ARTS 119: INTRODUCTION TO PHOTO MEDIA

This is a survey course that will acquaint students to the narrative power of low tech digital technology and analog photographic techniques. Students will be introduced to the darkroom, shooting film and processing black and white prints. In addition there will be workshops constructing pinhole cameras and creating photograms. Basic digital technology will be implemented to produce digital images and short films.

Students will be introduced to the history of the photographic medium through a series of lectures and participate in class critiques

Fulfills the Aesthetic Perspective requirement.

Faculty: Rachel Loischild, M.F.A., Lecturer, Department of Visual and Performing Arts

BIOL101: INTRODUCTION TO BIOLOGY I / LECTURE, LABORATORY

This course provides an introduction to biology appropriate for those interested in general biology, genetics, and cellular-level biology, or who are contemplating a career in the health sciences. It is designed with three general goals in mind: (1) to provide students with an understanding of the unifying themes in modern biology, (2) to introduce students to the genetic, molecular, and cellular processes underlying biology, and (3) to illustrate the methods and modes of scientific inquiry in the biological sciences. Major topics include the mechanisms of evolution, genetics and inheritance, cellular organization and processes, biotechnology, and immune systems.

Must register for one laboratory section.

Must register for one FYI Discussion section.

Fulfills the Science Perspective requirement.

Faculty: John Baker, Ph.D., Associate Research Professor, Department of Biology; Justin Thackeray, Ph.D., Associate Professor, Department of Biology; Elizabeth Bone, Ph.D., Biology Laboratory Coordinator and FYI Adviser.

BIOL 103: PRINCIPLES OF ENVIRONMENTAL AND CONSERVATION BIOLOGY

This course provides an introduction to biology appropriate for those interested in Environmental Science. It is designed with three goals in mind: (1) to provide students with an understanding of the unifying themes in modern biology, (2) to introduce students to the levels of organization within the biological component of environmental science, and (3) to illustrate the methods and modes of scientific inquiry in the biological sciences. Major topics include the mechanisms and consequences of evolution, genetics and inheritance, cell structure and organization, and an overview of population, community, and ecosystem processes. This course is one of three core requirements for the environmental science major.

Must register for one laboratory section.
Must register for one FYI Discussion section.

Fulfills the Science Perspective requirement.

Faculty: John Baker, Ph.D., Associate Research Professor, Department of Biology; Justin Thackeray, Ph.D., Associate Professor, Department of Biology; Elizabeth Bone, Ph.D., Biology Laboratory Coordinator and FYI Adviser.

CHEM 101: INTRODUCTORY CHEMISTRY I. SECTION 1

This course is designed to meet the needs of science majors with an interest in chemistry, biochemistry, biology, or environmental science and students with an interest in the health professions. It will introduce students to fundamental chemical concepts dealing with the structure, bonding, and reactivity of molecules. Major topics include thermochemistry, ideal gas theory, chemical periodicity, and bonding and geometry of molecules. The laboratory sections introduce students to the techniques of chemical experimentation and the methods of chemical analysis needed for chemistry and other sciences. Knowledge of high-school algebra is necessary; high-school chemistry and physics are helpful, but not required.

Registration for section 1 includes a pre-lecture meeting time on Thursday.

Must register for one FYI laboratory section.

Fulfills the Science Perspective requirement.

Faculty: David Thurlow, Ph.D., Associate Professor, Department of Chemistry; Ernest Krygier, M.A., Chemistry Laboratory Coordinator

CHEM 101: INTRODUCTORY CHEMISTRY I. SECTION 2

This course is designed to meet the needs of science majors with an interest in chemistry, biochemistry, biology, or environmental science and students with an interest in the health professions. It will introduce students to fundamental chemical concepts dealing with the structure, bonding, and reactivity of molecules. Major topics include thermochemistry, ideal gas theory, chemical periodicity, and bonding and geometry of molecules. The laboratory sections introduce students to the techniques of chemical experimentation and the methods of chemical analysis needed for chemistry and other sciences. Knowledge of high-school algebra is necessary; high-school chemistry and physics are helpful, but not required.

Registration for section 2 includes a pre-lecture meeting time on Friday.

Must register for one FYI laboratory section.

