

EMORY COLLEGE

OFFICE FOR UNDERGRADUATE EDUCATION

Freshmen Seminar Requirement

All students must take a Freshman Seminar during their first year (fall or spring semester). A freshmen seminar completes Area IC. of the General Education Requirement. These courses are designed only for first- year students. This book includes an explanation of the goals of Freshman Seminars, and a course listing and description of the Freshman Seminars being offered during the fall term. Students not able to enroll into a freshman seminar in the fall term will be given the opportunity during spring pre-registration to select a spring seminar. Between the fall and spring term, a larger variety of Freshmen Seminars are offered during the fall term than the spring term.

Students should keep in mind they do not have to choose a seminar in the field they expect to major. This is an opportunity to be adventurous and to take a course that might introduce new and interesting ideas and areas of knowledge.

The General Education curriculum at Emory requires that all students take a Freshmen Seminar and a post-Freshmen seminar. The Emory faculty feel it is important for beginning students to enroll in small classes where there is ample opportunity to interact with members of the regular faculty. This type of interaction contributes to the development of critical thinking, reading, and communication skills. Seminars are designed to engage students in various aspects of inquiry and research with the close guidance of a faculty member.

Freshmen Seminars Guidelines

Seminars are distinctive in the following ways:

- 1) Seminars are smaller in size than most other classes. Emory seminars are no larger than 18 people, and are frequently much smaller.
- 2) Freshmen and advanced seminar courses foster a highly interactive and mutually collaborative learning environment. In general, seminars are designed to encourage mutual exploration of the subject matter through such means as on-going dialogue and exchange of ideas in the classroom, student presentations discussed in class, group projects as well as individual assignments, and opportunities for students to comment on the work of other students. Appropriate seminar techniques will vary with the content of the seminar courses.
- 3) Freshmen seminar courses are designed for and restricted to first-year students.
- 4) Freshmen seminar courses are taught by tenured or tenure-track faculty, or by appropriate non-tenure track faculty whose appointments ensure an ongoing relationship with the student population, or by distinguished visiting faculty. Graduate students and adjunct faculty are not permitted to teach Freshmen Seminar courses.

First year students at Emory are able to choose from seminars in a variety of fields. We hope students select a topic in which they have an interest. The Freshmen Seminar may or may not be in the field in which a student plans to major.

FRESHMEN SEMINARS FALL 2007

Course #	Department Section #:	Course Title	Maximum Count
1.	3014 AAS 190 000:	History of African American Education	15
2.	4344 AFS 190 000:	Africa at the Movies	7
	4343 IDS 190 001:		8
3.	3338 AMST 190 000:	We Sing Ourselves: Identities and Popular Music in the U.S.A.	15
4.	3474 AMST 190 001:	Reading, Viewing and Exploring Atlanta	15
5.	3475 AMST 190 002:	Family Matters	15
6.	2680 ANT 190 000:	Primate Origins of Human Nature	7
	2682 NBB 190 003:		8
7.	2509 ANT 190 001:	Reading the Bones of the Ancient Dead	15
8.	2826 ARTHIST 190 000:	“Like a Virgin” Honor, Shame, and Purity In Christian and Muslim Cultures	15
9.	2943 ASIA 190 000:	Drums and Gongs: Asian Music Performance	5
	2942 MUS 190 000:		13
10.	2198 BIOL 190 001:	Biology and Sociology of Aging	18
11.	2199 BIOL 190 002:	The Science of Animal Song	18
12.	2443 CHEM 190 000:	Chemistry of Drugs and the Brain	9
	2444 NBB 190 000:		9
13.	3348 CL 190 000:	Looking at other People: Ethnography in Ancient Greece and Rome	16
14.	4333 CPLT 190 000:	“Good Worlds, Bad Worlds: Utopian and Dystopian Visions”	5
	3493 IDS 190 000:		10
15.	3905 CS 190 000:	Robots	16

16.	2438	ECFS 190 000: ORDER: (On Recent Discoveries of Emory Researchers)	18
17.	4023	ECFS 190 001: Science, Humanity and the Human Spirit	18
18.	3104	ECON 190 000: Economics & Psychology	15
19.	2491	EDS 190 000: Learning and the Brain	9
	2490	NBB 190 001:	9
20.	3172	EDS 190 001: The Politics of Education	16
21.	3174	EDS 190 002: Popular Culture and Literacy	8
	3185	LING 190 000:	8
22.	2250	ENG 190 000: Arms and the Man	15
23.	2251	ENG 190 001: American Literature and the Transformation of the Environment	15
24.	4218	ENG 190 002: Becoming a Woman (in US America)	10
	4219	WS 190 001:	5
25.	2143	ENG 191 000: Creative Writing Seminar: Telling our Stories: Poetry and the Muse of History	15
26.	2310	ENG 205S 000: Poetry: The Oral Tradition in Poetry	15
27.	2312	ENG 205S 001: Poetry: Irish Poetry and Violence	15
28.	2556	ENVS 190 000: Environmental Restoration	14
29.	3090	FILM 270S 000: Introduction to Film	18
30.	2924	FREN 170S 000: Cultural Crossroads: From Socio-Political Institutions to Literary and Esthetic Endeavors	15
31.	2829	GER 190 000: The Germans	12
32.	2830	GER 190 001: Waltzing toward the Abyss “Fin de siecle Vienna”	12
33.	3953	HIST 190 000: Fascism and Resistance in Italy	12
34.	3954	HIST 190 001: American Foreign Policy Tradition	12
35.	3955	HIST 190 002: Gender in American Popular Culture	8
	3956	WS 190 000:	4

36.	3957	HIST 190 003:	Samurai: History and Legend	12
37.	3958	HIST 190 004:	History of Money	12
38.	2881	ITAL 190 000:	How Learning Can Be Ours: Italy and American Educational Reform	15
39.	3240	JPN 190 000:	Introduction to East Asian Studies	15
40.	3971 3928	LAS 190 000: PORT 190 000:	The Brazilian Rain Forest	5 13
41.	3747	MATH 112S 000:	Calculus II	15
42.	3821	MATH 190 000:	Sports and Games of Strategy and Chance	16
43.	3822	MATH 190 001:	The Mathematics of Sports, Games & Gambling	16
44.	3823	MATH 190 002:	Knot Theory	16
45.	3394 3391	MESAS 190 000: REL 190 000:	Global Islam in the 21 st Century	6 12
46.	2965	MUS 190 001:	Love, Sex and Murder	15
47.	3403	PHIL 190 000:	The Natural History of Human Minds & Societies	15
48.	3672	PHYS 190 000:	Einstein's Space-Time	15
49.	3676	PHYS 190 001:	From Sand to Supercomputers: The Story of the Information Revolution	15
50.	3686	PHYS 190 002:	Envisioning Light	15
51.	3507	POLS 190 000:	Modeling Politics	15
52.	2587	PSYC 190 000:	Psychology from a Novel Perspective: What can Fictional Works Tell Us About Non-Fictional Human Behavior	16
53.	2588	PSYC 190 001:	Social Influence	15
54.	3211 3210	REES 190 000: RUSS 190 000:	War and Peace	5 10
55.	2140	SOC 190 000:	Introduction to Sociology	15

56.	2141	SOC 190 001: Making Sense of Globalization	15
57.	3546	THEA 101S 000: Introduction to the Theater	15
58.	2634	WS 100S 000: Introductory Seminar in Women's Studies	15

African American Studies Department

1. #3014 AAS 190 000: History of African American Education

Gadsden

W 2:00pm - 4:00pm

Max: 15

Content: This seminary course explores the history of African American education in the United States after emancipation. We will pay special attention to the meaning of education in African American culture, the significance of segregation and its inherent inequalities, and the various means by which civil rights activists, educators, and others challenged discriminatory practices and struggled to expand educational opportunities for all children. Key topics will include the political economy of segregation, black educational institution building, *Brown v. Board of Education*, massive resistance, and busing.

Texts:

- David S. Cecelski, *Along Freedom Road: Hyde County, North Carolina and the Fate of Black Schools in the South*, (University of North Carolina Press, 1994)
- Ronald P. Formisano, *Boston Against Busing: Race, Class, and Ethnicity in the 1960s and 1970s*, (University of North Carolina Press, 1991)
- Peter Irons, *Jim Crow's Children: The Broken Promise of the Brown Decision, Schools*, (Viking, 2004)
- Jonathan Kozol. *Savage Inequalities: Children in America's Schools*, Harper Perennial; Reprint edition, 1992)
- Vanessa Siddle Walker, *Their Highest Potential: An African American School Community in the Segregated South*, (University of North Carolina Press, 1996)

Particulars: Weekly one to two-page responses to assigned readings; mid-term exam; final paper

African Studies Department

2. #4344 AFS 190 000: Africa at the Movies (Cross-Listed with #4343 IDS 190 001)

Bay

TuTh 8:30am - 9:45am

Max: AFS7/ IDS 8

Content: Recent films about Africa -- *Hotel Rwanda*, *Blood Diamond*, *The Last King of Scotland*, to name a few-- have heightened popular American interest in Africa and its problems. This course is designed to turn a different lens on Africa through the study of films made by Africans. How do Africans see and represent their own political and social questions: urban violence, child soldiers, AIDS, development and modernization, migrations to North America and Europe, religious issues and gender. With few exceptions, we will work with feature films accompanied by critical readings and analysis. We will also briefly consider the newly emergent Nigerian film industry, which is now second only to Bollywood (India) in the numbers of films being produced.

