Two First-Year Seminars Added August 7:


In this course, students will be actively engaged in learning about the interaction between the nature of work and the organization of society. How does the structure of work affect that nature of society? How does the nature of society affect the structure of work? What are the characteristics of a “good job”? How do issues of gender and race play out in the job market? Who gets what jobs and why? How do the gender and racial job issues connect to gender and racial issues in the larger society? Drawing on students’ own work experiences, combined with readings, possibly films, and visits from activists in unions and other workers’ organizations, the course will explore some of the challenges of race, gender, and class that arise in the workplace and interact with workers’ power and their quest for social and economic justice. Moreover, this course is defined not simply by its subject matter, but also by the emphasis that is placed on critical thinking, writing, and oral presentation. This emphasis is facilitated by the subject matter; by examining issues of controversy and conflict surrounding the work-society relationship, the course leads students to develop their critical skills in order to understand fully those issues. (Note: in discussions of race, gender, and class, it is necessary to recognize that there are many differences within these groups as well as between them. When we talk about average differences between groups and make generalizations about differences between groups, it is important not to lose sight of the differences within each group.


Playwrights create works that get produced. How? By whom? Participants study how directors develop concepts; how collaboration with designers, actors, and technicians bear fruit; and how productions are promoted. The course also examines the rehearsal process, and looks behind the scenes to where sets and costumes get built, lights are hung, and tech rehearsals begin and build to opening night.
Africana Studies [AFRSTY] 115G: Black Consciousness. Professor Tony Van Der Meer. TTh 12:30 – 2:00 and Th 2:00-2:50 Class Number 3118.

This course will examine the development of Black consciousness in the 20th century. The social, economic, cultural, and political implications of Black consciousness will be explored. The impact of Ida B. Wells, W.E.B. Du Bois, Marcus Garvey, The Harlem Renaissance, The Civil Rights/Black Power movement, The Nation of Islam and The Black Arts Movement on the development of Black consciousness will also be examined.


This course examines the multiple, and often differing ways that Americans have lived, thought, and expressed themselves from World War II to the present. Much of our country’s history has been defined by conflicts among ethnic groups and social classes about rights to economic, social, and moral well-being and even the right to call oneself an “American.” To ponder these and similar problems, scholarship in American Studies draws on an interdisciplinary approach to thinking about life in this country. Starting with World War II, but with emphasis on the historical and the political context of American life since 1945, especially social class, ethnicity, race (most importantly, the African American struggle for civil rights), and work, we will use historical documents, literature, music, and movies to learn about the significant events and changes in American society since World War II and people’s responses to them.


This course examines the influence of culture on human behavior from an anthropological perspective. We focus on a number of case studies drawn from Native American, African and European contexts to consider how various aspects of culture — religion, technology, language, social structure, etc. — lead people to behave differently within different societies. The course readings include works of literature and history, as well as anthropological writings. During the course of the semester we consider such questions as: Why are there different cultures across the globe? How is culture related to human nature? Is it possible to understand a way of life that is truly different from one’s own? How and why do humans typically misunderstand one another across cultural lines? The purpose of the course is to provide students with an in-depth introduction to the anthropological concept of culture.

Anthropology [ANTH] 113G: Food and Society. Professor Rita Shepard
The focus of this 4 hour/4 credit seminar is food - a topic that is important to all of us. Throughout the semester we will explore how food is related to culture. Discussion topics include the origins of agriculture, modern agriculture and genetically modified foods, food taboos, food insecurity and hunger, festivals/feasting food, and more. The readings are structured around different aspects of these topics that will allow us to closely examine how food, society, and culture are interconnected, and I anticipate the discussions throughout the semester being quite lively and thought provoking. These class discussions will be facilitated by writing assignments and participation in group projects. In our study of food we will also learn aspects of critical thinking, careful reading, as well as how to do library and web-based research. Longer writing assignments and oral presentations will allow you to apply these skills to specific questions and data sets.

Cinema Studies [CINE] 121G: Space, Place, and Cinema, Professor Linda Ay-Yun Liu. MWF 2:00 – 2:50 and M 3:00 – 3:50. Class Number 4065.