Fulfills the Science Perspective requirement

Faculty: Mark Turnbull, Ph.D., Professor, Department of Chemistry; Ernest Krygier, M.A., Chemistry Laboratory Coordinator
CHEM 103: ACCELERATED INTRODUCTORY CHEMISTRY

This is a one-semester course for students with a strong background in chemistry who do not need the traditional two-semester sequence. Upon completion of CHEM 103, students are eligible to go directly to CHEM 131 - Organic Chemistry I, thereby accelerating their program in chemistry by one semester and allowing for additional elective courses during their junior and senior years. Topics include atomic and molecular structure, geometry, bonding, reactions, equilibria, thermodynamics, acids and bases, basic kinetics and stoichiometry.

Prerequisites: Permission of instructor.

Fulfills the Science Perspective requirement.

Faculty: Luis Smith, Ph.D., Associate Professor, Department of Chemistry

CMLT 109: HUMAN RIGHTS AND LITERATURE

In this class, we will read literary and cultural documents to contemplate the concept of "human rights." What rights do all humans have, simply by virtue of being human? Who counts as human? Do current understandings of human rights exclude some people? Do humans have more rights than other species? How do questions of gender and sexuality fit into the discussion of human rights? As we seek to answer these questions, we will trace the development of human rights discourses from the Enlightenment to the present, looking at literature from a variety of cultures and human rights documents from a variety of sources. We will supplement our readings with outreach to local human rights organizations.

Fulfills the Global Perspective requirement.

Faculty: Robert Tobin, Ph.D., Professor, Department of Foreign Languages and Literatures

COMM 050: COMMUNICATION AND CULTURE: MAIN SOUTH

This seminar covers the same content as COMM 101 which is a requirement for the Communication & Culture major and minor. However, this course will be run as a hands-on, discussion-based seminar, with students doing original research and taking an active role in class discussion. All of the ideas and tools introduced in the course will be put to use in investigations of communication and culture in the Main South Neighborhood of Worcester. We will investigate local media, public art, and both formal and informal learning in the neighborhood. Seminar participants will have a chance to collaborate with neighborhood students on multi-media projects, contributing to a community-based website. The course will be interdisciplinary, drawing on psychological, anthropological, sociological, technological, aesthetic, cinematic, semiotic, and cultural studies points of view and methodologies. There will be a particular emphasis on the roles of talk, text, and image in social life and how they relate to power, access, and equity in the world.

Fulfills the Values Perspective requirement.

Faculty: Sarah Michaels, Ph.D., Associate Professor, Department of Education
**CSCI 110: DIVING INTO RESEARCH: SCIENTIFIC COMPUTING**

Scientific Computing has become an important tool for scientists. Many laboratory experiments are often too expensive and not sufficiently accurate, while computers are cheap, powerful and accurate. Some experimental conditions are impossible to achieve in a laboratory, but can easily be simulated using a computer. In many cases, computations based on accurate mathematical models can inform scientists how to set up a correct experiment, in order to achieve a desirable outcome. We will explore some of those ideas using mathematical models of plasmas. Plasmas have become a big part of our lives. Plasma televisions, plasma lights, the heat around the space shuttle and communication blackout caused by plasma, laser treatments in medicine, and production of microchips for computers are just a few familiar applications of plasmas. Using computational methods, students will obtain plasmas with certain properties by studying mathematical models that describe the experiments.

*Note: the yearlong course is 0.5 credit per semester, and the full year is necessary to obtain credit.*

*CSCI 110 does not satisfy any requirement of the CSCI major.*

*Fulfills the Science Perspective requirement.*

**Faculty:** Natalia Sternberg, Ph.D., Professor, Department of Mathematics and Computer Science

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**ECON 010: ECONOMICS AND THE WORLD ECONOMY. SECTION 6**

This course provides an introduction to international economic interactions and the macroeconomic analysis of economies. The course develops basic economic concepts including market analysis, trade, and demand and supply in the macroeconomy. Comparisons across countries provide a deeper understanding of business cycles, unemployment, monetary policy, economic growth, currencies and fiscal policy. These economic concepts provide tools to analyze current issues such as economic stability, debt crises and policies towards trade. Open to first-year students.

*Fulfills the Global Comparative perspective.*

**Faculty:** Chang Hong, Ph.D., Assistant Professor, Department of Economics

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**ECON 010: ECONOMICS AND THE WORLD ECONOMY. SECTION 7**

This course provides an introduction to international economic interactions and the macroeconomic analysis of economies. The course develops basic economic concepts including market analysis, trade, and demand and supply in the macroeconomy. Comparisons across countries provide a deeper understanding of business cycles, unemployment, monetary policy, economic growth, currencies and fiscal policy. These economic concepts provide tools to analyze current issues such as economic stability, debt crises and policies towards trade.

