 40300. Geochemistry

(3 -0- 3) Fein

Prerequisite: 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)

Prerequisite: 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) Maurice

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

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 40390. Physical Volcanology

(2—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 week long 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).

ENVG 40410. Geophysics

(2 -1- 3)

Prerequisite: PHYS 10320

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 geochemistry, 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 this course will be applied to the critical problems of nuclear energy production and waste remediation. This will be a primary literature-based course.

ENVG 40810. Geographic Information Systems (GIS)

(2 -2- 4)

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 45300. Fall Geology Field Trip

(1 -0- 1)

Field trip to the Upper Peninsula of Michigan during fall break; emphasis on understanding the regional geology before, during, and after the formation of Proterozoic banded iron formations and the Marquette Mineral District. A wide range of sedimentary, metamorphic, and igneous rock types and geologic structures are studied, and the trip includes a structural geology field exercise. Prior to the trip, there will be lectures on the regional geology, and each student will prepare a presentation on one aspect of the geology that is seen in the field.

ENVG 47600. Special Studies

(0 -V- V)

The 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 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 contrast geologic processes and resulting and 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) Milenkovic

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) Thain

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) Bualuan; Riek

Prerequisite: (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. Fund of Computing I Lab

(0 -2- 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 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.

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- 1.5) Freeland

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) Freeland

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 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) Izaguirre; 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) Poellabauer

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

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 40151. Automated Identity Technology Using Iris Texture

(1.5 -0- 1.5) Bowyer

Can the texture pattern of the iris be used to create a reliable, unique identifier for each person on planet Earth? This course explores the technology of iris biometrics in depth: the underlying conceptual theory; image acquisition, image segmentation, texture analysis, matching of texture representations, identity management systems, and a selection of current research issues. The course includes readings from the literature, short writing assignments, and practical experience with current commercial iris biometric technology.

CSE 40152. Automated Identity Technology Using Face Recognition

(1.5 -0- 1.5) Bowyer; Flynn

This course will deal with technologies and algorithms for recognizing persons from face images. Topics include approaches using 2-D images, 3-D shape, and video.

CSE 40166. Computer Graphics

(3 -0- 3) Flynn

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 40175. Ethical and Professional Issues

(3 -0- 3) Bowyer; Freeland

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, whistleblowing, and intellectual property. This course relies heavily on case study of real incidents, both historical and current.

CSE 40232. Software Engineering

(3 -0- 3) Santelices; McMillan

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 40322. Computer Architecture II

(4 -0- 4) Niemier

Detailed study of processor design, hardwired and microprogrammed control, pipelining, memory organization, I/O and bus protocols, 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 40333. Mobile Application Development

(1 -6- 3) Flynn; Poellabauer

This course will provide comprehensive project experience in development of mobile applications on two software platforms: iPhone OS and Android. Students will receive intensive tutorial introductions to each platform, covering hardware capabilities and limitations, the development environment, and the communications infrastructure available on campus to support networking. A few programming exercises will be assigned so that students can demonstrate basic development proficiency. The remainder of the course will be devoted to project work. Students will then develop project concepts. These concepts, along with others supplied by the instructors and other interested parties, will be assessed by teams of three students and one concept per team will be chosen for development. Development

activity will include generation of design documentation, including specifications, UI mockups, state diagrams for execution and communications, presentations, and reports at various stages. During the development phase, teams will meet at least weekly with the instructors and with stakeholders acting as simulated “venture capitalists” funding the work. These meetings will involve a briefing of project status as well as demonstrations, interactions, etc. Each of these interactions will be graded. At the end of the semester, student projects will be evaluated by a jury and a suitable prize will be awarded to the project judged best in quality.

CSE 40416. System Interface Design

(3 -0- 3) Striegel

This course will focus on the interface to computing systems, in particular with respect to multi-sensory 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 40424. Human Computer Interaction

(3 -0- 3) D’Mello

An in-depth coverage of the field of human-computer interaction (HCI) including its history, goals, principles, methodologies, successes, failures, open problems, and emerging areas. Topics include the fundamental principles of HCI (e.g., consistency, compatibility, pictorial realism), models of the human (perception, attention, memory, learning), interaction modalities and paradigms (windowing systems, haptic interactions), best-practice design principles (user-centered design, universal design, rapid application development), techniques to evaluate interfaces and interactions (observational methods, think-aloud protocols, cognitive walkthroughs), and emerging topics in HCI (affective computing, augmented cognition, social computing, ubiquitous computing).

CSE 40435. Low Power Computing

(3 -0- 3) Hu

This course introduces students to both fundamental approaches and cutting-edge research results in low power computing from a variety of areas including hardware, software, compilers, and operating systems. Representative research papers in these areas will be studied in depth. The course will culminate with an end-of-semester project for students to investigate a low-power design approach in an area of his/her choice.

CSE 40462. VLSI Circuit Design

(3 -0- 3) Kogge

Prerequisite: CSE 20221 or EE 20242

CMOS devices and circuits, scaling and design rules, floor planning, data and control flow, synchronization and timing. Individual design projects.

CSE 40463. Real Time Systems

(3 -0- 3) Poellabauer

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 40472. Program Analysis, Testing, and Evolution

(3 -0- 3) Santelices

This course introduces students to program analysis and its applications. Program analysis techniques are widely used for automated software-engineering tasks such as testing, verification, debugging, change analysis (evolution), comprehension, reverse engineering, and optimization. Today, these tasks are more important than ever as software systems grow in size and complexity and society becomes more dependent on their reliable functioning. This course consists of lectures, research discussions, and projects. Topics include: graph representations of program code, data and control dependence, program slicing, regression testing, test generation, model checking, semi-automated debugging, and change-impact analysis.

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 40543. Algorithms for Biological Networks

(3 -0- 3) Milenkovic

The course will cover basic biological concepts behind biological networks, fundamental graph theoretic algorithms, computational complexity and challenges in network analysis, existing post-genomic approaches for analyzing, modeling, and comparing biological networks, and applications of these approaches to understanding biological function, disease, and evolution.

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) Striegel; Freeland

This course is a survey of topics in 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 40613. Introduction 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; network centric protocols.

CSE 40625. Machine Learning

(3 -0- 3) Chawla

Prerequisite: CSE 40647 or CSE 60647 or CSE 40171 or CSE 60171

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, genetic algorithms, including advanced methods such as sequential learning, active learning, support vector machines, 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 40633. Advanced Mobile Application Development

(3 -0- 3) Flynn; Poellabauer

Prerequisite: CSE 40333

Application-directed mobile programming, including database-backed mobile applications and API mashups. Development of apps for nonprofit and for-profit mobile programming challenge competitions.

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 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 40814. Mobile Computing

(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 40815. Wireless Sensor Networks

(3 -0- 3) Poellabauer

Prerequisite: CSE 30341 or CSE 30264

This course surveys the field of wireless sensor networks, including sensor node architectures, operating systems, wireless communication, and sensor applications. Students will also undertake a design and programming project, where they will develop sensor applications using state-of-the-art sensor nodes and handheld devices. The course is intended for graduate students at all levels and advanced undergraduate students.

CSE 40816. Pervasive Health

(3 -0- 3) Poellabauer

The current healthcare system faces numerous challenges such as large cost, lack of preventive care, massive increases in chronic disease conditions and age-related illnesses, widespread obesity, poor adherence to medical regimens, and shortage of healthcare professionals. The concept of pervasive healthcare promises to provide care to anyone, at anytime, and anywhere, while increasing the coverage,

quality, and efficiency of healthcare. This course studies how mobile and wireless technologies can be used to implement this vision of future healthcare. Topics include prevention techniques, continuous health monitoring, wireless and mobile technologies and standards for medical devices, personalized healthcare, body area networks, implantable devices, smartphone-based healthcare solutions, intelligent emergency management systems, pervasive healthcare data access, personal and electronic medical record systems, mobile telemedicine, context-awareness, and case studies of pervasive solutions for various health conditions and challenges.

CSE 40817. Healthcare Analytics: A Data-Driven Approach

(3 -0- 3) Chawla

Healthcare is facing a digital revolution from data collection to its application decision making. The Affordable Care Act has a major provision for electronic health records or EHR (first regulation will be effective Oct. 1, 2012). The EHR will not only reduce the paperwork and administrative effort, but it will also lead to a reduction in costs, reduction in errors, improved and standardized data, and the meaningful use of such data will improve the quality of care (preventative medicine). With the availability of the digitized data comes the opportunity of novel large scale analytics towards prospective healthcare—a personalized assessment of one's health, along with a sundry of recommended lifestyle changes. Meaningful use of the electronic health care data is to not only take a giant leap towards personalized and prospective health care, but also reduce the healthcare costs by designing a better disease management strategy, leading to lifestyle adjustments and pre-emptive measures. Personalized medicine integrates genetic, genomic, and clinical information to predict a person's likelihood of developing a disease, its onset course, and potential treatment plans. The course will bring together the intersection of medicine and computational thinking for the grand challenge problems in healthcare. It will focus on aspects of information technology or informatics in EHR (design and development, current practices, standards and terminology), integration with genetic/genomic data, relevant concepts of data mining and analytics (including visualization) for evidence based medicine, prospective healthcare and personalized medicine, social networks for health, and privacy and ethics. The course will also feature talks from leaders in healthcare sector. The course will have a strong focus on case studies and project. The students will have the opportunities to work on real data-driven problems for healthcare

CSE 40822. Cloud Computing

(3 -0- 3) Brenner; Jarek

This course introduces fundamentals and applications of cloud computing intended primarily for computer science and computer engineering majors. Core concepts of virtualization, cloud infrastructure components, and cloud services will be covered. Specific areas of discussion include virtual machine performance, cloud management interfaces, network and storage infrastructure, IaaS, PaaS, SaaS, QoS, cloud security, and hybrid cloud models. Students will have the opportunity to apply their understanding of cloud infrastructure in practice through course projects with access to both campus and commercial cloud services.

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 40843. Assistive Robotics

(3 -0- 3)

The course will be an introduction to useful topics in robotics and soft computing. The emphasis of the material covered is on the tools and approaches which can be used to implement a “robotic brain” (high level control). The course seeks to equip students who have some exposure to programming with the capability to convert robotic sensing and actuation into resources for assistive robotics.

CSE 40884. Complex Networks—Interdisciplinary Science

(3 -0- 3) Milenkovic

Networks (or graphs) have been used to model many real-world phenomena in various research domains, e.g., Internet, Facebook, disease spread, drug target interactions, interactions between proteins in a cell, etc. The course will introduce students to different types of real-world networks, including biological, ecological, chemical, social, technological, information, transportation, and financial networks. The study of these systems involves researchers from many different disciplines, such as computer science, physics, biology, mathematics, engineering, and sociology, which has led to formation of many interdisciplinary fields such as computational and systems biology, medical informatics, systems pharmacology, chemical graph theory, computational sociology, etc. The complexity of networks has become the central issue in their characterization, modeling and understanding. Because of the increasing growth of real-world network data there is a need to use mathematical techniques from various scientific disciplines, e.g., graph theory, machine learning, and information theory, in order to analyze the networks more adequately and gain deeper insights into their underlying function. The course will explore current approaches for network analysis in the interdisciplinary field of complex networks. Some of the vibrant research questions that will be studied include network inference, network characterization, network modeling and evolution, community structure (i.e., cluster) identification, network comparison, network integration, and network visualization.

CSE 40943. Autonomous Mobile Robots

(3 -0- 3) Riek

Prerequisite: CSE 20211 and CSE 20212

This course introduces the fundamentals of autonomous mobile robots. We will explore robot locomotion, sensing, perception, localization, mapping, and planning. Because robotics is an inherently physical science, students will have the opportunity to practice concepts learned in class on robots during weekly laboratory assignments.

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 20212

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 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

Prerequisite: PHYS 10320 (may be taken concurrently) and (AME 30314 or AME 34314 or MATH 30650)

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) Minero

Prerequisite: (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 30342. Electronics II

(3 -3- 4) Porod

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) Fuja

Prerequisite: 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) Seabaugh

Prerequisite: PHYS 10320*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) Howard

Prerequisite: 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) Antsaklis

Prerequisite: EE 30344 or EE 34344

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) Jena

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) Stevenson

Prerequisite: MATH 20580

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) Sauer

Prerequisite: 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 40432. Introduction to Systems Biology

(V -0- V) Timp

Prerequisite: CHEM 10122 and MATH 20580

The goal of this course is to highlight elementary design principles of biological systems. Many of the underlying principles that govern the biochemical interactions within a cell can be related to networks consisting of basic building-block circuits with multiple inputs/output, feedback and feedforward etc. This course draws on control theory and simple biology to provide a mathematical framework to understand these biological networks. The course is intended for advanced undergraduates or graduate students.

EE 40442. Power Electronics

(3 -0- 3) Lemmon

Prerequisite: EE 20242 and (EE 30344 or EE 34344)

An introduction to electronic systems for power conversion, including rectifiers, inverters and DC-DC converters. PSPICE employed for simulation.

EE 40446. I C 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 40447. Alternative Energy Devices and Materials

(3 -0- 3) Wistey

Prerequisite: PHYS 20330

This course is for upper level undergraduates and early graduate students interested in the scientific challenges of alternative energy generation, storage, and efficient use. The course will cover photovoltaic and solar power in depth, with additional coverage of fuel cells, hydrogen, energy storage, wind power, modern nuclear power, thermoelectrics, geothermal, and more. Upon completion of this course, students should be able to analyze important devices and predict the power output under various conditions, compare their strengths and weaknesses, plan a sustainable power grid, and describe the technical, economic, and political challenges to making each of these alternative energies successful.

EE 40448. Electrical Energy Extraction

(3 -0- 3)

This course will teach the physics and engineering of devices which convert Lorentz or Newtonian forces into electromagnetic waves or electrical charge. Students will improve their understanding of the laws of electromagnetism and physical principles behind generators, solar cells, and a myriad of new devices under development to extract energy from electromagnetic waves, heat, vibrations and human activity. This course aims to provide a quantitative understanding of the efficiency of these devices and the limitations imposed by nature on energy extraction. Electromagnetic laws, materials physics, and circuit theory will be introduced to enable the analysis and design of these devices, toward a complete description of the conversion of forces to charges and current.

EE 40453. Communication Systems

(3 -0- 3) Laneman

Prerequisite: EE 30354*Corequisite:* EE 41453

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) Lin

Prerequisite: EE 30354 or EE 34354*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 and EE 20242

CMOS devices and circuits, scaling and design rules, floor planning, data and control flow, synchronization, and timing. Individual design projects.

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) Haenggi

Prerequisite: 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 40472. Electrical and Hybrid Vehicles

(3 -0- 3) Bauer

Prerequisite: 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, powertrain 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 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 41453. Communications Systems Lab

(0 -2- 1)

Corequisite: EE 40453

This is a senior elective laboratory course covering practical aspects of modern analog and digital communication systems. Objectives for the course include: surveying characteristics and models of communication channels and transceiver circuits; developing standard system block diagrams, performance metrics, and

component algorithms; reinforcing practical aspects through laboratory exercises using software-defined radio; enabling deeper exploration through self-study and collaboration.

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 47012. Audio Technology

(3 -0- 3)

This course examines scientific and engineering principles at work behind audio technology and sound phenomena. Will explore acoustics, microphone & speaker characteristics, equalization, Fourier Transforms, digital formats, recording, synthesizers and more.

EE 47013. Microwave and THz Circuits, Components and Systems

(3 -0- 3)

Prerequisite: EE 40458

In this class we explore the theory, design and analysis of microwave/THz passive and active circuits, components and systems. The theory and techniques covered in this class can be applied to high speed circuits with operation frequencies up to terahertz (THz) region. Topics include transmission line theory, advanced EM theorems and principles (e.g. image theory, the equivalence principle), typical waveguides (e.g. microstrip, CPW, rectangular metal waveguide), microwave network analysis, passive circuits and components (couplers, resonators, filters), antennas, active circuits and systems (detectors, mixers, receivers, amplifiers and oscillators), and finally an overview of millimeter-wave and THz techniques (multipliers, transceivers and quasi-optical techniques).

EE 47014. Multimedia Signals and Systems

(3 -0- 3)

Prerequisite: EE 30344

This course will examine multimedia signals and design of systems for the capture, storage, transmission and reproduction of such signals. Signals of particular interest will include, audio and visual signals. The course will examine both the theoretical underpinnings of the representations and processing techniques along with common signal standards such as MP3, JPEG and MPEG.

EE 47039. Introduction to Quantum Computing

(3 -0- 3)

Prerequisite: MATH 20580 or MATH 20610

This course will introduce the matrix form of quantum mechanics and discuss the concepts underlying the theory of quantum information. Some of the important algorithms will be discussed, as well as physical systems that have been suggested for quantum computing.

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.

EE 48999. Undergraduate Research Experience

(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. No course work is required.

Engineering (Nondepartmental)

EG 00100. Introduction to Engineering

(3 -3- 0) Bualuan

A noncredit course for high school students who have completed the junior year. A survey of the courses of study and career paths in aerospace, chemical, civil, computer, electrical, and mechanical engineering. An introduction to problem solving and computer programming through group projects. Trips to tour local and nearby industries, as examples of various engineering environments, are included. Offered in the first three weeks of the Summer Session.

EG 00155. Introduction to Engineering Program Counselors

(5 -5- 0) Bualuan

Introduction to Engineering summer program for high school juniors.

EG 00200. Introduction to Engineering

(3 -3- 0) Bualuan

The same course content as EG 00100. Offered in the second three weeks of the summer session.

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) Brockman

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) Goodrich Lent

Prerequisite: EG 10111 and MATH 10550 (may be taken concurrently)

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 40401. Energy Technology and Policy

(3 -0- 3) Incropera

This three-credit course provides a comprehensive treatment of the role of energy in society and may be taken concurrently by engineering and non-engineering students. It proceeds along two parallel tracks, one dealing with the scientific/technical foundations of energy utilization and the other with its economic, political, environmental, and ethical implications. Scientific/technical issues will be treated

at a level that is appropriate for non-engineers and at the same time beneficial to both engineers and non-engineers. The required background in mathematics is largely confined to high school algebra, with occasional use of elementary concepts from differential and integral calculus.

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 48888. NDNano Undergraduate Research (NURF)

(0 -0- 0)

NDNano research under the direction of the NDNano Center faculty member.

EG 48999. Research Experience for Undergraduates

(0 -0- 0)

This is a zero-credit, ungraded 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 course work is required.

College of Science

Applied and Computational Math and Statistics

ACMS 10140. Elements of Statistics

(3 -0- 3)

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.

ACMS 10141. Statistical Reasoning in Politics

(3 -0- 3) Huebner

Essential concepts of statistical reasoning are explored through the analysis of politics, elections, and media. Topics covered include data exploration, measures of variability, inference, correlation, and linear regression. Real datasets are used to illustrate many concepts, and concepts are introduced by references to actual events. Calculations will be conducted in Microsoft Excel and/or with a graphing calculator.

ACMS 10145. Statistics for Business and Economics I

(3 -0- 3) Huebner

A conceptual introduction to the science of data for students of business and economics. Descriptive statistics: graphical methods, measures of central tendency, spread, and association. Basic probability theory and probability models for random variables. Introduction to statistical inference: confidence intervals and hypothesis tests. Many examples will be based on real, current business and economics datasets. Calculations will be illustrated in Microsoft Excel.

ACMS 10150. Elements of Statistics II

(3 -0- 3)

Prerequisite: ACMS 10140 or 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.

ACMS 20210. Scientific Computing

(3 -0- 3)

Prerequisite: MATH 20580 (may be taken concurrently) or MATH 20610 (may be taken concurrently) or ACMS 20580 (may be taken concurrently) or ACMS 20610 (may be taken concurrently)

An introduction to solving mathematical problems using computer programming in high-level languages such as C.

ACMS 20340. Statistics for Life Sciences

(3 -0- 3)

Prerequisite: MATH 10360 or MATH 10460 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 more than one of ACMS 20340, BIOS 40411 and MATH 20340. Not open to students who have taken MATH 30540.

ACMS 20550. Introduction to Applied Mathematics Methods I

(3 -1- 3.5)

Prerequisite: MATH 10560 or MATH 10860

Corequisite: ACMS 22550

An introduction to the methods of applied mathematics. Topics include: basic linear algebra, partial derivatives, Taylor and power series in multiple variables, Lagrange multipliers, multiple integrals, gradient and line integrals, Green's theorem, Stokes theorem and divergence, Fourier series and transforms, introduction to ordinary differential equations. Applications to real-world problems in science, engineering, the social sciences and business will be emphasized in this course and ACMS 20750. Computational methods will be taught. Credit is not given for both ACMS 20550 and PHYS 20451.

ACMS 20620. Applied Linear Algebra

(3 -0- 3)

Prerequisite: ACMS 20210 (may be taken concurrently)

The objective of this class is to impart the fundamental knowledge in linear algebra and computational linear algebra that are needed to solve matrix algebra problems in application areas. Appropriate software packages will be used.

ACMS 20750. Introduction to Applied Mathematical Methods II

(3.5 -1- 3.5)

Prerequisite: ACMS 20550 or PHYS 20451

Corequisite: ACMS 22750

The fundamental methods of applied mathematics are continued in this course. Topics include: variational calculus, special functions, series solutions of ordinary differential equations (ODE), orthogonal functions in the solution of ODE, basic partial differential equations and modeling heat flow, vibrating string, and steady-state temperature. Topics in complex function theory include contour integrals, Laurent series and residue calculus, and conformal mapping. The course concludes with a basic introduction to probability and statistics. Credit is not given for both ACMS 20750 and PHYS 20452.

ACMS 22550. Introduction to Applied Mathematics Methods I Tutorial

(0 -0- 0)

Corequisite: ACMS 20550

Tutorial for Introduction to Applied Mathematics Methods I

ACMS 22750. Introduction to Applied Mathematics Methods II Tutorial

(0 -1- 0)

Corequisite: ACMS 20750

Tutorial for Introduction to Applied Mathematics Methods II.

ACMS 30440. Probability and Statistics

(3 -0- 3)

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.

ACMS 30530. Introduction to Probability

(3 -0- 3)

Prerequisite: MATH 20550 or ACMS 20550 or MATH 20850

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.

ACMS 30540. Mathematical Statistics

(3 -0- 3)

Prerequisite: ACMS 30530 or 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.

ACMS 30600. Statistical Methods & Data Analysis I

(3 -0- 3)

Prerequisite: ACMS 30440 or ACMS 30530 or MATH 30530

Introduction to statistical methods with an emphasis on analysis of data. Estimation of central values. Parametric and nonparametric hypothesis tests. Categorical data analysis. Simple and multiple regression. Introduction to time series. The SOA has approved this course for VEE credit in Applied Statistics.

ACMS 30610. Introduction to Financial Mathematics

(3 -0- 3)

Prerequisite: ACMS 20550 or ACMS 20620 or ACMS 20750 or ACMS 30530 and MATH 30610

The course serves as a preparation for first actuarial exam in financial mathematics, known as Exam FM or Exam 2. The first part of the course deals with pricing of fixed income securities, such as bonds and annuities. The second part of the course can serve as an introduction to derivative securities such as options and futures. Although the amount of material for both parts is almost the same, Exam FM devotes usually about 2/3 of its questions to Part 1. Therefore, about 2/3 of the course is devoted to Part 1. Topics covered: interest rates, annuities, loans and bonds, forwards, options, hedging, and swaps.

ACMS 40212. Advanced Scientific Computing

(3 -0- 3)

This course covers fundamental material necessary for using high performance computing in science and engineering. There is a special emphasis on algorithm development, computer implementation, and the application of these methods to specific problems in science and engineering.

ACMS 40390. Numerical Analysis

(3 -0- 3)

Prerequisite: MATH 20750 or MATH 20860 or MATH 30650 or ACMS 20750 or PHYS 20452

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.

ACMS 40395. Numerical Linear Algebra

(3 -0- 3) Zhang

Prerequisite: (MATH 20610 or ACMS 20620) and (ACMS 40390 or MATH 40390)

The course will cover numerical linear algebra algorithms which are useful for solving problems in science and engineering. Algorithm design, analysis and computer implementation will be discussed.

ACMS 40410. Algorithms and Applied Combinatorics

(3 -0- 3)

Prerequisite: (ACMS 20620 or MATH 20610) and ACMS 20210 and ACMS 20750 and (ACMS 30530 or MATH 30530) and (ACMS 40390 or MATH 40390)

The course will cover the major algorithms of applied mathematics (and in particular numerical algorithms) and the combinatorics related to the algorithms. This includes the basic theory of partitions, combinations, posets and lattices, generating functions, enumeration and coloring problems, graph theory (including spectral theory and network flow), parallel solution of systems of polynomial equations, random numbers, sorting algorithms, pattern matching, fast Fourier transform and fast Poisson solvers, simulated annealing, and basics of dynamic programming and linear programming.

ACMS 40570. Mathematical Methods in Financial Economics

(3 -0- 3)

Prerequisite: (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.

ACMS 40630. Nonlinear Dynamical Systems

(3 -0- 3)

Theory of nonlinear dynamical systems has applications to a wide variety of fields, from physics, biology, and chemistry, to engineering, economics, and medicine. This is one of its most exciting aspects—that it brings researchers from many disciplines together with a common language. A dynamical system consists of an abstract phase space or state space, whose coordinates describe the dynamical state at any instant; and a dynamical rule which specifies the immediate future trend of all state variables, given only the present values of those same state variables. Dynamical systems are “deterministic” if there is a unique consequent to every state, and “stochastic” or “random” if there is more than one consequent chosen from some probability distribution. A dynamical system can have discrete or continuous time. The discrete case is defined by a map and the continuous case is defined by a “flow.” Nonlinear dynamical systems have been shown to exhibit surprising and complex effects that would never be anticipated by a scientist trained only in linear techniques. Prominent examples of these include bifurcation, chaos, and solitons. This course will be self-contained.

ACMS 40730. Mathematical/Comp Modeling

(3 -0- 3)

Prerequisite: MATH 20750 or MATH 30650 or ACMS 20750

Introductory course on applied mathematics and computational modeling with emphasis on modeling of 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 in the end of the course.

ACMS 40750. Partial Differential Equations

(3 -0- 3)

Prerequisite: MATH 20750 or MATH 30650 or MATH 30850 or ACMS 20750

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.

ACMS 40842. Time Series Analysis

(3 -0- 3)

Prerequisite: ACMS 30540 or ACMS 30600

This is an introductory and applied course in time series analysis. Popular time series models and computational techniques for model estimation, diagnostic and

forecasting will be discussed. Although the book focuses on financial data sets, other data sets, such as climate data, earthquake data and biological data, will also be included and discussed within the same theoretical framework.

ACMS 40852. Statistical Methods in the Biological and Health Sciences

(3 -0- 3)

Prerequisite: ACMS 30540 or ACMS 30600

This course surveys the statistical methods used in biological and biomedical research. Topics include study designs commonly used in health research including case-control, cross-sectional, prospective and retrospective studies; statistical analysis of different types of data arising from biological and health research including categorical data analysis, count data analysis, survival analysis, linear mixed models, lab data, and diagnostic tests. Design and analysis of clinical trials, relative risk assessment, statistical power and sample size calculations will also be covered by the class. Additional topics of introduction to statistical genetics and bioinformatics might also be covered.

ACMS 40860. Statistical Methods in Molecular Biology

(3 -0- 3)

Prerequisite: ACMS 30600

This is an introductory and applied course in statistical genetics and bioinformatics. Problems and statistical techniques in various fields of genetics, genomics and bioinformatics will be discussed. Since knowledge in these areas is evolving rapidly, novel and prevailing methods, such as next generation sequencing data analysis and network models, will also be introduced. Moreover, guest lectures may be given by visiting speakers.

ACMS 40870. Statistical Methods in Social Sciences

(3 -0- 3)

Prerequisite: ACMS 30600

This is an introductory and applied course in the statistical methods used in social science research.

ACMS 40880. Statistical Methods in Pattern Recognition and Prediction

(3 -0- 3)

Prerequisite: ACMS 30600

Statistical theories and computational techniques for extracting information from large data sets, and building and testing predictive models.

