

course offerings

Spring 2012

Can we learn to engage each other on issues on which we differ, and listen respectfully for what it is that we can learn – about the subject, about others and ourselves, about our common values? Can we learn to think critically and with discernment about contentious issues? Can we put aside our assumptions, and sit with the discomfort and creative potential of not-knowing?

The Difficult Dialogues program at Clark is a campus-wide initiative aimed at developing skills and awareness of dialogue, and encouraging engagement across differences in both our classrooms and community. Clark was one of 27 institutions originally selected by the Ford Foundation, from 730 colleges and universities nation-wide, to participate in this initiative.

In this ninth semester of DD courses, the following courses with an emphasis on dialogue will be offered. These courses will approach the process of dialogue in a variety of ways and across a number of disciplines, and will relate as is relevant to our dialogue symposium programming.

**dialogue seminar**

**IDND 010** The Dialogue Seminar (1/2 credit)

Sarah Buie & DD Fellows (section 1 and 2)

If you want an opportunity to deepen your understanding and experience of dialogue, consider taking the Dialogue Seminar offered as part of the Difficult Dialogues Initiative. Each section of this half-credit course will be led by teams of faculty members paired with experienced DD fellows. The course will include a small set of readings on dialogue, but will focus on in-class dialogues that draw from the experiences and issues raised by the public events in the Difficult Dialogues fall symposium *Agency.* Attendance at roughly one DD symposia event per week will bea requirement of the class. DD symposium topic for the spring of 2012 is **Agency.**

Human *agency* is the capacity for human beings to make choices and to act on and realize those choices in the world. It is the state of being in action or exerting power; it is how a result is obtained or an end achieved.

This spring we consider the nature of *agency*, and the conditions around and the possibilities for agency in our current political and economic environment. We will look at who has agency and why, and explore emerging forms of agency that are proving transformative.

**dialogue courses**

**ARTH 230** Caravaggio

John Garton

Focuses on the work of one of the best known artists of any period, the painter Michelangelo Merisi or Caravaggio (1573-1610). Although he died a young man in 1610, he is often considered the most important painter of the 17th century. Explores Caravaggio’s intense naturalism and the controversy it caused, his sense of drama and supernatural light and the role of his personality in works of art. Surveys his life in Rome, Naples, Malta and Sicily, considering his religious paintings, genre scenes and still lives. Considers the contradictory aspects of his character: his sexual ambivalence, his criminal violence and his intense spiritual devotion. Explores his artistic legacy in Italy and abroad with a strong emphasis on Artemisia Gentileschi. Readings include art-historical scholarship, history and original documents from the period. Field trips to area museums.

**ARTS 102** Drawing: Eye, Mind, Hand

Toby Sisson

Addresses the mechanics and expressive potential of drawing. Traditional illusionist drawing techniques will be combined with exercises that facilitate personal expression and subjective response. In exploring the relationship among seeing, thinking and making, the beginning student will acquire fundamental skills in image making and insight into the creative process in general. Each faculty member will bring his/her unique perspective and personal studio practices to bear in the teaching of this course. Fulfills the Aesthetic Perspective.

# ARTS 125 Graphic Design Projects

# Jane Androski and Emily Wilson

Intermediate-level projects in graphic design, with reference to particular design media such as books, identity, maps, exhibit design, Web sites, etc. Emphasis on exploring conceptual development and the problem-solving process. (Knowledge of Mac-based page-layout programs is helpful, but not required.) Prerequisites: ARTS 124 or permission of the instructor.

**ARTS 258** Printmaking Workshop: Artist Book

Jennifer Hilton

Students will refine technical ability in printmaking, sharpen critical-thinking abilities and develop a personal iconography. Independent work and thematic progression is encouraged.

**ARTS 280** Advanced Studio: Encaustic

Toby Sisson

This course will examine encaustic’s venerable traditions, its rediscovery by modern practitioners, and the medium’s recent revitalization among contemporary artists. Studio projects will investigate a variety of methods for working with molten wax and explore many of its most compelling properties—luminosity, translucency malleability and adhesion. Sculpture, photography, printmaking, painting and drawing techniques will be employed to create works that combine multiple practices.

**EDUC 264** Knowledge, Development and Instruction

Sarah Michaels

This is an advanced seminar that combines an in-depth examination of research in cognitive development and the learning sciences, with classroom-based research in a public school setting (focusing on learning progressions of key concepts in math, science and classroom discourse).