Texts: TBA

Particulars: This course includes required film screenings which will be held on Mondays from 6pm to 8pm.

American Studies Program

3. #3338 AMST 190 000: We Sing Ourselves: Identities and Popular Music in the U.S.A.

Tullos

TuTh 10:00am - 11:15am

Max: 15

Content: This seminar explores the creation and expression of identities, values, feelings, and opinions through American popular music. How do genres of music, as well as particular songs, singers, performances and situations of listening organize desire, express attitudes, offer judgments, and form perceptions of experiences? How do changing styles of popular music represent and affect cultural and social change? What does music have to say about the concerns and possibilities of historical times and places? What about the stages and scenes of life? What about gender roles and sexuality? How does American popular music engage issues of race and ethnicity, displacement and mobility, social class, consumerism, and politics?

Texts:

- Robert Christgau, *Grown Up All Wrong*
- Simon Frith, editor, *Cambridge Companion to Pop and Rock*
- Bill C. Malone: *Country Music and the Southern Working Class*
- David Margolick, *Strange Fruit*
- Susan McClary, "Thinking Blues"
- Ann Powers, *Weird Like Us: My Bohemian America*
- Tricia Rose, *Black Noise*
- Bobbie Ann Mason, *Elvis Presley*

Note: Listening assignments for this course are posted on internet website in RealAudio format accessed by a LearnLink password.

4. #3474 AMST 190 001: Reading, Viewing and Exploring Atlanta

White

M 2:00pm - 5:00pm

Max: 15

Content: This seminar will draw upon the written word - historical studies, social scientific investigations, journalistic accounts, essays, biographies, and fictional creations; the projected image - feature films and television documentaries; museum exhibitions; and the fabric of the city itself: All in an effort to comprehend the making of a modern metropolis. Although our focal point will be Atlanta, our wider range will encompass modern metropolitan America. No prior knowledge of or familiarity with Atlanta is expected.

Texts:

- Andy Ambrose, *Atlanta: An Illustrated History*
- Gary M. Pomerantz, *Where Peachtree Meets Sweet Auburn; A Saga of Race and Family*
- Larry Keating, *Atlanta: Race, Class, and Urban Expansion*; as well as selected articles, essays and stories.

Particulars: Attendance at all classes, informed participation in discussions, writing a series of short papers, and a final project based upon course readings, viewings, explorations, and original in-depth research.

Patience and good humor are prerequisites for this class. We'll be venturing off campus on at least two, perhaps more occasions - hence our single meeting each week - and Atlanta traffic does not always comply with course schedules. Clock watchers may experience discomfort.

5. #3475 AMST 190 002: Family Matters

Nickerson

TuTh 1:00pm - 2:15pm

Max: 15

Content: In this seminar we will examine the ways that ideas about childhood, motherhood, fatherhood, “optimal” family structures, and the right of the state to intervene in and regulate family life have changed over time in American culture. We will treat family as a place where we can study the intersections of social norms, social engineering, social aspirations, the development of identity and agency, and certain kinds of resistance, rebellion, and deviancy. Of particular interest will be the ways that families serve as conduits of ethnic and regional identity (e. g. through recipes and family stories), normative gender roles, and standard values of particular social classes.

Texts: TBA

Particulars: In this seminar, we will draw on a wide array of materials, including scholarship in social and cultural history, memoir, fiction (including children’s and young adult novels), Hollywood film, documentary film, television, cookbooks and advice books.

Anthropology Department

6. #2680 ANT 190 000: Primate Origins of Human Nature (Cross-listed with #2682

NBB 190 003)

Gouzoules

TTH 1:00pm-2:15pm

Max: ANT 7/NBB 8

Content: From its inception, the study of primate behavior has inspired theories of the origin of human nature. This course will explore the ways in which human nature has been viewed through a historical review of primatology, with emphasis on how interpretations of the social patterns of primate behavior have changed through time. Using a multimedia approach, this course will also provide students with an introduction to the non-human primates. What questions and themes have characterized primate studies from their beginning to the present? How have these studies been used to generate theories of

the origins of human nature? Gender and culture issues in primatology will also be examined: do women and men scientists view primate societies, and their relevance to human origins, differently? Do scientists from different cultural backgrounds interpret the nature of primate societies in variable ways? Finally, what can we learn about human behavior from studying other primates?

Texts: (Tentative List – these titles may change)

- Jared Diamond: Why is Sex Fun?
- Richard Wrangham & Dale Peterson: Demonic Males: Apes and the Origins of Human Violence
- Matt Ridley: The Origins of Virtue: Human Instincts and the Evolution of Cooperation
- Frans deWaal: Good Natured: The Origins of Right and Wrong in Humans and Other Animals

OTHER SELECTED READINGS FROM JOURNAL ARTICLES

Particulars: Grades will be based on a series of response papers, comments on readings posted on Blackboard, class presentations and class participation.

7. #2509 ANT 190 001: Reading the Bones of the Ancient Dead

Armelagos

TuTh 11:30am - 12:45 pm

Max: 15

Content: Dead men (and women) do tell tales. We will use the methods of Paleopathology (the study of disease in prehistory) to reveal patterns of trauma, nutritional disease, evidence of antibiotic use, infections, markers of activity found on the human skeleton. You will learn the essentials of skeletal biology such as the determination of age, sex, stature, pathology, and activity markers by “hands-on” examination of the human skeleton. The pattern of pathological indicators will be used to reconstruct how our ancestors lived and died. Patterns of disease are not a matter of chance but reflect the culture and environment in which we live. You do not need to have a background in science. An incredible curiosity, the deductive ability of a detective and the tenacity of a scientist are required. A case study approach will be used. Readings will be available on-line. You will be required to write six one page reports and a term paper on an issue raised in the class research.

Texts: TBA.

Particulars: TBA.

Art History Department

8. #2826 ARTHIST 190 000: "Like a Virgin" Honor, Shame, and Purity in

Christian and Muslim Cultures

Kasfir

Th 4:00pm - 7:00pm

Max: 15

Content: This course focuses on idea of female purity and transgression in relation to family honor in a selected group of cultures in North, East, and West Africa, the Mediterranean, and Middle East. We begin with the literary and visual representation of Eve, the Virgin Mary, and Joan of Arc for historical grounding and then move into the late twentieth century in Greece, Turkey, Morocco, Egypt, the Swahili Coast, and Persia. Interweaving these themes are the conditions of slavery and concubinage and how these affect notions of female sexuality. Course will be open to freshmen only.

Readings:

- Nawal el Sadawi, The Hidden Face of Eve
- Marina Warner, Alone of All Her Sex: A Life of the Virgin Mary
- Fatima Mernissi, Beyond the Veil; the film Some Women of Marrakech, Organ Pamut, Snow
- Sir Richard Burton (trans.), Arabian Nights.

Asian Studies Program

9. #2943 ASIA 190 000: Drums and Gongs: Asian Music Performance (Cross-listed with #2942 MUS 190 000)

Lee

Tu 1:00pm - 3:30pm

Max: ASIA 5/MUS 13

Content: In this course, students will learn about Asian music by learning to perform Javanese gamelan and Korean percussion. Using these two traditions as a framework, we will explore other Asian musical traditions to understand the history, structure, and performance practices of music in different Asian cultures.

Texts: There is no required text for this seminar. Articles, book chapters, and sound recordings will be assigned throughout the course and made available in the library.

Particulars: No prerequisites. Certain sections of the course may require knowledge of music analysis, but proper guidance will be provided to ensure adequate understanding. Please note that although this course is based primarily on performance, students should expect a significant amount of reading, writing, and listening throughout the semester. Assessment for this course is based on written tests, essays, class presentations, and performance.

Biology Department

10. #2198 BIOLOGY 190 001: Biology and Sociology of Aging

Kelly

TuTh 11:30am - 12:45pm

Max: 18

Content: If you are very lucky, you will get old. If you don't consider that to be lucky, consider the alternative. Is there no alternative to aging other than death? Why do we get old? Scientific breakthroughs have discovered some of the underlying biological mechanisms that cause cells -- and ultimately whole animals -- to "age". Students will be introduced to the science of aging through review and analysis of the current research literature. Hypotheses dealing with evolutionary causes and/or consequences of the aging process will also be analyzed.

The sociological aspects of aging will also be discussed. What are the sociological and economic benefits and costs of increasing human lifespan? Students will investigate these and related questions through interactive presentations and debates.

Text: To be provided by instructor.

Particulars: Students will be graded on presentations and class participation, both of which will require preparation in advance of class hours. A final paper will also be required and will contribute to the student's grade. Open to freshmen only.