*Fulfills the Global Perspective requirement.*

**Faculty:** Wayne Gray, Ph.D., Professor, Department of Economics

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**EDUC 060: PUBLIC SCHOOLS AND DEMOCRACY**

From Colonial times to the present, Americans have looked to free public education to be the main instrument for all citizens to access political maturity and equality, as well as economic opportunity.
In 1848, educator Horace Mann wrote: "Education ... is the great equalizer of the conditions of men—the balance—wheel of the social machinery." In this seminar, using primary documents—laws, reports, and court decisions—both historical and contemporary, we will explore both the historical context and, especially, the current realities in public schools, to determine how effective they have been and are at present in carrying out this crucial responsibility.

Fulfills the Historical Perspective requirement.

Faculty: John Ameer, Ed.D., Visiting Associate Professor, Department of Education

EN 103: THE SUSTAINABLE UNIVERSITY

Urgency for the societal need to promote a sustainability transition is increasing as risks associated with climate change, biodiversity loss, deforestation, and other types of environmental degradation are increasingly threatening human well-being in complex ways. This course explores both the theory and practice of sustainability and sustainable development by examining the role of the university in promoting a sustainability transition. The role of universities in society involves more than providing formal course instruction for enrolled students; universities are also critical places of discovery and innovation, centers for political discourse, and catalysts for political action. This course focuses on sustainability at the university because institutions of higher education have unique potential to catalyze and/or accelerate a sustainability transition. In addition, the focus on the university provides a lens for examining how institutions with complex structures make a myriad of decisions with environmental consequences, a context for considering the broad role of education in sustainable development, and a framework and perspective with direct and personal connections for students to consider the challenges of promoting sustainability. In addition to reading and writing about theoretical perspectives on sustainability, social change, organizational change, and the role of the university in promoting a transition to a more sustainable society, students engage directly with the practical challenges associated with promoting sustainability through team projects focused on the Clark University campus and the Worcester community.

Fulfills the Values Perspective requirement.

Faculty: Jennie Stephens, Ph.D., Associate Professor, Department of International Development, Community, and Environment

ENG 114: AMERICAN TALK

This seminar explores the distinctive character of talk in the United States, with emphasis on the ways in which talk is associated with groups and situational identities. The course revolves around understanding the dynamic and diverse nature of talk as a cultural code and resource. Topics include the linguistic markers of regional and social dialects, styles of speaking, public discourse forms such as presidential debates, and television and film representations of American talk.

Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.

Faculty: Fern Johnson, Ph.D., Professor, Department of English
ENG 122: THE TERROR OF THE GOTHIC

“The apparent delight with which we dwell upon objects of pure terror is a paradox of the heart,” claims Romantic writer Anna Barbauld. In this course, we will explore our delight in terror through the world of nineteenth-century Gothic fiction, novels like Mary Shelley’s *Frankenstein* and Bram Stoker’s *Dracula*, a world of pain and destruction, fear and anxiety. In tracing the recurrent themes of sin, family dynamics, politics, and nature within Gothic fiction, we will examine both the relationship of this fiction to the dominant culture of the nineteenth century, as well as the dark underside this fiction represents. Following current literary scholarship, we will pose questions about representations of violence; the significance of fantasy and fear; and the role of gender, race, class and sexuality in this body of work. Throughout the course, we will discuss the legacy of this fiction in our modern obsession with horror in film, culture and novels.

*Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.*

Faculty: Lisa Kasmer, Ph.D., Associate Professor, Department of English

ENT 105: CREATING A CULTURE OF INNOVATION

Are creativity and innovation synonymous? How do you create and support a culture of innovation? This course will combine theory and experiential assignments to introduce students to the concepts of creativity and innovation as a source of social change. Students will gain a greater understanding of and appreciation for the creative/innovative processes and learn how to harness and direct those forces for themselves and others. This course will help prepare students to contribute in a unique and productive way to today’s entrepreneurial, societal, and organizational demands.

*Fulfills the Values Perspective requirement.*

Faculty: Staff

GEOG 028: DISCOVER WORCESTER

What is this city of Worcester? Discover it! In this class, we will explore and learn about Worcester using a variety of lenses: field trips, historical accounts and documents, contemporary statistical data, and scholarly analyses of broader US urban trends. We will visit cultural institutions such as the Art Museum, document social life via photography of streets and parks, and learn about the city from local experts. At the end of the course, you will be able to describe and critically assess Worcester in terms of US urban development, institutional and neighborhood resources, and your own experiences of its many landscapes.