**ENG 122** Terror of the Gothic

Lisa Kasmer

This course explores our paradoxical delight in terror through the world of nineteenth-century gothic fiction, like Mary Shelley’s *Frankenstein* and Bram Stoker’s *Dracula*. In tracing the recurrent themes of family dynamics, sin, politics, and nature within the Gothic, we will examine both the relationship of this fiction to the dominant culture of the nineteenth century, as well as the dark underside this literature represents. Following current literary scholarship, we will pose questions about representations of violence; the significance of fantasy and fear; and the role of gender, sexuality, race, and class in this body of work. Throughout the course, we will discuss the legacy of this fiction in our modern obsession with horror in film, novels, and culture. This course satisfies the Verbal Expression (VE) requirement.

**ENG 141** Major British Writers II

Lisa Kasmer

The sequence ENG 140 – ENG 141 takes an historical approach to British literature from the Middle Ages to the beginning of the 20th century. This course focuses on British literature from the eighteenth to the late-nineteeth century through authors such as Jonathan Swift, William Blake, Samuel Taylor Coleridge, Mary Shelley, Charlotte Brontë, Oscar Wilde and Joseph Conrad. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement. Prerequisites: Verbal expression (VE) course.

# ENG 181 Major American Writers II

# Esther Jones

The sequence ENG 180 – ENG 181 takes an historical approach to American literature from Puritanism to the present. This course traces the evolution of American literature and its major aesthetic movements from circa 1860 to the present. Writers and poets include Melville, Twain, Crane, Wharton, James, Williams, Eliot, Hughes, Cather, Fitzgerald, Hemingway, Faulkner, Pynchon, and Morrison. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement.

# ENG 183 African American Literature II

# Esther Jones

Explores the aesthetic modes configuring the evolution of African American literature in the 20th and 21st centuries, especially the novel. Focus is on the experimental and innovative sensibilities regulating the evolving canon of postmodern writing produced by Americans of African descent. Authors studied may include David Anthony Durham, Percival Everett, Minister Faust, Edward P. Jones, Gayl Jones, Jamaica Kincaid, Toni Morrison, John Ridley, Fran Ross, Carl Hancock Rux, Olympia Vernon, Colson Whitehead and Kevin Young. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement.

# ENG 196 Strategic Speaking

# Fern Johnson

Centers on oral presentation of current controversial issues and responses to rhetorical dilemmas. Topics include: rhetorical situations and audience analysis; forms of argument in persuasive speaking; supporting arguments with evidence; ethical communication practices; and dialogue processes to achieve better understanding of complex controversial issues. Students prepare 3–4 major speeches and complete a number of exercises.

**ENG 261** Gender and Genre in the Nineteenth-Century British Novel

Lisa Kasmer

Using the nineteenth-century British novel – the predominant literary form in the mid-to-late nineteenth century – as a springboard, this course explores the intersection between gender and literary genres. Cultural expectations for male and female authors and the literary forms in which they wrote helped to define the literary history of nineteenth-century novels. This course will examine diverse generic models, from the domestic novel and the Bildungsroman to the Gothic and sensation novel, through authors such as Jane Austen, Charles Dickens, Charlotte Brontë and Wilkie Collins. Through a focus on nineteenth-century print culture, we will review the critical positioning and reception of these authors as well as their work. For undergraduate English majors, this course satisfies the Period (C-2) requirement.

# ENG 276 Ethnic America: Literary and Theoretical Perspectives

# Betsy Huang

This seminar investigates the ways in which the “American” and the “ethnic” continue to be perceived as mutually exclusive identity categories in contemporary U.S. fiction. Despite the nation’s longstanding history as a nation of immigrants and its forecasted future as the most multiethnic and multilingual country in the world, the U.S. continues to resist the incorporation of its ethnic populations through overt and covert means of division, estrangement, and discrimination. Students will read a wide range of texts by “ethnic” and “nonethnic” writers and theorists to explore the ways in which the nation’s ethnic constituents are continually changing the definitions of its national identity, and to consider whether the American/ethnic dichotomy is real or imagined. For undergraduate English majors this course satisfies the Period (C-3) requirement. Prerequisites: Verbal expression (VE) course.

**GEOG 136** Gender and Environment

Oona Morrow

Explores how gender is reflected in the landscape, in our settlement and land-use patterns, in environmental history, and in our present ecological science and practice from the global to the local level. Combines lectures, readings, discussions, films and local field trips. Reviews feminist and other alternative explanations of the gendered nature of knowledge, access, use and control of space and resources in environments—past, present and possible. Regional focus on New England. Fulfills the Values Perspective.