11. #2199 BIOLOGY 190 002: The Science of Animal Song

Liu

Th 2:30pm - 5:00pm

Max: 18

Content: Birds sing, dogs bark, dolphins whistle, and monkeys twitter. How can we understand what it all means? In this seminar, we will examine a variety of communicative signals that animals produce. How are signals perceived? Are they emitted intentionally or unintentionally? What purpose do they serve? And can animals learn to communicate? These are some of the issues we will explore as we address how science seeks to quantify our understanding of communication between animals.

Texts:

- Rogers, Lesley J. and Gisela Kaplan. Songs, Roars, and Rituals: Communication in Birds, Mammals, and Other Animals. (Harvard University Press)
- Friend, Tim. Animal Talk: Breaking the Codes of Animal Language. (Free Press/Simon & Schuster)

Particulars: Open to freshmen only. Students will be expected to give presentations to and lead discussions in the class as well as participate in field studies, including trips to the Atlanta Zoo and other sites, and complete several writing assignments.

Chemistry Department

12. #2443 CHEM 190 000: Chemistry of Drugs and the Brain (Cross-listed with #2444 NBB 190 000)

Justice

TuTh 1:00pm - 2:15 pm

Max: CHEM 9/ NBB 9

Content: How does the brain work? How do drugs such as Prozac, Ritalin, cocaine and amphetamine affect the brain? These and other drugs will be explored for their effects on the major neurotransmitter systems in the brain. The normal and abnormal functioning of these neurotransmitter systems will be studied and related to causes and treatments of schizophrenia, mania, depression and Parkinson's and Alzheimer's Diseases. A topic to be selected by the student will be the subject of a midterm paper. The paper will form the basis of a website created by the student and linked to the course site in the second half of the semester.

Texts:

- "Principles of Neuropsychopharmacology" Feldman et al.
- "An Unquiet Mind," Kay Redfield Jamison.

Classics Department

13. #3348 CL 190 000: Looking at Other People: Ethnography in Ancient Greece & Rome
Master
MWF 12:50pm - 1:40pm
Max: 16

Content: In the Odyssey, Odysseus describes strange one-eyed giants in a far off place who reject assemblies, agriculture, and other hallmarks of civilization. Later authors follow his lead and consistently show an interest in describing previously "undiscovered" peoples who live beyond the world of the Greek city-state or Roman Empire. This course, in which all texts will be read in English translation, will examine how and why authors represent these "others." Is there a real interest in them or do ethnographies simply become a more interesting way to discuss issues relevant to the civilizations of Greece and Rome? After a consideration of The Odyssey, we will focus on four key authors, Herodotus (The Histories), Julius Caesar (The War in Gaul), Sallust (Jugurtha), and Tacitus (Agricola, Germania, and the Histories). While we will consider what is unique about each one, we will also pursue three unifying themes: description of the other with reference to self; hard primitivism, the location of moral virtue at a distance from civilization; and, imperialism and ethnography. Throughout the course we will work closely with maps. In addition, we will attempt to draw our own maps solely from the descriptions in the texts to test whether our versions look anything like the real geography of those places. Lastly, in the final week we will apply all we have learned to a modern analogue of the ancient ethnographic tradition, the travel essay. We will read selections from Paul Theroux's Dark Star Safari and consider how similar and dissimilar this narrative is to the ancient tradition.

Ancient texts:

- Homer, Odyssey 9
- Herodotus, Histories 1-5
- Caesar, The Conquest of Gaul
- Sallust, Jugurtha
- Tacitus, Agricola, Germania, Histories 5, Annals 1-2

Comparative Literature Department

14. #4333 CPLT 190 000: "Good Worlds, Bad Worlds: Utopian and Dystopian Visions" (Cross-listed with #3493 IDS 190 000)

Bammer

TuTh 1:00pm - 2:15pm

Max: CPLT 5/ IDS 10

Content: This course examines some of the ways in which people in the modern (post-Enlightenment) world have imagined alternative futures. These possible futures are often cast in the form of “other” worlds, which are projected as either “good” or “bad” alternatives to the world we currently live in. Implicit in these utopian or dystopian visions are both a critique of current social conditions and a blueprint for a different social order. We will examine some of these blueprints to see what kinds of alternative worlds people have envisioned and assess how they are better or worse than what we already have. Drawing on philosophical concepts that propose ways of assessing whether a social order is good or bad, we will study examples of “good” and “bad” worlds proposed by contemporary writers, thinkers, artists, and film-makers. Among other things, we will ask what makes the bad worlds so much more compelling to write and think about than the good worlds that seem boring by comparison. Finally, we will compare the alternative worlds imagined in these creative works to the real worlds envisioned by political treaties and national constitutions.

Texts: Course materials will include:

- Selections from philosophers and critical thinkers such as Plato, Adam Smith, Thomas Hobbes, Karl Marx, Sigmund Freud, Jürgen Habermas, Martin Luther King, Jr., and Giorgio Agamben
- Fictional texts by writers such as Franz Kafka, George Orwell, Philip K. Dick, Ursula K. LeGuin, Neil Gaiman, Margaret Atwood, and Kazuo Ishiguro
- Films such as Metropolis, Gattaca, Children of Men, The Matrix
- Documents like the United States Constitution and Bill of Rights, the 1948 Universal Declaration of Human Rights, and the new Constitution of the Republic of South Africa.

Particulars: Weekly responses to course materials and two short papers. One longer paper or a creative project (the latter requires special permission of instructor). No exams.

Computer Science Department

15. #3905 CS 190 000: Robots

Parekh

TuTh 11:30am - 12:45pm

Max: 16

Content: Computers are ubiquitous and take a variety of interesting forms such as robots, mobile phones, electronic music players, toys, and biomedical devices. This course provides an introduction to Computer Science by programming and exploring such embedded computer systems and robotics, culminating in a competition among student- designed robots. Although the course is self-contained, a strong interest in learning or experience in programming is helpful.

EMORY COLLEGE FRESHMAN SEMINAR

16. #2438 ECFS 190 000: ORDER (On Recent Discoveries of Emory Researchers)

Lynn

TuTh 1:00pm - 2:15 pm

Max: 18

Content: Most students learn scientific disciplines in neatly defined units, but in real life, these diverse fields are intertwined and intimately connected. Take the old axiom “to every action there is a reaction”, Isaac Newton applied the statement to physics, politicians factor it in to legislative decisions, and Emory freshman calculate whether or not to do homework. There are consequences of action, and powerful ways of predicting outcomes. Accordingly, this course is designed to examine the scientific method as we take an in depth look at specific fields of study -- recent discoveries made right here at Emory University -- and use those discoveries as models to answer your QUESTIONS; the unique scientific questions of interest to YOU. The seminar format will foster an open learning environment, encourage and promote discussion in a relaxed atmosphere, engage in "active learning," and answer your questions. Remember, almost all of the "boring" discoveries in our textbooks started out with someone willing to give a new idea a try, and these individuals have revolutionized how we think about our world today. We may not start a revolution with this class, but then again...

17. #4023 ECFS 190 001: Science, Humanity, and the Human Spirit

Eisen and Lynn

TuTh 2:30pm - 3:45pm

Max: 18

Content: Technological advances have collided and impacted our sociological world view at many points throughout human history. Our place in the cosmos was shaken by discovery of the Galilean moons, Darwin’s theory of adaptive evolution, and the splitting of the atom. The cultivation of plants and animals, the development of iron ore, and the discovery of plastics all fundamentally changed our view and dependence on planetary resources. We are now at the dawn of another great challenge to society, one where each human could be defined by a sequence of molecular bases, where the potential for mammalian cloning has been realized, where human population density continues to radically affect the planet, and where isolated cultural and racial differences become a continuum. Nowhere is this collision across society more acute than at the interface of Science and Religion. This course is designed to examine that collision, look in depth at discoveries made right here at Emory University, and use these models to enable students to personally evaluate the deep debates that challenge our era. We will foster an open learning environment, encourage and promote discussion in a relaxed atmosphere, and generally engage in an "active learning." Remember, almost all of the "boring" discoveries in our textbooks started out with someone willing to give a new idea a try, and these individuals have revolutionized how we think about our world today. We may not start a revolution with this class, but then again...

Economics Department

18. #3104 ECON 190 000: Economics and Psychology

Capra

MWF 9:35am - 10:25am

Max: 15

Content: This course is intended to provide an introduction to the application of psychological insights into economic models of behavior. Traditional economics typically uses the simple "rational actor" model, where people are assumed to be perfectly rational; although such an approach has provided invaluable insights into how economic actors behave and markets work, it has many limitations. For instance, traditional economic models cannot explain why people persistently contribute to public goods, why they speculate in financial markets, and why they incur costly revenge. This course will discuss the limitations of traditional economic models and will present models that are psychologically more realistic and can better describe relevant economic behavior. By incorporating topics such as fairness, altruism, reciprocity, over-confidence, self-control, shame, compassion, and envy, we will enrich the standard economic model of behavior. We will emphasize results from laboratory experiments in both economics and psychology to learn about preferences, cognition, and behavior. Economic applications will include decision theory, game theory, and labor economics. To further understand human nature, we will also study behavior of non-human primates in both nature and the lab. Finally, considerable amount of time will be devoted to the new field of neuroeconomics. Broadly speaking, neuroeconomics combines neuroscience, economics and psychology to study how we make choices. It looks at the role of the brain when we evaluate decisions, categorize risks and rewards, and interact with each other in a strategic or market environment.