*Fulfills the History Perspective requirement.*

Faculty: Deborah Martin, Ph.D., Associate Professor, Department of Geography

GEOG 072: LAND AND WATER RESOURCES

This First Year Intensive course is part of a Liberal Education and Effective Practice (LEEP) project concerning land use, water quality and human health in Worcester. The LEEP project is linked to local environmental organizations, and is coordinated with both GEOG280/380 Urban Ecology and EN177 Health and the Urban Environment. Students collect water quality data during field trips, organize
the information in a digital database, and perform statistical analysis. The course satisfies the Formal Analysis requirement for the Program in Liberal Studies. Prerequisites are high school math, such as pre-Calculus.

*Prerequisites: high school pre-Calculus*

*Fulfills the Formal Analysis requirement.*

**Faculty: Robert Pontius, Ph.D., Professor, Department of Geography**

**GEOG 080: READING THE FORESTED LANDSCAPE**

This First Year Intensive course will introduce students to New England’s forest ecosystems, the field of forest ecology, and the process of scientific inquiry. Understanding how ecosystems function and change in response to human activities and normal Earth system fluctuations is among the most important contemporary topics. Beyond having inherent scientific value, such knowledge has become integral to national and international policies and practices of ecosystem management. This intensive course will focus on forest ecosystems, which are one of the most important ecosystem types on Earth, and will consider fundamental ideas regarding how ecosystems are studied, how they function and how they change. As a First Year Intensive, this course will be small in size, will employ dialogical teaching, collaborative learning, and will also support students’ transition to college and the development of foundational skills necessary to succeed.

*Fulfills the Science Perspective requirement.*

**Faculty: Dominik Kulakowski, Ph.D., Assistant Professor, Department of Geography**

**HIST 040: THE WITCHCRAZE: WITCH HUNTS IN EARLY MODERN EUROPE**

From 1450-1750, hundreds of thousands of people were investigated for the crime of witchcraft across Europe and North America. Tens of thousands of them, mainly women, were executed. Over the course of the era, the figure of the witch as an ally of the Devil emerged and became an indelible part of Western culture. Yet scholars doubt that very many people in this period actually practiced witchcraft, or at least did so in the ways imagined by their prosecutors. The question then is why did all of this happen? How was the figure of the witch and the practice of witchcraft constructed? Why did they engender such panic at this particular time? Why were women so often accused? Why did the hunts begin and just as important, why did they end? This course will explore the history of the witch craze in order to provide the perspective to answer these questions. In the process, we will work on developing skills essential to the study of history: How do you pull the main points, the argument, out of a reading? How do you assess that argument? What is the raw material of history and how do historians use this raw material to write history?

*Fulfills the Historical Perspective requirement.*

**Faculty: Nina Kushner, Ph.D., Assistant Professor, Department of History**

**HIST 055: 9/11 IN FACT AND FICTION**

In the immediate aftermath of the 9/11 attacks, students at Clark and other universities across America remarked again and again that “everything is different now.” Nine years after al-Qaeda brought down the World Trade Center, however, many Americans question whether anything at all has changed,
either at home or abroad. This first-year seminar will examine this apparent contradiction by placing the events of 9/11 into historical context. Among the questions we will explore are: Were the events of 9/11 truly unprecedented in American history? Were the American public and their leaders aware of the rising tide of Islamic extremism during the 1990s? How did al-Qaeda's assault on America affect Arabs and other Muslims living in the United States? How have civil liberties in America more generally fared in the age of the Patriot Act? How have the events of 9/11 been depicted in literature, film, and popular cultural phenomena such as interactive video games? Each student will be expected to undertake an oral history evaluating the impact of 9/11 on his or her own family and to participate in a collaborative group project examining how the events of 9/11 affected the Clark community. The class will also take a field trip to New York City to visit Ground Zero.