This first-year seminar explores the many different ways in which space and place are represented in cinema, while also teaching students how to closely observe and critically analyze films. Drawing from cinema history and criticism, it examines how films instill spaces with meaning and transform them into distinctive places. Through screenings of a broad array of films, we will tour a variety of cinemas from throughout the world and investigate such topics as the role of settings in film narratives, and contemporary experiences of displacement and marginalization.


This course will address philosophical, sociological, and psychological issues related to sexual ethics. We will cover topics such as the influence of Christianity on current sex education, justice issues with regard to sexual practices, the right to pleasure, harm arguments with regard to coercion, the idea of consent, and moral issues regarding media objectification, pornography, and prostitution.
Economics [ECON] 110G: Economic Ideas. Professor Ellen Frank TTh 2:00 – 3:15 and T 1:00-2:00. Class 3375
This first-year seminar course presents basic economic concepts and tools of analysis in the context of current economic issues. Controversies over the distribution of income, the role of markets, pollution, or globalization are often addressed, although topics vary with the instructor. Students may receive credit for only one of ECON 100, ECON 110G or ECON 112G.


(This is the same course as Women’s, Gender, and Sexuality Studies 179GL Section 1.)

Where do our ideas about sexuality and gender come from? How has culture shaped the way we experience love and relate to our own and others’ bodies? How might examination of our own experiences enable us to better understand the complex nature of sexuality and the “performance” of gender? The overarching goal of this course is to explore and re-evaluate diverse conceptions of sexuality & gender, conducting an inquiry across a wide range of disciplines: English, women’s studies, cultural studies, biology, psychology, philosophy, film, and law. We will examine relationships between embodiment, desire, knowledge, and power—using story, cinema, personal reflection, and critical theory, to pry out and identify threads of connection. We will think at length about identity and community, seeking to understand how individual life and collective culture are influenced by assumptions about the body, its desires, and its meanings. We will also examine how systemic forms of oppression intersect, reinforce and magnify each other. To this end, the various political, economic, legal, and medical barriers that have faced—and which continue to face—the LGBTQ community, will be given particular emphasis.

English [ENGL] 181G: Literature and the Visual Arts. Staff. TTh 2:00-3:55. Class Number 1147.

In this course, we will connect literature (including short stories, poetry, plays, and graphic novels) to visual art (including paintings, film, and multimedia work on the internet). We will forge these connections using the theme of “identity,” paying close attention to how identity is created through characters, plot, imagery, color, movement, and space. How does literature and the visual arts attempt to represent the self as both an interior and exterior identity? How can we (or, can we ever?) represent the elusive workings of the self? How can art capture both the mind (our intellect) and heart (our emotions)? In working with the various versions, adaptations, and interpretations of the selected works, we will identify differences and similarities among different art forms, as well as the consequences of creative choice and circumstance. We will familiarize
ourselves with literary devices and terminology such as genre, narrative voice, and
diction, and understand how our awareness of those elements contributes to our
appreciation and interpretation of what we read. We will engage in analytical, reflective,
and creative writing about literature and visual art; ultimately, you will able to articulate
your opinions of why a piece of writing and its visual interpretation "works" for you and
why it does not. Hopefully, our study of the concept of “identity” will broaden its scope,
and will apply both to the writers we study, and to you, as a reader, writer, and viewer
shaping your own identity.

<table>
<thead>
<tr>
<th>English [ENGL] 183G: Literature and Society--Experiencing Boston Culture, People, and Places</th>
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<tr>
<td>This is a double “field trip” course connected with English 101Section 1 and 2. Both Sections are offered TTh 12:30 – 1:45, and Thursday 1:45-2:50</td>
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At UMass Boston, we are lucky that our home is one of America's most culturally rich, dynamic, and innovative cities. This first-year course emphasizes the study of Boston culture, arts, literature, and history, featuring exciting field trips into (awesome!) Boston. We focus on generating analytical and creative approaches to studying--and experiencing--urban spaces, using Boston as our hands-on laboratory. The course captures the excitement and imagination that defines Boston, including experiences such as taking walking tours of the city, having guest lectures, and visiting museums and restaurants. We have many memorable trips planned, such a tour of the Boston Harbor Islands and our annual visit to Edgar Allen Poe's statue on Halloween! This double course counts as TWO courses; the courses are offered back-to-back and you will be registered for both, giving us the needed time for Thursday afternoon field trips.