Educational Studies Department

19. #2491 EDS 190 000: Learning and the Brain (Cross-listed with #2490 NBB 190 001)

Newby

Th 3:00pm - 5:30pm

Max: EDS 9/ NBB 9

Content: The purpose of this course is to explore the nature of learning and memory and to apply fundamental concepts of cognitive and educational psychology to the individual learning experience. The complexity of normal and non-normal learning patterns will be examined. Each participant will research an area of interest related to these topics. In addition, students will investigate and develop strategies for learning conducive to their own learning patterns.

Text:

- Eric Kandel In Search of Memory and on-line articles.

Particulars: The seminar format requires each participant to learn from texts, observations, interviews, internet resources, and audio and video presentations. Student leaders will facilitate one seminar during the semester. Grades are based on class participation, reflective writings in two

portfolios and oral presentations in addition to quizzes on the readings. A research paper of 10-15 pages is due at the end of the semester.

20. #3172 EDS 190 001: The Politics of Education

Main

W 1:15pm - 3:45pm

Max: 16

Content: Why is education consistently among the top three concerns of the American public? Who makes the decisions about the form and content of materials in pre K through 12? What are the respective roles of the local, state and federal governments in education? What are the most pressing issues? How have these issues changed over time? How does the American political process differ from that of other countries; does this effect which educational issues are political issues? The seminar examines these questions and others related to the politics and policy processes that effect primary and secondary education.

Texts: to be selected

Particulars: The seminar requires several short writing assignments, a take-home final examination and regular participation in seminar meetings.

21. #3174 EDS 190 002: Popular Culture and Literacy (Cross-listed with #3185

LING 190 000)

Fisher

W 1:00pm - 4:00pm

Max: EDS 8/ LING 8

Content: In this seminar, we will critically examine intersections of popular culture and literacy (reading, writing and speaking) in school and in out-of-school contexts. The seminar is divided into four parts:

Part I: What is popular culture? How has it been theorized?

Part II: What is literacy? Who defines literacy? And what power, if any, is ascribed to literacy?

Part III: What are the meaningful intersections of popular culture and literacy?

Part IV: How can we design curriculum that uses popular culture while addressing the needs of public school curriculum?

English Department

22. #2250 ENG 190 000: Arms and the Man

Rambuss

MWF 2:00pm - 2:50pm

Max: 15

Content: “Mother Green and her killing machine!” That’s what one of the grunts in Stanley Kubrick’s popular Vietnam War film Full Metal Jacket proudly dubs his beloved Marine Corps. This cultural studies seminar explores the romance of man and the machine. We’ll examine representations of the

individual fighting man's body as a machine, as well as group male relations conceived on the model of each man as a cog in a larger body/machine. Although the seminar is mostly about war, it will look in on several other cultural sites—among them the gym and the kitchen—that have been infiltrated, at least figuratively, by militarism. We'll be reading different kinds of writing (novel, journalism, memoir, cultural criticism) about different wars. We'll also be working with several genres of film (the war film, science fiction, documentary, and comedy).

Texts:

- Stephen Crane, *The Red Badge of Courage*
- Michael Herr, *Dispatches*
- Paul Fussell, *The Great War and Modern Memory*
- Samuel Fussell, *Muscle: Confessions of an Unlikely Bodybuilder*
- Betty Fussell, *My Kitchen Wars*
- Anthony Swofford, *Jarhead: A Marine's Chronicle of the Gulf War and Other Battles*.

Films: *Full Metal Jacket* and *2001: A Space Odyssey* (dir. Stanley Kubrick); *Jarhead* (dir. Sam Mendes); *GI Jane* (dir. Ridley Scott); *Three Kings* (dir. David O. Russell); *Tigerland* (dir. Joel Schumacher); and *Modern Times* (dir. Charlie Chaplin)

Particulars: Attendance at all classes and screenings; a group seminar presentation; a final paper and various brief writing assignments along the way.

23. #2251 ENG 190 001: American Literature and the Transformation of the Environment

Reiss

MWF 2:00pm - 2:50pm

Max: 15

Content: As evidence mounts that human-influenced global warming is posing grave risks to the planet, this course will explore the roles that literature and the humanities can play in helping us to imagine transforming our relationships to the natural world. We will begin by reading a few recent works that address the current crisis, including sections of Bill McKibben's *The End of Nature* and Elizabeth Kolbert's *Field Notes from a Catastrophe*. After starting in the present, we will move back to Henry David Thoreau's *Walden*, which closely tracks the author's own relationship to the rapidly changing natural and built environments of the nineteenth century. Additionally, we will read works of creative fiction and nonfiction from the nineteenth through twenty-first centuries by Sarah Orne Jewett, Aldo Leopold, Rachel Carson, Edward Abbey, and Rick Bass, as well as current discussions in the mainstream media of issues of environmental concern.

Particulars: A series of short papers (and revisions), ranging from analysis of literature and media to creative exercises exploring students' relationships to the natural world.

24. #4218 ENG 190 002: Becoming a Woman (in US America), (Cross-listed with #4219 WS 190 001)

Foster

TuTh 10:00am - 11:15am

Max: ENG 10/ WS 5

Content: As girls, some of us were told that a "lady" never talked about three things in public: sex, religion and politics. But, are "ladies" what we are or want to become? Are there significant

differences between being a "lady," a "woman," a "real woman"? Can we be unreal or false women? What does it mean to "become a woman"?

Our seminar will explore these and other ideas using a variety of resources including autobiographical novels, memoirs, films and other materials published by females who chronicle their movements from "girlhood" to "womanhood" in the United States. We will consider (1) relationships or patterns in public narratives of personal experiences, (2) divergences and convergences of definitions of "woman," of experiences "becoming a woman" in different eras and different areas, and (3) the challenges and opportunities of differences in the telling, if not the experiencing, of personal history. Our discussions, presentations, and investigations will incorporate a wide variety of secondary materials from various disciplines and primary research experiences that range from archives to interviews, from the internet to unpublished letters and diaries, photographs, scrapbooks and other materials that come to mind or hand.

25. #2143 ENG 191 000: Creative Writing Seminar: Telling our Stories:

Poetry and the Muse of History

Trethewey

Tu 2:30pm - 5:30pm

Max: 15

Content: A freshman-only workshop for students who have had little or no experience in creative writing. Not a prerequisite for other courses in the program. The course will take an in-depth look at poems which seek to engage and document our stories--those histories public and private, real and imagined. We will discuss the ways in which some poets have used personal and public history in their work, define some strategies for using information gathered from our research, and begin writing some poems that engage those histories to which we have some connection. In all of this, we will focus on cultivating the craft of poetry with particular emphasis on what makes a poem work--metaphor, image, musicality, voice, etc. We will work to develop the critical language necessary for discussing each other's work and for critically approaching our own poems during the important process of revision

Texts:

- Three Genres: The Writing of Poetry, Fiction, and Drama, Stephen Minot
- Course Packet

Particulars: Students are required to attend on-campus readings and colloquia sponsored by the Creative Writing Program outside of class time.

26. #2310 ENG 205S 000: Poetry: The Oral Tradition in Poetry

Rusche

TuTh 10:00am - 11:15am

Max: 15

Content: We will use three texts, R. S. Gwynn's Poetry: A Pocket Anthology, C. H. Webb's stand up poetry, and Eleveld, The Spoken Word Revolution; I will also assign a number of readings that examine the oral tradition in poetry. First, we will cover the basics: imagery, meter and rhythm, fixed forms, and tone. We will move on then to read Dana Gioia's essay "Disappearing Ink: Poetry at the End of Print Culture." This will launch a series of classes on cowboy and western poetry, stand up poetry, "toasts," performance art, improvisation, poetry and music, poetry and painting, concrete poetry, "found" poetry, poetry and film and video, rap, and hip-hop. We will end the course with a

"slam" where everyone participates. I will also require a final project; we will discuss in this at the beginning of the course.

Particulars: We will write short papers every week; I have been experimenting with blogs and wikis, so we will use these applications for our writing in the course. I will not give a final examination, but your project will be presented on the day our exam is scheduled.

27. #2312 ENG 205S 001: Poetry

Higgins

MWF 11:45am - 12:35pm

Max: 15

Content: For thirty years the North of Ireland has been the site of a bloody conflict -- defined either as a "civil" war or a hangover of colonialism or locally as "the troubles". This seminar will focus on the poetry produced by Irish writers and their response to thirty years of the troubles.

Writing "in a time of violence," these artists face the problem of representation -- how can they portray violence and grief without compromising the 'actual' experience of events? In Heaney's words, "What do I say if they wheel out their dead?" How do poets respond to the violence? Is such poetry propaganda? Is writing poetry in such a climate barbaric or civilizing?

Students will be asked to discuss the relationship between art and violence, the poet and the polis, memory and commemoration. We will begin by looking at the First World War poetry as well as some poetic responses to more recent conflicts before we focus on Northern Ireland.

This is an introductory skills course in which you will learn about poetic form, scansion and close reading. Several seminars will avail of the Emory archive of Contemporary Irish poetry and students will be asked to do some research there and to attend readings and lectures connected to the course.