ACMS 40890. Statistical Methods for Financial Risk Management

(3 -0- 3)

Prerequisite: ACMS 30600 or ACMS 30540

This course is an introduction to some of the models and statistical methodology used in the practice of managing market risk for portfolios of financial assets. Throughout the course, the emphasis will be on the so-called loss distribution approach, a mapping from the individual asset returns to portfolio losses. Methodology presented will include both univariate and multivariate statistical modeling, Monte Carlo simulation, and statistical inference. This course will make heavy use of the R statistical computing environment.

ACMS 40900. Topics in Applied and Computational Mathematics and Methods

(3 -0- 3)

This course will include the study of topics related to the instructor's research interests in applied and computational mathematics and methods.

ACMS 46800. Directed Readings

(V -0- V)

Readings not covered in the curriculum which relate to the student's area of interest.

ACMS 48498. Undergraduate Research

(V -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.

ACMS 50051. Numerical PDE Techniques for Scientists and Engineers

(3 -0- 3)

Prerequisite: MATH 20670 or MATH 20750 or MATH 20860 or MATH 30650 or PHYS 20452

Partial Differential Equations (PDEs) are ubiquitous in science and engineering and are usually discussed in classes as analytic solutions for specialized cases. This course will teach the students the basic methods for their numerical solution. The course starts with an overview of PDEs, then moves on to discuss finite difference approximations. Hyperbolic systems are introduced by the scalar advection and scalar non-linear conservation laws, followed by the Riemann problem for hyperbolic systems and approximate Riemann solvers. Multidimensional schemes for non-linear hyperbolic systems are then presented. Elliptic and parabolic systems and their solution methodologies are then discussed including Krylov subspace methods and Multigrid methods. The course explains the theory underlying the numerical solution of PDEs and also provides hands-on experience with computer codes. A recommended prerequisite for this course is programming courses or a programming background.

ACMS 50052. Numerical PDE Techniques for Scientists and Engineers II

(3 -0- 3)

Partial Differential Equations (PDEs) are ubiquitous in science and engineering and are usually discussed in courses as analytic solutions for specialized cases. In PHYS 50051, students saw an overview of PDEs and were taught basic methods for their solution. Emphasis was on the theory underlying the numerical solution of PDEs and providing hands-on experience with computer codes. For background, students were expected to have some computer literacy at the level of familiarity with the Linux operating system and Fortran. The text was the first half of a book in development, written by the instructor. This second course will cover the second half of the text, with topics ranging from stiff source terms in hyperbolic PDEs to multigrid methods and Krylov subspace methods for elliptic and parabolic PDEs and adaptive mesh refinement. Interested advanced undergraduates and graduate students from applied mathematics, engineering, and the sciences may take the second course without having taken the first one.

ACMS 50550. Functional Analysis

(3 -0- 3)

This one semester course will cover selected topics in Functional Analysis. The theory will be built on Banach and Hilbert spaces and will be applied to selected examples from application including Laplace equations, heat equations, and wave equations. Tools and methods such as fixed point theorems, Dirichlet principle, Semi-group, etc. will be covered in the course.

ACMS 50730. Mathematical and Computational Modeling in Biology and Physics

(3 -0- 3)

Introductory course on applied mathematics and computational modeling with emphasis on modeling of 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 in the end of the course.

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 (page 125) for a general statement pertaining to Biology Survey Courses.

BIOS 10101. Human Genetics, Evolution, and Society

(3 -0- 3)

This course will address fundamental biological principles using the two cornerstones of modern biology: genetics and evolution. Elementary chemistry, cell theory, reproduction, and development will also be covered. The emphasis, however, will be on human genetics and will include such topics as the cause and effects of genetic abnormalities, the genetic basis of intelligence and skin color, genes and cancer, and elementary population genetics. The state of “genetic engineering” research, the recombinant DNA controversy (including the implications of this kind of research on society and the individual) will be presented. Fall and spring.

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 upon today's ecological and environmental problems and the possible effect they may have upon 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 10108. Revolutions in Biology

(5 -0- 3) Hager

The goal of this course is to teach six basic tenets of biology, the historical context for each discovery, the scientific and technical advances made, and their ethical implications. The topics will include genetics and evolution, cell biology and biochemistry, the germ theory, and ecology. A term paper is required. Summer.

BIOS 10114. Avian Biology

(3 -0- 3) Klug

This course is an overview of the general principles of biology with an emphasis on birds. Lecture topics include the origin and evolution, anatomy and physiology, life history and behavior, and ecology and conservation of birds.

BIOS 10115. Microbes and Man

(3 -0- 3) Vaughan

The course will provide a survey of relationships between man and microorganisms. General information about microbial physiology, biochemistry, and ecology will support more detailed discussions of interesting topics in food, medical, and applied microbial biology. Included will be subjects of general and historical interest, as well as current newsworthy topics. The student should get a better understanding of the role of microorganisms in disease, the production of common foods, relevant environmental issues, and biotechnology. 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 evolution 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 BIOS 10107 during fall and spring semesters. Does not count as science credit for College of Science majors.

BIOS 10161. Biological Sciences I

(3 -0- 3) O'Tousa

Corequisite: BIOS 11161

This is a two-semester course with three lectures and one three-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) O'Tousa

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

Prerequisite: 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) and BIOS 20250

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)*Corequisite:* BIOS 20202

Materials covered in laboratory parallel the lecture material for the most part.

BIOS 21250. Classical and Molecular Genetics Laboratory

(0 -3- 1)

Prerequisite: BIOS 20250 (may be taken concurrently)

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 four-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

(0 -V- V) 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 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) Pfrender

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.

BIOS 30307. Advanced Perspectives on Human Evolution

(3 -0- 3)

Prerequisite: BIOS 10162 or BIOS 20202 or ANTH 30101

This course takes an in-depth integrative approach to issues in human evolution. Beginning with an overview of current innovation and discourse in evolutionary theory we will move on to tackle various topical issues related to human evolutionary history and its relevance to being human today. Focal points of discussion will include; in-depth analyses of fossil hominin species and their ecologies, a detailed assessment of nonhuman primate behavior as used in modeling the patterns and contexts of human behavior, a review and analyses of current debate surrounding the origin of modern humans, and current topics in the field of human evolution and paleoanthropological theory. Students will be required to produce a focused research paper and be involved in course presentations and discussions. Readings will be drawn from relevant fields including biology, anthropology, ecology and occasionally, philosophy.

BIOS 30310. The History of Life

(3 -0- 3) Feder

Prerequisite: BIOS 10162 or 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 30315. Tropical Medicine and Public Health

(2 -0- 2) Milord

Prerequisite: (BIOS 10161 or BIOS 20201) and (BIOS 10162 or BIOS 20202)

This course gives an overview of tropical diseases and how they affect the populations throughout the world while emphasizing the more important ones, particularly affecting the American region. In addition to a clinical description of the diseases, it will present them from a public health perspective, with all the efforts made at countries level and globally to control, eliminate or eradicate them. A brief history and introduction of public health will precede the diseases presentation. Students will be asked to present on selected topics of interest.

BIOS 30325. Plant Science

(3 -0- 3)

Prerequisite: BIOS 20241 or BIOS 30341 (may be taken concurrently) and (BIOS 20250 or BIOS 20303) and (BIOS 10161 or BIOS 10162 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 30338. Neurobiology

(3 -0- 3) Syed

Prerequisite: (BIOS 10161 and BIOS 10162) or (BIOS 10161 and BIOS 20202) or (BIOS 20201 and BIOS 20202) or (BIOS 20201 and BIOS 10162) 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

Prerequisite: (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

Prerequisite: (BIOS 20250 or BIOS 20303) and (BIOS 20241 or BIOS 30341)

Development of plants, animals, and microorganisms studied at the molecular, cellular, and organismic levels.

BIOS 30344. Vertebrate (Human) Physiology

(3 -0- 3) Boyd; Duffield

Prerequisite: (BIOS 10161 or BIOS 20201) and (BIOS 10162 or BIOS 20202) and (CHEM 10122 or CHEM 10172 or CHEM 10182 or CHEM 20283)

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

Prerequisite: (CHEM 10122 or CHEM 10172 or CHEM 10182) and (BIOS 10161 or BIOS 10162 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 10162 or BIOS 20202

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) Hellenenthal

Prerequisite: BIOS 10162 or BIOS 20202*Corequisite:* BIOS 31406

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) Archie

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

Prerequisite: (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. Spring.

BIOS 30418. Medical Molecular Genetics

(3 -0- 3) Champion

Prerequisite: ((BIOS 10161 and BIOS 10162) or (BIOS 20201 and BIOS 20202)) and (BIOS 20250 or BIOS 24250 or BIOS 20303 or BIOS 24303) and (CHEM 20273 or CHEM 20283 or CHEM 40420)

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) Jones

Prerequisite: (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

Prerequisite: BIOS 20241 and BIOS 20250

Designed primarily for students in the biology or biochemistry majors 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) Miglietta

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

Prerequisite: (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 30424. Tumor Cell Biology

(3 -0- 3) Schafer

This course is designed for junior and senior level undergraduate students interested in the biology of cancer. It will focus on understanding how normal cells become tumor cells and the specific molecular and cellular properties of tumor cells that are important for cancer progression. The course will also introduce the student to the field of cancer research through the critical examination of primary literature.

BIOS 30455. Medical Microbiology

(3 -0- 3) Lee

Prerequisite: BIOS 20241 or BIOS 24241 or BIOS 30341 or BIOS 34341

This course provides an overview of basic principles in infectious disease caused by major microbial pathogens. Through lectures and discussion of assigned reading material, the course examines current and classical topics in the field of host-pathogen relationships with an emphasis on the interplay between pathogen strategies and the host response. Students will be expected to give group presentations on topics relevant to medical microbiology and participate in regular class discussions.

BIOS 30475. Laboratory Animal Science

(2 -0- 2) Stewart

Prerequisite: (BIOS 20201 and BIOS 20202) or (BIOS 10161 and 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 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) or BIOS 24241 or BIOS 34341

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

Prerequisite: 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) Hellenthal

Prerequisite: BIOS 30406 (may be taken concurrently)

Corequisite: BIOS 30406

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 30420 (may be taken concurrently)

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 31672. Evolutionary Mechanisms Laboratory

(0 -3- 1)

An examination of evolutionary mechanisms from the experimental approach in a laboratory situation. Previously offered as BIOS 37672.

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.

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.

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 Mayaquez (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 37361. Special Studies

(V -0- V)

This variable credit course may be used to provide a special study experience for one student or a small group of students, or, with the permission of the associate dean of the College of Science, as a means to temporarily introduce a new BIOS course(s) prior to its/their receiving full approval and assignment of a unique course number and title.

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 -- V) Grimstad

Similar to BIOS 37493 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 a 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

Prerequisite: (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 as science credit. It satisfies one of the 6 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

Prerequisite: (BIOS 10161 and BIOS 10162) or (BIOS 20201 and BIOS 20202) 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 on-going 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) Ravosa

Prerequisite: (BIOS 10161 and BIOS 11161 and BIOS 10162 and BIOS 11162) or (BIOS 20201 and BIOS 21201 and BIOS 20202 and BIOS 21202)

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.

BIOS 40340. Human Anatomy

(3 -0- 4) Ravosa

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

Prerequisite: (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- 4) Lamberti

Prerequisite: (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 40412. Introduction to Systems Biology

(3 -0- 3) Timp

Prerequisite: (MATH 10360 or MATH 10460 or MATH 10560 or MATH 10860) and (BIOS 20250 or BIOS 20303) and (CHEM 10122 or CHEM 10172 or CHEM 10182)

The goal of this course is to highlight elementary design principles of biological systems. Many of the underlying principles that govern the biochemical interactions within a cell can be related to networks consisting of basic building-block circuits with multiple inputs/output, feedback and feedforward etc. This course draws on control theory and simple biology to provide a mathematical framework to understand these biological networks. The course is intended for advanced undergraduates or graduate students.

BIOS 40414. The Biology of Stem Cells and the Emerging Field of Regenerative Medicine

(3 -0- 3) Wingert

Prerequisite: BIOS 20241 or BIOS 24241 or BIOS 30341

This course will examine the biology of stem cells and explore their uses and applications of stem cells.

BIOS 40415. Medical and Veterinary Parasitology

(3 -0- 3) Morales

Prerequisite: (BIOS 10161 and BIOS 10162) or (BIOS 10161 and BIOS 20202) or (BIOS 20201 and BIOS 20202) or (BIOS 20201 and BIOS 10162) and (BIOS 20250 or BIOS 20303) and (BIOS 20241 or BIOS 30341)

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

Prerequisite: (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)

Prerequisite: (BIOS 10161 or BIOS 10162) and (BIOS 20201 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

Prerequisite: (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

(4 -0- 4)

Prerequisite: BIOS 20250 and BIOS 20241

Designed primarily for students in the biology or biochemistry majors 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)

Prerequisite: (BIOS 10161 and BIOS 10162) or (BIOS 20201 and BIOS 20202) 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 40427. The Epidemiology and Ecology of Infectious Diseases

(3 -0- 3) Ridenhour

Prerequisite: (BIOS 10161 or BIOS 20201) and (BIOS 10162 or BIOS 20202)

This course provides an introduction to epidemiology and disease ecology; topics covered include historical perspectives on disease, tracking of disease, spread of disease, and disease mitigation.

BIOS 40428. Practical Public Health Microbiology

(1.5 -1.5 3)

Prerequisite: BIOS 30401 or BIOS 40415 or BIOS 40435 or BIOS 30455

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 including epidemiology, water quality, food microbiology, and basic techniques in handling and identifying microorganisms.

BIOS 40435. Cellular and Molecular Basis of Human Disease

(3 -0- 3) Schorey

Prerequisite: (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. A.I.D.S.

(3 -0- 3) Fraser

Prerequisite: (BIOS 10161 and BIOS 10162) or (BIOS 20201 and BIOS 20202) or (BIOS 10161 and BIOS 20202) or (BIOS 20201 and BIOS 10162)) and (BIOS 20241 or BIOS 24241 or BIOS 30341) and (BIOS 27241 or BIOS 31341) and (BIOS 20250 or BIOS 20303) and (BIOS 21250 or 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 premedical majors and other interested students. Laboratory experience in genetics and cell biology is required Fall.

BIOS 40450. Developing Health Networks in Rare and Neglected Diseases

(3 -0- 3) Haldar

Prerequisite: (BIOS 10161 or BIOS 20201) and (BIOS 10162 or BIOS 20202)

A main purpose of this course is to engage upper level undergraduate and graduate students in clinical research in rare and neglected diseases. The focus for each semester is on neglected/infectious diseases with emphasis on worldwide eradication strategies. A major goal is to have Notre Dame students work on a clinical research project in class on some rare and/or neglected disease of major importance. A second important goal of this course is to develop an analogous model(s) for other neglected/infectious diseases. We hope this class will also help the students become advocates for these diseases. The course is also tied to a clinical-translational seminar series to enable students to meet with leading international experts who work in neglected diseases. The class is intended for juniors and seniors.

BIOS 40522. GLOBES: Global Linkages of Biology, the Environment, and Society

(3 -0- 3)

The GLOBES (Global Linkages of Biology, the Environment, and Society) 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 topics vary. Cross listed with BIOS 60522.

BIOS 40562. Aquatic Insects

(3 -3- 4)

Prerequisite: (BIOS 30312 or BIOS 30420) 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

This laboratory consists 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 41344. Vertebrate (Human) Physiology Laboratory

(0 -3- 1)

Prerequisite: (BIOS 30344 or BIOS 30421) or BIOS 34344 or BIOS 40421

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 10161 and BIOS 10162) or (BIOS 20201 and 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 45999. Summer Research Internship

(0 -V- V)

Summer research internship experience in biological or environmental sciences.

BIOS 46490. Biological Sciences Honors Research Seminar

(1 -0- 1)

One or more seminars in a select discipline(s) will be offered every semester and is required of all participating in the biological sciences research honors program. The purpose of these disciplinary groups is to create a small learning community where students and practicing scientists can connect. The seminar learning goals are to support and develop each student's independence, scientific communication skills, critical review skills, and understanding of their research in the context of the larger field. As appropriate, the groups will meet as a whole to foster interdisciplinary habits of mind and skills. The seminar will have the added benefit of helping students prepare for graduate applications and fellowships.

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 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 course work is required.

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); 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. This course does not count as BIOS or science credit for College of Science majors. It is a PHIL course and will satisfy the second PHIL requirement on change of cross-list or count as general elective credit only.

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.

GH 40440. A.I.D.S.

(3 -0- 3)

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 premedical majors and other interested students. Laboratory experience in genetics and cell biology is required Fall.

GH 46497. Directed Readings in Global Health

(V -V- V)

This course is used to address specific interests of students or gaps in their training.

GH 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.

SUS 20010. Sustainability: Principles and Practices

(3 -0- 3) Hellmann

This interdisciplinary course explores the challenges of environmental sustainability (often defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs”) in cultural, social, historical, ethical, technical, and aesthetic dimensions. Taught jointly by professors from the natural sciences, humanities, engineering, and social sciences, the course aims to instill broad, integrative and critical thinking about contemporary global environmental problems whose solutions will depend on multidisciplinary approaches. This gateway course to the minor in Sustainability Studies is open to all students; no prerequisites in science or engineering are required for enrollment. Requirements include mid-term and final examinations, short written responses to readings, and a final reflection paper.

Chemistry and Biochemistry

CHEM 08999. Research Experience for High School Students

(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. No course work is required.

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 three-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 10109. Themes in Chemistry

(3 -0- 3)

Explore the world of chemistry through the work of some of the most important scientists of the past hundred years. By examining case studies based on a single theme, develop the background necessary to understand why these experiments and theories captured the imagination of contemporaries and provided lasting impact and relevance. Understand how subsequent generations of scientists built on these ideas and were able to expand the subject.

CHEM 10122. General Chemistry: Fundamental Principles and Biological Processes

(3 -0- 3)

Prerequisite: CHEM 10171 or CHEM 10181

This one-semester course (taught in spring semester) completes 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 pre-professional 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 pre-professional 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.

CHEM 10181. Introduction to Chemical Principles

(4 -0- 4)

Corequisite: CHEM 11181, CHEM 12181

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, CHEM 11181

Tutorial that accompanies CHEM 10181.

CHEM 12182. Organic Structure and Mechanism—Tutorial

(1 -0- 0)

Corequisite: CHEM 10182

Tutorial that accompanies CHEM 10182.

CHEM 13171. Chemistry Adjunct Seminar

(1 -0- 1)

This is a one-credit course taught in tandem with the chemistry lecture. The aims of this course are to provide students with the tools to become independent learners and to build a community of learners through demonstrating and discussing effective study habits and university-level study skills. Topics include preparing for class/lab, getting the most out of a lecture, how to read a science text book, concept cards and concept mapping, talk-throughs, test preparation, successful study groups, and self-analysis and monitoring one's learning. Students who complete this course should be able to exercise active study strategies, have increased confidence in how to approach their studies for upper-level courses, and grow in their abilities to think critically, analyze concepts, synthesize information, propose and test hypotheses, and problem solve.

CHEM 13172. Chemistry Adjunct Seminar

(1 -0- 1)

This is a one-credit course taught in tandem with the chemistry lecture. The aims of this course are to provide students with the tools to become independent learners and to build a community of learners through demonstrating and discussing effective study habits and university-level study skills. Topics include preparing for class/lab, getting the most out of a lecture, how to read a science text book, concept cards and concept mapping, talk-throughs, test preparation, successful study groups, and self-analysis and monitoring one's learning. Students who complete this course should be able to exercise active study strategies, have increased confidence in how to approach their studies for upper-level courses, and grow in their abilities to think critically, analyze concepts, synthesize information, propose and test hypotheses, and problem solve.

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

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 pre-professional 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 which completes the 2-year chemistry sequence for students in the College of Science, Chemical Engineers, and pre-professional 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 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 of chemistry 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

Experiments to accompany CHEM 20273

CHEM 21274. Chemistry Across the Periodic Table Laboratory

(0 -3- 1)

Prerequisite: CHEM 11172 or CHEM 11182

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 fall semester of the sophomore year. Introduction to the communication of scientific knowledge.

CHEM 23202. Chemistry Seminar

(1 -0- 1)

Prerequisite: CHEM 23201

To be taken either semester of the sophomore through senior years. Introduction to the communication of scientific knowledge.

CHEM 23203. Chemistry Seminar

(1 -0- 1)

Prerequisite: CHEM 23201

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 or PHYS 30220)

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)

Prerequisite: CHEM 10171 or CHEM 10181 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)

Prerequisite: CHEM 30333 (may be taken concurrently)*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

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 20274 or CHEM 20284

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 40436. Instrumental Methods of Analysis

(3 -0- 3)

Prerequisite: CHEM 20274 or CHEM 20284

This course provides an understanding of how instrumentation used in the laboratory works. Modern science relies on advanced instrumentation to detect and analyze chemical compounds. In this class, instrument design is broken down

into fundamental components, such as signal filtering, detection, and analysis. The origins of different chemical signals as well as the strengths and limitations of different techniques are discussed.

CHEM 40443. Inorganic Chemistry

(3 -0- 3)

Prerequisite: CHEM 20284 or CHEM 20274) and (CHEM 30324 or CHEM 30322

Group Theory, Molecular Orbital Theory, structure, and spectroscopy are used as vehicles for the examination of inorganic, organometallic, and solid state chemistry.

CHEM 40477. Nanoscience and Technology

(3 -0- 3)

Prerequisite: CHEM 30324 or CHEM 30321

This course focuses on the unique scientific phenomena that accrue to matter with characteristic nanometer-scale dimensions and on the technologies which can be constructed from them. Special nanostructures will be addressed.

CHEM 40480. Chemistry of Lanthanides and Actinides

(3 -0- 3)

Prerequisite: CHEM 30324 or CHEM 30321

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.

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 48500. Research Thesis in Chemistry and Biochemistry

(0 -0- 1)

A course in scientific writing to produce a thesis that describes work undertaken in the course of an undergraduate research project. Through written drafts of a thesis that are critiqued by the thesis director, skills in organizing and presenting scientific data, scientific literacy, and writing are enhanced.

CHEM 48888. Summer Undergraduate Research

(0 -0- 0)

This is a zero-credit course for visiting and Notre Dame students engaged in research with a faculty member during 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.

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, signaling, 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)

CHEM 51172. Organic Structure and Reactivity Laboratory

(0 -3- 1)

This is a new crosslist lab section to accompany the existing CHEM 11172. The lab course description is the same for both CHEM 11172 and 51172; however, this crosslist section does not include the co-requirement of CHEM 10172 lecture as it is for students who have already taken CHEM 10172, or its equivalent.

Preprofessional Studies**SCPP 23100. Interdisciplinary Science Seminar**

(1 -0- 1) Gursky

This course objective for this seminar is to provide an opportunity for students to interact with community leaders and top interdisciplinary faculty members throughout the University who will describe how their research or work impacts biomedical research. Students typically do not have much interaction with faculty outside their home department. They may not be aware that many faculty members from diverse departments such as physics, math, and engineering are making important advancements in the biomedical field. This seminar would expose the students to different career opportunities, provide them with the opportunity for faculty interactions they would otherwise not have, and give them a better understanding of the most current and significant advances in the field. For interdisciplinary science students in particular, a broader understanding of the biomedical field is helpful in interviews for professional schools.

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 30320. Film and the Physician—Portrayals of Medicine in Film and the Arts

(3 -0- 3) Fromm

This course will examine the representation of medicine in film, still art and texts. The point of view will be to examine the interdisciplinary arts, primarily film plus secondary readings of literary texts, with the goal of broadening the understanding of the lives of patients, families and providers for future health care professionals, particularly physicians. The goal is to heighten the awareness of the world surrounding medical encounters and encourage an open minded approach to people in medical need. Based on Cinemeducation training in medical schools and residency programs, topics examined include delivering bad news, end of life issues, medical malpractice, family dynamics, professionalism, cultural diversity, gender issues, grief, balance of professional and personal life and medical errors. Film clips will be introduced and reviewed with specific discussion points. Strong emphasis will be placed on group discussion, with four short papers, one discussion lead and a final paper.

SCPP 30401. Medical Counseling Skills and Patient-Centered Medicine

(3 -0- 3) Vachon

This course is designed to provide an overview and introductory practical training in medical counseling skills and patient-centered medicine. It is designed specifically for undergraduates interested in careers in medicine, but can also be helpful for students aspiring to other helping professions. This course will provide a theoretical and evidence-based foundation in compassionate care and communication skills for patient care. Emphasis will be placed on clear and professional communication across a wide range of patient care situations. This 3-credit hour

class with limited enrollment will provide opportunities to practice these skills through practical classroom training, outside assignments, and an introduction to the field of Caring Science as it applies to the medical professions.

SCPP 30405. Compassionate Care and the Medical Professions
(3 -0- 3) Vachon

This course is designed to provide the theoretical and practical foundation to providing compassionate care in the medical professions. It will provide an introduction to the field of Caring Science and provide the behavioral and attitudinal components to providing effective patient care as well as teaching how practitioners can be balanced in providing patient care. Topics include Caring Science theory, clinician burnout, compassion fatigue, maintaining caring in the encounter with suffering, and physician self-care. While designed specifically for the future medical professional, the course is open as enrollment allows to students in allied helping professions. Class material will include research from medical, psychological, caring science, business, and spiritual sources.

SCPP 30406. Spiritualities of Caring in the Helping Professions
(3 -0- 3)

This course is designed to explore how helping professionals rely on a spirituality of caring in order to help them maintain their compassion in their work. In the continual encounter with human suffering, those who dedicate themselves to helping others must find ways of responding to this suffering that allow them not to become demoralized, emotionally detached and burned out as well as to provide them with the energy and meaning for the work of compassion. An overall model for a spirituality/philosophy of caring will be presented and then explored as it is exemplified in various spiritual and philosophical traditions. The course will be an opportunity to investigate how helping professionals articulate and cultivate their spirituality of caring in various types of work and how this promotes healing in those they try to help.

SCPP 40001. Preparing for Health Professions

(1 -0- 1) Foster

This course will prepare students to apply to health professions graduate programs. Topics covered will include how to write a personal statement, framing your experiences, preparing for interviews and specifics about the centralized applications. We will also have panel discussions regarding the balance of personal and professional life, the meaning of professionalism, hot topics in healthcare and a look at the way medicine is portrayed in the arts. Satisfactory performance will require completion of Concourse quizzes, written reflections in the form of questionnaires, written organization of experiences and a draft of the personal statement. This course should be taken the semester preceding application.

SCPP 46397. Directed Readings

(V -0- V)

Permission required. Readings focus on learning how patients, families, and healthcare 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)

Prerequisite: CHEM 10113 or CHEM 10115 or CHEM 10117 or CHEM 10121 or CHEM 10125 or CHEM 10126 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 20100. Environmental Geosciences

(3 -0- 3)

Prerequisite: CHEM 10113 or CHEM 10115 or CHEM 10117 or CHEM 10125 or CHEM 10126 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)

Prerequisite: GEOS 20110 or SC 20110

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 SC 20110 or ENVG 10110 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 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 one 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) Simonetti

Prerequisite: ENVG 20200 or SC 20200

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 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 40500. Scientific Entrepreneurship

(2 -0- 2) Crawford

This course focuses on innovation and entrepreneurship of embryonic ideas and scientific breakthroughs and how to move them from the laboratory to the marketplace—from invention to venture. All entrepreneurial case studies will be focused on science-based and high-technology examples, such as nano-science, energy science, drug discovery, medical diagnostics, sophisticated algorithms, green technology, etc. The class is project-based, where students will develop a high technology business plan based on discoveries and inventions of Notre Dame science faculty. Students will have the flexibility to choose from a variety of topics for their final projects in biology, biochemistry, chemistry, mathematics, physics, or medicine. Individual or team projects are possible depending on preference. Does not count as science credit for majors in the College of Science.

SC 40510. Science and Values

(1 -0- 1) Deane-Drummond

Scientific practice is informed by values, but those values are often left unarticulated or hidden. While the focus will be on contemporary science, some reference may be made to historical examples in order to illustrate the points raised. This course will probe some of the core values undergirding current scientific practices. It will examine the role of wonder in scientific practice and its philosophical and religious implications. What is the relationship between science and society? Has science lost its connection with wisdom? We will consider questions relating to trust and accountability in science, using concrete examples. Controversial societal

and religious issues connected with, for example, climate change, nanotechnology and other new technologies will be discussed. This course does not count as science credit.