These TWO courses give you credit for your required first-year Composition course and your required First-Year Seminar: To be added into the course, which is blocked from student view, contact Rachel Puopolo, CLA Program Coordinator: rachel.puopolo@umb.edu

For questions about the course or registering for it, contact the English Department during business hours: 617-287-6700. Students can continue to take a version of this double course in the spring (last year, word got out about how exciting the fall was and more people asked to be in the spring course than fall!). You can see photos from last year's spring class at this website: https://www.umb.edu/academics/cla/english/course_spotlight Come join us as we go out into Boston and we bring Boston into our classroom!
John Lennon once famously wrote (and sang): “[They] keep you doped with religion and sex and TV/And you think you’re so clever and classless and free . . . A working-class hero is something to be.” In this course, we will be examining the lives of “ordinary” people in America in the 20th and 21st centuries, with a focus on issues of race, sexuality, and class. Though primarily focused on fiction, poetry and autobiographical writings, we may also consider other art forms like film and music. The course will emphasize class discussion and teamwork based on the work of Toni Morrison, Junot Diaz, Roxane Gay, UMB Prof. Jill McDonough, and others. There will be two papers, one text-based essay exam, an interview project, and one oral presentation. A number of guest speakers have been invited. No midterm or final exams.

As we consider the broader historical and cultural contexts of our texts, we will also focus on conducting close readings, carefully examining the language of the work in question. At the same time, we will investigate some of the elements that make up a literary work: point of view, structure, tone, dialogue, theme, narrative technique, and characterization. In the process of so doing, members of this class will develop their critical and communication skills as readers, as writers, and as students of literature. A major goal of this course is to practice the following habits of mind essential to university-level educational success: Careful reading; Clear writing; Critical thinking; Information literacy and technology; Working in teams; Oral presentation.

English [ENGL] 183G Section 01C: Literature and Society—Experiencing Boston Culture, People, and Places

Section 1: Prof. Virginia Karlis. Course Number 12727

This is an On-Line course, and not a double “field trip” course connected with English 101

**BOSTON: Beantown, The Hub of the Universe, The Athens of America, Red Sox Nation, Celtic Pride.** In this course, we will read and discuss various literary works about Boston and by Bostonians. What makes this part of the world so uniquely independent yet wonderfully diverse? In 1773, history was made when Bostonians had their infamous Tea Party- boarding a British tea ship, and tossing the tea into Boston Harbor in protest of unfair taxation. Let’s see what else we can find about the spirit of our city and its people. To complement the selected literature, we will also study visual interpretations such as art works, movies, architecture- whatever can be identified as a visual adaptation or connection.
We will familiarize ourselves with literary devices and terminology such as genre, narrative voice and diction, and understand how our awareness of those elements contributes to our appreciation and interpretation of what we read. You will learn to talk and write about literature and be able to articulate your opinions of why a piece of writing or its visual interpretation "works" for you and why it does not. Hopefully, our study of “Boston” writings will lead to you becoming one as well.

**English [ENGL] 185G Literature and Film. Staff. TTh 9:30-10:45 and T 8:30-9:30. Class Number 1148.**

An introductory examination of the relationship between moving pictures and the written word. Students will study how filmmakers and writers construct narrative, and how stories have been adapted across media. Other topics may include the following: the different ways that literature and film have dealt with the problem of realism, the use of iconic and symbolic modes, and the political implications of film.