Particulars: TBA

Environmental Studies Department

28. #2556 ENVS 190 000: Environmental Restoration

Hall

M 1:00pm - 4:00pm

Max: 14

Content: Environmental Restoration is a rapidly expanding field of scientific inquiry. Population growth and technological advances have caused increasing damage to the natural environment. This seminar will begin with the study of pristine natural areas and their restorative capacity. We will then survey the history of restoration, the varied goals and methods of restoration projects, ethical issues, crises and controversies in restoration, and the move towards sustainable development. We will analyze environmental restoration projects on the Emory campus and in the Atlanta area, as well as larger regional and international projects. The emphasis of the course will be on the restoration of streams, wetlands, and lakes.

Text(s): TBA

Particulars: Open only to freshmen. A few Saturday field trips will be required as will participation in small-scale restoration projects.

Film Studies Department

29. #3090 FILM 270S 000: Introduction to Film

Pratt

TuTh 11:30am - 12:45pm

Mandatory film screening: Tu 8:00pm – 10:00pm

Max: 18

Content: This course teaches students the critical skills involved in the interpretation of films. During the first half of the semester, we will learn the basic techniques of film form and style. For the remainder of the course, we will discuss these techniques as they relate to issues of critical analysis (cultural criticism, genre, ideology) in both Hollywood narrative cinema and non-Hollywood/alternative cinemas.

Texts:

- David Bordwell & Kristin Thompson, *Film Art: An Introduction* (7th edition)

This course is required for the Film Studies major and minor.

French Studies Department

30. #2924 FREN 170S 000: Cultural Crossroads: From Socio-Political Institutions to Literary and Esthetic Endeavors

Harari

TuTh 11:30am - 12:45pm

Max: 15

Content: This course addresses the clash and complementarities of French and American cultures. At an age of globalism, where national and geographic distances are disappearing, what does being "American" imply, and what does being "French" imply?

We will focus on a large range of twentieth century cultural differences from ideological and structural perspectives --political systems, educational goals, socio-economic programs, artistic endeavors (in literature, comic strips, music, architecture and especially cinema).

We will make extensive use of literary and journalistic essays, in addition to viewing a number of movies dealing with Franco-American cultural comparisons.

Texts: TBA

Particulars: TBA

German Studies

31. #2829 GER 190 000: The Germans

Melton

MWF 10:40am - 11:30am

Max: 12

Content: From the fall of the Roman Empire to the "New Europe" of our own day, Germans (or German-speaking Europeans) have had a profound impact on their world. Their legacy, to say the least, has been mixed. Some of the most important movements in Western culture came out of the German-speaking world, including Protestantism, Marxism, romanticism, the "Classical style" in music, expressionism in art and film, psychoanalysis, and the theory of relativity, to name only a few. In the twentieth century Germans also gave us two world wars, National Socialism, and the Holocaust. This course seeks to explore and explain the ambiguous German legacy, including the various ways Germans have sought to come to terms with it since 1945. The approach will be interdisciplinary, exploring major political events but also on fields like literature, music, philosophy, and film.

Text:

- Mary Fulbrook, *A Concise History of Germany*, will serve in the way of a historical survey. Most of the assignments, however, will be selected short texts in the fields of literature and drama (e.g. Goethe, Mann, Brecht, and Grass) as well as religion and philosophy (Luther, Marx, Nietzsche, Freud). Part of the course will also be devoted to an analysis of music and film.

Particulars: Class attendance is mandatory. Students will be expected to participate actively in weekly discussions and on occasion lead them. Four short papers, midterm, and final.

Prerequisite: none

32. #2830 GER 190 001: Waltzing toward the Abyss "Fin de siecle Vienna "

Aue

TuTh 1:00pm - 2:15pm

Max.: 12

Content: Nowhere was an apocalypse-the complete dissolution of a culture and a way of life that culminated in World War I-anticipated with greater foresight and analyzed with greater clarity than in Vienna at the turn of the 20 century. From this particular encounter with catastrophe there emerged the revolutionary new "modernist" way of looking at the world and at one's self that "powered" the writings of Sigmund Freud, Ludwig Wittgenstein, Hugo von Hofmannsthal and Theodor Herzl, the music of Arnold Schönberg and Alban Berg, and the paintings of Egon Schiele, Gustav Klimt and Oskar Kokoschka. Using such works we shall examine the genesis and nature of these implications for us as we enter into a new fin de siecle.

Texts:

- (including paintings and music) by authors such as Sigmund Freud, Ernst Mach, Ludwig Wittgenstein, Adolf Loos, Otto Wagner, Theodor Herzl, Gustav Klimt, Egon Schiele, Hugo von Hofmannsthal, Arthur Schnitzler.

Particulars: class participation, projects and short essays.

Prerequisite: none

History Department

33. #3953 History 190 000: Fascism and Resistance in Italy

Adamson

W 12:50pm - 3:50pm

Max: 12

Content: Recent historical research on Italian fascism is suggesting a picture of the politics of that era which is murky, ambivalent, and even internally contradictory, especially in contrast to what used to be thought even a decade ago. Opponents of the regime, it now appears, sometimes also collaborated with it; seemingly stalwart supporters had hidden qualms; and mainstream support, while numerically very large until the onset of World War II, did not run very deep. For example, the novelist Ignazio Silone, a one-time communist who appeared at the time as one of the Mussolini regime's loftiest opponents, has recently been accused of some quite startling moral-political compromises. This seminar seeks to determine what we now know about support for and resistance to Italian fascism, and to reflect on the implications of this analysis for modern political life more generally.

Texts:

- De Grand, Alexander, Italian Fascism: Its Origins and Development
- Silone, Ignazio, Bread and Wine
- Falasca-Zamponi, Simonetta, Fascist Spectacle: The Aesthetics of Power in Mussolini's Italy
- Levi, Carlo, Christ Stopped at Eboli; Stille, Alexander, Benevolence and Betrayal: Five Italian Jewish Families under Fascism
- Luzzatto, Sergio, The Body of Il Duce
- Pugliese, Stanislao, ed., Fascism, Antifascism, and the Resistance in Italy
- Katz, Robert, The Battle for Rome: The Germans, the Allies, the Partisans, and the Pope, September 1943-June 1944.

Particulars: The seminar will not involve examinations. Course evaluation will be based on three short (1000 words) papers (50% together), a final, somewhat longer paper (2000-2500 words) (25%), and class participation (25%).

34. #3954 History 190 001: American Foreign Policy Tradition

Harbutt

Tu 1:00pm - 4:00pm

Max: 12

Content: The aim of this course is to offer, at a time of considerable confusion about the foundations and purpose of United States foreign policy, an opportunity to consider some of the leading intellectual/cultural themes discernible in the American diplomatic tradition since 1776.

Texts:

- R. W. Tucker & D. C. Hendrickson, *Empire of Liberty: The Statecraft of Thomas Jefferson*
- M. Hunt, *Ideology and U.S. Foreign Policy*
- W. A. Williams, *The Tragedy of American Diplomacy*
- Walter McDougall, *Promised Land, Crusader State: The American Encounter with the World Since 1776*
- Russell Weigley, *The American Way of War*; Niall Ferguson, *Colossus: The Rise and Fall of the American Empire*
- Lawrence Freedman, *The Evolution of Nuclear Strategy*
- D. P. Moynihan, *The Law of Nations*
- R. Jeffreys-Jones, *The CIA and American Democracy*.

Particulars: One substantial paper and one mid-term review or examination.

35. #3955 History 190 002: Gender in American Popular Culture (Cross-listed with #3956 WS 190 000)

Odem

Th 1:00pm - 4:00pm

Max: HIST 8/WS 4

Content: This course explores the construction of gender in American popular culture from the 1920s to the present, focusing on popular magazines, advertising, and television. We will examine how the popular media and advertising industry have constructed images of femininity and masculinity in magazines such as *Ladies Home Journal*, *Ebony*, and *Sports Illustrated* and in TV sitcoms from the 1950s to today. Students will examine how assumptions about race, ethnicity, and class shape gender ideals in popular culture and how these ideals have changed over the course of the 20th century. We will also explore the social impact of popular constructions of gender -- on self-esteem, body image, relations between men and women, etc.

Texts: Readings will include selections from a number of texts, including:

- Jennifer Scanlon, *Inarticulate Longings: The Ladies Home Journal, Gender, and the Promises of Consumer Culture*
- Susan Bordo, *Unbearable Weight: Feminism, Western Culture and the Body*
- Lynn Spigel, *Make Room for TV: Television and the Family Ideal in Postwar America*
- Robin Means Coleman, *African-American Viewers and the Black Situation Comedy*
- Susan Bordo, *The Male Body: a New Look at Men in Public and in Private*

- T. Jackson Lears, *Fables of Abundance: a Cultural History of Advertising in America*

Particulars: Requirements include regular attendance and short written responses to weekly readings; two papers (5-7 pages) that analyze representations of gender in popular media; class presentation; keeping a class journal of gender images.