SC 40600. Scientific Communication

(4 -0- 3) Chaloner

The objective of this course is to develop scientific writing and presentation skills. Students will learn how scientific writing differs from other forms of writing, and what is required to publish in a peer-reviewed journal. Students will be trained to generate effective oral and poster presentations for professional scientific meetings. Students are required to have research experience. Students will use data from their research project to generate a research paper, oral presentation, poster, and general interest article. This course will focus on the writing style used for research in the biological sciences.

SC 41171. Instrumentation and Science Education

(0 -1- 1)

Prerequisite: (CHEM 10171 or CHEM 10181) and (CHEM 11171 or CHEM 11181 or CHEM 121 or CHEM 121L)

Students will gain laboratory and troubleshooting skills by testing donated laboratory instrumentation and developing a high school level science experiment utilizing the instrumentation. Students will be mentored by the faculty member and will be contributing to the ND LIGHTS (Laboratory Instrumentation Giving Hope To Students) donation program. ND LIGHTS acquires upgraded/retired instruments from ND laboratories and donates them to resource-limited schools. The program includes the key component of training high school science teacher recipients on how to use the instrument within the context of an experiment that can be incorporated into his/her curriculum. Students participating in this course will learn to test and write protocols for the donated scientific instrumentation, search scientific literature to determine an appropriate experiment for the laboratory instrument, and perform the experiment. Students will be expected to write a report summarizing their work at the end of the semester.

SC 43350. Introduction to Hospice and Palliative Care

(1 -0- 1) Vachon

This one-credit satisfactory/unsatisfactory course is designed to provide undergraduate preprofessional students with an introductory understanding of palliative and hospice care. It is designed specifically for undergraduates interested in careers in medicine, but can also be useful to student aspiring to other helping professions. This course will provide students with an in-depth understanding of what is palliative and hospice care focusing on how this care is given in the current healthcare system and an introduction to how this care is given in practice. Students will also be given an introduction in compassionate interpersonal communication skills that are needed in caring for people who are in need of palliative care and for people who are dying.

SC 46490. Directed Readings

(V -0- V)

Study of topics not covered or only briefly covered in other courses. Readings, problems and reports.

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 53310. Scientific and Medical Leadership

(1 -0- 1) Crawford

The College of Science's course on scientific and medical leadership provides a forum for discussions related to the qualities of successful scientists and physicians

in research, academia, administration, government labs, foundations, case studies, large corporations and small start-ups. It is a unique opportunity for students to focus on some relevant topics facing contemporary scientists and physicians. This course counts as general elective. No pre-requisites. Open to all graduate and undergraduate students. Requirements: attendance and one 3–5 page paper reflecting on one of the topics presented. S/U grade.

SC 53320. Diversity, Culture, Religion in Science

(1 -0- 1)

This course will introduce students to the role of cultural and religious diversity in science, its importance in an era of globalization, and the interesting questions that it raises. We want our students to be thought leaders in these discussions as they develop. We will recruit top speakers to talk about science and culture, religion and diversity from a sophisticated and scientific level—how these issues have shaped their careers, and how the issues are shaping the world of the future. The course will conclude with a talk on science and religion that demonstrates the vital connections of all these areas and brings them together to prepare our students for that world. S/U grade. General elective credit only.

SC 53340. Ethics in Science

(1 -0- 1)

The College of Science's Ethics course provides a forum for discussions related to the responsible conduct of research and complements department sponsored activities, informal training and mentorship obtained in individual research labs. It is a unique opportunity for students to focus on some relevant topics facing scientists today. Requirements: attendance and one 3–5 page paper reflecting on one of the topics presented. S/U grade.

Mathematics

MATH 10110. Principles of Finite Mathematics

(3 -0- 3) Kroeger

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) Hill

For students in arts and letters. Provide 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 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) Himonas

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 2000 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)

Corequisite: MATH 12350

This is the first course of the two-semester calculus sequence for life science and social science majors. Calculus A emphasizes the process of problem solving and application of calculus to the natural sciences, and requires students to think deeper about the concepts covered. Students will acquire basic skills needed for a quantitative approach to scientific problems. The course introduces the mathematics needed to study change in a quantity. Topics include functions, limits, continuity, rate of change of functions, integrals, graphing and their applications.

MATH 10360. Calculus B

(3 -1- 4) Lim

Prerequisite: MATH 10350 or MATH 10550 or MATH 10850*Corequisite:* MATH 12360

This is the second course of the two-semester calculus sequence for Life and Social science majors. Calculus B emphasizes the process of problem solving and application of calculus to the natural sciences, and requires students to think deeper about the concepts covered. Students will acquire basic skills needed for quantitative approach to scientific problems. The course introduces the mathematics needed to study change in a quantity. Topics include integration techniques, application of integrals to physics, geometry and ecology, solution of differential equations and their applications, and Taylor series.

MATH 10450. Honors Mathematics I

(4 -0- 4) Dyer; Xavier

Corequisite: MATH 12450

This is a course that studies elementary calculus, as well as the necessary geometry, trigonometry and coordinate geometry, from within its "historical flow". The flow is historical, but the emphasis is on doing the mathematics in a pedagogically effective way. This means that the material is developed from within the relevant

context: that of the contributions of Greek thinkers, Copernicus, Galileo, Kepler, Descartes, Newton and Leibniz. But, it also means that the notation is modern and that the material is selected so as to cover the basics of the subject. Calculus is developed by fusing essential insights of both Leibniz and Newton together into a complete "short calculus". This starts from scratch, is free of most theoretical "baggage", and concentrates on the intuitive grasp of the basic elements. What will have emerged is a basic mathematics course that is surrounded by the important scientific concerns of the times.

MATH 10460. Honors Mathematics II

(4 -0- 4) Hahn

Prerequisite: MATH 10450*Corequisite:* MATH 12460

The course starts with the central aspects of Newton's *Principia Mathematica*, arguably, along with *Darwin's Origin of Species*, the most influential book of science ever written. The course pursues Newton's study of centripetal force and, following his thoughts, develops the fundamental equations of planetary motion. Calculus is present, but it is hidden within Newton's geometric approach. A quick overview of conventional differential calculus follows next as preparation for a detailed look at polar coordinates, polar functions, and polar calculus. The course concludes with the application of polar calculus to planetary motion. This modern elementary look at Newton's account provides the students with a paradigmatic example of an application of mathematics to the study of the physical universe.

MATH 10550. Calculus I

(3 -1- 4)

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) Mendes 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) Snow

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) Gekhtman

Prerequisite: MATH 10850*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

Tutorial for the first course of the two-semester calculus sequence for life science and social science majors. Calculus A emphasizes the process of problem solving and application of calculus to the natural sciences, and requires students to think deeper about the concepts covered. Students will acquire basic skills needed for a quantitative approach to scientific problems. The course introduces the mathematics needed to study change in a quantity. Topics include functions, limits, continuity, rate of change of functions, integrals, graphing and their applications.

MATH 12360. Calculus B Tutorial

(0 -1- 0)

Corequisite: MATH 10360

Tutorial for the second course of the two-semester calculus sequence for Life and Social science majors. Calculus B emphasizes the process of problem solving and application of calculus to the natural sciences, and requires students to think deeper about the concepts covered. Students will acquire basic skills needed for a quantitative approach to scientific problems. The course introduces the mathematics needed to study change in a quantity. Topics include integration techniques, application of integrals to physics, geometry and ecology, solution of differential equations and their applications, and Taylor series.

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 20480. Intro to Dyn Sys for Scientist

(3 -0- 3) Lim

Prerequisite: MATH 10260 or MATH 10360 or MATH 10560

This is a one-semester course introducing students to linear algebra and ordinary differential equations by way of their scientific usage. The course serves as a gateway to more advanced mathematical methods that are commonly used in contemporary scientific studies and their literature. Students will learn how to take a mathematical approach to various scientific problems, solve the resulting equations, and interpret the mathematical solution in the original context. There will be course projects and some usage of computing software. Topics include matrix algebra, eigenvalues and eigenvectors, vector-valued functions, linear and non-linear systems of differential equations, and phase portraits. The scientific topics include age-structured population growth, the Richardson’s theory of war, and infectious disease modeling.

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) Caprio

Prerequisite: MATH 10560 or MATH 10860*Corequisite:* MATH 22570

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) Misiolek; Taylor

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) Mendes

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) Hall

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) Caprio

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) Stanton

Prerequisite: MATH 20610

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, non-linear systems and stability. Credit is not given for both MATH 20750 (230) and MATH 30650 (325).

MATH 20810. Honors Algebra I

(3 -0- 3) Starchenko

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, 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 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) Delaney

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 30610. Introduction to Financial Mathematics

(3 -0- 3) Faybusovich

Prerequisite: MATH 30530 and (MATH 20610 or MATH 20550)

The course serves as a preparation for first actuarial exam in financial mathematics, known as Exam FM or Exam 2. The first part of the course deals with pricing of fixed income securities, such as bonds and annuities. The second part of the course can serve as an introduction to derivative securities such as options and futures. Although the amount of material for both parts is almost the same, exam

FM devotes usually about 2/3 of its questions to Part 1. Therefore, about 2/3 of the course is devoted to Part 1. Topics covered: interest rates, annuities, loans and bonds, forwards, options, hedging, and swaps

MATH 30650. Differential Equations

(3 -0- 3) Hall; Xavier

Prerequisite: MATH 20580

A second course in differential equations. Topics include higher order linear equations, numerical methods, Laplace transforms, linear systems, non-linear 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)

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, extension fields.

MATH 30750. Real Analysis

(3 -0- 3) Han

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)

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) Szekelyhidi

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) Hall

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) Galvin

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) Xu

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)

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. Intro to Algebraic Geometry

(3 -0- 3) Migliore

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. Theory of Numbers

(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) Himonas

Prerequisite: 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 λ -recursive functions, Church's Thesis, and absolutely unsolvable problems.

MATH 40720. Topics in Algebra

(3 -0- 3)

Prerequisite: MATH 30710 and MATH 20820

The notion of symmetry is familiar from art and architecture. Possibly less familiar is the basic role played by symmetry in parts of mathematics and science. This

arises through the notion of group actions, which allow groups to be regarded as precise measures of symmetry of various structures. This course will provide an introduction to the mathematical usefulness of these ideas through their application to the study of concrete examples. It will investigate symmetry of geometric objects, combinatorial applications of symmetry to counting and classifying patterns, finite groups of rotations of 3-space, symmetry of algebraic structures such as groups and fields, wallpaper and frieze patterns, and free groups and group actions on trees. If time permits, we may discuss finite reflection groups and illustrate more general notions of symmetry described by groupoids.

MATH 40730. Mathematical and Computational Modeling in Biology and Physics

(3 -0- 3) Alber

Prerequisite: MATH 20750 or MATH 30650 or ACMS 20750

Introductory course on applied mathematics and computational modeling with emphasis on modeling of 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 in the end of the course.

MATH 40740. Topology

(3 -0- 3) Khan

Prerequisite: MATH 20630

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)

Prerequisite: MATH 20750 or MATH 20820 or MATH 30650

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) Smyth

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)

The main goal of this course is to develop problem solving strategies in mathematics.

MATH 46800. Directed Readings

(V -0- V)

Consent of director of undergraduate studies in mathematics is required.

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)

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) Himonas

Prerequisite: (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 50730. Mathematical and Computational Modeling in Biology and Physics

(3 -0- 3)

Introductory course on applied mathematics and computational modeling with emphasis on modeling of 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 in 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. 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.

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 10033. Earth Focus

(3 -0- 3) Rettig

This course will begin with a history of the “origin” of the Universe. We will develop a picture of how, when and where the elements that compose our universe and in particular, the planets (and Earth), were created and how they got to the present state that allows life to exist on the Earth. The course will describe our unique place in nature. The goal will be to discuss how human activities (the production of the greenhouse gases) may/or may not be contributing to an increase in average global temperatures. Notre Dame students will be faced with numerous environmental issues throughout their lives and this course will provide a basis for intelligent and knowledgeable decisions in the future. The course will include a discussion of the sustainability of our energy situation as well as a discussion of alternative technologies that might be implemented in the future.

PHYS 10052. Concepts of Energy and the Environment

(3 -0- 3)

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 non-specialist. It is open to first-year students only.

PHYS 10062. Science Literacy

(3 -0- 3)

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 10091. Principles of Physics I

(3 -0-3)

This course is the AP-credit equivalent of PHYS 10111. PHYS 10111 is a prerequisite to PHYS 10222. 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 10222 will depend on the order of presentation.

PHYS 10092. Principles of Physics II

(3 -0-3)

This course is the AP-credit equivalent of PHYS 10222. PHYS 10111 is a prerequisite to PHYS 10222. 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, de Broglie 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 10222 will depend on the order of presentation.

PHYS 10093. General Physics I

(4 -0-4)

This course is the AP-credit equivalent of PHYS 10310. 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. Students intending to seek a major where AP science credit is not accepted, or where two semesters of general physics 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, PHYS 10093/10094 will revert to non-degree credit on their final transcript, when replaced by 8.0 letter-graded degree credits of PHYS 10310/11310 + 10320/11320 as determined by the requirements of their respective majors.

PHYS 10094. General Physics II

(4 -0-4)

This course is the AP-credit equivalent of PHYS 10320. 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. Students intending to seek a major where AP science credit is not accepted, or where two semesters of general physics 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, PHYS10093/10094 will revert to non-degree credit on their final transcript, when replaced by 8.0 letter-graded degree credits of PHYS 10310/11310 + 10320/11320 as determined by the requirements of their respective majors.

PHYS 10095. Physics I

(4 -0-4)

This course is the AP-credit equivalent of PHYS 30210. It requires demonstrated knowledge of the basic principles of mechanics, fluid mechanics, thermal physics, wave motion, and sound. Primarily for students in the life sciences. Laboratory meetings each week. Students intending to apply to medical or other professional schools where AP science credit is not accepted, or where two semesters of general physics 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, PHYS 10095/10096 will revert to non-degree credit on their final transcript, when replaced by 8.0 letter-graded degree credits of either PHYS 30210/31210 + 30220/31220 or PHYS 10310/11310 + 10320/11320 as determined by the requirements of their respective majors.

PHYS 10096. Physics II

(4 -0-4)

This course is the AP-credit equivalent of PHYS 30220. It requires demonstrated knowledge of the basic principles of electricity, magnetism, optics, and modern physics. Primarily for students in the life sciences. Laboratory meetings each week. Students intending to apply to medical or other professional schools where AP science credit is not accepted, or where two semesters of general physics 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, PHYS 10095/10096 will revert to non-degree credit on their final transcript, when replaced by 8.0 letter-graded degree credits of either PHYS 30210/31210 + 30220/31220 or PHYS 10310/11310 + 10320/11320 as determined by the requirements of their respective majors.

PHYS 10111. Principles of Physics I

(3 -0- 3)

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 10140. Descriptive Astronomy

(3 -0- 3)

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 10222. Introductory Physics II

(3 -0- 3)

Prerequisite: PHYS 10111

This non-calculus-based course is intended for students seeking an understanding of principles of physics beyond those discussed in a one-semester course. The course covers topics useful to but not limited to students in architecture and designed for students who plan to major in some area other than science or engineering. Among the topics discussed are phases of matter, thermodynamics, heat exchange, energy storage, vibrations and acoustics, and basic electricity and magnetism. The course will emphasize applications to practical problems and will explore challenges such as light pollution, earthquake-proofing, and energy conservation.

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)

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)

Prerequisite: MATH 10550 (may be taken concurrently) or MATH 10850 (may be taken concurrently)*Corequisite:* 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)

Prerequisite: (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 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)

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)

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. GenPhys B—M/Waves, Thermo, SpRel

(4 -0- 4)

Prerequisite: (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 the 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 10555. Science Play: Physics and Astronomy on the Stage

(3 -0- 3)

This course will examine a selection of plays that use astronomy or physics to delve into the scientific process, including plays by Auburn, Stoppard, Brecht, and Frayn. By focusing on the moments abutting the instant of scientific discovery, these plays create an ideal space to explore the scientific idea itself as well as the attending complex human interactions and issues such as the scientific method, the interplay of society and science, the scientist's responsibility to society, and gender and genius. The course will guide the student through our evolving view of the physical laws that govern the interactions between particles in the universe, loosely mirroring the arc of the scientific content of the plays. In addition to addressing these key ideas, we will study the theatricality of the plays. Having explored major topics in physics at a non-technical level as well as the roles of the playwright, director and actor in giving life to the science play, the course will culminate in the translation of these scientific ideas to the stage.

PHYS 11310. General Physics I Laboratory

(0 -1- 0)

Corequisite: PHYS 10310

PHYS 12310

The laboratory is a corequisite for PHYS 10310

PHYS 11320. General Physics II Laboratory

(0 -1- 0)

Prerequisite: (MATH 10550 or MATH 10850) and (MATH 10560 (may be taken concurrently) or MATH 10860 (may be taken concurrently)

Corequisite: PHYS 10320, PHYS 12320

The laboratory is a corequisite for PHYS 10320

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/Waves, Thermo, SPRel Lab

(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) Aprahamian

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.

PHYS 20054. Climate Physics

(3 -0- 3)

Prerequisite: MATH 10360

This course is a one-semester investigation of the processes leading to balance in the Earth's climate system. The course will study the physical processes driven by the laws of thermodynamics, convective hydrodynamics, and radiative energy transfer. The course is appropriate for undergraduate science as well as non-science majors and will count for science credit for science majors.

PHYS 20061. Nuclear Warfare

(3 -0- 3)

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)

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)

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)

Prerequisite: 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 20435. GenPhysC—M/Electricity and Magnetism

(3 -0- 4)

Prerequisite:)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)

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)

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)

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; kinet-ics and dynamics of rigid body motion; Lagrangians; Hamilton's equations.

PHYS 20464. Modern Physics I

(4 -0- 4)

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 Schroedinger 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) Phillips

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 topics and their historical background. Several observ-ing 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. GenPhysC-M/E&M Laboratory

(0 -2- 0)

Corequisite: PHYS 20435

The laboratory is a corequisite for PHYS 20435.

PHYS 22451. Mathematical Methods in Physics I Tutorial

(0 -1- 0)

Corequisite: PHYS 20451

The tutorial is a corequisite for PHYS 20451

PHYS 22452. Mathematical Methods in Physics II Tutorial

(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)

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)

Prerequisite: (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)

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 examina-tion 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 writ-ings 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 30421. Scientific Programming

(3 -0- 3)

A major part of this course is devoted to teaching the student a modern computer language. In this instance, the choice of language will be Fortran 95/2003. However, a student who understands one computer language should be able to translate his/her knowledge to another language, for instance C++, and those connections will be made explicit. Computer-based algorithms are also very important in the training of a modern scientist. As a result, several examples of scientific computing algorithms will also be presented. Specifically, the focus will be on numerical methods for solving roots of equations, numerical linear algebra,

numerical integration, solution of ODEs and sparse matrix methods and their relation to the solution of PDEs. The course also provides a modest amount of introduction to symbolic manipulation using the Mathematica - package. Scientific visualization via the IDL package is also presented.

PHYS 30432. Lasers and Modern Optics

(3 -0- 3)

Prerequisite: PHYS 20330 or (PHYS 10424 and PHYS 20435)

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)

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)

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 & Magnetism

(3 -0- 3)

Prerequisite: (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)

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)

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)

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)

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)

Prerequisite: 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)

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 40445. Advanced Astrophysics

(3 -0- 3) Garnavich

Prerequisite: PHYS 30471 (may be taken concurrently) and PHYS 40453 (may be taken concurrently)

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 40453. Introduction to Quantum Mechanics I

(3 -0- 3)

Prerequisite: 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)

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 40602. Particle Physics and Cosmology

(3 -0- 3)

Prerequisite: PHYS 30461 or PHYS 40453

An introduction to Particle Physics and Cosmology. The course will cover the two well established foundations of the fields; The Standard Model of Particle Physics and the Standard Model of Cosmology. Topics to be covered, Relativistic Quantum Mechanics, Quantum Electrodynamics, Quantum Chromodynamics and the Weak Interaction. General Relativity, The Big Bang and the expanding universe, The Cosmic Microwave Background, Big Bang Nucleosynthesis, Stellar Evolution, Dark Matter and Dark Energy.

PHYS 41441. Modern Physics I Laboratory

(0 -4- 0)

Prerequisite: Corequisite: PHYS 40441

The laboratory is a co-requisite 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)

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 48999. Physics Research Education for Undergraduates

(3 -12- 0)

Students are granted stipends, university housing, and assistance with travel and food expenses. REU program gives valuable research experience, to help students decide if physics research is right for them.

PHYS 50051. Numerical PDE Techniques for Scientists and Engineers

(3 -0- 3)

Partial Differential Equations (PDEs) are ubiquitous in science and engineering and are usually discussed in classes as analytic solutions for specialized cases. This course will teach the students the basic methods for their numerical solution. The course starts with an overview of PDEs, then moves on to discuss finite difference approximations. Hyperbolic systems are introduced by the scalar advection and scalar non-linear conservation laws, followed by the Riemann problem for hyperbolic systems and approximate Riemann solvers. Multidimensional schemes for non-linear hyperbolic systems are then presented. Elliptic and parabolic systems and their solution methodologies are then discussed including Krylov subspace methods and Multigrid methods. The course explains the theory underlying the numerical solution of PDEs and also provides hands-on experience with computer codes. A recommended prerequisite for this course is programming courses or programming background.

PHYS 50303. Quantum Optics

(3 -0- 3)

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 50472. Relativity: Special and General

(3 -0- 3)

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

Aerospace Studies (ROTC–Air Force)

AS 10101. The Foundations of the United States Air Force

(1 -0- 1) Williams

AS 10101 is the first course in the two-semester sequence for AS 100. AS 100 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) Williams

Corequisite: AS 11102

AS 10102 is the second course in the two-semester sequence for AS 100. AS 100 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)

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 operations flight commander. 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). Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS 100 cadets). The focus of IMT objectives/activities are 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)

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 operations flight commander.

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). Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training

(normally AS 100 cadets). The focus of IMT objectives/activities are 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) Williams

AS 20101 is the first course in the two-semester sequence for AS 200. AS 200 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) Williams

Corequisite: AS 21102

AS 20102 is the second course in the two-semester sequence for AS 200. AS 200 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)

As a complement to AS 200, Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS 200 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)

Corequisite: AS 20102

As a complement to AS 200, Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS 200 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) Cernicky; Moffett

AS 30101 is the first course in the two-semester sequence for AS 300. AS 300 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) Moffett

Corequisite: AS 31102

AS 30102 is the second course in the two-semester sequence for AS 300. AS 300 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)

Complementing AS 300 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 ICL 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)

Corequisite: AS 30102

Complementing AS 300 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 ICL 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 40101. National Security Affairs/Preparation for Active Duty

(3 -0- 3) Cernicky

AS 40101 is the first course in the two-semester sequence for AS 400. AS 400 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) Cernicky

Corequisite: AS 41102

AS 40102 is the second course in the two-semester sequence for AS 400. AS 400 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)

Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS 400 cadets complementing AS 400 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 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 Operations Flight Commander (OFC).

AS 41102. Leadership Laboratory

(0 -2- 0)

Corequisite: AS 40102

Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS 400 cadets complementing AS 400 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 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 Operations Flight Commander (OFC).

Institute for Educational Initiatives

ESS 20202. Social Inequality and American Education

(3 -0- 3)

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: A Community-based Learning Approach

(3 -0- 3) Strand

This course introduces a sociological study of some of the serious social problems plaguing society. Among these are poverty and homelessness, racial disparities, gender injustice, gross educational inequalities, interpersonal violence, and difficulties faced by prisoners upon re-entry to society. This course will give students opportunities to practice good social science by comparing theories about the causes of social problems and possible solutions to 1) empirical evidence presented in important sociological studies and 2) evidence gleaned by students through their own community-based learning experiences. To gain this first-hand knowledge, students enrolled in this course must volunteer a minimum of 20 hours during the course of the semester in a South Bend community organization dealing with one or more of these social problems.

ESS 20205. Social Inequality: The Social Construction of Difference and Inequality

(3 -0- 3)

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 20301. American Catholic Experience

(3 -0- 3)

Corequisite: 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)

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 30210. Today’s Gender Roles

(3 -0- 3)

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)

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)

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)

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)

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)

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)

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) Alvarado

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 30220. Racism and Activism

(3 -0- 3) McVeigh

Throughout much of American history, individuals have organized and acted collectively to advance interests based on a common racial or ethnic identity. In some instances, groups have organized in an attempt to overcome discrimination and to stake a claim to rights and privileges enjoyed by majority group members. In other cases, members of the majority group have organized to restrict opportunities for the minority and to protect an advantaged position. We will consider the causes and consequences of both progressive and conservative social movements—such as the civil rights movement, the Ku Klux Klan, and the contemporary Tea Party movement—giving particular attention to how theories of social movements help us to understand episodes of race-based collective action.

ESS 30221. 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.

ESS 30222. Poverty, Inequality, and Social Stratification

(3 -0- 3) Andrew

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 class structure in U.S. society, status attainment and occupational mobility, racial and ethnic stratification, gender stratification in the labor market, inner-city and rural poverty, the working poor, educational inequalities, welfare dependency, and homelessness.

ESS 30250. An Introduction to Cognitive Development

(3 -0- 3) Lany

How do infants and children perceive, remember, and learn about their world? This course will cover developmental changes in human cognition, such as perception, action, learning and memory, reasoning and problem solving, and language acquisition. The focus will be on early development (prenatal to 4–5 years) because this is the period of most dramatic change, although it will include some discussion of development during later childhood and adolescence. The goal

of this course is to provide students with basic empirical facts of human cognitive development, as well as to ground them in broader theoretical issues, such as questions of what development means, and the central controversies in the study of cognitive development. An additional goal is to help students to be responsible consumers of psychology research.

ESS 30251. Learning and Memory

(3 -0- 3) Radvansky

A survey of the theories and methods relating to basic processes in learning and memory from both biological and cognitive perspectives.

ESS 30303. U.S. Civil Rights History: The Chicano Movement

(3 -0- 3)

The “Chicano Movement” for Mexican American civil rights grew in tandem with the main contours of the civil rights culture that developed in the United States during the 1960s. As such, this course seeks to place the movement alongside other national movements for social change including the African-American civil rights movement, labor movement, counter-culture, and the anti-war movement. It will also be attentive to related efforts to build bridges between Latino populations (mainly Puerto Ricans) in American cities. As it emerged in the 1960s, the Chicano Movement challenged and maintained the ideological orientation of past efforts for Mexican-American inclusion as it borrowed from the rich mix of social and cultural movements that defined the 1960s and early 1970s. This course will explore movement centers in California and Texas as well as a growing body of research on the civil and labor rights efforts in the Great Lakes, Pacific Northwest, and other Mexican ancestry communities across the United States as well as connections to Mexico and Cuba. This course will detail the key events and leadership of the movement as well as the art, music, and cultural production of one of the most important American civil rights movements of the post World War II era.

ESS 30305. 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.

ESS 30306. African-American History Since 1865

(3 -0- 3) Pierce

Corequisite: 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) Rodriguez

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 19th Century (1776–1919)

(3 -0- 3)

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 nineteenth 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 30470. Race, Ethnicity, and American Democracy

(3 -0- 3)

This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What roles do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society? This is an education-general course.

ESS 30471. Schools and Democracy

(3 -0- 3)

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)

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)

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 30502. Economics and Education

(3 -0- 3)

This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What roles do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society? This is an education-focused course.

ESS 30503. Development of the American Labor Force

(3 -0- 3) Wozniak

This course uses the tools of economics to understand the major forces shaping the American labor force, in both the past and the present. Examples of course topics include: the major waves of European migration to the U.S., 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. This course is closely related to ECON 33480 (Migration, Education and Assimilation) but does not require a research paper. Prerequisites: Principles of Microeconomics. Concurrent enrollment in or completion of a statistics course, Econometrics, or Intermediate Microeconomics is helpful but not required.