*Fulfills the Historical Perspective requirement.*

**Faculty: Douglas Little, Ph.D., Professor, Department of History**

**ID 104: EXPERIENCING THE AMERICAN CITY**

This course will take a phenomenological approach to "experience the city," to how people feel the city, while seeking to grow fundamental skills to enhance and develop the ability of students to appreciate, feel, and do grounded work in the city. The course will be divided into four modules: 1) Working in the City; 2) Observing the City; 3) Researching the City; 4) Feeling the City. The first module delves into the meaning of becoming a professional working in cities by showing potential professional pathways to students relying on the real-life experience of Clark alumni, and exploring mentorship and summer internship opportunities. The second module will focus on enhancing students' "natural observation" abilities, a fundamental skill of good urban planners. The third module will focus on the basics of formulating good (applied) research questions about urban problems. The final module will touch upon some of the rich expressions, symbols, and images which urban life inspires by examining literary, musical, and culinary arts in the city. The course will rely on field work in some cities of Massachusetts. Students interested in working in multicultural, multi-ethnic environments and with diverse populations are particularly encouraged to take the course, as well as students of diverse ethnic/racial and social backgrounds.

*Fulfills the Values Perspective requirement.*

**Faculty: Ramon Borges-Mendez, Ph.D., Associate Professor, Department of International Development, Community, and Environment**

**IDCE 105: VISUALIZING HUMAN RIGHTS: CULTURE, LAW, AND THE POLITICS OF REPRESENTATION**

What do human rights look like? This seminar examines the advocacy strategies NGOs use to make human rights visible to different audiences the general public, government officials, policy-makers, international courts, etc. Particular attention is focused on the tactics NGOs employ to mobilize expert opinions, popular sentiment, and material resources to contest the status quo and to promote the protection of human rights. Students will gain familiarity with some of the key actors, legal frameworks, and best practices used in the “human rights community,” including their main strengths and weaknesses. They will also develop a grounded understanding of human rights campaigns and the role advocacy efforts play in shaping international affairs, legal proceedings, and moral debates. Finally, students will enhance their ability to critically analyze and to ethically employ the digital technologies (e.g. mobile phones, social media, crisis mapping, satellite imagery) that shape how human rights violations are visualized today.

*Fulfills the Values Perspective requirement.*
Faculty: Kenneth MacLean, Ph.D., Assistant Professor, Department of International Development, Community, and Environment

IDND 011: MAKING A DIFFERENCE

This course will offer a scholarly perspective on "making a difference," defined as the many varieties of social change ranging from philanthropy to political activism. Students will analyze how others have made a difference in a range of times and places, and will learn skills to make a difference at three levels: in their lives, on the Clark campus, and in the city of Worcester. This is a multi-disciplinary course in which readings will be derived from the fields of sociology, psychology, community development, urban studies, education, social policy, and political science. Themes of personal growth, leadership, collaboration, and activism will be explored. In addition to writing assignments, students will be expected to participate actively in class discussions and experiential exercises, as well as complete a structured service placement in a neighborhood agency. The concluding assignment will be a proposal for community-based social change activity.

Required for recipients of the Making a Difference Scholarship

Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.

Faculty: Micki Davis, M.A., Manager, Community Engagement Volunteer Program

IDND 021: QUEER HORROR

From Frankenstein to Freddy Krueger, the horror monster has thrilled and terrified horror fans for decades. What the general audience might not recognize is how the monster embodies society's anxieties, particularly those involving sexuality and gender. In this class, we will analyze a selection of horror novels and films, paying attention to how the monsters are "coded" as queer, exploring how the monsters are representations of popular culture's changing views on queerness, and considering how and why the queer monster has evolved over the decades. We will also consider how a queer audience might have responded to these monsters.

Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.

Faculty: Jennifer Plante, M.A., Director of the Writing Program and Writing Center

IDND 025: COMMUNITY LEADERSHIP

Transitioning to a new academic community comes with great expectations, an opportunity to define your sense of self, and the chance to grapple with new ideas and to experiment with different approaches to learning. This course will explore a broad definition of leadership to prepare students for an engaged and purposeful role as members of the Clark community. Through dialogue and readings from multiple disciplines/genres, students will increase their knowledge about community values, relationships and responsibilities. Students will be challenged to answer four questions as they transition into the Clark community: who am I; who am I as a new student at Clark; what does it take to be successful inside and outside of the classroom; and what is my role and purpose in this community? Course readings, research and writing assignments will focus on ethical wisdom, intentional decision-making and personal values.
Fulfills the Values Perspective requirement.