36. #3957 History 190 003: Samurai: History and Legend

Ravina

TuTh 10:00am - 11:15am

Max: 12

Content: The traditions of the samurai warrior have often been used to explain Japanese culture, warfare, politics and business. But the samurai tradition is laden with contradictions: it began as a warrior tradition, but it flourished in a time of peace. Samurai culture has been celebrated for its pacifism and criticized for its ruthlessness. In this class we will examine the "samurai tradition," how it developed, and its implications for contemporary Japan. We will also examine how samurai legends emerged and evolved overtime.

Texts:

- Yamamoto, *The Way of the Samurai*
- Keene, trans., *Chushingura*; Sato, *Legends of the Samurai*

Particulars: Grades will be based on class participation (30%), short assignment (30%) and a 10-20 page final paper (40%).

37. #3958 History 190 004: History of Money

Socolow

W 12:50pm - 3:50pm

Max: 12

Content: In this seminar, we will examine the history of money, beginning with barter and ending with plastic and other types of modern currency. Special attention will be given to the effect of changes in the type of money in circulation on the economy and society. In addition we will look at the way money is portrayed in literature, art and music, the representations that occur on money, the problems of counterfeit and the creation of new monies such as the Euro.

Texts:

- Jack Weatherford, *The History of Money: From Sandstone to Cyberspace*
- Jonathan Williams, ed., *Money: A History*
- David Standish, *The Art of Money: The History and Design of Paper Currency from Around the World*
- Lawrence Weschler, *Boggs: A Comedy of Values*
- Milton Friedman, *Money Mischief: Episodes in Monetary History*
- Viviana Zelizer, *The Social Meaning of Money*
- F. Scott Fitzgerald, *The Great Gatsby*

Particulars: Readings and classroom participation will determine the final grade.

Interdisciplinary Studies

#3493 IDS 190 000: "Good Worlds, Bad Worlds: Utopian and Dystopian Visions"
(Cross-listed with #4333 CPLT 190 000)

Bammer

TuTh 1:00pm - 2:15pm

Max: IDS 10/ CPLT 5

See # 14 for course description

#4343 IDS 190 001: Africa at the Movies (Cross-listed with #4344 AFS 190 000)

Bay

TuTh 8:30am - 9:45am

MAX: 15 IDS: 8, AFS: 7

See # 2 for course description

Italian Studies Department

38. #2881 ITAL 190 000: How Learning Can be Ours: Italy and American

Educational Reform

Ristaino

TuTh 10:00am - 11:15am

Max: 15

Content: This class has been developed to promote discussion about important issues in the educational system in America and Italy. It is my hope that the course will challenge you to look into your own educational journey and help you to empower yourself in order to learn in an active and engaged manner throughout your lifetime (whether your learning takes place in the academic classroom or in the classroom that life provides for you). I'm also hoping that through your participation in this class, you will become conscious of some of the most important strengths and weaknesses of the modern-day educational system, both here and in Italy, and that you will be able to overcome obstacles in your own education through awareness of how you learn and what you can do yourself to learn well and effectively in any classroom experience no matter what the circumstances are. As you become an integral part of various educational communities in the future, you will have a positive and effective impact on your environment as a result of the knowledge you have about your own learning.

In a small Northern city of Italy there is an early childhood teaching approach that has the whole world watching. Based on the idea that children are not empty vessels to be filled with knowledge, but instead on the concept that children, even infants, have all of the resources they need within them to construct meaning, Italian teachers are focusing on how to stimulate the child's understanding of the world and, through observation, locate student interests. Through techniques of inquiry learning based on child-initiated activity, teachers develop long-term projects that inspire children to explore their interests on deeper and more profound levels. The system involves the collaboration of the entire community as it celebrates and supports the child in his/her scientific exploration of knowledge and the school is composed of an intricate network of teachers, pedagogy specialists, administrators, parents, siblings, the environment, and communities, to create a safe community for children to test out their theories and ideas. In satellite schools in almost every country of the Western world, preschools are trying to replicate the Reggio Emilia model and currently in Atlanta there are a number of schools trying to incorporate the Reggio Emilia method into their teaching philosophies. Yet are they entirely successful? What could we learn from their successes and failures at the preschool level that could change the way children are taught in the United States even in the higher education classroom?

Our class will begin by focusing on our own learning styles and how they are addressed in the American educational system. We will then study Reggio Emilia and Montessori approaches in Italy, the community that supports them, and why they are so successful abroad. Next, we will look at a few Reggio Emilia schools in Atlanta, observe the methodology in action, and study whether or not the school is true to the original Italian model. Finally, we will examine our own learning—moments in our past when we learned the most and moments that seemed to fall short. We will examine the elements that influenced our most memorable learning experiences to uncover how and why they were meaningful to us. We will conclude with a study of our own educational system. Where do we fall short and what could we learn from the Reggio Emilia approach?

Required Texts:

The Parallel Curriculum (Paperback)

by Carol A. Tomlinson, Sandra N. Kaplan, Joseph S. Renzulli, Jeanne H. Purcell, Jann H. Leppien, and Deborah E. Burns

Training Teachers: A Harvest of Theory and Practice (Paperback)

by Margie Carter, Deb Curtis, Elizabeth Jones

How Learning Can be Ours: Italy and American Educational Reform Course Reader

Japanese Studies

39. #3240 JPN 190 000: Introduction to East Asian Studies

Crowley

TuTh 1:00pm - 2:15pm

Max: 15

Content: An overview of major issues in the study of the cultures and societies of China and Japan. We will discuss some of the most important texts in the traditions of East Asia, such as the Analects of Confucius, the "Daodejing", the Lotus Sutra, and the Tale of Genji -- works of great beauty, power, and antiquity that continue to shape and influence contemporary life. Topics to be covered include art, nature, social relationships, values, and spirituality.

Texts: TBA

Particulars: TBA

Latin American and Caribbean Studies Program

40. #3971 LAS 190 000: The Brazilian Rain Forest (Cross-listed with #3928 PORT 190 000)
Santos-Olmsted
MWF 2:00pm - 2:50pm
Max: LAS 5/ PORT 13

Content: This course will examine how various peoples and institutions have reacted to and portrayed the Amazon region. In particular, it will focus on the contrasting visions of the Rain Forest as a tropical paradise and an area of intense polemic and controversies for both its inhabitants and outsiders. A variety of fictional writings, non fiction narratives, and articles written by scholars and the press, as well as videos and movies that provide a concept and a set of cultural values related to the Amazonian ecosystem will be discussed throughout the semester.

Texts: Selected readings on Reserves Direct and Blackboard.

Particulars: Evaluations are based on attendance and class participation, homework and reaction papers, oral presentations, one research paper and one project reflecting class readings and discussions.

Linguistics Program

#3185 LING 190 000: Popular Culture and Literacy (Cross-listed with #3174 EDS 190 002)
Fisher
W 1:00pm - 4:00pm
Max: EDS 8/ LING 8

See # 21 for course description

Mathematics Department

41. #3747 MATH 112S 000: Calculus II

Mahavier

MWF 10:40am - 11:30am

Max: 15

Content: This section of Math 112Z is designated a freshman seminar. It is an introduction to mathematical proofs in which students learn to speak and write with the accuracy required to communicate mathematical work effectively. Course content is largely that of a calculus two course: Introduction of the natural logarithm via the definite integral, exponential functions, sequences and series, power series, Taylor series.

Particulars: Prerequisite: A score of 4 or 5 on the AB Advanced Placement Calculus exam, and an interest in solving mathematical problems. Students are given the necessary definitions and, after some class discussion, problems will be assigned. Students will be expected to work on these problems at home and present their work at the board in class. Solutions may be sought individually or cooperatively and all will be discussed in class. Some problem solutions will be written up individually for grading. A midterm exam and a final exam will be given. Final grades are determined by examination grades, written work and class presentations, with approximately equal weight to each.

42. #3821 MATH 190 000: Sports and Games of Strategy and Chance

Roth

TuTh 11:30am - 12:45pm

Max: 16

Content: In this course we will learn some mathematics from the areas of probability, game theory, and combinatorial design theory by investigating topics from the world of sports, competitive games of strategy, casino games, lotteries, and the mathematical theory of games. Depending upon the interests of students in the class, possible topics include backgammon, poker, Othello (and other board games), football and basketball pools, baseball statistics, evaluation of individual player performances in team sports such as basketball and hockey, and card games such as hearts, casino and blackjack (although the complexity of the game and the use of multiple deck shoes make a mathematical analysis of blackjack beyond the scope of this seminar, we can still make intelligent empirical observations about various playing and betting strategies; i.e., we can still have a good time playing the game).

43. #3822 MATH 190 001: The Mathematics of Sports, Games, and Gambling

Gould

MWF 12:50pm - 1:40pm

Max: 16

Content: The course is designed to build the laws of probability and game theory through the models of well known games and sports. Fundamental laws of probability will be developed and applied to games such as poker, blackjack, backgammon, lotteries and more. Fundamental combinatorial counting techniques will be employed to determine outcomes (permutations and combinations). Card tricks based on mathematical principles will be demonstrated in order to learn basic ideas of information encoding. Deeper fundamentals will be introduced using more involved examples. In

developing these theories, laws of fair judging can also be investigated. Games will be employed to develop winning strategies or determine when a win is not possible. Graph models will be developed to study certain situations in games and to trace strategies. Concepts will be developed through experimentation and conjectures made by the students. Hence, class participation will be a major component of the course. In doing this I hope to improve their basic intuition about what should be true as well as their general communication skills. Small group learning will also be employed, both for in class experiments and for some assignments. Students will be encouraged to work together in class to test experiments and raise conjectures. They will be encouraged to present their ideas to the rest of class. We will maintain an on-going dialogue while we develop the theorems and laws governing the models we study. General writing techniques will also be employed. Formal and informal writing will be assigned, both to individuals and groups. Communication of ideas at all levels will be stressed throughout the course.