ESS 30590. Catholics in America

(3 -0- 3)

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 30591. Latinos in Chicagoland and Northern Indiana: A Cultural History

(3 -0- 3)

Latinos have long contributed to the social fabric of the region popularly known as “Chicagoland,” which includes Northwestern and North Central Indiana. From food to sports to politics to the arts, Latinos have shaped and reshaped the local culture and formed vibrant communities. However, Midwestern Latinos have been marginalized by both local/regional approaches to history and by the field of Latino studies, which tends to focus on the east and west coasts and the U.S. Southwest. This interdisciplinary course will explore Latino communities from Chicago to South Bend to better understand how these communities fit into the broader Latino experience but remain uniquely Midwestern. Some of the questions that we will ask include: Why did Latinos settle in Chicagoland and Northern Indiana? Why do new migrants keep coming? How has gentrification affected urban Latino communities? How are individuals and organizations working to improve the lives of migrant workers in rural areas? How do Latinos contribute to the Chicago arts scene? The course will include several site visits to

community organizations and cultural institutions throughout the region and will require students to collect an oral history from a member of one of the communities encountered in class.

ESS 30592. Schooling Masculinities

(3 -0- 3) Burke

This course will examine the ways in which schooling and education come to de/re/form American concepts of masculinities. Along the way we will leverage queer, feminist and poststructural theories in developing complex understandings about the historical formation of genders and sexualities in schools through curriculum, architecture and sports. We will encounter some version of the following questions (among many others) together: What do portrayals of schooling in the media (think *Glee* or *Awkward!*) do in terms of shaping gendered and masculine expectations? What might the shape and design of a school building and its subsequent grounds say about sexual priorities and surveillance? How do we “teach” gender through the null, hidden, and intended curriculum enacted nationwide?

ESS 30602. Democracy and Our Schools

(3 -0- 3)

Politics arguably influences education policy more than any other domestic issue in American life. This seminar explores education policy in the United States through the lens of American politics. We will examine the complex and inter-related relationship between democracy and schools. On the one hand, we know that education shapes our democracy by cultivating norms of civic engagement and political participation. Yet, public schools are themselves profoundly shaped by democratic politics. After all, schools are agencies of government and nearly everything about them—their organization, their funding, and who has access to them in the first place—is determined through the political process. Over the course of the semester, we will consider the causes and consequences of living in a nation that relies on elected officials to govern its schools. Key questions we will address include: Does politics compromise equality in education and for whom? Are school officials more responsive to the needs of some groups over others? How does the electoral process shape incentives for education officials to pursue school reform? How much voice should the public have in setting education policy?

ESS 30603. Education and Entrepreneurship

(3 -0- 3) Chattopadhyay

This course will explore the emerging role and impact of entrepreneurship in K–12 education in the United States. Starting with a conceptual overview of the broader policy context; the course will examine the dynamics of educational entrepreneurship in both public and private domains of basic education in America. This analytical foundation will then be extended into in-depth case studies of institutional models of educational entrepreneurship. Finally, shifting the focus from educational institutions to students; the course will examine the growing field of youth entrepreneurship education, and its potential in improving student outcomes. This course will be relevant for students with interest in education policy, business analysis, entrepreneurship, and teaching-learning of entrepreneurial skills. Laura Hollis, Director of Gigot Center for Entrepreneurial Studies at Mendoza College of Business, will serve as a co-instructor for this course.

ESS 30604. Literacies: Education, Schooling and Power

(3 -0- 3)

Literacy matters for schooling. Actually, literacies matter. The ability to code switch within and to a given literacy that’s been granted “most-favored-nation” status for political reasons is a valuable skill for students today. When it comes to schooling, socioeconomic background, gender, sexuality, racial identity, ethnicity and country of origin (among any number of other social identities given short shrift here as in society at large) all bear significant influence on the literacies a student brings to the classroom. These literacies, in turn, have great influence on student motivation, persistence and achievement. This course will engage students in a conversation about the role that literacies play in (de)limiting possibilities for students in the American educational system. In the process we’ll look at the concept of “literacy” as a fraught political vehicle used as a tool to communicate myriad—and often troubling—messages.

ESS 30605. Education Law and Policy

(3 -0- 3) Schoenig

This course focuses on selected legal and policy issues related to K–12 education in the United States. A central theme is the intersection of K–12 schooling and the state, with a particular focus on Constitutional issues of religious freedom and establishment, student speech and privacy, parental choice, educational opportunity, and education reform trends such as charter schools and accountability measures. Questions examined over the course of the semester include: What are the most basic obligations of the state with regard to its regulation of K–12 education? What are the most basic rights of parents in this regard? In what ways does the 1st Amendment protect—and limit—the speech and privacy rights of K–12 schoolchildren? In what ways may the state accommodate K–12 schools with an explicitly religious character? What are the Constitutional requirements with regard to religious speech or expression within K–12 public schools? To what degree is the principle of equality manifest in the form of educational opportunity? How has this changed over time? In what ways have education reform trends such as charter schooling and increased accountability changed the policy landscape of K–12 education?

ESS 30606. Doing Research in International Education (DRI)

(V -0- V)

This course is designed for students with a demonstrated interest and or commitment in carrying out research, evaluation, teaching or service oriented engagements in education in international contexts. The course requires students’ background knowledge in key issues of international educational development, as covered in course such as EDGE (ESS 33605) and EIP (ESS 30621). The course also requires students to come with a “live” research interest—which they will refine into a viable research inquiry and subsequently formulate into a viable research proposal. LEARNING OBJECTIVES: Having taken this course, students will: 1) Acquire a broad foundation on research methods employed in international educational contexts; 2) Become familiar with a critical body of scholarship through review of literature in their respective education research topic; and 3) Fully develop a research proposal that would guide their education-related engagements overseas.

ESS 30608. Introduction to Applied Linguistics

(3 -0- 3)

This course will introduce students to the properties of language and their systematic study via linguistic inquiry. Specifically, the origins and mechanisms of linguistic knowledge will be examined alongside the componential units of syntax, morphology, phonology and semantics. The course will further introduce students to applied linguistic study with an emphasis on second language acquisition and the integration of sociocultural knowledge within this process. Students will complete this course with a greater understanding of the nature of language and the mechanisms whereby it is acquired, conceptually represented and produced.

ESS 30609. The Impact of Language, Culture and Identity on Educational Practices

(3 -0- 3)

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 & 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 one credit seminar for students who are tutoring in the South Bend community. This seminar will provide tutors with an opportunity to explore the social, economic, and cultural forces that influence the lives of their students. Tutoring in the Community will give tutors the tools they need to analyze beliefs and pedagogy, improve instruction, and foster development in South Bend school children in need.

ESS 30614. 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 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)

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 USA, 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)

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)

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 thirty 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)

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)

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 CT, or Diversity Project in Berkeley CA, 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)

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

(V -0- V)

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; 2) do evaluative research of existing programs. Previous research experience is helpful, but not necessary; interest in educational issues is required.

ESS 30624. Survey of Historical Developments in American Education: 1650–2010

(3 -0- 3)

This course is an opportunity for students from a variety of disciplines to familiarize themselves with a lynchpin of U.S. democracy—American schooling. The course will begin with a focus on the political, social, and economic factors impacting the emergence and evolution of American schooling over the history of the nation. A special emphasis within the evolution of American schooling will be placed on how a variety of constituent groups—immigrants, Native Americans, and African-Americans were, and often still are, educated separately and differently than their “white” counterparts. Private and parochial education will also be touched upon. This course is in no way meant to be an exhaustive history of

American schooling but an introduction into the significant events in the history of American schooling and their social, political, and economic influences.

Students will garner additional historical contexts to use when analyzing modern day educational trends and issues in American education.

ESS 30625. Language and Difference: The Vocabulary of Disability and Inclusion

(3 -0- 3)

The language we use to describe an idea or item helps define our feelings toward it. Referring to a person with a disability as a “disabled person” implies a pervasive overall lack of ability, whereas a “non-disabled person” seems, by definition, to be more capable, productive, and independent. The term “disabled person” suggests someone in need; the term “person with a disability” might call to mind a brilliant physicist (Stephen Hawking) or a brilliantly successful wartime president (F.D.R.). Students may never have thought deliberately about the vocabulary used in their schools to describe students at different levels of mastery of academic skills. They may never have thought about the vocabulary pundits use to describe those with autism, ADHD, or the range of other disabilities and diagnoses. It is important to be aware of the social consequences of such vocabulary. Language from the Rehabilitation Act of 1973 will be placed alongside other statutory language such as the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and No Child Left Behind. These legal terms will then be dissected in the broader social context of language about disabilities and inclusion or disability services.

ESS 30626. Education and Social Entrepreneurship

(3 -0- 3)

Constituted in three parts, this course will explore the interplay of education and social entrepreneurship. Part 1 of the course will focus on social entrepreneurs active in the field of education and youth development. Part 2 will study entrepreneurial school leaders, particularly those in public, charter and Catholic schools serving high needs students. This part will introduce course participants to the contemporary debates in the education leadership literature. Finally, Part 3 will focus on teaching and learning of entrepreneurship for school age adolescents and youth, and will be informed by research in youth entrepreneurship and entrepreneurship education programs at school levels. Offered as an ESS Elective, this course will feature guest lecturers from Mendoza College of Business.

ESS 30627. The System: Opportunity, Crisis, and Obligation in American Education

(1 -0- 1)

Education is one of the most fundamental and important pieces of American culture and society. Yet as a society we can not agree on how to best educate children in America, but everyone agrees that more can be done. This year at the University of Notre Dame the University forum will focus on topics relating to education and since the forum will have so many diverse topics this course will directly be related to the speakers and events related to the forum events. This course is designed to challenge students to interact and engage intellectually with the speakers and forum events through critical debate, writing, and the creation of their own research. This unique, one time, reading intensive course will have multiple instructors from around the university and will offer both commentary and critique on the forum topics as they arise. This course is open to students from across the University.

ESS 30628. Landscapes of Urban Education, Place, Space, and Race

(3 -0- 3)

This seminar course explores the intersection of the physical realities of urban environments, race, and education and will be a question based seminar. As a group we will work to answer a cluster of questions surrounding the course topic in a systematic, interdisciplinary format. Questions may include: How does the physical landscape/structure of schools matter to urban education? How does the high concentration of poverty and racial segregation impact curriculum, school culture, and neighborhood? How do early childhood programming, college preparatory programs, and after school programs factor into the landscape of urban education?

What are “best practices” involved with teaching in urban environments? The final question we will work on as a group will be: What are the implications of what we know about race and urban landscapes in propelling positive micro and macro level change for our educational system? This course demands a high level of class participation and student initiative.

ESS 30629. Early Childhood Policy in the United States: Origins and Current Context

(3 -0- 3)

This course covers the various issues relevant to the current early childhood education landscape. This includes theories of early learning and child development, policy development in the United States, the issues of inequality and the achievement gap (particularly related to K–12 Education Reform) and research on interventions or “what works” in early childhood programming. The advantage to understanding the theories of child development, the policy context and the intervention research is that it gives future teachers and future policymakers a foundational premise upon which to grow, analyze, learn and teach. Topics covered will include: theories of child development (infant schools to present), Head Start and the CCDBG, state preschool, inequality and the achievement gap in the early years and interventions in early childhood (HighScope/Perry Preschool, Abecedarian and Chicago Parent Studies, Head Start Research). The goal of this class is to come away with a greater understanding of the language, the history, the goals and the possibilities in this policy area as well as its connections to other social welfare programs and to K–12 schooling. Students will become more fluent in the language of early childhood education and will gain the foundational knowledge of past and current theories, laws, policies and educational interventions.”

ESS 31211. Sociology of Teaching—Film Lab

(0 -0- 0)

Corequisite: ESS 30211

This is the film lab required of Sociology of Teaching, SOC 30237.

ESS 33218. Education and Social Stratification

(3 -0- 3)

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 33219. Race, Ethnicity and Inequality in Public Education

(3 -0- 3)

This course explores the link between racial and ethnic relations in the U.S. and the American education system. We will discuss sociological understandings of racial and ethnic inequality in education over the past several decades. Moving beyond black-white inequality, this course will examine the political, cultural, and historical perspectives of racial and ethnic inequality among and between racialized groups in the U.S. Students will be introduced to central sociological debates within the fields of race/ethnicity and education. We will also pay some attention to the changing nature of racial and ethnic inequality in education over the latter part of the twentieth century and the future of racial and ethnic inequality in education during the 21st century.

ESS 33520. Contemporary Education Reform in America

(3 -0- 3)

Prerequisite: ESS 33600

This course examines the need for educational reform in the United States and the strategies being implemented to achieve reform. Emphasis will be given to the situation of low-income students in high poverty schools. In particular, recent studies of the impact of poverty on child development and its implications for learning will be reviewed to establish an understanding of the optimal school environment and pedagogies for teaching children from disadvantaged backgrounds. After a

brief history of education reform in America, the course will scrutinize the current reform movement considering the appropriateness of its goals, identifying its major political players, and reviewing social science research about the effectiveness of reform strategies including curriculum reform, charter schools, and teacher accountability in reducing the achievement gap and raising student learning.

ESS 33600. Education, Schooling, and Society

(3 -0- 3) McKenna

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)

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)

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)

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, 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 after school 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; several small group projects. Department approval required.

ESS 33604. Strategies for Instructing Children in the Community (1 -0- 1)

ESS 33604 is a one credit seminar for students who want to serve as Student Learning Specialists with the No Parent Left Behind program in the South Bend community. This seminar will give students the necessary tools to create and implement effective learning activities with children in need. We will primarily focus on prior knowledge assessment, literacy acquisition and basic math skills. Strategies for Instruction will also prepare students to invite parents into their children's education and intellectual growth, so the effective learning strategies begun by the Student Learning Specialist can be continued and reinforced in the home.

ESS 33605. Education and Development in a Global Era

(3 -0- 3) Chattopadhyay

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 remains vulnerable, disengaged and disenfranchised from education. Against this backdrop, this course will explore the critical issues confronting education in developing countries in different regions of the world. The course has a strong applied focus and the readings will be drawn primarily from policy documents on current topics in international educational development. At the same time, the underlying theoretical and conceptual issues will be accessible to students through supplementary research articles and critical commentaries. Students taking this course will: 1) gain a critical understanding of the broader global development context in which educational policy takes shape in low-income countries; 2) develop operational fluency in key contemporary policy issues and institutional actors in international educational development; and 3) enhance their awareness of an educational development framework that is informed by the dynamic interdependencies of the global and the local.

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) Thomas

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 33609. Emerging Trends in Science Education

(1 -0- 1)

The paradigm in science education is moving away from the traditional "lecture-lab" and more towards student engagement—utilizing strategies that help students learn science concepts in the same way that scientists do. In this course, students will study these trends and visit local classrooms to observe the engaging science education strategies as they are implemented in order to gain a broader perspective on this new paradigm in science education. Students who complete this course

will be able to reflect in a critical way how science is taught and learned within the structure of this new paradigm and assess how this may impact students in their college and career attainment.

ESS 33611. History of American Education: Race, Class, Gender and Politics

(3 -0- 3) Collier

American Education mirrors American society with myriad challenges, successes, and ideologies. This course will look at how political struggles over race, language, gender, and class have all played out in the battle over American schools, schools that ultimately hold the literal future of America. This course will explore the History of Education in American from the late 1865 to the present and will have special emphasis on segregated schools in the 19th century and today. The course will also look closely at the very best programs re-shaping American education such as The Alliance for Catholic Education and KIPP. The course will look at education from kindergarten all the way through graduate programs as we study how our institutions have formed and how they form and transform our society.

ESS 33612. Perspectives on Literacy: K–12 Schools

(1 -0- 1)

The purpose of this course is to provide opportunities for students to learn about the topic of literacy in K–12 schools today. Lack of developmentally appropriate literacy instruction has wide-ranging effects not only on academic progress, but also on self-confidence, motivation to learn, and achievement in future endeavors. In this course, we will examine current research on the effectiveness of a variety of approaches to literacy instruction including the use of academic (common core) standards for reading and writing at the K–12 levels. We will discuss other topics that have a bearing on literacy such as parenting and family literacy, sociocultural literacies, visual/technological and multimedia literacy, as well as “best practices” for literacy instruction. Requirements for the course will include development of a literacy project to be implemented in a local K–12 classroom. Students must have time available to work in a classroom during the school day or in an after-school program.

ESS 33619. Race and Ethnicity in Public Education

(3 -0- 3)

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 33623. Community-Based Research in Education

(V -V- V)

This Community-Based Research (CBR) in Education course is focused on one community issues: lack of parent involvement in local urban schools. Like *CSI* forensic members, we will be working collaboratively with community members (parents, teacher, administrators, South Bend Community School Corporation students) to determine how to improve parent involvement. Students in this course will be formulating a literature review, creating surveys and interview protocols, collecting data at multiple school sites, and analyzing data to create a final research report for the local school corporation. Although previous research experience is helpful (but not necessary), an interest in educational issues is required.

ESS 33624. Reading, Studying and Teaching Literature in the Contemporary Classroom

(3 -0- 3) Staud

One of the most beloved storytellers of the 20th century, JRR Tolkien, contemplates the power of stories within his masterwork, *The Lord of the Rings*. Resting for a while on the road to Mordor, Sam and Frodo find a measure of solace and purpose as they ruminate together on the nature of “the tales that really mattered, the ones that stay in the mind.” Shakespeare also acknowledges the power of story, albeit in a different sense, when he has Hamlet assert: “The play’s the thing/ Wherein I’ll catch the conscience of the king.” Central to this course is our study of two great writers of the English tradition, Shakespeare and Tolkien. We will read and discuss works that “stay in the mind”—*Romeo and Juliet*, *Hamlet*, *King Lear*, and *The Lord of the Rings*. In one sense the contemporary classroom will be our own! Yet we will also study these works in the context of contemporary education, one in which, for example, English teachers find that many of their students either complain about reading or choose not to read much at all, at least in part because they lack the skill and patience to read long or difficult texts. So as we study Shakespeare and Tolkien, we will do so with attention to questions about the purpose of literature, issues of literacy, and the challenges and opportunities of teaching literature in the contemporary classroom.

ESS 33625. Sports and Human Development

(1 -0- 1) Power

Prerequisite: ESS 33606

This course is designed to prepare students to have a coach/mentor experience in a rural village in Uganda. We will explore the economic, social, and religious life of people in the villages of Uganda while focusing on the role sports can play in fostering social, moral, and spiritual development among children in a developing society. In this course we will discover how sports can be a tool in promoting equality and civic virtue. We will discover that when combined with instruction about health, sport can be a powerful tool in promoting equality for all. Combined with instruction, sports can help to educate communities on ways to prevent disabilities, and to stress the importance of vaccination, proper nutrition and responsible sexuality. The course will meet three times during the semester, dependent upon individual schedules.

ESS 33626. Education for Human Development: Coach-Mentoring in Rural Uganda

(1 -0- 1) Power

Prerequisite: ESS 33606 and ESS 33625

This course involves participation in a two-week service-learning experience in a rural village in Uganda during the last two weeks of May, 2012. Participants will lead sports events, conduct classes in an elementary school, and participate in an ongoing research project. They will meet with village leaders and learn about the local economy and culture. They will be assigned readings and will participate in evening seminars. Early in the fall 2012, participants will write a paper on their experience and their research findings.

ESS 35372. Anthropology of Childhood and Education

(3 -1- 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.

ESS 35600. Field Experience in Education: Internship in K–12 Teaching

(1 -0- 1)

This internship is designed to provide an experience that will broaden students’ knowledge of teaching and learning through field experience in local K–12 classrooms. Students will spend 3 hours each week in the classroom. The hours are flexible. Academic work includes occasional reflections and short readings.

ESS 35608. Coaching Practicum

(0 -3- 3)

Prerequisite: ESS 33606 and ESS 33607

The practicum involves supervised work experience in various athletic settings. Students will demonstrate effective coaching through the submission of evidence-based documentation. Students must complete both the principles and foundations courses before doing the practicum. The student will have directed supervision in coaching. The student will pick a sport that s/he is interested in coaching. After approval of the cooperating coach and the director of coaching, the student will be granted a coaching practicum under direct supervision of the cooperating coach/supervisor. Periodic interactive meetings will be held to discuss the experience with other students and experienced coaches.

ESS 35623. Practicum in Developmental Disabilities

(3 -0- 3)

Prerequisite: ESS 40263

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.

ESS 36615. Directed Readings

(V -0- V)

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)

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 40200. Racial and Ethnic Conflict in the U.S.

(3 -0- 3)

The course examines the causes and consequences of racial and ethnic conflict. We will address questions such as the following: How do race and ethnicity become meaningful to social actors? What factors contribute to inter-group conflict? What are the origins and consequences of inter-group inequalities? How are racial and ethnic identities related to social class? How are racial and ethnic identities related to politics? How can a racial or ethnic group overcome a subordinate status? In addition to engaging relevant literature, students will devote significant time to developing original research questions which could, with further development, result in published articles. (May not take if already took SOC 43838 because of course content overlap.)

ESS 40209. Ethnicity in America

(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.

ESS 40210. Unequal America

(3 -0- 3)

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 40214. Society and Identity

(3 -0- 3)

This course looks at sources, dynamics, and consequences of identity in contemporary society. Identity is conceived as definitions of an individual that self and others use as a basis for interacting with one another. Significant outcomes of the way we are defined are the life chances, evaluations, and emotional meanings we experience. The course format is a discussion. Seminar. This is an education-general course.

ESS 40215. Great Books in Sociology of Education

(3 -0- 3)

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)

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) 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 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)

The purpose of this course is to examine the psychosocial research and literature about Latino/a individuals and communities within the United States. Students

will be actively involved in discussing issues relevant to Latino/a well-being, including immigration and acculturation, ethnic identity, religiosity, family life, prejudice and discrimination, and multiracial identity. Economic, educational and social opportunities for Latinos also will be studied, and efforts towards social advocacy and the delivery of psychological interventions for Latino communities will be critically examined. This is an education-general course.

ESS 40256. 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.

ESS 40259. Psychology of Personality

(3 -0- 3) Kelly

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)

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) Christensen

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) Brockmole

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

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 40301. African-American Civil Rights Movement

(3 -0- 3)

Corequisite: HIST 42851

There may not be a term in American society as recognized, and yet as misunderstood, as “civil rights.” Often civil rights are conflated with human rights, even through each are distinct of the other. During the semester, we will trace the African-American civil rights movement in the United States during the 20th century, as well as its lasting impact on American society. We will do so using as many media as possible. Fortunately, we will have the opportunity to study an important part of American history in significant detail. The time span we cover will not be that great, but the issues we investigate challenge the founding principles of American society to its core.

ESS 40402. The Teaching of Writing

(3 -0- 3)

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)

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)

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)

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. 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; one excused absence is allowed for illness; participation is factored into the final grade.) Participants also synthesize within the following assignments what they have learned from both readings and class sessions: 1) in-class group work on pedagogical strategies; 2) short written assignments and oral reports; 3) a mid-term examination; 4) a personal mission statement for the student as catechist (2–3 pages); 5) an integrative essay (10–12 pages) answering the question, “What does it mean to educate in faith?”

ESS 40655. Latinos in Education

(3 -0- 3)

This course examines the educational experiences and struggles of Latinos in U.S. public and private 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.

ESS 43200. Research on School Effects

(3 -0- 3)

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.

ESS 43201. Population Dynamics

(3 -0- 3)

Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies, and political power. An understanding of these is important as business, government, and individuals attempt to deal with the demands of the changing population.

ESS 43255. Adolescent Development

(3 -0- 3) Lapsley

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

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)

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, impulsively, and/or hyperactivity. According to epidemiological data, approximately 4% to 6% 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% 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)

Traditional studies of learning have focused almost exclusively on cognitive, or "cold," processes. Recent research on learning illustrates how "hot" processes also influence thinking and academic learning. In this course, we focus on how social, motivational, and emotional influences interact with cognitive processes to affect academic learning. Social influences will include students' social goals in school, friendships, and family dynamics. Motivational influences are explored through the study of major theories of achievement motivation, including attribution, self-efficacy, intrinsic motivation, "possible selves," and goal theories. Emotional factors such as coping mechanisms, test anxiety, and wellbeing 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.

ESS 43259. The Psychology of Diversity in Higher Education

(3 -0- 3)

This course provides an overview of issues pertaining to diversity and diverse college students. In this course, "diversity" is defined in terms of various demographic characteristics, such as race/ethnicity, social class, gender, and religion. Topics include not only psychological concepts related to diversity (e.g., cultural psychology, stereotyping, prejudice, and discrimination), but also how these concepts are relevant to university settings (e.g., student interactions, college admissions) and how college diversity experiences may affect student outcomes.

ESS 43640. Seminar: Educational Research

(3 -0- 3) Greene; Turner

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)

Seminar for seniors in the ESS minor. Students will study new approaches to educational research.

ESS 45600. Internship in Educational Research

(3 -0- 3)

Students will gain experience working with the No Parent Left Behind program in South Bend.

ESS 45652. Mexican Immigration: 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, gender relations, 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—V)

This course 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.

ESS 48999. Research Experience Undergraduate

(0 -0- 0)

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.

Institute for International Peace Studies**IIPS 20501. International Relations**

(3 -0- 3)

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 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

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 of Peacemaking: Gandhi, Heschel and King

(3 -0- 3) Neiman

An intensive study of the philosophy and spirituality of three of the greatest peace educators of our century: M. Gandhi, A. Heschel and M. Luther King.

IIPS 20707. A Faith to Die For

(3 -0- 3)

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 20711. The Ethics of War and Peace

(3 -0- 3) Kaiser

This course explores Christian understandings of the ethics of war and peace from the time of the early church to the present. Through this historical survey, we will seek to develop an account of various ethical positions on the use of force, particularly views rooted in pacifism and in the just war tradition. We will also consider how different theological convictions in the areas of Christology, ecclesiology, and eschatology (among others) have shaped Christian teaching on the nature of peace and the permissibility of using violence. Finally, we will investigate the ethical implications of several contemporary issues related to the ethics of war and peace such as war crimes, sanctions, humanitarian intervention, and terrorism.

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 20716. 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’ah) 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)

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)

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

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 U.S. Supreme Court.

IIPS 20728. Women and War

(3 -0- 3)

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.

IIPS 20729. The Askesis of Non-Violence

(3 -0- 3)

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 20731. Christian Ethics, Technology, and War

(3 -0- 3)

This course examines the theological resources which can be brought to bear on the ethical issues surrounding the use of emerging weapons technologies in war. Some of the emerging technologies that will be considered are Unmanned Aerial Vehicles (UAVs), robots with artificial intelligence, surveillance technologies, and the use of neuroscience technologies to enhance and/or alter the psychological, physical and emotional capabilities of the soldier on the battlefield. The course will begin by introducing students to the Christian just war tradition as a way of demonstrating how theology, law, ethics and war can be related. The course will then undertake a very brief overview of the history of weapons development in war and the Church’s reaction to some of them (e.g. the crossbow, nuclear weapons). The course will then move on to examine particular emerging technologies. Students will be asked to consider how the specific technologies impact: 1) the moral agency of individual soldiers in relation to the operation of the technology itself; 2) the relationship of soldiers to fellow allied soldiers as well as enemy combatants; 3) the

relationship of individual soldiers to military, social, and political institutions; 4) the relationship of the military to other social institutions, most notably political and economic institutions; and 5) the environment. Students will be asked to consider how the just war tradition may or may not be an adequate framework with regard to thinking through the ethical issues surrounding emerging weapons technologies. The course will conclude by asking students to consider what type of moral responsibility is required by non-military agencies or individuals with regard to their cooperation in the research, development, and funding of these weapons systems (e.g. banks, engineers, civilian corporations, lawyers, the church, the academy, etc.) Students will undertake a major group project and presentation at the end of the course in which the students will present a case study on the moral and ethical implications of a particular weapons system using the resources and material provided to them throughout the course.

IIPS 20732. Theology, Culture and Human Rights

(3 -0- 3)

A significant development in modern Roman Catholic Social Teaching is the endorsement of the doctrine of universal human rights. This course explores the tensions and challenges that arise, both within and outside the Christian theological tradition, in articulating, promoting, and defending the discourse and practice of human rights within a globalized setting that is religiously, ethically, and culturally pluralistic. The first part of the course will be devoted to thematic issues such as the meaning of the Church and its mission, the diversity of religious and cultural practices and traditions, and the idea of a universal morality or natural law. The second part of the course will consider several practical issues that arise in relation to the practice of certain human rights, among these the issue of religious freedom, the rights of women and children, and the rights of ethno-cultural minorities.

IIPS 20901. Gender Roles and Violence in Society

(6 -0- 3)

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 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 non-profit 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 non-profit 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)

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)

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)

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)

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)

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.