**English [ENGL] 189G War in Literature. Prof. Paul Dyson**  
**Section 1: MWF 11:00 – 11:50 and Monday 10:00 – 10:50 Class Number 1142**

In this course, we will examine the ways in which literary works approach the challenge of representing war--the terrors of war as well as the triumphs. We will focus our study on the ethical and aesthetic issues particular to the depiction of war in a variety of media, such as novels, short stories, poetry, graphic novels, film, and journalism. This seminar is offered with military veterans in mind, and will provide opportunities to bring the experience of military service to the process of University study and intellectual inquiry. We will read works depicting war that span three millennia, but we will focus the majority of our time on texts that address conflicts in which the United States has been involved since the early Twentieth Century. We will also spend time examining how veterans and texts about war interact--how veterans are depicted, how society regards veterans, and how veterans, particularly veteran authors, see themselves.

**French 122G: A Long History of the Comic Book. Professor Shannon McHugh. TTh 9:10 – 10:45.**

The birth of comics is traditionally dated to the 19th century. But pictorial storytelling has a much longer history. In this course, we read word and image together, across centuries, exploring texts from the Middle Ages, the Renaissance, and the modern era. Along the way, we will ask questions about literacy and media, adaptation and translation, and how the imagination works. Special attention will be paid to the rich French-language tradition, from medieval illustrated bibles to Marjane Satrapi's graphic novel Persepolis.
French 150G: Self and Others in French Literature. Professor Dennis Gilbert
MWF 10:00 – 10:50 and Wednesday 11:00 – 11:50. Class Number 3716.

A study of individual identity within communities of other selves, through close reading and analysis of literary works by the major French existentialist writers: Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus. These texts represent a broad range of moral, esthetic, and political conflicts. The essential human questions that they pose challenge students to reexamine their own education, beliefs, and actions. All readings are in English.


Sections 1, 2, and 4: Professor Alejandro Reuss
Section 1: MWF 1:00 – 1:50 and Wednesday 2:00 – 2:50. Class Number 3267.
Section 2: MWF 10:00-10:50 and F 9:00-9:50. Class Number 3964
Section 3: Prof. Natalicia Tracy. TTh 12:30 – 1:45 and Tu 2:00 – 2:50. Class Number 4436
Section 4: TTh 12:30 – 1:45 and Tuesdays 2:00 – 2:50. Class Number 16138

In this course, students will be actively engaged in learning about the interaction between the nature of work and the organization of society. How does the structure of work affect that nature of society? How does the nature of society affect the structure of work? What are the characteristics of a “good job”? How does the larger social context affect whether jobs are “good” or “bad”? How do issue of gender and race play out in the job market? Who gets what jobs and why? How do the gender and racial job issues connect to gender and racial issues in the larger society? Drawing on students’ own work experiences, combined with readings, possibly films, and visits from activists in unions and other workers’ organizations, the course will explore some of the challenges of race, gender, and class that arise in the workplace and interact with broad issues of social relations. A theme running through the course will be the extent of workers’ power and their quest for social and economic justice. Moreover, this course is defined not simply by its subject matter, but also by the emphasis that is placed on critical thinking, writing, and oral presentation. This emphasis is facilitated by the subject matter; by examining issues of controversy and conflict surrounding the work-society relationship, the course leads students to develop their critical skills in order to understand fully those issues. (Note: In discussions race, gender, and class, it is necessary to recognize that there are many differences within these groups as well as between them. When we talk about average differences between groups and make generalizations about differences between groups, it is important not to lose sight of the difference within each group.)

Music [MUSIC] 105G: Music of the World. Professor Frederick Stubbs
MWF 9:00 – 9:50 and Friday 10:00 – 10:50. Class 1687.
This course examines the power and function of music in pan-human context. Drawing on a wide variety of sounds and texts, students investigate the relationship between music and intellect, spirit, community, and environment. Special attention is given to how terms, concepts and values from various world musics illuminate and amplify our essential understanding of this human phenomenon. Please note: Students may receive credit either for this course or for MUSIC C110 (World Music), but not for both.