The style of this course will be halfway between a humanities and a mathematics class.

Prerequisites: High School Algebra

Texts: The Mathematics of Games and Gambling by Edward Packel, The Mathematical Association of America New Mathematical Library, 1981.

44. #3823 MATH 190 002: Knot Theory

Abrams

TuTh 1:00pm - 2:15pm

Max: 16

Content: Knots are familiar objects. We use them to tie our shoes, wrap our packages, and moor our boats. Yet they are also quite mysterious: if you have two tangled up ropes, for instance, can you tell if they are tied in the same knot?

This course will introduce some of the mathematical techniques people have developed to study knots, partially in an attempt to answer this very question. Additionally, these studies lead to deep results about topology and geometry. We will also see various applications, like how knot theory is relevant to the study of DNA.

Particulars: Text: The Knot Book, by Colin Adams

Middle Eastern and South Asian Studies Department

45. #3394 MESAS 190 000: Global Islam in the 21st Century (Cross-listed with #3391 REL 190 000)

Martin

TuTh 10:00am – 11:15am

Max: MESAS 6/ REL 12

Content: Students in this freshman seminar will study the encounter of Muslim societies with modernity. The first phase covers an overview of pre-modern Islamic history and religious beliefs,

practices and theological controversies. Next the course takes up the problem of modernity and the West, and Islamic responses, such as Fundamentalism, Modernism, Secularism, and Islamic Feminism. The final phase will focus on postmodern developments in Islam, including modern Islamic theology, law and ethics, the Internet, globalization, the impact of the Gulf War and 9/11, and growth of social movements, such as Salafi/Wahhabi, and Progressive Muslim identities.

Texts:

- John Voll, Modern Islam: Continuity and Change in the Modern World
- Sayyid Qutb, Milestones
- Muhammad Abduh, Theology of Unity
- Tayeb Saleh, Wedding of Zein
- Jonathan Brockopp, ed., Islamic Ethics of Life: Abortion, War and Euthanasia
- Course Packet

Particulars: Each week will be divided roughly between lectures with discussion (usually Tuesdays) and student presentations discussion (usually Thursdays). Students will be asked to write brief responses to the readings before class as a basis for discussion. Three take-home exams during the semester. A written evaluation of student work will be provided at mid term and at the end of the course.

Music Department

#2942 MUS 190 000: Drums and Gongs: Asian Music Performance (Cross-listed with #2943 ASIA 190 000)

Lee

Tu 1:00pm - 3:30pm

Max: MUS 13/ ASIAN 5

See # 9 for course description

46. #2965 MUS 190 001: Love, Sex and Murder

Karnes

TuTh 11:30am - 12:45pm

Max: 15

Content: This seminar examines perennial themes of the operatic repertoire by way of investigations of plot, narrative structure, and dramatic and musical gesture. In addition to adopting traditional music-historical approaches, we will explore readings of key works from the perspectives of psychoanalysis, gender studies, and semiotics. Operas considered include Mozart's Don Giovanni, Rossini's The Barber of Seville, Verdi's La Traviata, Bizet's Carmen, Wagner's Tristan und Isolde, Puccini's Tosca, Shostakovich's Lady Macbeth of the Mtsensk District, and Berg's Lulu.

Text:

- Susan McClary, Georges Bizet Carmen and various articles and book chapters available online through Reserves Direct.

Particulars: No prerequisites. Assessment for this course is based upon essays, class discussions, and presentations.

#2444 NBB 190 000: Chemistry of Drugs and the Brain (Cross-listed with #2443 Chemistry 190 000)
Justice
TuTh 1:00pm - 2:15pm
Max: NBB 9/ CHEM 9

See # 12 for course description

#2490 NBB 190 001: Learning and the Brain (Cross-listed with #2491 EDS 190 000)
Newby
Th 3:00pm -5:30pm
Max: NBB 9/ EDS 9

See # 19 for course description

**Ne
ur
os
cie
nc
e
an
d**

Behavioral Biology Program

#2682 NBB 190 003: Primate Origins of Human Nature (Cross-listed with #2680 ANT 190 000)
Gouzoules
TTH 1:00pm-2:15pm
MAX: NBB 8/ ANT 7

See # 6 for course description

Philosophy Department

47. #3403 PHIL 190 000: The Natural History of Human Minds & Societies

McCauley

MWF 12:50pm - 1:40pm

Max: 15

Content: The current consensus among archaeologists is that members of the species *Homo sapiens* have been milling about this planet for no more than two hundred thousand years or so. If the ages of the universe or of the earth or of the time when our lineage split from that of chimpanzees were equivalent to twenty-four hours, then those two hundred thousand years would, proportionately, be equivalent to less than a single second, less than five seconds, and less than forty-eight minutes, respectively. Moreover, it is only in the last ten thousand years that humans have settled and begun to pursue agriculture, and it is only within the last five thousand years that they have invented writing. Some representative questions that these observations provoke include:

- What distinguishes us and our minds from our nearest cousins (all of whom are now extinct) and their minds?
- What is the structure of modern human beings' minds and how do they work?
- What do all human groups have in common (and why)?
- Once *Homo sapiens* evolved, why did it take so long (more than one hundred thousand years) to come up with some of the most basic arrangements of modern human life (such as settled communities and agriculture)?
- Why did some human societies prosper and progress, inventing such things as writing, money, legal systems, complex machines, and more, while others remained in conditions that differed little from those of our Pleistocene ancestors?
- What impact have technological developments (over the past few hundred years) had on the shapes and fates of human minds and societies?

This seminar will explore these questions and dozens of intriguing corollaries to these questions. (For example, why did the diseases that European explorers transmitted devastate indigenous populations whereas the diseases indigenous peoples transmitted did not devastate Europeans? Note: it was certainly not because the Europeans at the time had better medicine.)

Using three books, this seminar will explore proposals about the most fundamental forces shaping human minds and, later, human societies across the entire history of our species. The first book, Steven Mithen's *The Prehistory of the Mind: The Cognitive Origins of Art, Religion, and Science*, discusses the period from six million years ago up to the invention of agriculture. The second book, Jared Diamond's *Guns, Germs, and Steel: The Fates of Human Societies*, treats the period from thirteen thousand years ago up to the age of exploration (roughly through the eighteenth century). Although the third book, Neil Postman's *The Disappearance of Childhood*, briefly touches on conditions in the ancient world, it focuses on the last five centuries and on the last one hundred fifty years, in particular. These books are neither easy nor simple and Diamond's book is long, but all three are well organized, clearly written, and nothing less than intellectually thrilling.

Recognize that the questions on which this seminar shall focus are all ways of asking the most fundamental question that all human beings and all new college students, in particular, should confront, viz., who are we? We are our own biggest puzzle. This seminar is designed to formally initiate what should become the life long task of exploring that question and trying to solve that puzzle.

Texts:

- Steven Mithen, *The Prehistory of the Mind: The Cognitive Origins of Art, Religion, and Science*
- Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*
- Neil Postman, *The Disappearance of Childhood*

Particulars: Factors determining grades include students = performance with respect to: (1) at least two short papers and one longer paper, (2) helping (at least once) to manage seminar discussions, and (3) attendance, preparation, and participation in seminar sessions.

Physics Department

48. #3672 PHYS 190 000: Einstein's Space-Time

Rao

MWF 4:00pm - 4:50pm

Max: 15

Content: An introductory study of Einstein's contributions with emphasis on space-time, special relativity, general relativity, gravitation, black holes, time travel, and cosmology and their relation to current philosophical problems. The topics include a review of the pre-Einstein notions about space and time.

Particulars: Seminar discussion format; journal writing, brief quizzes, a mid-term exam, and a term paper

Texts:

- *Simply Einstein: Relativity Demystified*, Wolfson
- *Flatland*, Abbott
- *A Briefer History of Time*, Hawking

49. #3676 PHYS 190 001: From Sand to Supercomputers: the Story of the Information Revolution

Bajaj

TuTh 11:30am - 12:45pm

Max: 15

Content: The purpose of this course is to provide an overview of the developments in materials science and technology that have led to the so-called information revolution. A qualitative description of the basic properties of semiconductors, and of the operating characteristics of electronic devices, and of the systems based on these devices, will be presented. The course will also address the revolutionary impact of information technology on economic, military, social, cultural, ethical and global aspects of modern life. Especially appropriate for non-scientists who want to discuss the technological basis of the information age with minimal mathematics and for science majors who want to broaden their background.

Particulars: Seminar discussion format; brief quizzes, a mid-term exam, and a final term paper.