IIPS 20910. Sociology of War and Terror

(3 -0- 3)

This course offers a broad introduction to the sociology of wars, terror, and communal violence, including their causes, conduct, and consequences. We will consider the basic social forces which impel people to kill and to risk death in the name of their societies, including the relationship of violence to “human nature.” We will survey the manifold characteristics of societies that contribute to and are affected by war and terror: politics; economics; religion; culture; demographics; the environment; gender; race, ethnicity, and nationalism; social movements; and social psychology. We will survey the scope of war and terror throughout social history and pre-history, but will give special attention to the security dilemmas confronting American society. And we will consider alternatives to war and terror and the prospects for transcending the communal violence that has been so much a part of social life for millennia. The format of the course combines lectures, presentations, and discussions. We will draw on both written and visual materials of several kinds. Grades will be based on examinations, brief written work, and

participation. (This course requires no background in sociology. It is open to students in any major who are concerned about the occurrence of armed conflict in social life. This course can be counted as a Sociology elective.)

IIPS 20911. Development and Human Well Being

(3 -0- 3)

Development. People around the world clamor for more of it and oust government leaders for failing to achieve it, but what exactly is “development?” If development were sitting in front of you on the sidewalk, how would you know it, and what would it look like? In this course we will unpack the deceptively simple word “development” into different specific aspects, each with concrete outcomes for human well-being: education, health, political freedoms, material wealth/consumption, and happiness. We will look at how our understanding of the distribution of “development” among countries, and historically over time, changes when we view it through each of these different lenses. We will consider whether these different aspects of development tend to reinforce each other, and try to understand cases when they do not. We will conclude the course by looking at how “doing” development differs depending on which aspect of development is targeted.

IIPS 20912. Ethics of Emerging Weapons Technology

(3 -0- 3) Lee

This course explores the ethical challenges posed by the ongoing revolution in the technology of war. After learning about some general, philosophical approaches to ethical decision making, we will examine a wide range of new weapons technologies, from “smart” bombs, drones, and robots to em (electromagnetic) weapons, cyberwar, and bio-enhancement, asking the question whether the existing framework of Just War Theory and the Law of Armed Conflict (LOAC) are adequate for war as it will be fought in the 21st century.

IIPS 23901. Power and Identities

(3 -0- 3)

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 which 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 30101. Introduction to Peace Studies

(3 -0- 3)

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)

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. Microventuring Consulting

(3 -0- 3)

Prerequisite: IIPS 30924 or BAMG 30924

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

This course examines the roots and sustaining conditions of contemporary terrorism, and explores the diverse counter-terrorism measures and policy prescriptions employed by the U.S. and for the international community after Sept 11, 2001. It will devote special attention to the way in which U.S. culture and policy assess 9-11 during this tenth anniversary time. 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, terrorism and violence. The course will require a heavy dose of reading each week, and participants will be required to write two op-ed essays and three persuasive and/or policy papers, based on course readings, of about seven pages each in length. There will be a cumulative final exam.

IIPS 30403. Borders, Boundaries and Frontiers

(3 -0- 3) Kaufman

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.

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. Aid and Violence

(3 -0- 3) Fast

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 providing aid in the conflict of war and violence. Using a series of case studies, this course will examine the central debates and dilemmas of humanitarianism, 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 will be conducted in seminar format, with a strong emphasis on reading and discussion. Grades will be based on a series of written assignments.

IIPS 30500. On War

(3 -0- 3) Rosato

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, 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.

IIPS 30502. The Rise and Fall of World Communism

(3 -0- 3)

Corequisite: POLS 32487

For most of the twentieth century, communist states, like the Soviet Union and China, represented the greatest political, ideological, and military challenges to the western world. But now, most of these states are gone; of those that still exist, only one (which one?) can credibly live up to the bloody examples set by Josef Stalin and Mao Zedong. In this course, we will draw upon an eclectic mix of approaches from political science, history, sociology, and political philosophy to make sense of both the rise and the demise of the communist phenomenon. Rather than focusing on only one country or region, we will consider an array of different cases. These will include not only the Soviet Union and China but also such fascinating examples as Cuba, Vietnam, East Germany, Poland, Romania, Yugoslavia, and—my favorite—North Korea. There are no prerequisites for this course, although I do hope you will be inclined to view world communism as one of the most intriguing political movements of all time

IIPS 30503. Politics of Southern Africa

(3 -0- 3)

Prerequisite: POLS 20400

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)

International law and institutions are increasingly important for understanding the nature of world politics. This course investigates the interaction between international law and international politics. We examine how international institutions operate, the significance of international law to state behavior, and the connections between international norms and domestic law. The substantive issues addressed in this course include trade, human rights, and environmental protection.

IIPS 30505. International Organizations

(3 -0- 3) Reydams

Examination of governance in international relations, including both formal and informal institutions. The functioning of organizations such as the United Nations, International Monetary Fund, World Trade Organization, European Union, and multilateral development banks. Research papers on topics including peacekeeping and humanitarian intervention, political conflicts surrounding trade liberalization, and assessment of economic development programs.

IIPS 30506. The Northern Ireland “Troubles,” 1920 to the present

(3 -0- 3)

This course explores the history of the six north-eastern counties of Ireland which became “Northern Ireland” in 1920/1. Northern Ireland remained part of the United Kingdom and had a built-in Protestant unionist majority, while 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 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 class 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.

IIPS 30507. Transition 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.

IIPS 30509. Latin American International 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.

IIPS 30510. War and the Nation-State

(3 -0- 3)

Prerequisite: POLS 10200 or POLS 20200 or IIPS 20501

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 or IIPS 20501

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.

IIPS 30514. U.S. Foreign Policy

(3 -0- 3) Lindley

The United States is the most powerful state in the world today. U.S. foreign policy is important not just for U.S. 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 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? To answer these questions, 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 in practice, 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 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

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 30521. History of Modern Africa

(3 -0- 3) Ocobock

This course is an introduction to the history of the peoples of Africa from the late nineteenth century to the present day. During the term, we will consider the ways in which Africans shaped and were shaped by the transformative events of the period. In the second half of the nineteenth century, European powers conquered and colonized much of the continent. Over the next sixty years, Africans lived and died under the yoke of European rule; some resisted, others collaborated, but all influenced the nature of colonialism and its eventual collapse. By the 1960s, most Africans were free of foreign rule. Since then the peoples of Africa have endeavored to achieve political stability, navigate Cold War politics, harness development aid, and adapt to a globalizing economy. In recent years, they have succumbed to brutal wars and endured devastating famines, but they have also inspired the world with their triumph over apartheid, emerging vibrant democracies, rich cultures, and deep history. In this class, we will identify, problematize, and debate these

major themes in Modern African history. We also will make use of a variety of texts, from historical documents to classic academic works to works of African art, film, and fiction.

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

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)

This course 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 in the Cold War

(3 -0- 3) Brady

This course covers the main developments in American foreign policy from World War II through the end of the Cold War. 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 détente; Carter and the diplomacy of Human Rights; Reagan and the revival of containment; Bush and the end of the Cold War.

IIPS 30529. Global Politics in the Post Cold War Era

(3 -0- 3) Hui

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)

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) Kaufman

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 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 % on research paper; 25% 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

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

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: HIST 32106

Home to over a billion people, just over 23% 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)

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)

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)

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) Rosato

This course examines the intersection of politics and economics in an increasingly global world. Economic interdependence has increased dramatically over the past fifty years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for evaluating the consequences of globalization and provides an overview of several theoretical approaches to and empirical issues in today's global economy. The course is divided into three main sections. The first part of the course focuses on understanding what is meant by 'globalization' as well as an introduction to several contending theories of globalization. The second part of the course will focus on managing globalization, and will evaluate different options available to states, institutions, and other actors. The final section of the class will be devoted to empirical issues associated with globalization. Topics discussed include: the environment, corruption, human rights, non-governmental organizations, democratization, and regional trading blocs.

IIPS 30543. Contentious Politics and Resistance Movements

(3 -0- 3) Hui

This course analyzes prominent resistance movements in the twentieth and twenty-first 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)

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)

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)

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)

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)

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. United States Operations in Central America

(3 -0- 3)

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)

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)

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 30553. Modern Genocide in Historical Context

(3 -0- 3)

In 1948, the United Nations adopted a convention that defined genocide; the ratifying nations promised to prevent genocides, to intervene in those that broke out, and to hold the perpetrators responsible. However, genocides have continued to occur, and the signers of the convention have spent more time arguing over the definition and its limitations than acting against the perpetrators. In what context was the UN genocide convention drawn up and signed? How did the definition fall short in the eyes of so many of the signatories and scholars? What are its

limitations? This course will explore modern genocide in its historical context in order to approach a definition of genocide that will complement the existing UN definition, underscoring the usefulness of the genocide convention as well as exploring alternate definitions and introducing students to the complexities of politics when it comes to enforcing such legislation. We will be looking at several different case studies throughout the semester, including genocides that preceded the invention of the word, most notably the Holocaust. Topics may include the German army in South West Africa; the Armenian genocide during World War I; the figure of Raphael Lemkin and the meaning of the 1948 convention; the impact of the Soviet Union on the official definition; the Cambodian and Rwandan genocides; ethnic cleansing and genocide in the Balkans after 1990; distinctions between ethnic cleansing, crimes against humanity, and genocide; and contemporary events in Darfur. Assignments may include short review papers, a longer research paper, and one oral presentation over the course of the semester.

IIPS 30554. 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.

IIPS 30555. 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.

IIPS 30556. Ethnic Conflict in Comparative Perspective

(3 -0- 3)

Most nations today may be considered as multi-cultural, that is: they are comprised of at least two distinct societies based on different cultures. About 5000 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 Block 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 which 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.

IIPS 30557. Military Regimes and “Dirty Wars” in Latin America

(3 -0- 3)

Between 1964 and 1990 most South American countries lived under dictatorial military regimes. In this period of extreme political radicalization, these societies were divided alongside contending visions of their national states. Under the premise that they were assuming office in order to save their nations, the South American military established regimes characterized by widespread repression, human rights violations and impunity. Violence, however, was resisted by different sections of society and a particular type of motherhood—embodied by the women who looked for their missing children—acquired subversive connotations in countries like Argentina and Peru. In this course on Military Regimes and Dirty Wars in South America, we will seek to understand why military institutions played such a prominent role in the region in the twentieth century, how their doctrines of national security and U.S. assistance enabled them to assume power, and the

mechanisms that the military used in order to establish cultures of fear and death in their countries. We will also focus on the responses by individuals and organized civil society to state repression and violence. Although the course keeps a regional approach, it pays particular attention to three countries: Chile, Argentina, and Peru. What were the similarities and differences among the ‘dirty wars’ occurred in these countries? How did the categories of class, gender and race interplay in the implementation of military and insurgent violence? What memories about repression were crafted in these countries? How did successor regimes make a break with the past, establish a new set of social norms, and work toward the administration of justice, redress and reconciliation? We will approach to this subject by using a variety of primary and secondary sources, fiction and documentary films, as well as elements of pop culture. We aim to see how these lengthy military and authoritarian interventions have shaped present-day societies in South America, and what mechanisms Chile, Argentina and Peru have established to deal with the legacies from their troubled pasts.

IIPS 30558. 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 might affect the variation in the extent to which Africans participate in politics, engage in protests, and join movements devoted to promoting democracy? 4) What explains the variation in the extent of democratization that has taken place across sub-Saharan Africa since the late 1980s and early 1990s? 5) Should it matter to the rest of the world that sub-Saharan African countries become more developed and democratic? 6) If it should matter, can/how can the United States and other countries promote development and democratization in the region?

IIPS 30559. War and the Modern World

(3 -0- 3) Soares

Warfare has long been a persistent fact of international life; since 1914 it has involved many nations and peoples; triggered numerous diplomatic efforts to prevent, end or gain from it; brought so many political, social and technological transformations; and inspired cultural representations ranging from high art to the most crass commercial exploitation. To make sense of war and its impact on affected peoples and nations, this course will use a variety of readings, films and art to examine selected conflicts in different parts of the world since the outbreak of World War I.

IIPS 30560. Theories of Genocide

(3 -0- 3) Singh

As inexplicable as genocides and mass killings are from a moral perspective, they have a political logic of their own. This seminar seeks to unlock the reasons behind 20th- and 21st-century mass killings by bringing an analytical perspective to bear on them. Together, we will explore important questions about the causes and conduct of mass killings. Why do mass occur in some places and not others? Who participates in the killing? How much support from society is necessary? How does the world react to such events? What can outside actors do to stop the killing? Are there legal options for punishing the perpetrators and hopefully deterring future killings? How can you heal a society after such a tragedy? The course will investigate these questions through the study of the Holocaust, Cambodia, Rwanda, and Darfur.

IIPS 30600. Peace vs. Justice: What is “justpeace”?

(3 -0- 3) Springs

“Peace is the work of justice” —*Gaudium et spes* (cf. no. 78). Peace activists, scholars, philosophers, religious leaders have often agreed that you cannot have true peace without justice, nor true justice without peace. Peace without justice is “false peace;” justice without peace is “ugly justice.” In practice, however, peace and justice frequently appear to stand at odds with one another. Striving to see

that “justice is served” can cause conflict and instability. Resolving conflict and achieving tranquil conditions often will require giving up the traditional idea that “each must receive his or her due” (justice). This class takes up a careful examination of what it means to say that justice and peace must be sought together (e.g. that “peace is the work of justice”). Is it possible to think in terms of—and to work for—“justpeace”? How might such a conception provide the orientation for peace studies and peace activism? In exploring this possibility, we will examine concrete cases where justice and peace appear to conflict. We will examine efforts to pursue peace by administering a legal understanding of justice (i.e., International Court of Human Rights on Sudan, and Criminal Tribunal on the Former Yugoslavia). In examining the differences between “positive peace” and “negative peace,” we will explore the ways that different conceptions of violence—“direct,” “structural,” and “cultural” forms—influence and inform what the conception of a “justpeace” can, and should, seek to accomplish, and the breadth of contexts to which it is applicable (including the United States). The course will conclude by applying the refined account of “justpeace” to the theory and practice of conflict transformation, and strategic peacebuilding more broadly.

IIPS 30602. Jerusalem: Peace or Apocalypse?

(3 -0- 3) Omer

Jerusalem is a holy city for many religions. It is believed to represent heavenly eternal peace but is also the source of earthly and historical violence. What are the sources of this contested legacy? What are the prospects of building peace with justice in such a volatile context? We will relate our understanding of the complexities of Jerusalem to the analysis of other conflicts involving sacred spaces and narratives. This interdisciplinary course will explore the histories, theologies, politics, and social realities of the city of Jerusalem. We will explore the interface between religion and politics by asking how Jerusalem fits into secular and religious Jewish Zionist ideologies as well as how Christian Zionists’ conceptions of the end-time informs a commitment to maintaining Jewish political hegemony over the city. We will discuss the question of sacred spaces and how they relate to the cycles and transformation of violent conflicts: Are sacred spaces negotiable? Nonnegotiable? Do they have fixed or rather elastic boundaries? How do sacred religious spaces figure into secular national ideologies? What might be the role of trans- or supra-national religious networks in informing decisions concerning the divisibility or indivisibility of sacred spaces?

IIPS 30700. Politics and Conscience

(3 -0- 3) Keys

Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of “conscience” recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect? Are there 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 relate to concepts of natural law and natural rights, rationality and prudence, religion and toleration? This course engages such questions through readings from the Catholic intellectual tradition (Augustine, Thomas Aquinas, Thomas More, Francisco de Vitoria, Desiderius Erasmus, John Henry Newman, Karol Wojtyła/John Paul II, and Joseph Ratzinger/Benedict XVI) and other writers of the history of ethical-political thought (Cicero, Seneca, John Locke, Mahatma Gandhi, Jan Patočka, and Alexandr Solzhenitsyn). We consider also various contemporary reflections on conscience expressed in films, essays, letters, plays, short stories, speeches, and declarations, beginning with Martin Luther King, Jr.’s “Letter from a Birmingham Jail” and Václav Havel’s speech “Politics and Conscience.” This class serves as both the capstone course for the interdisciplinary minor Philosophy in the Catholic Tradition and an upper-level elective for Political Science majors and Peace Studies minors. Its format combines lecture and seminar-style discussion.

IIPS 30702. Religion, Development and Democracy

(3 -0- 3) Dowd

The impact of religion on social and political change and the impact of social and political change on the influence of religion are immensely important topics.

While many have claimed that religious faith communities essentially impede human progress, others have argued that human progress is impossible to explain without some reference to such faith communities. In this course, we will take a critical look at religion, particularly Christianity and Islam, and examine two major questions: 1) What effects, if any, do religious beliefs and institutions have on human development and the prospects for and the quality of democracy? 2) What effects, if any, do human development and democratization have on the relevance of religious beliefs and the influence of religious institutions? Students will take an active role in leading in-class discussions, write several short essays and one longer essay on a topic of their choice.

IIPS 30704. Contention in China

(3 -0- 3) Hui

Is China next for a “Jasmine Revolution?” Why have pro-democracy efforts repeatedly failed in China? Why is there no organized democracy movement despite the prevalence of sporadic protests about various kinds of social injustices? Is China immune to democratization because of a deeply rooted “Confucian culture?” This course examines a wide range of contentious politics in modern China, from the May Fourth Movement through the Communist Revolution, the Cultural Revolution, the Tiananmen Democracy Movement to recent protests by workers, peasants, religious followers, and middle-class property owners. In addition to contention by Han Chinese, this course also examines resistance by Tibetans, Uighurs, Mongolians, and other minorities.

IIPS 30707. U.S. Civil Rights History: The Chicano Movement

(3 -0- 3)

The “Chicano Movement” for Mexican American civil rights grew in tandem with the main contours of the civil rights culture that developed in the United States during the 1960s. As such, this course seeks to place the movement alongside other national movements for social change including the African American civil rights movement, labor movement, counter-culture, and the anti-war movement. It will also be attentive to related efforts to build bridges between Latino populations (mainly Puerto Ricans) in American cities. As it emerged in the 1960s, the Chicano Movement challenged and maintained the ideological orientation of past efforts for Mexican American inclusion as it borrowed from the rich mix of social and cultural movements that defined the 1960s and early 1970s. This course will explore movement centers in California and Texas as well as a growing body of research on the civil and labor rights efforts in the Great Lakes, Pacific Northwest, and other Mexican ancestry communities across the United States as well as connections to Mexico and Cuba. This course will detail the key events and leadership of the movement as well as the art, music, and cultural production of one of the most important American civil rights movements of the post World War II era.

IIPS 30710. Religion, Myth, and Magic

(3 -0- 3) Gaffney

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

IIPS 30711. Islam and Politics in the Middle East

(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.

IIPS 30712. Society, Culture and State in Modern Israel

(3 -0- 3) Kaufman

This class surveys the political and social history of the state of Israel from the beginning of Zionism in the late 19th century to the present. Chronologically, we will explore the ideological and practical foundations of Zionism, the history of the pre-state era and the crystallization of a Jewish polity in Palestine, and of the state of Israel from its establishment in 1948 war until the recent past. Thematically, we will analyze the different social and political groups that form the Israeli society, certain foundational myths and their dissolution and the Arab-Israeli conflict and its impact on state and society in Israel. We will also dedicate some time to discuss U.S.-Israeli relationship.

IIPS 30716. Slavery and Society in Classical Antiquity

(3 -0- 3) Bradley

This advanced course in ancient history examines the role played by slavery in the societies of ancient Greece and Rome (particularly Rome). Topics studied include how Greeks and Romans acquired slaves, the jobs and occupations to which slaves were assigned, how slaves were treated by their owners, and how they responded to enslavement (the revolt of Spartacus included). Attention is also paid to Greco-Roman theoretical views about slavery, including Christian views. Slavery is one of the least attractive features of Greco-Roman antiquity, but some understanding of it is crucial to understanding the nature of classical culture. The subject raises questions about freedom, exploitation, and human rights that have special contemporary relevance.

IIPS 30718. Catholicism and Politics

(3 -0- 3) Philpott

Catholicism and Politics poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in "The Council of Notre Dame," where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.

IIPS 30721. 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. 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 nineteenth century, and American Catholic and Protestant mission endeavors and their outcomes in the twentieth century.

IIPS 30726. The Worlds of Buddhism

(3 -0- 3)

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 & 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)

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)

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)

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 30730. 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*.

IIPS 30731. We Hold These Truths: Catholics in 20th-Century America

(3 -0- 3)

A survey of the Catholic presence in the United States during “the American century,” the focus of the class will be on the ways Catholics integrated their national and religious identities. Defining American culture broadly, we will discuss Catholic politicians and laborers, monks and nuns, pacifists and cold warriors. What was the relationship between Catholic spirituality, cultural criticism and social reform? What consequences did conflict over “sex” and gender have in the realm of church authority and lay practice? Why did Catholics stop going to confession in the mid-sixties? We will examine the challenges of being American and Catholic by exploring Catholic themes in American popular music, film, and fiction; Catholic social teaching on the economy and nuclear war; and the changes in Catholic religious practice and self-understanding inspired by the events of the 1960s, including the Second Vatican Council and the civil rights movement. Profiles of “everyday Catholics” drawn from primary historical sources will be complemented by brief excerpts from the writings of influential thinkers and activists such as John Ryan, Dorothy Day, John Courtney Murray, Thomas Merton, Richard Rodriguez, Cardinal Joseph Bernardin and Cathleen Kaveny. Two class sessions will be devoted to Notre Dame’s role in this story, including the vocation and career of Father Ted Hesburgh, while three class sessions will be devoted to contemporary challenges facing Catholics and the Church.

IIPS 30800. Saving the World or Wasting Time?: The Effectiveness of Social Movements

(3 -0- 3) Davenport

This course is geared toward constructing a successful social movement organization. To do this, students will evaluate the existing theoretical literature based in political science and sociology to explore what a social movement is as well as how it attempts to achieve its objectives. We will also address the issue of how one evaluates progress toward a specific end and what leads to/hinders this progress. Students will examine existing statistical databases on the topic (e.g., a database of all collective action in the United States from 1960 to 1995) as well as detailed cases of both attempts as well as outcomes of these efforts. The former is taken from research compiled by the professor as well as other scholars of conflict/contentious politics. The latter is taken from diverse documents housed at the Radical Information Project as well as from diverse human rights organizations associated with the Robert F. Kennedy Center for Human Rights: these are based in the U.S., India, Northern Ireland, Rwanda and Zimbabwe.

IIPS 30801. U.S. Civil Rights Movement

(3 -0- 3)

Corequisite: HIST 42851

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.

IIPS 30803. Nonviolent Social Change

(3 -0- 3) Cortright

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. Course work 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 30804. Youth and Political Violence

(3 -0- 3) Taylor

This course will examine how youth are affected by political violence and war, with a focus on stress and coping in violent and post-war contexts. We will discuss major theories and recent research in developmental, social, and political psychology on these issues. The course will emphasize resilience processes, that is, identifying risk and protective factors that can explain why and how political conflict affects youth, with a focus on real-world application. Case studies and interdisciplinary readings from sociology, anthropology, literature, and political science will also be incorporated into the readings, lectures, class discussion, and writing assignments. Students will be encouraged to consult the existing empirical literature to suggest ways to (a) protect youth mental health on an individual level, and (b) decrease the potential for inter-group violence and promote constructive peacebuilding on a societal level.

IIPS 30901. 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.

IIPS 30904. International Development

(3 -0- 3) Dutt

This course looks at why some countries are more economically developed than others, and why some are developing more than others, using a political economy perspective. It discusses alternative meanings and measures of development. It then examines alternative views on the constraints to development, at different levels of analysis, individual, sectoral, national and global. In so doing it analyzes economic factors, and their interaction with broader political, social and cultural factors, and explores both problems internal to countries and to those arising from international interactions and globalization. Finally, it critically examines different strategies and policies for development.

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 30910. The International Human Rights Movement

(3 -0- 3)

Bound by a common and hitherto nearly unassailable discourse, the international human rights movement ascended at the turn of the 21st century. The first line of inquiry of this course considers the history and evolution of transnational human rights activism, from ad hoc campaigns in late 18th century to the emergence of a social movement in the mid-1970s and its ascendancy thirty years later; the second compares the human rights movement with other transnational social movements,

viz. global labor, the women's movement, the environmental movement, the peace and disarmament movement, the humanitarian movement, and the global justice and democracy movement; the third line of inquiry investigates the movement's relationship with these other social movements, with states and intergovernmental organizations, and with the market; the fourth examines the impact of "rights talk" and activism on the political realm; the final inquiry is a political economy analysis of the contemporary human rights movement. The course ends with considerations about the future of a movement that is increasingly perceived as hegemonic, a(nti)-political and un-democratic, and market-oriented. It speculates about possible challengers and investigates whether the movement may have reached its limits. The broader background of this course is 1) the growing debate about the marketization and corporatization of the nonprofit sector generally (estimated \$1 trillion a year globally), NGO accountability, legalization and instrumentalization of human rights, and top-down global legalism, and 2) the current re-reading and reinterpretation of the history of human rights.

IIPS 30914. International Environmental Politics

(3 -0- 3)

This course surveys the major actors (states, NGO's, 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

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. United States 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.

IIPS 30917. International Development in Theory and Practice

(3 -0- 3) Reifenberg

This course on international development has three major purposes: 1) to examine diverse approaches to thinking about international development and processes that bring about individual and societal change, 2) to explore the role and constraints of development projects in areas such as poverty reduction, social development, health, education, the environment, and emergency relief, and 3) to develop practical skills related to project planning and management, negotiations, communications, and the evaluation of international development projects.

This class aspires to develop relevant knowledge and practical skill for students

interested in engaging in bringing about positive change in a complex world. The class is particularly relevant for students planning international summer service internships, studying abroad, or for those considering careers in areas related to social and economic development. The course will make use of specific case studies from Haiti, Peru, Uganda, Mexico, Bangladesh, Pakistan, and Chile, among others, drawing lessons from instructive stories of failure and inspirational stories of change.

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 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.

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. Working in America Since 1945

(3 -0- 3) Graff

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe's unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families—and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican-Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace—an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts

over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked?

IIPS 30924. Social Entrepreneurship

(3 -0- 3)

Social Entrepreneurship (formerly MicroVenturing I) explores the innovative concepts, practices and strategies associated with building, sustaining, and replicating social impact organizations in less developed countries (LDCs) and here in the United States. Many dynamic organizations are aspiring to a “double” or “triple bottom line”—beneficial human impact, environmental sustainability, and profitability. This course exposes students to a new and growing trend in leadership, venture creation, product design, and service delivery which uses the basic entrepreneurial template to transform the landscape of both for-profit and not-for-profit ventures. In addition, students will analyze various social enterprise business models, including microfinance, microenterprise development, bottom of the pyramid, etc., and will devise strategies and tactics to improve the efficacy of these ventures, as well as engage in research seeking to advance the field of social enterprise at Notre Dame.

IIPS 30925. 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 U.S., the nature of racism, discrimination, and racial stereotyping; the pros and cons of affirmative action; the development of racial identity; differences between assimilation, amalgamation, and multiculturalism; and social and individual change with respect to race relations. The second objective is to foster a dialogue between you and other students about racist and ethnocentric attitudes and actions. The third objective is to encourage you to explore your own racial and ethnic identity and to understand how this identity reflects and shapes your life experiences.

IIPS 30926. 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. This course is equivalent to IIPS 20907.

IIPS 30927. Immigration in Global 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 U.S., 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 30928. Global Environment: Capitalism, Marxism, Fascism, Nature

(3 -0- 3)

The global climate crisis is upon us, leading historians to ask how did we get to this point and what tools historical knowledge might provide for finding our way in the future. This course considers, first, the nature of “climate collapse” (as some term it) on a global scale. We then turn to the issue of what values and what

modes of production and consumption have caused this dramatic transformation of our planet. Looking particularly to political and economic analyses of global history, we trace the effects of modern industrial development and colonialism. Food, water, and other basics of life are all at stake. Finally, we discuss possible responses to this crisis looking to a number of intellectual genealogies from left to right.