**Nursing [NURSNG] 100G Transitions in Nursing.**


This first year seminar focuses on enhancing students’ capabilities in the areas of clear reading and writing, critical thinking, information technology and information literacy, team work, speaking and listening, and self-assessment within the context of understanding transitions in the who of nurses and the what and where of nursing practice across the millennia. The influences of philosophy, religion, education, and societal norms on the evolving roles of nurses will be discussed. The influence of transitions in scientific knowledge, including nursing core concepts and essential competencies for quality and safety, on the what of nursing practice also will be discussed. In addition, the influence of global geo-political concerns and health-related policies on where nursing is practices will be discussed.

**Philosophy [PHIL] 109G: Moral Debate in Society.**

Sections 1 & 2: Professor Roma Farion

Section 1: TTh 2:00-3:40, Class Number 3010

Section 2: TTh 4:-5:40, Class Number 2154

This course will study some contemporary problems of social ethics, particularly abortion; the death penalty; pornography, hate speech, and censorship; and world hunger and poverty. We will study varied positions on these issues, and the justifications that have been offered to support them. The course will develop the ability of each student to clearly articulate her position in each of these controversies, and to defend it persuasively, both in speaking, and particularly in writing.

**Philosophy [PHIL] 110G Equality and Justice.** Prof. Valentina Urbanek. MWF 1:00 – 1:50 and M 2:00 – 2:50. Class Number 10530.

In the United States, “16,000 families possess $6 trillion in assets--equal to the total wealth of the bottom two-thirds of American families. The bottom 90% controls less than 1/4 of the total wealth. The top .1% controls 21.5%, which is over 1/5. The amount controlled by the top .1 % is the largest it has been in over a century.” (feelthebern.org)

Is the United States a just society? Does justice require more equality? Is it possible to
know? Is justice a realistic goal, or just a dream? John Rawls, arguably the most influential Twentieth Century political philosopher, spent his life thinking about equality and justice, defending his theory of “Justice as Fairness,” revising it in response to objections, and exploring the possibility of realizing his ideal. This course begins with an introduction to John Rawls’ *Theory of Justice*. Rawls thinks that public institutions should be set up so that the people who are governed by them have equal basic liberties, and he thinks that goods should be distributed so that any inequalities are to the advantage of the least advantaged. After we introduce Rawls and look at arguments for his theory, the course will look at criticism of Rawls from the right, raising questions about the value of equality itself and the conflict between the value of equality and the value of liberty. We will then look at criticism of Rawls from the left, which says that equality is not just a value that is important for public institutions, but it is important in our private dealings, too, and that no inequalities are completely just, even if they are to the advantage of the least well off. In addition to Rawls, we will read the following philosophers: Robert Nozick, Ronald Dworkin, Amartya Sen, Thomas Nagel, Gerald Cohen, Elizabeth Anderson, and Paula Casal.

**Philosophy [PHIL] 130G: Privacy**

**Sections 1** Prof. Brian Kiniry MWF 9:00 – 9:50 and Monday 10:00 – 10:50 Class Number 2865  
**Section 2 and 3:** Prof. Maria Brincker  
**Section 2:** MWF 10:00 – 10:50 and Monday 11:00 – 11:50 Class Number 2158  
**Section 3:** MWF 12:00 – 12:50 and Wednesday 11:00-11:50. Class Number 3828.

This course examines several of the current threats to privacy in the computer age related to drug testing, the assembling of personal information dossiers, genetic screening, privacy on the internet, medical records, and workplace concerns. It makes use of philosophical legal, and privacy rights. This course may count toward the major in philosophy.

**Psychology 131G Personal & Social Determinants of Health: Disparity, Equity, & Health Promotion.** Professor Daria Boeninger MWF 4:00 – 5:15 and M 3:00-3:50. Class Number 12813

This course introduces a multi-disciplinary understanding of health and health-related interventions, with insights from the field of Health Psychology providing our dominant lens for viewing connections between the biological, psychological, and social influences on health. This course emphasizes consideration of disparities in health, building your understanding of how and why health disparities occur across the U.S. population, how to think about ethics related to both action and inaction in the face of health inequities, and what can be done to achieve health equity. We will explore questions such as, Why do Americans, on average, experience worse health and shorter lifespans than people in
other developed countries? Why do some groups of Americans experience worse health and shorter lifespans than other groups? Is health and health care a “right”?—and does every American actually have the same ability to pursue health and wellness as their fellow citizens do? What can we as a society do to reduce health disparities and promote health for every person in our country? What can we as individuals do to make sure we experience the best physical and mental health we can?