Texts:

- Richard Turton, *The Quantum Dot: A Journey into the Future of Microelectronics*

50. #3686 PHYS 190 002: Envisioning Light

Perkowitz

TuTh 1:00pm - 2:15pm

Max: 15

Content: A course about understanding light and vision from the scientific and human viewpoints. Especially appropriate for non-scientists who want to discuss some important ideas with minimal mathematics, and for science majors who want to broaden their background. Early theories of light; light in culture and art; how the eyes and brain interpret light; the beginning (Big Bang) and the end (Big Crunch) of light; light in quantum theory and the theory of relativity; illumination, optical devices, and the 21st-century technology of light.

Particulars: Seminar discussion format; brief quizzes, a mid-term exam, and a term paper. Special features include guest discussion leaders and class demonstrations.

Texts:

- Perkowitz, *Empire of Light* (paperback); additional readings

Political Science Department

51. #3507 POLS 190 000: Modeling Politics

Brown

TuTh 1:00pm - 2:15pm

Max: 15

Content: This freshman seminar is an introduction to the three most important approaches to mathematical modeling in political science: (1) statistical modeling, (2) systems modeling, and (3)

rational choice / game theory modeling. This introductory treatment is the best way to become familiar with these approaches to political science research, and this seminar is perfect for those who may be thinking about pursuing the "very cool" joint major in political science and mathematics. The only prerequisite for this course is that a student either must be concurrently enrolled in Math 111 (Calculus I) or have received a score of 4 or 5 on either the Calculus AB or BC Advanced Placement exams. Students are encouraged to work together, and class grades are based on regular assignments and attendance. There are no tests. Check out the syllabus at www.courtneybrown.com (to be updated before the beginning of the term).

Particulars:

Grading is based on the following factors

80% Writing assignments and oral presentations

20% Attendance

Portuguese Department

#3928 PORT 190 000: The Brazilian Rain Forest (Cross-listed with #3971 LAS 190 000)

Ana Santos-Olmsted

MWF 2:00pm - 2:50pm

Max: PORT 13/ LACS 5

See # 40 for course description

Psychology Department

52. #2587 PSYC 190 000: Psychology From a Novel Perspective: What Can Fictional Works Tell Us About Non-Fictional Human Behavior?

Duke

TuTh 10:00am - 11:15am

Max: 16

Content: This seminar will begin with a basic grounding in three areas of psychology: 1) psychoanalytic, behavioral, and interactional approaches to personality; 2) family dynamics; and 3) psychological and social development from childhood to old age. Using this information about real people, five current works of fiction will be read and analyzed. Emphasis will be on the manner in which psychological knowledge can be applied not only to the characters and plots in the novels, but to

their writers as well. Further focus will be on the ways in which knowledge gained from fictional characters can be applied to the understanding of real-life people and situations. Students will be required to prepare three term papers and to participate actively in class discussions.

Particulars: Freshmen only.

53. #2588 PSYC 190 001: Social Influence

Strock

TuTh 10:00am - 11:15am

Max: 15

Content: Everyday, we are bombarded by efforts from other people to change our attitudes or behavior; vote for this candidate, buy this product, follow these rules. Sometimes, the pressure to change is subtle and indirect and sometimes, it is blatant and direct. Why are these attempts to change our attitudes and behavior so often successful? This seminar will begin with a consideration of the three main types of social influence: compliance, conformity and obedience. We will then examine their role in shaping our attitudes and behavior as we go about the business of daily life. We will be looking at these questions primarily from the perspective of social psychological research, but will also incorporate material from books, movies and other types of popular media.

Particulars: Students will be required to write two term papers and to participate actively in class discussions. Freshmen only

Religion Department

#3391 REL 190 000: Global Islam in the 21st Century (Cross-listed with #3394 MESAS 190 000)

Martin

TuTh 10:00am – 11:15am

Max: REL 12 MESAS: 6

See # 45 for course description

Russian and East European Studies

54. #3211 REES 190 000: War and Peace (Cross-listed with #3210 RUSS 190 000)

Lunk

TuTh 1:00pm - 2:15pm

Max: REES 5/ RUSS 10

Content: Russia's experience with its many wars and conflicts has left an indelible imprint on the nation's psyche and culture. The Russians feel impelled to emphasize that they have spent three quarters of their existence defending their borders and an enormous number of lives have been spent doing so. This seminar will examine the concepts of war and peace as reflected in Russian art, music, film and literature in four distinct periods of Russian history.

Text:

- The Lay of Igor's Campaign
- War and Peace
- The Red Calvary, Dr. Zhivago, and selected short stories from the W.W. II and Afgan/Chechen conflicts.

Particulars: This is a freshman seminar class open to freshmen only. Attendance in class and at films counts 30% of the grade, seminar paper and presentation 40%, and participation in discussion 30%

Russian and East Asian Languages and Cultures

**#3210 RUSS 190 000: War and Peace (Cross-listed with
#3211 REES 190 000)**
Lunk
TuTh 1:00pm - 2:15pm
Max: RUSS 10/ REES: 5

See # 54 for course description

Sociology Department

55. #2140 SOC 190 000: Introduction to Sociology

Condron

MWF 11:45am - 12:35pm

Max: 15

Content: The social world in which we live shapes, and often constrains, human behavior. At the same time, we construct that social world. With these guiding assumptions in mind, this course provides students with an introduction to the various concepts and theories that sociologists use in attempting to explain how society works. What makes us human? Is it more useful to think of society as harmonious or conflict-ridden? Should we generalize about people? How does our social context influence how we interact with others? Why do people commit deviant and criminal acts? What is the meaning and

significance of class, race/ethnicity, and gender in the U.S.? In this seminar, first-year students learn what Sociology has to say about these and many other questions in a small and interactive setting.

56. #2141 SOC 190 001: Making Sense of Globalization

Boli

MWF 10:40am - 11:30 am

Max: 15

Content: Global culture: big Macs in Paris, the Universal Declaration of Human Rights, a Mexican telenovela soap opera. Global organizations: Amnesty International, CARE, the United Nations. Global economy: Ford buys Volvo, Nike has shoes made in factories in Malaysia, the Euro becomes a major world currency. These and other aspects of globalization are the focus; making sense of global change, and understanding global processes in everyday life, is the goal. Important topics include connections between the global and the local; globalization's homogenizing and diversifying effects; the mass media and popular culture; global politics and social movements; and global problems, such as inequality, environmental degradation, ethno-nationalism, and AIDS.

Particulars: Readings include books and articles on global culture, economics, politics, organizations, and problems. Requirements include one or two exams, short-essay exercises, and a term project studying a global process or organization. Students will also be required to gather everyday evidence of global processes throughout the term.

Theater Studies Department

57. #3546 THEA 101S 000: Introduction to the Theater

Akers

TuTh 2:30pm - 3:45pm

Periodic Wed lab: 7:00pm - 10:00 pm

Max: 15

Content: Introduction to Theater asks students to explore the question, "What makes theater a living, breathing entity?" Students will be asked to create theater projects based on dramatic literature, current events and personal biography. Along with covering some of the major developments of theater history, students will examine the topic of theater collaboration from the perspective of playwright, director, designer and actor. This class will include readings, video presentations, group discussion, creative writing, improvisation and performance. Introduction to guest artists and attendance at live theater events will allow students to experience first hand how theater professionals collaborate to create a stimulating and challenging art form.

Particulars: Grades are based on attendance and participation. Two to three short response papers and in-class worksheets are required along with attendance of live performance events and three evening labs. Students will collaborate on a final project at the end of the semester.

Text:

- Waincott, Ronald & Fletcher, Kathy, Theatre: Collaborative Acts

Women's Studies Department

58. #2634 WS 100S 000: Introductory Seminar in Women's Studies

Wallace-Sanders

TuTh 10:00am - 11:15am

Max: 15

Content: This course is an introduction to the theories, themes and questions in the interdisciplinary field of women's studies. While the content of the course varies with each section, questions addressed include: What is women's studies? What is feminism? What are the debates among feminists? How is feminism related to women's studies? What is gender? How does gender intersect with other social identities, particularly, race, ethnicity, class and sexuality? How does gender shape experience? How is social life shaped by gender? What are strategies for challenging and changing gender definitions and relations? Is there anything in common that "unites" women, either analytically or politically?

The questions above are addressed from a variety of geographic locations, including Latin America, Africa, and the U.S., drawing from a range of theories, such as Black Feminist theory and post-colonial feminist theory. The course explores topics such as representations of women in the media, the body, sexualities and sexual identities, transgressing gender boundaries, globalization, religion, domestic violence, revolution, politics and social movements. Materials incorporate social science research, literature, poetry and examples from popular culture.

Texts: TBA

Particulars: TBA

#3956 WS 190 000: Gender in American Popular Culture (Cross-listed with #3955 HIST 190 002)

Odem

Th 1:00pm - 4:00pm

Max: WS: 4/ HIST 8

See # 35 for course description

**#4219 WS 190 001: Becoming a Woman (in US America) (Cross-listed
with #4218 ENG 190 002)**

Foster

TuTh 10:00am - 11:15am

Max: WS 5/ ENG 10

See # 24 for course description