**HIST 234/334** Racial Thought and Body Politics in Modern Europe (1500-2000)

Thomas Kuehne

The category of “race” has been used since about 1500—when Europe’s Renaissance met with the exploration of “other” human beings in different continents—to naturalize inequality among groups of people based on certain ideas of their bodies. The seminar focuses on the scientific foundation of modern racism in the Enlightenment, the origins of the cult of health and beauty at about 1900, and the globalization of western body ideals until now.

**ID 248** Gender and Health

Ellen Foley

This course introduces students to social science perspectives on the intersection of gender and health. In the course we will examine theoretical approaches to gender and health, such as feminist and political economic perspectives, and explore historical and contemporary case studies that analyze particular dimensions of gender, health, and sexuality. We will explore health disparities along lines of gender, race and class, the regulation of reproductive health by nation-states and the “development industry”, and political and social struggles for reproductive rights. These issues will be explored in the context of developing countries and the United States.

**ID 252** Conflict in Sudan and the Horn of Africa

Anita Fabos

This seminar explores the historical and cultural context of current political and military conflicts in Sudan, South Sudan, Somalia, Ethiopia, and Eritrea. We will examine issues of racial, ethnic, and religious identities in the region using academic sources, policy documents, and visual and oral narratives. Students will become familiar with the debates relating to ethnic and sectarian violence, forced migration, famine, and humanitarian aid through multi-disciplinary social science analysis and experiential case studies. The course combines delving into local and national circumstances for people living in the region and an interrogation of the objectives and practices of transnational actors.

**ID 258** Controlling Capitalism

Liza Grandia

This course turns an anthropological gaze onto industrialized societies or what some anthropologists have called the study of “late” capitalism. We focus much of the semester on the concept of hegemony and cultural control. While anthropologists have traditionally viewed culture as a deep unchanging structure, this course emphasizes the fragility and malleability of the human mind as the last frontier of neoliberalism. It seeks to problematize core Western cultural assumptions about “choice” and “individualism” and asks whether or not the North American model of corporate capitalist development is as “free” as it presents itself to be. By doing so, we revisit a perennial question about development: (a) Is what is good for business also good for democracy? and (b) is this sustainable? In doing so, we explore the ambiguity of the slogan of the World Social Forum, “Another World Is Possible.” What kind of world shall that be? That imagined by the elites of the World Economic Forum, or one imagined from the grassroots up? As an emergent case study, we will following developments in the Occupy Wall Street movement.

**PHIL 213** The Ideal of the Educated Person

Wes DeMarco

Is it possible to learn broadly and deeply in an age of age of specialization, fragmentation, and information overload? What is it, really, to educate the whole person, to foster integration and integrity and openness? Does every well-rounded educated person need political involvement, artistic practice, athletic participation, and mindfulness training? How can we keep abreast of all the various sciences and arts—or even the most basic ones? Is knowledge of the common principles of the different fields of human endeavor the key to integrating an educated self with itself and with others in a multidimensional world? In this section of *The Ideal of the Educated Person,* we consider the principles and purposes of learning with Cassirer, E. O. Wilson, Dewey, Whitehead, and Zajonc. Readings are selected to help us achieve the ideal we seek in the course of considering it. In the final segment of the course, we shall ask how our findings might help improve educational practice at Clark, and relevant administrators will be notified of the results.

**PSCI 171** Urban Politics: People, Power and Conflict in U.S. Cities

Ravi Perry

Focuses on the major socioeconomic and political forces that affect city, government and politics in the United States. Topics include: the growth and decline of cities; fiscal constraints; federal urban policies; the rise and demise of political machines; reforms; the post-Reform Era; the community power debate; regimes and coalition building; and efforts by African-Americans and Latinos to gain political incorporation.

**PSCI 268** Peace and War

Kristen Williams

Through an examination and analysis of the various theories in the field of international relations as related to the origins, duration, and conclusion of wars. Looking at both historical and contemporary cases, we will assess the factors that contribute to the outbreak of war (i.e., nationalism, territory, economics and security dilemmas) as well as the emergence of peace (i.e., international institutions, alliances and the balance of power). The course concludes with an exploration of the challenges for preventing future wars and enhancing the possibility of peace.

**PSYC 175** Introduction to Clinical Psychology

Laura McKee

Surveys various approaches to clinical assessment and intervention. Emphasizes the assumptions underlying alternative approaches and the actual activities of clinical psychologists. This course also covers special topics including ethics, health psychology, clinical neuropsychology and forensic psychology. Prerequisites: PSYC 101.