This course covers three themes-religion and public life, violence and non-violence, sexes and sexualities. Students become familiar with a range of major religious thinkers and formulate their own constructive positions. This course may count toward completion of the Study of Religion Program.

First Year Seminar 114G [SEMINR 114G]: Investigations across the Curriculum

This course is offered in several sections and three different versions. Enrollment by Placement

**Reality and the Americas**

Section 1 – Tuesdays and Thursdays 12:30 – 1:45 and Tuesdays 11:00 – 11:50 Prof. Meesh. McCarthy  Class 1830
Section 3 – Mondays, Wednesdays, and Fridays 10:00 – 10:50 and Mondays 11:00 – 11:50 Prof. Meesh McCarthy  Class 3102
Section 4 – Tuesdays and Thursdays 12:30-1:45 and Tuesdays 2:00-3:00  Prof. Krysten Hill
Section 11- Mondays and Wednesdays and Fridays 10:00-10:50, and Fridays 11:00-11:50
Section 12 –Mondays and Wednesdays and Fridays 12:00-12:50 and Wednesdays 11:00-11:50 . Prof. Alyson Peirce.  Class Number 3832

This course is an opportunity to examine the real world as a scholar. First, we will explore new ways of viewing the reality of the past. We will then investigate how new technology is reshaping what is considered to be accurate American history, how social networking is reshaping what we consider to be real connections with others, and how infotainment, technology, and advertisement have reconstructed what we think people in the Americas should and actually do. We will use materials drawn from various disciplines (such as history, psychology, and media-communication studies) to develop our definitions of reality, fact, truth, fiction, fantasy, myth, virtual space, and identity that apply to our academic and other experiences.

**Court Cases**

Section 2 – Mondays, Wednesdays, and Fridays 9:00 – 9:50 and Fridays 10:00-10:50 Prof. Kathleen Raddatz Course Number 3101
Section 5 – Tuesdays and Thursdays 9:30 – 10:45 and Thursdays 8:00 – 9:15 Prof. Kathleen Raddatz Course Number 3114
Section 8 – Mondays, Wednesdays, and Fridays 12:00-12:50 and Mondays 1:00 – 1:50 Prof. Kathleen Raddatz. Class Number 3775
Section 9 – Mondays and Wednesdays and Fridays 9:00-9:50 and Mondays 8:00 -8:50 Prof. Bryan Williams Class Number 3829

This First Year Seminar is about arguments, in particular legal and related arguments that are used in courtrooms. We will study real criminal, civil, and constitutional cases, as documented on film and in courtroom transcripts, and academic and news articles. Via these documents, you will observe the words and actions of individual jurors, judges, prosecutors, and defense attorneys.

These cases represent both just and unjust outcomes. In some cases, the criminal evidence for guilt may be ambiguous. In some, the judicial system may be inherently biased because of a particular judge or lawyer, or because of the constraints of the appeals process or the ways the justice system is funded. And in other cases, the system seems to protect our rights well. Come judge for yourself.

### News Media and the War on Terror

Section 7 – Tuesdays and Thursdays 2:00-3:45 Prof. Jason Hinkley. Class Number 3249

This course focuses on the 9-11-01 attacks, which ushered in a new war: the "Global War on Terror" (GWOT). Like other wars, the White House had to “sell” this to the public. The news media played a pivotal role in the buying, selling, and rejecting of the GWOT “sales pitch”.

We will explore news reports from the 9-11-01 era and scholarly responses to them. We also will pose such questions as: If all representations by the news media are distorted, are some nevertheless “better” than others? How are news reports always somewhat distorted, but not always lies? What are the obligations of the news media when reporting on the President, the Press, and Public during times of national crisis?