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 like 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 30930. Inequalities: Poverty and Wealth in World History

(3 -0- 3)

The difference between rich and poor nations (and rich and poor individuals) is not, as Ernest Hemingway once said, merely that the rich have more money than the poor. It is a question of opportunity, itself structured by the political, economic, institutional, and social contexts for both nations and individuals. This course examines inequalities in the context of economic and social development in historical contexts. We focus especially on the long nineteenth century, roughly 1750 to 1930, but touch on deeper roots and enduring legacies for today’s world. We will examine factors that historically fostered inequality as well as the implications of inequality for social development, drawing cases from U.S., Latin America, Africa, Asia, as well as from Europe.

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 30933. 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 U.S., 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.

IIPS 30934. People, Environment, Justice

(3 -0- 3) Smith

What is our environment? What is our role within our surroundings? How do our actions affect ecological landscapes, and people's livelihoods, across the globe? How does our reliance of fossil fuels lead to catastrophes such as Hurricane Katrina? What—if anything—does it mean to be “green?” This course will address these and other questions through the use of critically applied anthropology. We will explore the interaction of local peoples and cultures with natural and man-made ecosystems. We will focus equally on traditional environmental knowledge held by small-scale communities as on the usage of the environment by the industrial world. This course will focus on theory and major environmental questions, problems, and possible solutions illustrated by various case studies from different parts of the world. Topics to be discussed include: intellectual property rights, poverty and environmental health and justice, economic development, health and emerging disease, and ethno- and eco-tourism. Through readings, films, discussions, and independent research students will be able to critically understand the complexity surrounding humans' place within the environment.

IIPS 30935. Education Innovations in Diverse Contexts of Poverty

(3 -0- 3)

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 CT, or Diversity Project in Berkeley CA, 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.

IIPS 30936. Political Economy of North-South Relations

(3 -0- 3)

This course will introduce the changing perspectives and current controversies concerning international economic relations between the developed and developing worlds. What do we mean by “development?” To what extent should states intervene in free markets? Does it matter that today's developing countries operate in a different global environment than countries like Britain and the U.S. did during their development period? Should developing countries be given special consideration in trade and financial agreements? Do international financial institutions (IFIs) like the IMF, the World Bank and the WTO act in the interest of the world as a whole or serve the narrower interest of the powerful north? How are domestic imperatives balanced with global aims? The course will have a strong interdisciplinary flavor, with readings taken from both political science and economics.

IIPS 30937. World Poverty and Inequality

(3 -0- 3)

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.

IIPS 30938. Global Activism

(3 -0- 3)

Take action now! This course is about transnational networking, organizing, and campaigning for social change, with equal attention for conceptual and substantive issues. Conceptual issues include framing, strategies, tactics, and actors. The issue areas examined are labor, human rights, women's rights, the environment, peace and disarmament, and anti-globalization. The course zooms in on specific campaigns like global warming, violence against women, and ban-the-bomb. Counter-campaigns are also reviewed and readings on any given issue or campaign always include a critical or dissident voice.

IIPS 30939. Working to Eat: A Labor History of American Food

(3 -0- 3)

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the drive-through window, and everywhere Americans have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries.

IIPS 30940. Racism and Activism: From Civil Rights to Tea Parties

(3 -0- 3) McVeigh

Throughout much of American history, individuals have organized and acted collectively to advance interests based on a common racial or ethnic identity. In some instances, groups have organized in an attempt to overcome discrimination and to stake a claim to rights and privileges enjoyed by majority group members. In other cases, members of the majority group have organized to restrict opportunities for the minority and to protect an advantaged position. We will consider the causes and consequences of both progressive and conservative social movements—such as the civil rights movement, the Ku Klux Klan, and the contemporary Tea Party movement—giving particular attention to how theories of social movements help us to understand episodes of race-based collective action.

IIPS 33201. Dorothy Day and the Catholic Worker

(1 -0- 1)

This course examines the life and writings of Dorothy Day, the co-founder and spiritual guide of the Catholic Worker Movement. The course is seminar in style. Readings will include Day's autobiography, *The Long Loneliness*, and selections from her other writings.

IIPS 33702. Sociology, Self, and Catholic Social Tradition

(3 -0- 3)

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 33902. Social Concerns Seminar: Leadership Issues

(3 -0- 3)

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.

IIPS 33903. Can Latin American Social Inequality be Tamed?

(3 -0- 3)

Scholarly interest in Latin American welfare regimes has grown significantly in recent years. By addressing the most unequal region in the planet, experts grapple with the complex and dynamic relationship between social policies and structures as played out through families and labor markets. We will concern ourselves with novel research addressing gender relations as organizational pillars of welfare regimes and engage in South-South comparisons as we look beyond the largest and most studied Latin American countries (e.g., Argentina and Chile). Drawing from the work of leading scholars in the area, we will examine theories, methods, findings and policy implications of contemporary research as we struggle to understand one of the world's most daunting ethical and political questions: "can social inequality be tamed?"

IIPS 33905. Rethinking Crime and Justice: Explorations from the Inside Out

(3 -0- 3) Brandenberger

What are the causes and costs of criminal behavior? How are people and communities affected by incarceration? How can we make our criminal justice system as good as it can be for all stakeholders? This course brings together students from both sides of the prison wall to explore issues including why people commit crime, what prisons are for, realities of prison life and reentry, effects of victimization, and restorative justice perspectives. This course follows the Inside-Out model of prison exchange now well established across the United States. It provides an opportunity for "inside students" (at the Westville Correctional Facility) and "outside students" (from Notre Dame) to learn with and from each other and to break new ground together. Notre Dame students travel to Westville each week of the semester for dialogue with students at the facility, who have read the same relevant texts. Together they examine myths and realities related to crime and to punishment, explore the effects of criminal justice policy, and develop ideas for responding more effectively to crime in our communities. Students must apply for this Social Concerns Seminar at the Center for Social Concerns website: <http://centerforsocialconcerns.nd.edu>

IIPS 33906. Education and Development in a Global Era

(3 -0- 3) Chattopadhyay

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 remains vulnerable, disengaged and disenfranchised from education. Against this backdrop, this course will explore the critical issues confronting education in developing countries in different regions of the world. The course has a strong applied focus and the readings will be drawn primarily from policy documents on current topics in international educational development. At the same time, the underlying theoretical and conceptual issues will be accessible to students through supplementary research articles and critical commentaries. Students taking this course will: 1) gain a critical understanding of the broader global development context in which educational policy takes shape in low-income countries, 2) develop operational fluency in key contemporary policy issues and institutional actors in international educational development; and 3) enhance their awareness of an educational development framework that is informed by the dynamic interdependencies of the global and the local.

IIPS 35901. 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.

IIPS 40201. The Vocation of Peacebuilding: The Art and Soul of Peace Practice

(3 -0- 3)

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 senior peace studies majors only.

IIPS 40402. Iraq War

(3 -0- 3)

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 40403. Globalization, Democracy and Development in the Middle East

(3 -0- 3) Singh

This course examines how Middle Eastern countries are responding to the challenges of globalization and democratization. It investigates the policies and strategies they have adopted to achieve economic growth and political development. The topics that the course covers include: the impact of the global economy on MENA countries; the mismanagement of the region's resources; types of political regimes; problems associated with state-led growth; the process of democratization; and the limits of liberalization. The assigned readings analyze specific case studies.

IIPS 40503. War and the U.S.

(3 -0- 3) Curtis

This seminar takes as its unifying theme the experience of war in its social and cultural aspects. We begin with a discussion of the creation of the soldier/Marine and the unit and proceed to a discussion of fictional, critical accounts of the war enterprise and warrior culture in the U.S.; the commemoration of wars and military campaigns, particularly the "smaller" wars these commemorative activities engender; the American military complex both at home and abroad; and the sometimes controversial role anthropologists have played in the current war on terror.

IIPS 40504. Violent Transformations in African States

(3 -0- 3) Kabamba

While striving to propose some means of resolving some aspects of the African predicament, the course will tour the major debates on the key issues that have shaped the post-colonial African scholarship with a focus on the state formation, re-formation and transformation. The course will emphasize the fact that there is no general formula for the success of state projects; they always have to respond

to local historical conditions and relations of the struggles. The course will cover several themes, including: historical origins, slavery, State formation, colonialism, under-development, nationalism, and political violence.

IIPS 40513. U.S. 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.

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 super-power. 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)

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. When Tolerance Is Not Enough: Ethical Perspective on Religion, Conflict and Peace

(3 -0- 3)

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 and North American contexts. We will examine the difference between free speech and hate speech, the controversies pertaining to religious freedom in contemporary France, Holland and Britain, as well as apparent stand-off between multiculturalism, secularization, human rights and group rights.

IIPS 40606. Religion and Democracy in Comparative Perspective

(3 -0- 3)

This course will first explore how Muslim, Christian and Jewish thinkers have theorized the question of democracy in various contexts like Iran, Israel and the U.S. and how they drew on the resources of their respective traditions in their effort to address issues such as minority rights and religious freedom. Of a special focus will be the tension between a support of democratic values and a general commitment to ethno-national political projects. Second, the course will interrogate the presuppositions underlying the conventional construal of this comparative discussion as one that asks whether Islam, Judaism or other traditions are compatible or incompatible with democracy.

IIPS 40607. Religion, Civil Disobedience and Nonviolent Resistance

(3 -0- 3)

This course explores the ways in which religious ethicists, political philosophers, social critics have employed conceptions of love and violence as resources for criticizing and resisting oppressive political conditions, and for radically transforming existing social arrangements. We begin by exploring the writings of Ralph Waldo Emerson and Henry David Thoreau concerning the moral status of civil disobedience in the context of the U.S. abolitionist struggle, with particular attention to the influence of the Bhagavad-Gita upon their thinking. We will examine the ways that both Thoreau's writings and the Gita influenced Mahatma Gandhi on questions of non-violent civil disobedience, Gandhi's exploration of the power of non-violence in light of the Sermon on the Mount, and his correspondence with the Russian novelist Leo Tolstoy. We will examine how this entire mosaic of influences came to inform Martin Luther King, Jr.'s work in the Civil Rights Movement in the U.S. during the 1960s. Other assessments of civil disobedience and non- or non-violent resistance include Dorothy Day and the Catholic Worker Movement and Malcolm X and the Nation of Islam in the United States. We will engage critical perspectives on these thinkers and ideas, such as George Orwell's criticisms of Gandhi, Frantz Fanon's claims that colonialism is an essentially violent phenomenon that requires an essentially violent response, arguments against pacifism on the basis of political realism by Max Weber and Reinhold Niebuhr. We conclude by brief examination of principled vs. practical pacifism in the work of John Howard Yoder, Stanley Hauerwas and Cornel West.

IIPS 40702. Conflict and Democracy in Classic American Literature

(3 -0- 3)

In his influential study *Democracy in America*, Alexis de Tocqueville described the United States as an unprecedented experiment in political democracy that would soon reshape the world. Tocqueville particularly noted the prominence of deliberative bodies, which ranged from town hall meetings, to voluntary associations, to local, state, and national legislatures, where social concerns could be

addressed and conflicts peaceably resolved. He also observed the exclusion of many people—women, African Americans, Native Americans—from those deliberative bodies and anticipated some of the difficulties that would arise from those exclusions. In this class, which is cross-listed with the Peace Studies program, we will read iconic works of American literature that explore the main social conflicts of American history, including poverty and class difference, colonialism and westward expansion, slavery and racism, prejudices regarding gender and sexuality, religious difference, environmental degradation, and war. Beginning with colonial-era and early national statements about the good society, we will trace the themes of conflict and democracy through classic literary works that centrally and explicitly engage the problem of how best to democratically resolve differences. Conflict is an essential element in all plots. What distinguishes this class is its focus on works that foreground the rich experiential and social sources of major conflicts and that explore the means to resolve them in a manner that respects democratic ideals. Our readings will include social and political writings such as James Madison, selections from *The Federalist Papers*; Judith Sargent Murray, “On the Equality of the Sexes”; Daniel Webster, *The Second Reply to Hayne* (opposing nullification and defending deliberative democracy); David Walker, *An Appeal to the Coloured Citizens of the World*; and William Apess, “An Indian’s Looking-glass for the White Man.” We will also read a number of novels, which are likely to include James Fenimore Cooper, *The Last of the Mohicans*; Harriet Beecher Stowe, *Uncle Tom’s Cabin*; Upton Sinclair, *The Jungle*; Ernest Hemingway, *A Farewell to Arms*; Ralph Ellison, *Invisible Man*; Norman Mailer, *An American Dream* (with a response by Kate Millet from *Sexual Politics*); Joan Didion, *Democracy*; and Leslie Marmon Silko, *Ceremony*.

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 40708. Anthropology of War and Peace

(3 -0- 3) Nordstrom

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.

IIPS 40711. Topics in Asian Anthropology: South Asia

(3 -0- 3)

This course explores the latest developments in the anthropology of Asian societies and cultures. The course may include the study of nationalism and transnationalism; colonialism and post-colonialism; political-economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations of Asian societies in specific historical contexts.

IIPS 40718. The Irish Hunger Strikes

(3 -0- 3)

“We remember them with pride for on hunger strike they died these brave men were Ireland’s sons they were the men of ‘81”—*Republican ballad*.

“We’ll never forget you Jimmy Sands”—*Loyalist graffiti in East Belfast shortly after Bobby Sands death on hunger strike*.

Thirty years ago, in 1981, Bobby Sands and nine other Irish republican prisoners died on hunger strike in the Maze Prison outside Belfast. Their deaths and the British response were pivotal in the history of the recent “Troubles.” It would hardly be an exaggeration to say that the fallout from the 1981 Hunger strike had the same momentous impact on nationalists and on Irish politics as had the executions of the leaders of 1916. This course will examine the 1981 hunger strike in the context of previous political hunger strikes in Ireland and will examine both its genesis, the strike itself and its aftermath. It will pay particular attention to the ways in which the political hunger strike and the 1981 hunger strike in

particular is “remembered” and commemorated, drawing on the work of Paul Ricoeur among others. We will engage with a variety of texts and sources including memoirs, news reports, documentaries, film and songs.

IIPS 40719. Catholic Social Teaching

(3 -0- 3)

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

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 interactions with Islam and forms of African ways of being religious that predated Christianity and Islam, many of which have ongoing vitality. Attention will also be paid to African Christian theology, carried out formally and informally, as well as the implications of the spread of African Christianity for world Christianity.

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)

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)

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 which 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 like 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. Choosing this option means that students will do some additional reading in Spanish language material (approximately 10 to 15 pages per week) and meet once a week with the instructor who will guide a discussion in Spanish and grade some brief writing assignments. The LAC discussion section in Spanish associated with this course will be graded on a pass/fail basis and credited to the student's transcript.

IIPS 40729. Contemporary French and Francophone Fiction

(3 -0- 3)

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 Mulette*, 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 40730. Shiism and Catholicism

(3 -0- 3)

Most Western discussions of Islamic matters or the Arab world tend to focus, often implicitly, on Sunnism. This is perhaps to be expected, since the overwhelming majority of the world's 1.5 billion Muslims are Sunnis. Shias number from 150 million to 200 million people, or 10 to 15 percent of the total. In the Islamic heartland, from Lebanon to Pakistan, however, there are roughly as many Shias as there are Sunnis, and around the economically and geostrategically sensitive rim of the Persian Gulf, Shias constitute 80 percent of the population. The divide between Shiism and Sunnism is the most important in Islam. The two sects parted ways early in Muslim history, and each views itself as the original orthodoxy. Their split somewhat parallels the Protestant-Catholic difference in Western Christianity. This new course offers a panoramic survey of the Shia Islam and its commonalities with Catholicism. The course will be divided into three sections. The first part of the course, will deal with the history and origins of Shiism from its birth in the Arabian peninsula in the seventh century. We will look at the history of the early Islam and the most important events which split the two major Islamic traditions. In the second unit, the Shia doctrines, practices, political leadership and movements, gender, social relations and cultural norms will be explored. The last portion of the course will focus on the similarities and common grounds between Si-ism and Catholicism in which we will hopefully uncover the roots that remain deeply entangled and intertwined in the histories and philosophies of Christians and Muslims.

IIPS 40731. World Christianity

(3 -0- 3)

In a recent review of Martin Marty's *The Christian World: A Global History* (2008), Philip Jenkins concluded with this line: "Let me then offer a modest proposal for the creation of a non-Eurocentric humanities curriculum that is at once global, diverse, polycentric, multicultural and multiracial, one that incidentally tells the story of the wretched of the earth in terms of their deepest aspirations, and in their own voices. Let us study Christianity." Jenkins' proposal, dripping with irony designed to tweak not a few noses, captures one of the most important historical realities of the past several decades: the enormous growth of Christianity in places outside the global North and West, into the South and East. This course explores the contours and implications of Christianity as a global reality. It will examine some of the rich explosion of scholarship that is now pouring forth on the recent and remarkable world-wide expansion of Christianity, while also putting such growth in a larger historical and theological perspective. The course readings will draw from fiction, theology, history, and the social sciences. After sampling major general interpretations (by scholars like Mark Noll, Andrew Walls, and Lamin Sanneh), readings will concentrate on Africa and Asia (perhaps either eastern or southern Asia), which are regions of startling change over the last century as well as places for which scholarship is burgeoning. Some of the course readings come from the standpoint of missionary activity, but more reflect new expressions of indigenous faith. Studies of Protestant, Catholic, and independent movements are included; readings come from a wide variety of Catholic, Protestant, and secular perspectives. Student responsibilities will include seminar-style participation, occasional short responses to readings, 3 shorter (5–6 page) papers, and a final exam.

IIPS 40801. Conflict Resolution: Theory and Practice

(3 -0- 3)

This course explores a variety of theories and frameworks for analyzing conflict and emphasizes building foundational conflict resolution skills. Particular attention is focused on the key areas of communication, negotiation and mediation with an emphasis on engaged, reflective learning through role plays and case studies. We will study interpersonal, small group, community and international conflict with a special emphasis on interpersonal and small group conflict as building blocks for understanding and responding to more complex conflicts. The course will give students a solid foundation in understanding conflict as well as a range of options for responding to it constructively.

IIPS 40802. Gender and Peace Studies

(3 -0- 3) St. Ville

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 40804. Structural Violence: The Underbelly of Conflict

(3 -0- 3)

In this course we will examine the “violence of everyday life” experienced by people both inside and outside of active war zones, and investigate how taken-for-granted structures such as bureaucracy, security, nation, color and creed (to name only a few) constrain and damage peoples’ lives, causing suffering, stress, and often leading to radicalism and violence. How do physical walls perpetrate and perpetuate violence? Why does resource richness cause poverty and war? What is the lived experience of systematic inequality? When does everyday hopelessness become explosive violence? Students will examine how violence is both culturally mediated and understood, and will learn to recognize the symptoms and anticipate the consequences of oppression, neglect, and resistance around the world.

IIPS 40805. Globalization and Its Discontents

(3—3)

The past several decades have witnessed an economic revolution of unforeseen proportions and consequences. Some claim that these economic trends, and the political conditions from which they originate, fuel the flames of secularism, religious fanaticism and fundamentalism, severe forms of poverty and economic inequality, destroy the environment, and ultimately create situations of conflict and violence. Others claim that globalized markets put in place conditions that are necessary for peacebuilding. This course examines the rise and development of free market capitalism, the challenges it presents to identifying and transforming conflict and building peace, and the range of value-frameworks available for identifying, assessing and transforming conflict. Throughout we will explore the development of the ideas that underpin the rise of free market capitalism, value frameworks that challenge or compete with it, engaging specifically the issues of environment, multi-national corporations and reconceived concepts of “empire” and “globalization” that accompany them. We will explore answers to questions such as: Does global, free market capitalism constitute a new form of global colonialism? Do capitalist models of economy work everywhere in the world? If not, why not? What are options where it fails? Is it ethically relevant that 46 million people across six continents eat at McDonalds every day? Should it be? Is the global market economy inherently opposed to environmental concerns? Is free market capitalism a carrier of religious secularization? Do globalized markets create religious fundamentalists? Does free market capitalism help poor people? Are market forces impartial to gender, ethnicity and race? What are possible options

for ethical analysis of de-regulated markets? In what ways can ethical orientations toward development and globalization create, exacerbate or assuage conflict; aid or hinder peacebuilding?

IIPS 40806. The Psychology of Prejudice and Group Conflict

(3 -0- 3)

The social psychological study of prejudice and group conflict emerged in the United States and Europe in the mid-twentieth century as a consequence of two major phenomena: 1) the devastation of World War II in Europe (particularly the culmination of exclusionary nationalism and anti-Semitism in the Holocaust), and 2) the growing recognition of the social injustice of racism and ethnocentrism in the United States, realized in policies like segregation. In the spirit of these origins, this course examines both local (i.e., U.S.) and global settings of conflict between groups in the twentieth and twenty-first centuries. We focus on the psychological processes implicated in maintaining and exacerbating conflict, including prejudice and discrimination, racism, stereotyping, and categorization more broadly. We examine the relationship between these psychological processes and structural asymmetries between groups, thus integrating psychological and social-structural levels of analysis. We review major theory and research in social and political psychology on these issues, with a focus on real-world application in the interest of reducing conflict, addressing power asymmetries, and transforming relations between groups.

IIPS 40902. Self, Society and Environment

(3 -0- 3)

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

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 40905. International Migration: Mexico and the United States II

(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.

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)

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 40910. Conflict and Development

(3 -0- 3)

The aim of this course is to introduce students to the political and humanitarian dimensions of complex emergencies. Complex emergencies are situations of disrupted livelihoods and threats to life produced by warfare, civil disturbance and large-scale movements of people, in which any emergency response has to be conducted in a difficult political and security environment. The course will explore the challenges the development community faces when operating in complex emergencies and discuss the different stages of the conflict and development relationship. It will also look at the ways in which social and economic development can contribute to, or undermine, peace; the ways in which conflict complicates development; the various ways in which peacebuilding strategies can impact development and, finally, explore the transition from relief to development.

IIPS 40915. 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 twentieth 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 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 non-violent 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)

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: person-hood 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 40917. 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.

IIPS 40918. Women's Human Rights

(3 -0- 3) Botting

This upper-level political theory course will explore the philosophical origins and evolution of the idea of women's human rights, which has become a cornerstone of human rights advocacy, women's non-governmental organizations, and development programs around the world. Readings will be drawn from Scotus, Ockham, Suárez, Grotius, Hobbes, Locke, Rousseau, Kant, Wollstonecraft, Grimké, Stanton, J.S. Mill, Okin, Nussbaum, and MacKinnon. Undergraduate and graduate students will write article-length research papers and make in-class, conference-style presentations on their research projects.

IIPS 43101. Peace Studies Senior Seminar

(3 -0- 3)

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 43500. Governance and Africa

(3 -0- 3) McDonnell

In this course we will try to understand both the successes and failures of governance on the African continent. Why do some states provide reasonably peaceful political climates while others have been torn by decades of civil strife? What effect did the colonial past have on the governments we see today? Why have some states developed a reputation for reasonably effective governance while others are among the most corrupt governments on the planet? How have states dealt with varied health and educational challenges, like low literacy rates and high infant mortality? These are just a few of the questions we will address in this course. Each student will become an expert on one of the countries on the continent, and assignments are designed to help cultivate that expertise.

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 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.

IIPS 43703. Telling About Society: Media, Representation, and the Sociology of Knowledge

(3 -0- 3) McDonnell

How do we see the world? How do these modes of representation determine our social reality? How can we use media to create social change? This rigorous seminar interrogates the lenses through which we see, and more importantly make, our world. We open with an interrogation of theories of media, representation, and the sociology of knowledge so as to develop a critical eye towards how these lenses shape our everyday reality. From there we discuss particular modes of representation: photography, ethnography, statistics, journalism, maps, and more. We consider the inherent biases within these ways of seeing, and debate the appropriate uses of these technologies. From this starting point, the course turns its eye to particular historical periods and phenomena: the Great Depression, Vietnam War, the era of HIV/AIDS, and the growing surveillance society. We compare across different media representations of each event to evaluate how different media tell very different kinds of stories about that moment. Ultimately, this class presses students to consider the capacities of these media for encouraging mobilization and change—to redesign the world. To work through these issues, students will engage in fieldwork on a local topic of their choosing. Their final project will consider how different media have shaped our knowledge of a local issue, and in response students will create a final multimedia campaign designed to alter people's "ways of seeing" that topic. In this project, students will persuade their audience using a variety of "lenses" to make their case: from ethnography to documentary film to radio journalism to new media and more.

IIPS 43902. Population Dynamics

(3 -0- 3)

Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies, and political power. An understanding of these is important as business, government, and individuals attempt to deal with the demands of the changing population.

IIPS 43903. Confronting Homelessness

(3 -0- 3)

The purpose of this seminar is to examine the conditions of extreme poverty and homelessness within the broader context of American culture and society. In order to confront the nature of these conditions, this seminar will draw upon insights from history, literature, documentary film and photography, and the social sciences. We will focus on the degree of permanence and change in our approach to both traditional and modern forms of the social problem. There will be an experiential component to the seminar as well.

IIPS 43904. Children and Poverty: Developmental Implications

(3 -0- 3)

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)

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)

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 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.

IIPS 43908. Religion and Social Activism

(3 -0- 3)

This course mainly focuses on how religion acts as a double-edged sword for social change, promoting both radicalization and quiescence. Students will be exposed to the major topics, theories, and debates in the scholarly work on religion and social change as well as important empirical cases of collective action in which religion has been a force, such as the U.S. civil rights movement, U.S. Central peace movement, East German Revolution, and anti-abortion activism. In studying religion's impact on social change, we will pay particular attention to how different dimensions of religion shape social activism, the mechanisms through which religion mobilizes or demobilizes social activism, and whether—and if so, how—religious-based activism is distinct from its secular counterpart. Though most of the course examines the effect of religion on social activism, we will also reverse the causal arrow and consider how social activism affects religion and the processes involved in this influence. (Please note: During the semester, students will have the opportunity to engage in service-related projects, both locally and at least one non-local location, though doing so is not required.)

IIPS 43909. Citizens, Capitalists, and Rulers: The Global Sociology of Discontent

(3 -0- 3) Velitchkova

From Egypt's Tahrir Square to Wall Street, citizens are taking their discontent with rulers and capitalists to the streets. This course explores how global, domestic, and personal factors combine to influence street politics. We will build on social movement and collective action theories and on theories of globalization to address the following questions: What are some causes of discontent in today's world? When does discontent lead citizens to protest? What is the role of social networks and new technologies in contemporary protest movements? When do citizens pursue non-violent or violent tactics and how likely are these tactics to succeed? We will draw insights from movements from each continent.

IIPS 45501. Global Crime and Corruption

(3 -0- 3) Nordstrom

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 "outlaws." 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)

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

IIPS 45900. The Anthropology of Human Rights
(3 -0- 3)

This seminar will consider several key issues in global human rights particularly salient to anthropology: the individual versus the community, the local versus the regional or national, and classic relativism versus universalism. Human rights will be investigated as a practice and as a form of discourse, developed in the West and adapted to varying extents around the globe. We will engage in service-learning with immigrant communities in the Michiana area to delve in depth into the question of political asylum, a particularly central issue today when rights and security often weigh against each other—and anthropological knowledge can help in resolving complex questions. Upper undergraduate and graduate students in peace studies, law, sociology, political science and American studies may find this course of interest, as well as anthropologists. Our readings include strictly legal explanations of international human rights as well as personal narratives and various interpretive essays and advocacies.

IIPS 45902. Anthropology of Poverty
(3 -0- 3)

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 Part A 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 B 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, political science, as well as documentaries and films.

IIPS 45903. Crisis and Community: A Gendered Response
(3 -0- 3)

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 (pre)history of people. 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, mortuary practices, and space; construction of race, gender and class relations in the past (and present); and the complex relationship between feminism, archaeology, and the politics of reconstructing the lives of women, men, and children in archaeology and the archaeological past.

IIPS 46201. Directed Readings
(0 -0- V)

Directed readings at the 40000-level on peace studies topics outside of the specific thematic areas.

IIPS 47901. Cultural Difference and Social Change
(3 -0- 3)

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 often-times 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; requires prior field research or study abroad.

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 M.A. 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 50402. Ideas and American Foreign Policy
(3 -0- 3)

The aim of this course is not to consider policy as such but to examine the ideas underpinning U.S. foreign policy and informing the foreign policy debate.