Faculty: Amy Whitney, MBA, Associate Director, Innovation and Entrepreneurship; Jason Zelesky, M.Ed., Associate Dean of Students

IDND 087: CHALLENGE CONVENTION, CHANGE OUR WORLD

The motto of Clark University is “Challenge Convention, Change our World.” But how does major societal change happen? What theories and paradigms exist to help us understand when change occurs or fails to occur? This course will use a series of case studies to introduce students to the analysis and theoretical dimensions of societal change within geography and allied social science disciplines. Among the cases we will study are the rise and fall in the popularity of living in cities, changing societal attitudes toward cigarette smoking, and the adoption of renewable energy technologies. Students will also have the opportunity to develop their own case studies, and will be presented with different ways of building capacity to lead and effect change. We will encourage social learning through dialogue and classroom discussions, lectures, multimedia presentations and guest speakers, capacity-building activities, and written assignments.

Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.

Faculty: David Angel, Ph.D., President, Clark University and Emily Gallagher, Ph.D., (Cand.) Lecturer, Department of Geography

JAPN 110: JAPANESE POPULAR CULTURE: NARRATIVES OF NATIONAL IDENTITY

We will examine popular culture in Japan – literature, film, anime, music, visual art – from the 80’s to the present, for ways it both shapes and reflects issues of cultural and national identity. Engaging with theories of popular culture and globalization, we will explore the production, consumption, and export of popular culture narratives about Japan. Topics for consideration include: Japanese “uniqueness”; gender role (de-)construction; historical consciousness and collective memory; cross-cultural fandom; kawaii and the contradictions of technology.

Attributes: Asian Studies, WGS, COMM

Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.

Faculty: Alice Valentine., Ph.D., Lecturer, Department of Foreign Languages and Literatures

MATH 110: DIVING INTO RESEARCH: GEOMETRY

Geometry is a branch of mathematics which closely relies on visual intuition. As such, parts of it are accessible even without obtaining extensive preliminary background, while still being deep and thought provoking. In this seminar-styled class we explore the subject from a number of different perspectives, thus demonstrating its richness. Among possible topics chosen are Projective and Differential Geometry, and symmetries and their relation to the mathematical concept of a group. Our guiding principle for these choices will be their accessibility to direct geometric intuition and imagination. The need for prior mathematical background will be kept at a minimum level. We will also be employing
computer graphics and related software for visual exploration. The main purpose is to have fun while appreciating geometry.

*Note: This yearlong course is 0.5 unit per semester, and the full year is necessary to obtain credit.*

*Math 110 does not satisfy any requirement of the Math major.*

*Fulfills the Formal Analysis requirement.*

Faculty: Gideon Bahir-Maschler, Ph.D., Associate Professor, Department of Mathematics and Computer Science

**MGMT 020: STRIKES IN AMERICA**

Strikes are the most exciting, controversial and unpredictable events in labor relations. In this seminar, we examine the evolution of strikes in the United States from their early use for organizing workers to their later use during collective bargaining. We examine the workers' right to strike and the employers' right to replace strikers, the various forms of strikes, the theory and practice of striking, the unions' reliance on community coalitions and political allies during strikes, and the ways that unions and employers manage legitimacy during strikes. The class will review the causes, tactics and outcomes of several recent strikes including those of nurses, baseball players, engineers, janitors, longshoremen, coal miners, teachers and slaughterhouse workers. Finally, we ask whether strikes are still effective in this age of globalization, plant relocation, low union membership, public indifference and management's frequent use of striker replacements.

*Fulfills the Values Perspective requirement.*

Faculty: Gary Chaison, Ph.D., Professor, Graduate School of Management

**MGMT 100: THE ART AND SCIENCE OF MANAGEMENT**

This course is designed to encourage students to consider how business is embedded into the larger society. It will introduce students to basic management skills and the context in which they are applied. Whether a person is working in a complex organization, such as a bank, university, high-tech firm, hospital or manufacturer; participating in a student-run activity; volunteering for a local nonprofit; or working a summer job—management skills are necessary. For management majors and minors, the course provides an introduction to the topics they will study in greater depth in their future course work. For students not majoring in management, it provides an opportunity to learn basic skills that will be helpful in their current and future activities in organizations. The course structure includes readings, lecture, service learning, case analyses, role plays and experiential exercises. The course involves considerable interaction between the professor and students, and among students, because the practice of management is about people working with, listening to, and respecting people who have different backgrounds, experiences and opinions. This class fulfills the Verbal Expression requirement.

*Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.*

Faculty: Barbara Bigelow, Ph.D., Professor, Graduate School of Management
MUSC 101: BACH AND BEFORE: STUDIES IN MUSIC BEFORE 1750

An exploration of European music from the Middle Ages through the Baroque period or from the 10th century AD to ca. 1750. This grand slice of music history--more than seven centuries--encompasses a fascinating variety of music: Gregorian Chant, Medieval polyphony, the Renaissance Mass and Motet, the birth of opera, the rise of instrumental genres, and the culminating achievements of the High Baroque. Through a mix of listening, reading, discussion and various written assignments, the course explores how music evolved and participated in the many major cultural, historical and social transitions between the Middle Ages and the Age of Absolutism. Several final weeks of the semester are devoted to the greatest musical figure of the mid-18th century, Johann Sebastian Bach. Previous musical experience is helpful, but not required.

Fulfills the Aesthetic Perspective requirement.

Faculty: Benjamin Korstvedt, Ph.D., Professor, Department of Visual and Performing Arts

PHIL 050: RELATIVISM & ABSOLUTISM ACROSS THE DISCIPLINES

We explore rival claims of relativists and absolutists in ethics, religion, math and the sciences, and consider some varieties of pluralism as option to these claims. Ours is a case-study approach. We study and evaluate the ‘Asian values argument’ against the universality of human rights, a feminist criticism of empirical science, and consider the exclusivism of contemporary religious fundamentalism. We begin with experiments in color perception and some simplified examples of alternate mathematics, and then study claims of cognitive differences across cultures. These case studies prepare us for an engagement with texts from Wittgenstein, Quine, Davidson, Nietzsche, Hegel, Habermas and Tillich that help us to think about a family of issues concerning meaning, interpretation, and truth that span disciplinary divides.

Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.

Faculty: C. Wesley DeMarco, Ph.D., Visiting Professor, Department of Philosophy

PHIL 065: TALKING FREEDOM

Freedom and liberty are regular topics in public discourse, and we often assume that they are well understood. However, the significant questions surrounding them suggest that this is not true. What exactly does the word "freedom" mean? When, and under what conditions, do we experience it? Is freedom a single thing or are there many kinds of freedom? Is it synonymous with liberty? How far does freedom extend? Are people really free, or are we constrained by physical, biological, or social factors? If our thoughts and actions are determined by external factors, is liberation possible? How might one attempt to achieve it? And how are constructive conversations about such contentious questions best conducted? Talking Freedom is a dialogue-based, first year intensive (FYI), philosophy course that will investigate these matters.

Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.

Faculty: Walter Wright, Ph.D., Professor, Department of Philosophy
PHIL 104: THE AIDS PANDEMIC

The global AIDS pandemic presents a public health challenge of unprecedented dimensions -- a challenge which will test not only our scientific and medical establishments, but our commitment to social justice, professional fidelity, interpersonal solidarity and, especially, to the care of the world's poorest and most disadvantaged populations. This seminar will draw on the rich philosophical, biological, epidemiological, legal, medical, and sociological literatures in order to examine a number of the moral and public policy issues which have been raised by the AIDS pandemic. Particular attention is given to the issues raised by the pandemic in developing countries.

Fulfills the Verbal Expression (VE) requirement. You must be placed at the Verbal Expression level to be admitted into this seminar.

Faculty: Patrick Derr, Ph.D., Professor, Department of Philosophy

PHYS 120: INTRODUCTORY PHYSICS - PART I. SECTION 1

A laboratory based modern mechanics course for science majors. This is a newly redesigned course to include hands-on activities, computer-rich laboratories, group problem-solving and an interactive environment. Two two-hour integrated lecture/discussion/laboratory session per week. Coverage is more in-depth than PHYS 110.

Fulfills the Scientific Perspective or Formal Analysis requirement.

Faculty: Michael Boyer, Ph.D., Assistant Professor, Department of Physics

PSCI 093: INTERNATIONAL HUMAN RIGHTS

This first-year seminar examines the evolution and development of international human rights norms and the design of legal instruments, such as the international criminal court and ad-hoc tribunals, to protect and promote human rights across the globe. The course seeks to introduce students to the study of human rights from an international relations perspective with emphasis on international law and organizations. The major focus of the course will be on issues such as slavery, genocide, child rights, women's political empowerment, discrimination, death penalty, economic rights, and civil and political liberties. Overall, emphasis of this course will be on understanding the impact of human rights norms on interstate relations, how human rights norms shapes the foreign policy of nation-states, and how states respond to international regime pressure.

Fulfills the Global Perspective requirement.