### SEMINAR 120G Mind-Body Connections
**Professor Williams**

Section 1: Prof. Bryan Williams. Mondays and Wednesdays and Fridays 2:00-2:50 and Wednesdays 3:00-3:50. Class Number 1831
Section 2: Prof. Bryan Williams. Mondays and Wednesdays and Fridays 1:00 – 1:50 and Fridays 12:00 - 12:50. Class Number 3103

Section 3: Prof. Bryan Williams. Mondays and Wednesdays and Fridays 11:00 – 11:50 and Mondays 10:00-10:50 Class Number 3115
How do the body and mind interact? We will investigate this question through observations of ourselves, through observations and interviews of others, and through the course’s readings and library research. Along the way we will learn about how people deal with physical and emotional challenges and how some people seem more resilient while others may become more resilient. For assignments there will be journal entries, formal essays, and frequent presentations, often in groups. Meditation and/or physical exercise will be required as well. The exercises will be adaptable to short- or long-term physical limitations.

Section 1: Professor Lorena Fuentes Rabe MWF 8:00 – 8:50 and M 9:00-9:50
Section 2: Professor Carol Chandler-Rourke TTh 2:00 –3:45

By examining the issues of race, class, and gender, participants look at what freedom has meant to different people in the United States. They are also asked to reflect on and write about their personal definitions of freedom and to broaden and deepen the understanding they bring to their own historical situations. Enrollment by Placement.

Section 1: Professor Teddy Chocos TTh 12:30-1:45; Th 2:00 – 2:50 Course Number 3228
Section 3: Professor Carol Chandler-Rourke TTh 12:30 – 1:45 and Th 2:00 – 2:50 Course Number 2903
Section 4: Professor Carol Chandler-Rourke TTh 4:00 – 5:15 and T 5:30– 6:20 Course Number 3791

We will examine varied historical, cross-cultural, and literary views on aging and wisdom. Through a wide range of texts and genres, a visit to a nursing home, and an interview with an octogenarian, we will take an in-depth look at the way individuals, societies and families deal with and view the elderly, death, and dying. We will analyze the causes and effects of these attitudes and how they relate to social and political expectations, policies, and changes. Enrollment by Placement.

Seminar [SEMNR] 127G: Food Matters Professor Marta Martinez Earley
Section 1: MW 2:00 – 3:50 Course Number 3111
Section 2: MW 8:00 – 9:50 Course 3447

Course Description: Why does food matter? In this class we will explore our relationship to food and the role we play in the complex food system. We will read a selection of texts from a variety of genres as we examine different views on the
meaning of food, food consumption, production, and sustainability. With the help of the readings and class materials, we will reconsider the ways in which we think about food and the associations we have with food, and we will carefully reflect on the implications of our food choices and our responsibilities as consumers in the complex food system. We also conduct research, both using the Library resources and first hand field research. The assignments in this course are designed to provide you with experience in the following seven capabilities: careful reading, clear writing, critical thinking, use of information literacy, teamwork, oral presentation, and academic self-assessment.

**Sociology [SOCIOL] 110G: Insiders/Outsiders. Prof. Anna Beckwith**

*Section 1: TTh 8:00 – 9:15 Tuesday 9:30 – 10:20 Course Number 1832
Section 2: TTh 11:00 – 12:15 and Th 10:00 - 10:50 Course Number 3830*

What often makes it possible to justify and practice oppression is the division of groups of people into outsiders/insiders based on their gender, “race”/ethnicity, class, age, sexuality, religion, nationality, belief, ability, or others. Such “Us” vs. “Them” dualisms give oppressors the justification to organize social (economic, cultural, political) structures and interactions in such a way that the free development of their own creative powers comes at the expense of preventing others from developing the same in themselves. Central to what makes insider/outsider mentality and divisions possible is the deeper dualism of self vs. society. The central purpose of this course is to go beyond such an insider/outsider mentality and lifestyle by developing our sociological imaginations, a way of looking at the world and ourselves that helps us understand how our personal troubles and larger public issues have shaped and influenced one another, and can in turn shape and influence one another in non-oppressive ways. Using a variety of readings augmented by selected films, in this course we will explore how sociology can help us understand how society works itself out in our everyday lives, and how we can become better persons and help create better societies, thereby pursuing what a liberal arts education promises to do: to help individuals freely develop their creative powers and seek the same for others in the world. Student assignments will consist of engaged attendance and participation in discussions, shared reports and presentations, and a term paper developed in multiple drafts, cultivating students’ critical sociological imaginations by exploring the link between their personal troubles and ever globalizing public issues.