Some (affirming) ideas inspire or explain or justify actually existing policy. Other (dissenting) ideas call into question or challenge government actions and priorities while advancing alternatives. The course takes a chronological approach. It begins with the founding of Anglo-America and concludes with the period since 9/11. Throughout, we will examine the assigned readings to determine what they can tell us about the following: the image and role of America; the definition of U.S. national interests; the image of the world as viewed by Americans; the existing or proposed terms of the relationship between the United States and the rest of the world.

IIPS 50604. Islamic Ethics of War and Peace

(3 -0- 3) Omar

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. Students are not expected to emerge from this course as experts on Islamic Ethics or any of its subfields, but rather, they will be exposed to major authors and arguments and be provided with a number of conceptual lenses that can be applied to their analysis of the diverse ways in which Islam is implicated in conflict, violence and peacebuilding on both a global and local level.

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 50800. Trauma and Peacebuilding

(3 -0- 3) St. Ville

In this course we will critically examine issues of trauma and healing as they emerge in conflict situations and as challenges to peacebuilding. The course will be structured in three parts. In Part one, we will examine how theorists from such different disciplines as psychology, psychoanalysis, philosophy and cultural studies have conceptualized trauma and the necessary steps to recovery. In part two, we will review recent anthropological accounts that have emerged from areas of extreme trauma, notably Rwanda and Northern Uganda. These accounts will provide the backdrop for assessing the adequacy of the dominant theories of trauma and healing models, especially when these models are taken into cross-cultural contexts. In part three of the course we will reflect on the implications of our examination of trauma and healing for peacebuilding on both the micro and macro levels. We will consider the challenges and possibilities for working with victims of trauma in various cultural situations as well as the reality of secondary traumatic stress experienced by practitioners. On the macro level, we will consider

how trauma research might broaden our understanding of ideals of reconciliation, forgiveness and restorative justice, as well as the advisability of truth-telling commissions and war-crimes tribunals.

IIPS 50803. Approaches to Conflict Transformation

(3 -0- 3)

This course surveys the various theories that explore the nature and root causes of conflict and existing methods of conflict transformation. Students will learn to apply analytical tools and practical strategies in order to transform conflict at the interpersonal, intergroup, and international levels.

IIPS 50901. 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.

IIPS 50904. Political Economy of Development

(3 -0- 3) Kim

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 57700. Writing Ethnography

(3 -0- 3)

This seminar will explore the craft of writing an ethnographic text. Considerations include how authority is established, how a sense of place is achieved, how theory and data are integrated, traditional and experimental relationships between “subject” and “object” in the anthropological enterprise, and the ethics and methods of representation. Student writing and critique will form a large part of the course work, and we will critically examine classic ethnographies to analyze style and the tactics of persuasion. The seminar fulfills the method requirement for the anthropology major.

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 20075. Ballads to Hip-Hop: Music, Culture, and Society in Mexican America

(3 -0- 3)

This course is designed to introduce students to important historical and stylistic musical developments as part of the cultural experience of ethnic Mexicans in the United States. To this end, we examine both music-making and performance as aesthetic dialects of the social texture of “everyday life”. We will cover various styles and genres, including corridos (the Mexican ballad form), Chicano rock ’n’ roll and hip-hop, jazz, and contemporary folk-derived styles (i.e. Banda, Pasito Duranguense, Norteño) with attention to their historical, political, and musical significance. In order we achieve our aims, the course is organized along two axes: one chronological, the other conceptual—neither complete. The chronological portion will allow us to survey the various genres, styles, and ensembles of ethnic Mexican musical production. We dovetail this effort with a focus on important themes and concepts, identity, race, gender, migration, hybridity, that pertain to the present and historical social conditions of this community. Our approach, such that we are dealing with music-cultures, is at once anthropological and ethnomusicological, yet we are guided more broadly, by the paradigm of cultural studies, as we interrogate the expressive terrain where history, language, performance, and social bodies intersect.

ILS 20114. 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).

ILS 20115. Latina Theatre

(3 -0- 3) Garcia-Romero

Latina/o theatre continues to expand throughout the U.S. theatre world since its rise to prominence in the 1970s. A significant aspect of this growth includes an increasing number of plays written by Latinas. This course is designed to introduce students to theatrical texts by U.S. Latina playwrights. Many of these playwrights hail from multi-cultural backgrounds and within their plays, engage equally with a variety of cultural complexities that complicate definitions of Latina/o culture and identity. Starting with works by the Obie-Award winning playwright, Maria Irene Fornes, this course will examine the trajectory of U.S. Latina theatre from the late 20th century to the present. Playwrights explored in this course also include Quiara Alegría Hudes, Cusi Cram, Elaine Romero, Caridad Svich and Karen Zacarias.

ILS 20232. Christian Ethics and Immigration

(3 -0- 3)

This course takes up the themes of welcoming the stranger and loving the neighbor to introduce students to the Christian tradition and its sources for ethical reflection: Scripture, tradition and experience. We will rely on immigration to the United States from Mexico as the primary though by no means exclusive test case to explore the theoretical and practical implications of our inquiry. The course’s textbooks are the Bible and *Christians at the Border: Immigration, the Church,*

and the Bible (2008) by M. Daniel Carroll. Students will also be required to read online resources, including the *Compendium of the Social Doctrine of the Church* (2004) and other church teachings. In four of our classes we will participate, along with students from universities across the U.S. in an e-study abroad session on migration through Catholic Relief Service’s Global Solidarity Network. The final course grade is based on class participation, participation in the e-study abroad activities, two quizzes, a midterm exam, a final exam, and a case analysis and presentation.

ILS 20277. Latin American Art and Architecture

(3 -0- 3)

This course introduces the student to the rich visual and religious culture of the peoples of Latin America at the arrival of the Europeans and thereafter. The course deals with Mexico and the Andean region from 1491–1821 and the encounter of Aztecs and Incas with Christian artistic culture, and vice versa. Attention will be paid to the indigenous art forms on the eve of the Spanish invasion, the cooperative work of natives and clergy in the construction and decoration of churches, and in the development of a hybrid multicultural, multiracial society. Late medieval, Renaissance and Baroque art forms, as reinterpreted in the Spanish-speaking Americas, are the focus. Questions of religious syncretism and conscious enculturation through the arts are raised. Issues of colonialism, race, gender and class will also be dealt with in the context of the visual religious cultures of the Latin American past and present. A reading knowledge of Spanish would be helpful but is not required.

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’ *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*. 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 mid-term and final exam.

ILS 20302. Latinos, leadership and literature

(3 -0- 3) Limon

Recently a media news outlet raised the questions: “Who are the Latino leaders of today? Do Latinos need leaders?” Such questions are raised, of course, in the context of a continuing social marginalization of Latino communities in the United States. This class turns primarily to literary sources of varying genres to explore the issue of Latino leadership asking these same questions but others as well. What might be the characteristics of a successful Latino leadership? What constitutes failure? Are writers “cultural leaders?” Are Latinas the leadership of the future? What kind of an education best produces leadership for Latinos? Is there a special role for Notre Dame in such an endeavor? Among others we will read Franz Fanon, Ernesto Galarza, Américo Paredes, John Phillip Santos, Richard Rodriguez, Mario T. García and Esmeralda Santiago as well as having guest speakers on this question.

ILS 20317. Class and Mobility in Latino Cultural Expression

(3 -0- 3) Limon

The continuing social marginality of Latinos in the United States has understandably led artists from these communities to emphasize this marginality in their representations cast chiefly in the imagery that the cultural theorist, Hayden White, has called the “Wild Man” and the “Noble Savage.” We will revisit these

representational strategies in writers, painters and film makers such as Cesar González, Tomás Rivera, Piri Thomas and Edward James Olmos among others. However, we shall also examine newer representations that are charting the mobility of these communities into the middle class such as the work of Oscar Hijuelos, Oscar Casares and the non-Latino film maker, John Sayles.

ILS 20556. The American South: Race and Representations

(3 -0- 3)

This course will trace a long historical arc in considering depictions of the United States South and of the peoples who have lived there. Though we'll dip into the eighteenth century, the course will be roughly divided between the nineteenth and twentieth centuries. And while we'll spend most of our time analyzing the relations of blacks and whites, during slavery and after, we'll also consider the experiences of Native Americans, Asians, and Latinos. What role has "the South," as a place both real and imagined, played in the cultural history of the United States? And—as a region almost entirely set apart—how has "the South" figured in the creation of national identity? To what extent has it been used to contain, and even quarantine, the nation's racial problems? We'll dwell on these questions, and others, as we engage with novels, slave narratives, paintings, and films.

ILS 20701. 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.

ILS 20703. Health and the Latino Paradox

(3 -0- 3)

The objective of this course is to enhance your awareness of major theories, concepts, issues and research studies related to the physical and mental health of Latinos in the United States. Particular attention will be drawn to the diversity of the Latino experience in the U.S. and the health care system in terms of country of origin, race, class, gender, and generation. This course attempts to be an introduction to the historical, political, economic and social structures that determine how a subpopulation in the United States is defined within and navigates thru a primary institution, like health care, and the ramifications of this for the society at large.

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 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 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-production

(3 -0- 3) Mangione-Lora

Prerequisite: ROSP 20202

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 non-linear video and audio editing techniques.

ILS 20911. Approaches to Hispanic Cultures through Writing

(3 -0- 3)

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.

ILS 21011. Playwriting

(3 -0- 3)

This course is designed to introduce students to creating original work for the theater. The course will explore the writing process as well as models from contemporary U.S. theater with the aim to present a variety of paths toward creating new, vibrant plays. This is primarily a writing course. In addition, by reading and discussing ten separate dynamic play texts, we will analyze dramatic writing. Weekly writing exercises, movement work, visual arts approaches, improvisation techniques and collaborative discussions will create resources for rich play material, which each student will eventually use in a final scene, presented in a public reading at the end of the semester.

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 Romulado García, Agustín Casasola, Manuel Álvarez Bravo, Nacho López, Lola Álvarez Bravo, Tina Modotti, Lourdes Grobet, Graciela Turbide and other artists will be discussed.

ILS 30005. Latinos in American Film

(3 -0- 3)

This course will survey 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 U.S.-Mexico border has been a hotly contested social and political space since it took its current shape in the mid-nineteenth 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 "Mexicanness" 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)

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.

ILS 30014. Relief Printing: Studio Class

(3 -0- 3) Segura

Students will learn the technical skills associated with relief printmaking processes such as linocut, woodcut, and wood engraving. There will be a historical component where students will learn the essential history of early relief printmaking thru to contemporary uses of the process. Students will also take part in critical analysis of artwork produced for this class.

ILS 30015. 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.

ILS 30020. Beyond Beans and Rice: Theatre from Latin America

(3 -0- 3)

What does popular theatre look like beyond our borders? What can we learn from artistic choices are 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)

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

(3 -0- 3) 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, audio tapes, music and film enhance the study of the Haitian language and culture.

ILS 30103. Intermediate Creole Language and Culture

(1.5 -0- 1.5) Richman

Prerequisite: ILS 30102

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 30110. Latino Printmaking and its Roots from the 14th to the 21st Century: History, Critique, and Practice

(3 -0- 3) Segura

This course combines classroom study with studio practice. The course provides a historical overview of early European, Latin American, and American Latino printmaking. We will consider how artists represent gender, immigration, politics, history, border issues, labor, religion and other themes in printed form. Our study

of prints will include visits to the Snite museum collection as well as off-site visits to local collections of European, Latino and Latin American prints. As a studio course, the class introduces students to the fundamentals of printmaking; processes may include lithography, etching, relief and silkscreen. The class project will be a collaborative print inspired by the visit of an artist.

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 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 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)

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)

This course examines the complex nation that is Mexico in the 20th century, its challenges, and its prospects. Focusing primarily on the period since 1870, we will study the social, economic, political, and cultural forces that have shaped the history of the United States' southern neighbor.

ILS 30401. Mexican-American History

(3 -0- 3) Rodriguez

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.

ILS 30402. Modern Latin America

(3 -0- 3)

A survey of Modern Latin American History.

ILS 30403. U.S. Civil Rights History: The Chicano Movement

(3 -0- 3)

The "Chicano Movement" for Mexican American civil rights grew in tandem with the main contours of the civil rights culture that developed in the United States during the 1960s. As such, this course seeks to place the movement alongside other national movements for social change including the African American civil rights movement, labor movement, counter-culture, and the anti-war movement. It will also be attentive to related efforts to build bridges between Latino populations (mainly Puerto Ricans) in American cities. As it emerged in the 1960s, the Chicano Movement challenged and maintained the ideological orientation of past efforts for Mexican American inclusion as it borrowed from the rich mix of social and cultural movements that defined the 1960s and early 1970s. This course will explore movement centers in California and Texas as well as a growing body of research on the civil and labor rights efforts in the Great Lakes, Pacific Northwest, and other Mexican ancestry communities across the United States as well as connections to Mexico and Cuba. This course will detail the key events and leadership of the movement as well as the art, music, and cultural production of one of the most important American civil rights movements of the post World War II era.

ILS 30404. The Mexican Revolution: One Hundred Years of Images and Interpretations

(3 -0- 3)

This year marks the 100th anniversary of the Mexican Revolution. Conflicting interpretations and a massive amount of secondary literature, films, and artistic expressions have been generated over the last century to highlight the significance of this "first world revolution of the 20th century." This course examines the multiple and diverse images and interpretations that have been produced over the last century of the Mexican Revolution on the part of historians, the Mexican state, its cultural industry, political activists, international actors, and Mexican Americans living in the United States. The goal of the course is to provide students with a clear understanding of the origins, outcome, impact, and multiple legacies of the Mexican Revolution as interpreted in both Mexico and the United States with particular emphasis on the armed, post-revolutionary, and institutional phases, from 1910 to the 1970s.

ILS 30405. Colonial America

(3 -0- 3) Cangany

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 Africans 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 colonial North America.

ILS 30406. Working in America since 1945

(3 -0- 3) Graff

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe's unequaled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families—and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace—an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? 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, modern conservatism, and the fortunes of individual freedom more broadly? What is globalization, and what has been its impact upon American workers? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and many others. It will also address the prospects for working people and labor unions in the twenty-first century.

ILS 30441. Working to Eat: A Labor History of American Food

(3 -0- 3)

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the drive-through window, and everywhere Americans have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries.

ILS 30500. Latinos and the U.S. Political System

(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—particularly, Mexican-Americans, Puerto Ricans, and Cuban-Americans. To provide a context and grounding, various theoretical perspectives are first considered, followed by discussions of the historical experiences and contemporary socioeconomic situations of the several Latino groups. Attention then turns to a number of issues concerning political attitudes, behaviors, and activities. Assessments of Latino influence upon the major local, state and national institutions of the political system—and vice versa—are next considered. Policy

areas particularly significant for Latinos are also examined. Finally, the major issues, questions, and themes considered throughout the semester are “revisited” and reconsidered.

ILS 30504. U.S.–Latin American Relations

(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 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 U.S./Latin American relations.

ILS 30507. Latinos in the Midterm Elections

(3 -0- 3)

Participation among Latino voters surged in the 2008 Presidential election. In 2010, the Latino electorate is poised to play an important role in several key states with hotly contested statewide elections. This increased awareness of the role of Latinos is evident by increased efforts of both major parties since the 2000 presidential election. Despite their augmented presence, many misconceptions plague national understanding of this diverse population. This course will cover a broad range of issues to draw connections between the Latino community and American political systems and institutions. Questions that arise are: What difference does it make to be Latino and are there Latino-specific issues and concerns? How does the political system view and treat Latinos? To what extent do Latinos participate in politics and mobilize to advance their political interests? These questions will help us highlight the role of Latinos nationally and locally in the 2010 midterm elections.

ILS 30508. Urban Politics

(3 -0- 3) Ramirez

This course introduces students to major actors, institutions, processes, and policies of sub-state governments in the United States. Through an intensive comparative examination of historical and contemporary politics in city governments, we will gain an understanding of municipal government and its role within the larger contexts of state and national government.

ILS 30535. Race/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?

ILS 30686. Racialization in the U.S. and Brazilian History

(3 -0- 3)

This course will consider the processes that have caused aspects of society to be racialized, or labeled with racial meanings, symbolisms, and/or identities. The class will focus on, but will not be limited to, “black” racialization. We will examine how racialization has shaped the human experience in the largest ex-slaveholding nations of the Americas—the United States and Brazil. Our goal is to understand the ways in which not only people are racialized, but also communities, geographical regions, nations, cultural production (such as music), behavior, labor, and gender, to name a few. With these two nations as our case studies, the class will explore the dynamic nature of racialization, focusing on the impact that space and time has had on the way we identify and live race.

ILS 30704. Race and Ethnicity and the Latino Population in the U.S.

(3 -0- 3) Duarte

How Latinos are racialized often defies the common understanding of race as either Black or White. This course attempts to complicate this debate by exploring the historical, political, economic and social structures that determine the ethnic and racial stratification of Latinos in the United States. Topics include the multigenerational experience of Latinos, contemporary immigration, Latino youth and gender.

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 30708. Latinos and the City

(3 -0- 3)

This course is a critical examination of urban life and how it affects and is affected by Latinos. We will explore the salient features of social structure, experience and transformation in the American metropolis as it relates to the past and growing Latino population. This class will be geared toward viewing the city as simultaneously a social, cultural, and political economic phenomenon, with particular attention to the following concerns: 1) the city as a locus of ethnic, racial, gender and class relations, interactions and conflicts; 2) The growing urban population in Latin American and its effects on Latino immigration to the U.S.; 3) how Latinos have been affected by strategies of urban “revitalization” and the future of the “postmodern” city in the major metropolitan areas of the United States (i.e. Los Angeles, New York, Chicago and Miami).

ILS 30709. Undocumented Immigrants: The Social Consequences of Immigration Policy

(3 -0- 3)

This course examines the social realities of undocumented immigration to the United States through sociological and cultural perspectives. Notable emphasis will be placed on Mexican migration. The course will be divided into four four-week segments, beginning with an overview of unauthorized migration to the United States and an introduction to various theories of immigration. The following section will examine the social consequences of contemporary immigration policy and U.S.-Mexico border enforcement, including increased migrant deaths and human rights violations along the southern border. We will then trace the legal and social criminalization of unauthorized migrants and will highlight the consequences of

these processes. The course concludes by comparing and contrasting unauthorized migration in countries around the world to U.S.-Mexico case. Each class will begin and end with a short lecture. The rest of the class time will be spent discussing the assigned material as a group in a seminar-style setting. Various documentaries and guest-speakers will be used throughout the semester to supplement the course material.

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 30711. Health and the Latino Paradox

(3 -0- 3) Duarte

The objective of this course is to enhance your awareness of major theories, concepts, issues and research studies related to the physical and mental health of Latinos in the United States. Particular attention will be drawn to the diversity of the Latino experience in the U.S. and the health care system in terms of country of origin, race, class, gender, and generation. This course attempts to be an introduction to the historical, political, economic and social structures that determine how a subpopulation in the United States is defined within and navigates thru a primary institution, like health care, and the ramifications of this for the society at large.

ILS 30803. Social Concerns Seminar: Hispanic Ministry

(0 -1- 1)

The Center for Social Concerns and the Hispanic Ministry jointly offer a pilgrimage based in the Parish of Nuestra Senora de Soledad in Coachella, California. Participants will have the opportunity to experience the Church’s option for the poor through an immersion into the spirituality, culture, and economy of the rural southern California community of Coachella. Students will meet with resource people making a difference in the lives of valley residents by helping them with immigration issues, housing, access to education and health programs, and overcoming addiction.

ILS 30804. Social Concerns Seminar: Border Issues

(0 -1- 1) Beyerlein

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 30851. Rebel Youth in Latino/a America

(3 -0- 3)

This course will explore the history of youth and youth movements of Latino descent in the United States during the 20th century with particular emphasis on the historical evolution of two representative communities: Mexican Americans in the South West and Puerto Ricans in New York. How was youth discovered and defined as an age group in these two “communities”? More specifically, what did it mean to be a “pelona” or a “flapper” of Mexican descent during the roaring

1920s, a “pachuco” in East Los Angeles during WWII, a “rebel without a cause” of Puerto Rican descent in postwar New York, a young Chicano/a or a young Mexican American during the 1960s and 1970s, a young Nuyorican or a member of the Young Lords Movement in Spanish Harlem in the same turbulent period, a so-called “cholo” in the streets of San Antonio and Los Angeles during the 1980s, or a Latino/a hip-hop artist in the Bronx and Miami during the 1990s? Did young people construct these identities and/or labels different in any way or fashion, as the media, the state, the conservative right, the left, or the cultural industry? Moreover, what were some of the social and political consequences that negative as well as positive perceptions of Latino/a youth had on mainstream America? Finally, how did young people of Latin American descent organize politically to challenge “labels” imposed on them from above, shape their respective identities from below, and improve their local communities? Were they successful in achieving their goals; if so, how? To answer these broad historical questions, students will be asked to critically evaluate theoretical approaches to the study of youth, learn the history of Latino/as in the United States, explore the political thought of various youth movements, and examine different aesthetic expressions of Latino/a youth. In addition, students will be required to analyze relevant primary sources, including political manifestoes, memoirs, newspapers accounts, photographs, television images, documentaries, and films. The course will conclude with a brief exploration of youth culture in the United States today with particular emphasis on media representations of Latino/a youth produced in commercial Hollywood films, MTV videos, and Television shows.

ILS 30903. Studies in Modern Spanish America: El Caribe en la poesía: de Martí a Martín Espada

(3 -0- 3)

Prerequisite: ROSP 27500 or ROSP 20237 or ROSP 20220 or ROSP 30310 or ROSP 30320

This advanced 300-level course is intended for students who want to further broaden their knowledge and understanding of the Hispanic world through literature, art, film, and other cultural manifestations. Each course focuses on a different aspect of the culture of Modern Spanish America. Course taught in Spanish.

ILS 33959. Latino Community Organizing Against Violence

(1 -0- 1) Mick

This seminar will examine current efforts among community activists and organizations in favor of violence prevention and intervention. As an active participant, you will be invited to explore the rich cultural heritage of Chicago during a five-day immersion. From the perspectives of the violence prevention and intervention initiatives that you will gain, you will be encouraged to reflect on the challenges and opportunities that go hand in hand with cultural diversity as it is experienced in Chicago and South Bend. In particular, we will explore cultural diversity from the standpoint of the dynamic of immigration and integration that the Latino population—especially its teenagers and young adults—is living through. The seminar is a one-credit hour course graded “S” or “U.”

ILS 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.

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 40246. U.S. Latino Catholicism

(3 -0- 3)

Latina and Latino Catholics have lived their faith in what is now the continental United States for almost twice as long as the nation has existed. This course explores the origins and development of Latino Catholicism in the United States, particularly the theological contributions of contemporary Latinas and Latinos.

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 Saldivar suggests is a 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 one-page critiques, regular participation in discussion, one oral presentation, and an original research paper of 15 pages length (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 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 U.S. 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 which 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 U.S. 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 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 40311. Mexican-American Fiction

(3 -0- 3)

In 1542 the Spanish explorer, Cabeza de Vaca, published his *Relación*, an imaginatively elaborated account of his long trek through what is now the U.S. Southwest after being shipwrecked on the Texas Gulf Coast. With its occasional imaginative elaborations, some critics, in a perhaps overstated fashion, have suggested that the *Relación*, with its themes of adversity, conflict and the “Other,” may be the first instance of an American literature largely set within what are now the boundaries of the United States. In later centuries and into our own time other literary examples set in the Southwest appeared from writers of Spanish and later

Mexican heritage, literature written in Spanish. However, the nineteenth century brought four new inter-related developments: the incorporation of the Southwest officially into the United States; the identification of its resident and immigrant Spanish/Mexican peoples as citizens of the United States; the continuation of literary work from such peoples but now also written in English; and finally, the clear emergence of fiction within this literary discourse. This course will closely examine several examples of such English-language fiction from the nineteenth century to the present. For demographic reasons, the largest and most artistically and culturally significant work has come from the states of Texas and California, and therefore we will restrict our inquiry to those bodies of work, but we will do so in an inter-regional comparative fashion. Among others, our writers will include early authors such as Jovita González, María Amparo Ruiz de Burton, Américo Paredes and José Antonio Villarreal and later writers such as Tomás Rivera, Helena María Viramontes, Sandra Cisneros and Oscar Casares.

ILS 40313. Caribbean Migrations: An Interdisciplinary Excursion
(3 -0- 3)

What is the meaning of identity in a transnational space straddling the United States and the Caribbean? Migration, settlement and return are central to the historical experiences and the literary and aesthetic expressions of Caribbean societies. This course combines literary and anthropological perspectives to the study of novels and historical and anthropological texts in which themes of migration, immigration and transnationalism play central roles.

ILS 40326. South by Southwest: Literature, the U.S. South, and Greater Mexico
(3 -0- 3)

C. Vann Woodward, the late eminent historian of the U.S. South, once noted that the study of the U.S. South stood “in great need of comparative dimensions if suitable comparative partners could be found,” comparative projects, he added, beyond the now stale North-South axis. Woodward was speaking specifically of comparative history, but other disciplines such as English, can also generate such comparative projects. This course will examine a significant range of two distinctive yet comparable bodies of American literature, mostly twentieth century, produced respectively in the U.S. South and in the culture area that Américo Paredes called “Greater Mexico.” Américo Paredes, a U.S. intellectual and literary figure akin to Woodward, coined the phrase, Greater Mexico, to refer to all peoples of Mexican-origin wherever they may be geographically found although they continue to be concentrated in Mexico and the U.S. Southwest. Our close examination of such literary works, all written in English, will proceed from a broad understanding of these two cultural-geographical areas as historically created peripheral zones relative to a dominant capitalist core even as we will also take account of direct connections between these two peoples. Authors: Jovita Gonzalez and Eve Raleigh, *Caballero: A Historical Novel*; Richard Wright, *Uncle Tom's Children*; Mariano Azuela, *The Underdogs*; William Faulkner, *Absalom, Absalom!*; Carlos Fuentes, *The Death of Artemio Cruz*; Ralph Ellison, *Invisible Man*; Américo Paredes, *George Washington Gomez: A Mexico-Texan Novel*; Walker Percy, *The Movie-Goer*; Rolando Hinojosa, *The Valley and Rites and Witnesses*; Mary Karr, *The Liars' Club*; John Phillip Santos, *Places Left Unfinished at the Time of Creation*; Bobbie Anne Mason, *Shiloh and Other Stories*; Sandra Cisneros, *Woman Hollering Creek and Other Stories*.

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 towards 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)

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 40602. Inequities in Mental Health

(3 -0- 3) Park

This seminar will examine the problem of mental health and health disparities in the U.S. and possible solutions for addressing such inequities. Specifically, the course will explore how race, poverty, and other social conditions have contributed to a greater burden of unmet mental health needs and physical illness among ethnic minorities and other underserved populations, primarily using the lens of psychological theory and empirical research. Strategies for addressing these disparities will also be discussed, including an emphasis on improving access to, and quality of, mental health services and psychological interventions for ethnic minorities and other underserved populations in the U.S.

ILS 40700. International Migration: Mexico and the United States II

(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 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 40710. Aesthetics of Latino Art and Cultural Expression

(3 -0- 3) Cardenas

This course analyzes the philosophy and principles underlying the social and political aspects of Latino art. We will approach this analysis by examining a range or topics, including Chicano and Puerto Rican poster art, mural art, Latina aesthetics, and border art.

ILS 40715. Latinos in Education

(3 -0- 3)

This course examines the educational experiences and struggles of Latinos in U.S. public and private 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 40716. Immigration, Political Rights and Citizenship: New Perspectives

(3 -0- 3) Esguevillas Ruiz

Citizenship is a pressing question for nation-states in the era of globalization. Whereas previous research on citizenship focused narrowly on the process of legal status, new studies are illuminating the actual practice of citizenship. As individuals' lives increasingly span national boundaries, states are debating the rights of people who claim to belong in more than one country. What are and what should be the extent of immigrants' economic rights? What about their legal rights, political rights and cultural rights? The European Union and the United States confront similar challenges of integrating immigrants. The immigration debate that peaked in the United States with the end of the national Quota Act in 1965 surged again at the turn of the millennium while the Parliament and the Council of the European Union in 2008 adopted the directive of "Return of Illegal Immigrants", marking a new milestone in Europe's internal immigration debate.