Faculty: Srinivasan Sitaraman, Ph.D., Associate Professor, Department of Political Science

PSCI 094: DICTATORS AND REVOLUTIONARIES IN LATIN AMERICA

This first-year seminar studies the stereotype of the Latin American military dictator or the leftist revolutionary which has become commonplace in contemporary culture. Whether it is the right-wing autocrat clad in Prussian-style military dress – General Augusto Pinochet of Chile or Alfredo Stroessner of Paraguay, for example, or leftist revolutionaries such as Fidel Castro and Ché Guevarra, bearded and combat ready in military fatigues, these stereotypical images convey to us in shorthand form understandings about Latin American society. They convey or reinforce the image of a militaristic and violent society, politically passionate and ideologically polarized. They convey the image of a society
where the use of force trumps the rule of law. As with all stereotypes, there is more than a grain of truth in these characterizations but also much insight or understanding that they foreclose. In particular, such stereotyping begs the question as to why Latin America's modern political history is rife with examples of political violence and extremism emanating from both ends of the political spectrum. This course seeks to enable students to answer this question. More broadly, it seeks to help students to develop their analytical skills and theoretical understandings of reactionary and revolutionary political movements. While the regional focus will be on Latin America, the skills development will be global in its applicability. Ultimately, the skills that students develop in this course should enhance their ability to think critically about contemporary incidents of political violence and inform their actions as concerned citizens.

_Fulfills the Global Perspective requirement._

**Faculty: Paul Posner, Ph.D., Associate Professor, Department of Political Science**

**PSYC 030: Twentysomething in the 21st Century**

First-year students are not only beginning their college careers, they are entering a new life stage. They leave behind adolescence, which entailed going through puberty, reaching sexual maturity, completing secondary school, and enter emerging adulthood, a life stage distinguished by instability, feelings of being incompletely adult, a sense of wide-open possibilities, and the beginning of moving toward enduring choices in love and work. This course will focus on development from age 18 to 29 in early 21st century American society. Students will learn how the typical experience of 18-29 year-old Americans today differs from past eras in American society, as well as the variations in emerging adulthood today, within American society and around the world. An important part of the course will be that students will learn to reflect on their own lives in historical and cultural contexts.

_Fulfills the Historical Perspective requirement._

**Faculty: Jeffrey Jensen Arnett, Research Professor, Department of Psychology**

**PSYC 193: Discourse, Commitment and the Search for Cool Identity**

This FYI explores how people make sense of themselves by what they say and how they say it ('discourse') - with a focus on the construction of a 'modern identity' and the sense of who we are. This particular semester we will focus on how the search for an authentic and unique sense of self is something that has resulted in modern times in more distant and 'cool' relationships with 'the other'—especially in romantic (typically hetero-) relationships. Since this course carries the _Language and Culture Perspective_, it is expected that students will acquire the basic skills in linguistics necessary for the acquisition of some basic _Maori_, and some in-depth analyses of discourse. Students will be expected to commit themselves to a high-level academic atmosphere and to a challenging workload that will result in stimulating class discussions.

_Must register for discussion section._

_Participation in Weekend Seminar required._

_Must register for discussion section. Fulfills the Language and Culture Perspective requirement._

**Faculty: Michael Bamberg, Ph.D., Professor of Psychology**
SOC 125: CITIES AND SUBURBS

Introduces urban sociology. Examines the historical structure and development of American metropolitan areas and community power, with special attention to changing functions of cities and suburbs. Examines different ways of life in cities and suburbs. Globalization and international comparative perspectives are also examined.

Fulfills the Global Perspective requirement.

Faculty: Robert Ross, Ph.D., Professor, Department of Sociology

TA 012: HOW TO ACT RIGHT-ON/OFF THE STAGE

How to Act Right is primarily a basic acting course but with an added research component. The content of the course is presented and explored through lectures and exercises. The students take their newly informed grasp of the art of acting and working from their experience with dramatic structure, character development and improvisation they break into research teams and explore acting throughout their everyday life and culture. Some possible topics would include acting and Presidential politics, the acting process in undercover work, acting and role playing in Psychology, and acting as metaphor in Literature, Philosophy and Spiritual Traditions. The training approach in the course is integral. Because acting demands that its practitioners utilize all aspects of their beings, students will work to develop their many levels of simultaneously, i.e. physically, emotionally, cognitively and spiritually.

Fulfills the Aesthetic Perspective requirement.

Faculty: Raymond Munro, Ph.D., Professor, Department of Visual and Performing Arts