**Sociology [SOCIOL] 120G: Sociology of Popular Culture.**

*Sections 1 & 2: Professor Daniel Finn*

*Section 1: MWF 12:00 – 12:50 and Friday 1:00 – 1:50 Course Number 3202
Section 2: MWF 2:00 – 2:50 and Wednesday 3:00-3:50 Class Number 3445 Course Number 10554
Section 3: Professor Linda Liu MWF 10:00 – 10:50 and Wednesday 11:00 – 11:50. Section 50: Professor Linda Liu MWF 12:00-1:50. For ISSP Students.*
What is popular culture? How do mass media and popular culture help us to make sense of our world, identities, and relationships? Do we organize our lives around media or do media shape our lives? Do media technologies make us happier or better citizens in a democratic society? This course will address such questions by applying various theoretical lenses to artifacts and visual messages in media and popular culture, with a primary emphasis on developing a critical awareness of contemporary mass media (radio, film, photography, music, television, fashion, video games, the internet) and their impact on culture.

You will examine your own conceptions and consumption of media through (1) readings and group tasks that engage and challenge your perspective on our cultural landscape, (2) a service-learning project that integrates the local community with your understanding of course material, and (3) writing assignments that allow you to apply the theories and concepts you learn to your own analysis of popular culture. Access to a camera is required. Note: Section 50 is reserved for Navitas program students.


Playwrights create works that get produced. How? By whom? Participants study how directors develop concepts; how collaboration with designers, actors, and technicians bear fruit; and how productions are promoted. The course also examines the rehearsal process, and looks behind the scenes to where sets and costumes get built, lights are hung, and tech rehearsals begin and build to opening night.

Women’s, Gender, and Sexuality Studies [WOST] 120G: Women and Men in Families. Professor Lynne Benson
Section 1: MWF 8:00 – 8:50 and Wednesdays 9:00 – 9:50. Class Number 3390.
Section 2: MWF 10:00 – 10:50 and Mondays 9:00 – 9:50. Class Number 3827

Has feminism destroyed the traditional family? Would marriages last longer if women and men shared family responsibilities equally? Does society still need to make major changes if we want both women’s rights and stable families? Participants read, discuss, debate, and make up their own minds on these issues. We will also discuss how families deal with various crises, such as death, divorce and shifts in their economic status. This course may count toward the major and the minor in women’s studies.

Women’s, Gender, and Sexualities Studies [WGS] 197GL Section 1: Sexuality in Nature and Culture. Professor Todd Drogy MWF 10:00 – 10:50 and Wednesday 9:00-9:50. Class Number 13188.

(THIS IS THE SAME COURSE AS ENGLISH 179GL SECTION 1.)
Where do our ideas about sexuality and gender come from? How has culture shaped the way we experience love and relate to our own and others’ bodies? How might examination of our own experiences enable us to better understand the complex nature of sexuality and the “performance” of gender? The overarching goal of this course is to explore and re-evaluate diverse conceptions of sexuality & gender, conducting an inquiry across a wide range of disciplines: English, women’s studies, cultural studies, biology, psychology, philosophy, film, and law. We will examine relationships between embodiment, desire, knowledge, and power—using story, cinema, personal reflection, and critical theory, to pry out and identify threads of connection. We will think at length about identity and community, seeking to understand how individual life and collective culture are influenced by assumptions about the body, its desires, and its meanings. We will also examine how systemic forms of oppression intersect, reinforce and magnify each other. To this end, the various political, economic, legal, and medical barriers that have faced—and which continue to face—the LGBTQ community, will be given particular emphasis.