ILS 40722. Mestizo Stories

(2 -0- 2)

Mestisaje (racial-cultural blending) is a foundational paradigm for understanding Latino history, culture and politics. This course provides students a wide-ranging, inter-discipline introduction to the subject of mestisaje. Jose Vasconcelor influential book *La Raza C6smica (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 power-point 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 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 40846. U.S. Latino Catholicism

(3 -0- 3) Elizondo

Latina and Latino Catholics have lived their faith in what is now the continental United States for almost twice as long as the nation has existed. This course explores the origins and development of Latino Catholicism in the United States, particularly the theological contributions of contemporary Latinas and Latinos.

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)

An overview of the historical development of prose, poetry, and theatre in Mexico, in its social and aesthetic contexts.

ILS 40904. 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.

ILS 40905. Beyond the Islands: Latino/a Caribbean Literature and Culture

(3 -0- 3)

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 40907. Migrant Voices

(4 -0- 4) Moreno

This course examines the literary production of U.S. Latinos/as. We will read works by Mexican-American, Puerto Rican, Cuban-American and Dominican-American authors paying close attention to the intersection of race, class, and gender issues. The literature studied will serve as a window into the culture of the local Latino community as students engage in service-learning at Casa de Amistad throughout the semester.

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 U.S. By contrasting the works of recent and more established authors from Puerto Rico, Cuba, the Dominican Republic, and their counterparts in the U.S., 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 Ferr6, and *Dreaming in Cuban* by Cristina Garc6a.

ILS 40910. Race and Ethnicity in U.S. Latino Literature

(3 -0- 3) Moreno

In this course, students will examine the key issues of race and ethnicity in U.S. Latina/o literary production, particularly in the works of Afro-Latina/o, Andean-Latina/o (and other Latinos of indigenous descent), and Asian-Latina/o authors. The range of races, ethnicities, and nationalities of the established and emerging authors studied in the course will enhance the students' understanding of the complexity and heterogeneity of that group that we call "Latinos." The course will be divided into three major units: Caribbean, Central American, and South American Latinos. Students will read works by migrants from a range of countries, including Puerto Rico, Cuba, Dominican Republic, Guatemala, El Salvador, Costa Rica, Panam6, Per6, Ecuador, Uruguay and Colombia. This course will have a service-learning component. Students will be required to spend two hours per week volunteering at the local Hispanic community center Casa de Amistad. The course will be conducted in Spanish. Participation, frequent short essays, a journal, midterm, final exam, and final paper will determine the final grade.

ILS 40944. Good Neighbors? Hispanic Caribbean and Central American Literary Representations

(3 -0- 3)

Examines the relationship between the Hispanic Caribbean and Central American nations and United States through readings of texts by authors from Colombia, Cuba, the Dominican Republic, Guatemala, Nicaragua, Puerto Rico, and Venezuela among others. Although principally focusing on literary texts, works from other fields of study such as politics, history, and economics are also studied.

ILS 43509. Religion, Immigration and Rights: European and American Policies

(3 -0- 3) Celador-Angon

People have migrated from place to place since before the creation of modern nation-states. As immigrants try to find ways to adapt to life in new countries, host societies are forced to consider how much difference they can tolerate and which rights they will extend to the newcomers. Religion plays a major role in this process. Religious institutions are key vehicles in immigrant integration. At the same time religion and religious difference can be used to justify discriminatory policies that isolate and marginalize immigrants. The purpose of this course is to study European and U.S. models of integration of religious minorities. The course investigates the legal mechanisms used by host countries to respect or reject the religious freedom of migrants. We will study such questions as religious symbols in public spaces, including clothing, signs and icons, teaching religion in schools, economic and institutional support of religious groups, freedom of religious expression and rights to object to laws that violate immigrants' religious freedom.

ILS 43601. Immigrant Families and Mental Health

(3 -0- 3) Park

This course examines major psychological topics relevant to immigrant families in the U.S. 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.

ILS 43716. Visual Sociology: Exploring Society Photographically

(3 -1- 3)

This course will examine the uses of photography and film in sociology and will explore the impact of visual expression on society. Subjects include introductory work in documentary photography and film, gender advertising, ethnographic film, political cinema, muralism and social protest art. The course will focus on photo-based strategies for sociological and anthropological research. While broad in scope, this course will rely on content found in the United States, the American Southwest, Mexico and Latin America.

ILS 45054. Latinos in Chicagoland and Northern Indiana

(3 -0- 3)

Latinos have long contributed to the social fabric of the region popularly known as "Chicagoland," which includes Northwestern and North Central Indiana. From food to sports to politics to the arts, Latinos have shaped and reshaped the local culture and formed vibrant communities. However, Midwestern Latinos have been marginalized by both local/regional approaches to history and by the field of Latino studies, which tends to focus on the east and west coasts and the U.S. Southwest. This interdisciplinary course will explore Latino communities from Chicago to South Bend to better understand how these communities fit into the broader Latino experience but remain uniquely Midwestern. Some of the questions that we will ask include: Why did Latinos settle in Chicagoland and Northern Indiana? Why do new migrants keep coming? How has gentrification affected urban Latino communities? How are individuals and organizations working to improve the lives of migrant workers in rural areas? How do Latinos contribute to the Chicago arts scene? The course will include several site visits to community organizations and cultural institutions throughout the region and will require students to collect an oral history from a member of one of the communities encountered in class.

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, gender relations, 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 45999. Cross Cultural Leadership Internship Program

(3 -0- 3)

This is a leadership internship for Cross-cultural/Urban studies working 8 weeks in Los Angeles, CA 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 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.

ILS 48900. Senior Thesis

(3 -0- 3)

Senior Thesis research and writing.

Military Science (ROTC – Army)

MSL 10101. Introduction to Military Leadership I

(1 -2- 1) Yuen

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) Yuen

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) Yun

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) Yun

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

(3 -3- 3) Van Winkle

Military decision making, problem analysis, and integrated planning of squad and platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes one 48-hour field training exercise and a weekly two hour lab that offers the opportunity to demonstrate leadership and tactical techniques.

MSL 30302. Applied Military Leadership

(2 -2- 3) Ballas

Advanced military decision making, problem analysis, and integrated planning with synchronization of multiple assets. This is conducted on the basis of squad and platoon operations and tactics. Includes one 48-hour field exercise and a weekly two hour lab that offers the opportunity to demonstrate leadership and tactical techniques.

MSL 40401. The Professional Officer and Developmental Military Leadership

(3 -3- 3) Polhamus

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 warfighter, 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- 3) Polhamus

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 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 investigate selected topics in military science more completely.

Naval Science (ROTC – Navy)

NSCI 10101. Introduction to Naval Science

(2 -0- 2) Hood

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) Hood

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) Bennett

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) Williams

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) Williams

Prerequisite: AS 10101 AND MSL 30301

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) Smith

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) Carter

Prerequisite: *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

(0 -0- 3) Schiller

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 NSCI 40415 "Evolution of Warfare".

NSCI 40415. Evolution of Warfare I

(3 -0- 3) Schiller

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."

NSCI 41000. Drill/Leadership Laboratory

(0 -1- 0) Schiller

Practical exercises in leadership, including close order drill and professional development classes.

Physical Education and Wellness Instruction

PE 10000. Physical Education

(0 -0- 0)

Corequisite: PE 11000

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 1

(0 -0- 0)

Corequisite: PE 10000

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 2

(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 1 and 2

(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 10000

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 ten 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 10000

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. Administering 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 due to 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 11027. Swimming—Basic

(0 -0- 0)

Corequisite: PE 10000

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 10000

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 is 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 (6 Sundays and 1 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 which 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 cardio-respiratory 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 in 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, 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. Advanced 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 10000

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 3:30p.m. and return to campus at 5:45p.m. This class will meet for 4 2-hour sessions, 1 per week.

PE 11047. Cycling

(0 -0- 0)

Corequisite: PE 10001

The student will learn basic cycling techniques, training principles, training routines while enhancing core strength, flexibility and cardio-respiratory endurance.

PE 11048. Introduction to Fitness

(0 -0- 0)

Corequisite: PE 10001

Introduction to Fitness is a course in which students learn fitness principles while developing higher personal levels of physical fitness, through participation in a variety of activities. The curriculum consists of twelve topics from which the instructor will choose one topic each class session. Offerings will be based on instructor expertise and facility availability. The topics include: Medicine Ball Workout, Yoga, Cycling, Jump Rope Circuit, Sport of Choice, Weight Training, Dance Dane Revolution, Body Weight Training, Circuit Training, Campus Run, Pool Workout and Kettle Bells.

PE 11049. Introduction to Martial Arts

(0 -0- 0)

Corequisite: PE 10000

Classes will include: various martial arts stretches, exercises for warming up and helping the body develop the motor skills necessary for martial arts technique development, first 15 basic fundamentals, first pattern or poom-se, 10 basic self-defense techniques; 2 walking combination techniques, as well as several different martial arts kicking techniques.

PE 11050. Climbing Wall

(0 -0- 0)

Corequisite: PE 10001

The course will cover the basic concepts of rock climbing and training techniques. In addition, sport climbing, top rope setting, and equipment maintenance will also be discussed.

PE 11051. Aqua Fitness

(0 -0- 0)

Corequisite: PE 10001

This class is designed to introduce the student to different forms of exercise that can be completed in a pool. Students will be introduced to aqua jogging, deep and shallow water exercise, and lap swimming.

PE 11052. Advanced Skill Golf

(0 -0- 0)

Corequisite: PE 10001

Instruction will cover the terminology and techniques of the full swing, chipping, pitching, sand trap explosion, and putting. At the end of class, students will have a better understanding of on-course management strategies, rules of the game, equipment selection, and courtesy/etiquette on the course. The fee is \$100.00.

PE 11053. Goju-Ryu Karate for 21st Century Life

(0 -0- 0)

Corequisite: PE 10001

This class will explore the spiritual, physical, and intellectual dimensions of Goju-Ryu, one of the most ancient schools of Karate-Do. Students will learn the some of the basic movements, kata (pre-arranged fighting patterns) and bunkai (self-defense applications), of Tenshi Goju Karate-Do—one of many modern American expressions of Goju-Ryu. Students will also be given exercises to facilitate their own reflection on the implications of this martial and meditative art for an approach to living that is fully integrative of mind, body, and spirit. Participation in a seminar on November 5th led by the founder of the Tenshi Goju system is also required.

PE 11054. Living Mindfully

(0 -0- 0)

Corequisite: PE 10001

Whether seeking to reduce stress, enjoy routine responsibilities, create fulfillment in your studying, change unhealthy habit, or build awareness this introductory course will offer basic concepts of mindfulness as well as practical application. Each class will consist of teaching points, practical application, journaling, and discussion. There will be outside assignments and practice to reinforce the skills taught during class (done according to individual needs, schedule, and time).

PE 11055. Karate II: Entering the Goju Matrix—Applications of the Nine Principles

(0 -0- 0)

Corequisite: PE 10001

This class will focus on how the nine principles introduced in the class, “Principles of Goju Ryu Karate for 21st Century Life,” may further be utilized as a matrix for personal development, contemplation, and self-defense—i.e., how one expression of the martial art known as Karate Do, “the way of the empty hand,” may be deployed in the promotion of wellbeing, bodily awareness, and a unitive approach to daily living. [1] The precepts and applications dealt with in this course are derived from Tenshi Goju Ryu, a fourth generation descendent of the hard and soft lineage of Karate Do, whose ancestry can be traced through Peter Urban and Gogen Yamaguchi back to Chojun Miyagi, the founder of the school. The philosophy, techniques, kata (practice forms) and bunkai (self-defense applications) of Tenshi Goju embody the ethos of its venerable forebears as well as the innovative spirit of its creator, Hanshi Lou Angel. Enrollment is limited to students who completed “Principles of Goju Ryu Karate for 21st Century Life” in Fall 2011.

PE 11056. Personal Nutrition

(0 -0- 0)

Corequisite: PE 10001

Personal Nutrition for Notre Dame students will cover a wide range of nutrition topics beyond your typical Contemporary Topics class. In addition to classroom information, this course will provide more in depth analysis of personal nutrition. It will also provide the opportunity to leave the classroom and examine other resources on and off campus.

PE 11057. Competitive Tennis: Old School Skills and Tactics for the Modern Game

(0 -0- 0)

Corequisite: PE 10001

Some have suggested that modern tennis—with its emphasis on power (particularly serves and ground strokes) and aggressive baseline / mid-court play—bears little resemblance to either its 19th century ancestor or the “all-court” game that evolved in the latter half of the 20th century. Significant advances in athletic training, racket technology, and the surfaces on which competitive tennis is now played, have produced major changes in grips, strokes, and strategies. The emphasis on first-strike tactics utilized to control tempo has limited the extent to which many players develop either a well-rounded set of racket skills or the ability to: (1) control ball placement, pace, and spin; (2) play comfortably—and proficiently—at net; (3) utilize specialty shots effectively—e.g., drop shots, lobs, and returns of serve; (4) find the right balance between aggressiveness and consistency in match play; (5) deploy defensive tactics to neutralize an opponent’s power; (6) utilize playing patterns in the construction of points; and (7) develop, implement, and modify—when necessary—a game plan through the use of careful observation and the cultivation of intuitive awareness. A close examination of those players perennially atop the men’s and women’s professional rankings reveals that many possess these abilities. This class will provide experienced players with an opportunity to learn and / or refine such skills. Enrollment is limited to advanced players with high school or tournament experience.

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.

PE 15532. Water Safety Instructor Course

(0 -2- 0)

Corequisite: PE 10001

The WSI course prepares candidates to teach various Red Cross swimming and diving skills as well as emergency prevention and response. The course length is approximately 34 hours which includes the Fundamentals of Instructor Training.

Note: Page numbers greater than 217 in this index are found on the enclosed compact disc.

Index

A

Academic Association 17, 118
 Academic Calendar 6
 Academic Code of Honor 18
 Academic Council 15
 Academic Governance 15
 Academic Preparation 19
 Academic Profile 14
 Academic Regulations 18
 Academic Resources 18
 Accountancy 113, 709
 Accreditation 17, 118
 ACT 20, 21
 Activity and Experiential Learning
 Courses 49
 Admission 19
 Advanced Placement Examinations 40
 Advising 15
 Aerospace and Mechanical Engineering
 123, 722
 Aerospace Studies (ROTC - Air Force)
 28, 775
 Africana Studies 53, **227**
 American Studies 54, **246**
 Angers Program 29
 Anthropology 56, **276**
 Application Process 20
 Applied and Computational
 Mathematics and Statistics 139, 143,
 745
 Arabic Languages and Culture 60
 Architecture 44, 221
 Area Studies Minors 104
 Art, Art History, and Design 57, **290**
 Art History Major 58
 Arts and Letters 48, **227**
 Degree Credit 49
 Nondepartmental 243
 Pre-Health Studies 88
 Programs 52
 Requirements 48
 Art Studio 57
 Asian Studies 87, 104, **306**
 Asian Studies Minor 62, 104
 Asian Studies, Supplementary Major
 in 87
 Athens Program 29

Athletic Facilities 12
 Athletics 12
 Australia Program 30, 31

B

Bachelor of Science with a Major in:
 Applied and Computational
 Mathematics and Statistics 143,
 145
 Biochemistry 152
 Biological Sciences 146
 Chemistry 151
 Environmental Sciences 154
 Mathematics 157
 Physics 159
 Preprofessional Studies 163
 Science-Business 164
 Science-Computing 165
 Science-Education 166
 Beijing Program 29
 Berlin Program 29
 Biochemistry 152
 Biological Sciences 139, 146, 748
 Biology, Cellular and Subcellular 148
 Board of Trustees 4
 Bologna Program 29
 Brazil Programs 30, 31, 32
 Business Administration 110
 Business (Nondepartmental) 710

C

Cairo Program 30
 Calendar, Academic 6
 Cambridge Program 30
 Campus Description 11
 Campus Life Council 13
 Campus Ministry 12
 Campus Resident Student 21
 Campus Visit 20
 Career Center 34
 Catholic Social Tradition 92, **699**
 Center for Asian Studies 87, **306**
 Center for Social Concerns 12, 26, **319**
 Chemical and Biomolecular
 Engineering 126, 724
 Chemistry and Biochemistry 139, 151,
 756
 Chemistry Career Program 151
 Chemistry with Business 151
 Chile Program 32

China Program 29, 30, 32
 Chinese 61
 Civil and Environmental Engineering
 728
 Civil and Environmental Engineering
 and Earth Sciences 127
 Classical Civilization Minor 60
 Classical Literature Minor 60
 Classics 59, **323**
 Clubs and Organizations 12
 Collaborative Learning Program 42
 College Credit from Other Institutions
 41
 College of Arts and Letters 48, **227**
 College of Business Administration 109
 College of Engineering 118, 722
 College of Engineering Combination
 Five-Year Programs 90, 119, 120,
 135, 136, 140
 College of Science 139, 745
 College of Science Dual Degree
 Program 140, 168
 College Seminar **246**
 Collegiate Sequence in International
 Business 115, 116
 Computer Applications 89, **316**
 Computer Engineering Program 133
 Computer Science and Engineering
 132, 735
 Course Catalog **217**
 Course Load 49
 CPA Certification 113
 Credit from Other Institutions 41
 Credit or Placement by Examination
 40
 CSS Financial Aid PROFILE 23
 Curricula and Degrees 48

D

Dakar, Senegal Program 30
 Decision and Notification Plans 20
 Degree Requirements 15
 Degrees and Academic Programs 14
 Deposits 20
 Design Concentration 57
 Disabilities, Students with 21
 Diverse Business Student Association
 112
 Dome, The 12
 Double-Counting 52
 Double Majors in Science 167

Note: Page numbers greater than 217 in this index are found on the enclosed compact disc.

Dual Degree 15, 90, 135, 140
 Dublin Program 30
du Lac, A Guide to Student Life 14

E

Early Action 20
 Earth Sciences 127, 728
 East Asian Language and Cultures 61
 East Asian Languages and Cultures **526**
 East European Studies 105
 Economics 62, **339**
 Education 91
 Education, School and Society 93
 Egypt Program 30
 Electrical Engineering 134
 Employment 24
 Engineering 118, 722
 Aerospace and Mechanical 123, 722
 Chemical and Biomolecular 126,
 724
 Computer Science and Engineering
 132, 735
 Electrical 134
 Mechanical 124
 Nondepartmental 744
 Engineering, Graduate Programs in
 120
 Engineering Honors Program 119
 Engineering Programs with College of
 Arts and Letters 119
 Engineering Programs with Other
 Schools 120
 Engineering Program with Mendoza
 College of Business 119
 Engineering Scholars Program 119
 Engineering Student Organizations and
 Activities 122
 English 64, **346**
 Environmental Research Center
 UNDERC 142
 Environmental Sciences 154
 as a Second Major 155
 European Studies 104
 Evaluation 20

F

Faculty 18, 172
 FAFSA 23
 Federal Assistance Benefits 24
 Federal Parent Loans 25

Federal Perkins Loan 25
 Federal SEO Grant 24
 Federal Stafford Loan Program 25
 Fees and Expenses 21
 Film, Television, and Theatre 65, **391**
 Finance 113, 715
 Finance Club 112
 Financial Aid 22
 Application Process 23
 Programs 24
 Financial Need 23
 Verification 23
 Fine Arts 16, 38
 First-Year Curriculum 36
 First-Year Goals 42
 First Year of Studies 36, 218
 First-Year Requirements 36
 France Program 29, 31
 Freimann Life Science Center 139
 Fremantle Program 30
 French 80

G

Gallivan Program in Journalism, Ethics,
 and Democracy 97, **275**
 Gender Studies 88, **407**
 Gender Studies Minor 94
 General Biosciences Sequence 148
 German 67
 German and Russian Languages and
 Literatures 67, **535**
 Germany Program 29
 Glynn Family Honors Program 88, 142
 Grading System 17
 Graduation Rate 17
 Graphic Design 58
 Greece Program 29
 Greek 60

H

Hall Presidents Council 13
 Hank Center for Environmental
 Science 139
 Hesburgh Program in Public Service
 94, 96, **418**
 History 16, 38, 69, **441**
 History of Notre Dame 10
 Hong Kong, Sar China Program 30
 Honor Code 18
 Honors at Graduation 17

Honor Societies
 Business 112

I

Iberian and Latin American Studies 82
 Industrial Design 58
 Information Technologies 33
 Institute for Educational Initiatives 777
 Institute for International Peace Studies
 18, 788
 Institute for Latino Studies 97, 812
 Institutes, Centers, and Laboratories 18
 Insurance 22
 Interdepartmental Engineering 135
 Interdisciplinary Minors 92
 International Development Studies 96,
506
 International Students 21, 23
 International Study Programs 49, 142
 Angers, France 29
 Athens, Greece 29
 Beijing, China 29
 Berlin, Germany 29
 Bologna, Italy 29
 Brazil 30
 Cairo, Egypt 30
 College of Engineering 119
 College of Science 142
 Dublin, Ireland 30
 Fremantle, Australia 30
 Hong Kong, China 30
 Kampala, Uganda 30
 London, England 30
 Mendoza College of Business 111
 Moscow, St. Petersburg, And
 Vladimir, Russia 31
 Nagoya, Japan 31
 Paris, France 31
 Perth, Australia 31
 Puebla, Mexico 31
 Rome, Italy 31
 Santiago, Chile 32
 Shanghai, China 32
 St. Andrews, Scotland 32
 Tokyo, Japan 32
 Toledo, Spain 32
 Washington, D.C. 32
 Internships and Summer Jobs 34
 Investment Club 112
 Investment Funds 112
 Ireland Program 30

Note: Page numbers greater than 217 in this index are found on the enclosed compact disc.

- Irish Language and Literature 70, **485**
 Irish Studies 104, **490**
 Israel Program 30
 Italian 80, 81
 Italy Program 29, 31
- J**
- Japanese 62
 Japan Program 31, 32
 Jerusalem Program 30
 Job Board 24
 Jordan Hall of Science 139
 Journalism, Ethics, and Democracy 97, **275**
Juggler, The 12
- K**
- Kampala Program 30
 Korean 62
- L**
- Language Placement Examination 40
 Language Requirement 52
 Latin 60
 Latin American Studies 82, 105, 515
 Latino Studies 97, 812
 Learning Resource Center 42
 Learning Strategies Program 42
 Liberal Studies 78, **605**
 Literature 16, 38
 Liturgical Music Ministry 98
 Loans 24
 London Program 30
- M**
- Management 114, 718
 Management Club 112
 Marine Corps 27
 Marketing 720
 Marketing Club 112, 115
 Mathematics 16, 37, 71, 139, 763
 Mathematics and Business
 Administration Program 158
 Mathematics and Computing Program 158
 Mathematics and Engineering Science Program 158
 Mathematics and Life Sciences Program 157
 Mathematics and Social Science Program 158
 Mathematics as a Second Major 158
 Mathematics Career Program 157
 Mathematics Courses for the Other Programs 157
 Mathematics Education Program 158
 Mathematics Honors Program 157
 Mechanical Engineering 124
 Medieval Studies 72, 98, 561
 Mediterranean and Middle East Studies 60
 Mediterranean Middle East Studies 104
 Mendoza College of Business 109, 709
 Mexico Program 31
 Microbiology and Infectious Disease 148
 Military Scholarships 24
 Military Science 27, 822
 Military Service 22
 Minors
 Constitutional Studies 92
 Mission Statement of the University of Notre Dame 10
 Moreau Seminary 35
 Moscow, St. Petersburg, and Vladimir, Russia Programs 31
 Museum of Art 19
 Music 73, **580**
- N**
- Nagoya Program 31
 Naval Science 27, 823
 NetID 18
 Net Impact Undergraduate Club 112
 Nondiscrimination i
 Notre Dame Accounting Association 112
 Notre Dame Club Scholarships 24
 Notre Dame Information Technology Management Club 112
 Notre Dame Literary Festival 12
 Notre Dame Scholarships 24
 Notre Dame Student Business Review 12
 Notre Dame Student Players 12
Notre Dame Technical Review 122
- O**
- Off-Campus Student 22
 Office for Students with Disabilities 21
 Office of Information Technologies 33
 Office of International Studies 28
 Office of Student Financial Services 22
 Office of the Vice President for Research 19
 Officers of Administration in the University 3
 Old College 35
 Oxford Program 31
- P**
- Painting Concentration 58
 Paris Program 31
 Part-Time Undergraduate Student 22
 Pass-Fail 49
 Payment Plan 22, 25
 Payment Regulations 22
 Peace Studies 99, 788
 Peer Advising Program 42
 Pell Grant 24
 Perkins Loan 25
 Perth, Australia Program 31
 Philosophy 16, 38, 74, **593**
 Philosophy and Literature 99
 Philosophy, Politics, and Economics 100
 Philosophy within the Catholic Tradition 100
 Photography Concentration 58
 Physical Education and Wellness Instruction 16, 33, 824
 Physical Education or Reserve Officers Training Corps Program 40
 Physics 139, 159, 769
 Physics, Advanced 160
 Physics-in-Medicine 161
 PLUS 25
 Political Science 75, **607**
 Poverty Studies 100, **661**
 Pre-Health Studies 88
 Pre-Law Advising 15
 Premedicine and Pre-Health 148
 Preprofessional Studies 139, 162, 760
 Printmaking Concentration 58
 Professional Societies 123
 Profile 23
 Program of Liberal Studies 78, **605**
 Psychology 79, **628**

Note: Page numbers greater than 217 in this index are found on the enclosed compact disc.

Public Service, Hesburgh Program in
418
Puebla Program 31

R

Real Estate Investment Club 112
RecSports 12
Regular Action 20
Religion and Literature 102, **704**
Requirements, Arts and Letters 52
Research 19
Reserve Officers Training Corps 27
Romance Languages and Literatures
80, **545**
Rome Program 31
ROTC Air Force 28, 775
ROTC Army 27, 822
ROTC Navy 27, 823
Russian and East European Studies 105
Russian Language and Literature 67
Russian Program 68
Russia Programs 31

S

Saint Marys College 14
Salvadore Da Bahia Program 31
Santiago Program 32
Sao Paulo Brazil Program 32
SAT I 21
Scholarships and Grants 24
Scholastic 12
School of Architecture 44, 221
Science 16, 37, 745
Non-departmental 761
Science-Business Collegiate Sequence
164
Science, College of 139
Science-Computing Collegiate
Sequence 165
Science Degree Credit 169
Science-Education Collegiate Sequence
166
Science, Special Opportunities 142
Science, Technology, and Values 102,
647
Scotland Program 32
Sculpture Concentration 58
Selection Process 20
Self-Designed Majors 52
Semitic Languages 60

Senegal Program 30
Shanghai Program 32
Snite Museum of Art 19
Social Sciences 16, 38
Social Tradition, Catholic 699
Sociology 83, **637**
Spanish 82
Spirit of Inclusion at Notre Dame 14
Spiritual Life 11
Stafford Loan 25
Standards of Progress for Recipients of
Financial Aid 25
St. Petersburg, Moscow, and Vladimir,
Russia Programs 31
Student Awards and Prizes 46, 49, 111,
141
Student Conduct 13
Student Employment 24
Student Financial Aid 22
Student Government Board 13
Student Guide to the Academic Code of
Honor 18
Student International Business Council
112
Student Life 11, 14
Student Organizations 46, 112, 141
Student Senate 13
Students with Disabilities 21
Student Union 13
Studio Art and Design 57
Summer Session 15
Supplementary Majors, Minors, and
Special Programs 87
Sustainability, Minor in 149
Syriac Studies 60

T

Technical Review 12
Technology, Business, and Society 90
Television **391**
Testing 20
Theatre **391**
Theology 16, 38, 85, **662**
TOEFL (Test of English as a Foreign
Language) 21
Tokyo Program 32
Toledo Program 32
Transfer Students 21
Trustees, Board of 4
Trustees Emeriti 4
Tuition and Fees 23

Tutoring Program 42

U

Uganda Program 30
UNDERC Field Biology Programs 149
Undergraduate Women in Business
Association 112
University Seminar 16
University Writing Program 390

V

Vision for Undergraduate Education
11
Vladimir, Moscow, and St. Petersburg,
Russia Programs 31

W

Waiting List 20
Washington, D.C. Program 32
Withdrawal Regulation 22
Writing and Rhetoric 16, 36
Writing Program 390
Writing Requirement 49
WSND FM 12
WVFI 12