**PSYC 291** Psychology of Mindfulness

James V. Córdova

This capstone seminar will examine the intersection between contemplative practice such as mindfulness meditation and recent empirical research in cognitive neuroscience, affective science, and clinical psychology. Emphasis will be placed on the history and origins of mindfulness practices, the scientific study of the practices, and adaptations of mindfulness practices by Western scientists for the treatment of psychological disorders and enhancement of well-being.

Key questions addressed will include: 1) What is contemplative practice and how does mindfulness influence psychological well-being? 2) What are the historical origins of mindfulness practices and how have such practices been adapted by Western scientists? 3) How does Western empirical inquiry inform our understanding of mindfulness (i.e., mechanisms)? Fulfills the capstone requirement for psychology majors.

**SCRN 225** Bollywood Multimedia

Hugh Manon

Given that Mumbai is arguably the most prolific film industry in the world, producing 800+ films each year, it is surprising that until very recently Bollywood cinema had largely been ignored both in film studies publications and in university classrooms. This course takes the recent surge in Bollywood scholarship as an opportunity to approach Hindi-language cinema from a number of perspectives. In this course, we will examine the history of various Indian cinemas (including Tamil and Telugu); the evolution of Bollwyood’s distinctly hybrid approach to genre; key directors and their styles; and Bollywood’s notorious tendency to “remake” Hollywood films. The course will address questions of race, class and gender; nationalism, the diaspora and globalization; as well as Bollywood’s recent popularization in the West, both with mainstream and cult audiences. Special focus will be devoted to non-film media, including television, radio, popular music, and new media. Through extensive class dialogue, weekly screenings and a series of short essays, we will work to understand what Salman Rushdie called the “Epico-Mythico-Tragico-Comico-Super-Sexy-High-Masala-Art” of Bollywood.

**SOC 272**  Punishment, Politics and Culture

Patty Ewick

In the past thirty years the purposes and practices of punishment in the U.S. have changed dramatically, becoming increasingly harsh (death penalty, three strikes, supermax prisons) and retributive (abandonment of all rehabilitation efforts) and far reaching (over 2 million Americans are in prison or jail). These changes represent a near-complete and rapid reversal of fairly long term trends in penal justice in the U.S. This course will explore what factors -political, cultural, demographic, technological - changed crime from a remote possibility in the minds of most Americans to a defining concern of Americans? Why, despite similar experiences of modernity, are European democracies characterized by such different cultures of control? In what ways, do our penal practices reflect and reinforce major social divisions - of race, ethnicity, gender and class? What are the affects of such a transformation on the economy, the family, community, schools, and our ideals of justice? In short, what do our penal practices reveal about late twentieth century American culture, social structure and politics?

**TA 236**  Playwriting II

Gino DiIorio

This is a course for advanced playwrights who want to bring their work to a higher level. As a result, much is expected in terms of productivity and quality. Students will write a minimum of 10 new pages per week, in addition to rewrites that are suggested in and out of class. New pages will be read and critiqued in class each week. There will be an open discussion of the strengths and weaknesses of the piece from the perspectives of both performer and writer. The goal is to strengthen this relationship through constant work and critique. Every month, students will give a public performance of some of the scenes written for class. By semester’s end, each student will have completed one full-length play and a complete act of another full length. Prerequisites: Playwriting I is a prerequisite. Permission is also required.

**graduate courses**

# MGT 5308 Women in Management

# Margarete Arndt

This dialog course explores the position and role of women in the management of U.S. organizations. It focuses at the societal level on the representation of women in management and at the organizational level on gendered behavior. Topics are reviewed and discussed as enabling or hindering (1) women in performing to their capacity and (2) organizations in benefiting from women’s contribution. The course draws on literature that describes and conceptualizes occupational segregation and its causes, as well as different management styles and their relevance to management in general and to women in management in particular. The course uses a woman-focused lens to reflect on the practice of management, societal expectations, and organizational policies and behaviors. In order to facilitate this dialogue, the seminar is limited to 15 students.

# IDCE 30327 Ideologies of Race in Development

# Marianne Sarkis

This course explores the inherent silences in development discourse regarding “race”. We will explore how the colonial projects of civilizing the “primitives” was primarily a racial project that continues into modern day development. We synthesize historical, political, and anthropological approaches to examine how the beliefs in “racial” hierarchies dominated the ideologies of social evolution, eugenics, the missionary project, colonialism, slavery, and current international development. We will also explore how this racial discourse was appropriated by global resistance movements. This is a graduate seminar course. Students will be expected to lead a seminar discussion and write a 20-25 page research paper.