**Biology**

**BIOL 233/333: Animal Locomotion**

How do vertebrate animals move? How is their movement affected by different aspects of their environment? What techniques can we use to study locomotion? These are the questions that students will grapple with as they learn about animal locomotion in an inquiry-based research course that will combine short lectures, demonstrations, reading and discussion of primary literature, and hands-on analysis of locomotion data in the form of high-speed videos. Students will learn about the biophysics of locomotion and motion analysis, and apply this knowledge to a research project, where they will collect data from high-speed videos, learn to formulate and test hypotheses about their data and write a report on their findings. Students will learn about various aspects of research, including scientific ethics, data collection and presentation, critical evaluation of the primary literature, and writing in a scientific manner.

Prerequisites: Biol 101 or 103, or Phys 110 or 120

M 2:50-5:50
Professor Philip Bergmann

**BIOL 237: Epigenetics**

With the completion of the sequencing of the human genome, where does science go now? Many scientists have chosen to investigate our genome at the level "above genetics", or Epigenetics. Epigenetic changes are not coded in the DNA sequence, yet they are heritable through mitotic or meiotic cell divisions. Although epigenetic phenomena have been noted for decades, seemingly disparate observations are only now coalescing into an emerging field of Biology. This seminar style course will investigate the molecular basis of epigenetics and allow students to present research articles and discuss the literature at the intersection of gene expression, chromosome structure, and chromatin dynamics.

Prerequisite: BIOL 118

M/W 12:00 – 1:15
Professor Robert Drewell
**Education**

**EDUC 153: Participatory “Action” Research with Youth**

This course focuses on what it means to research with (rather than on) youth from Main South in a process of mutual exchange and learning. Course participants will become familiar with what youth participatory (action) research is, and how it differs from other qualitative research traditions. Participants will try on the tools of research, such as observing and taking fieldnotes and interviewing, and will explore different ways of analyzing and representing data, taking into account issues around ethics, power, and the responsibilities of representation. Course participants will collaborate with youth and other members of the community to design, carry out, and present a participatory or participatory action research project. This course is designed as an introductory research course.

No prerequisites are required.
M/R 2:50 – 4:05
Professor Jie Park

**English**

**ENG 284/384: Topics in 17th- and 18th-Century American Literature**

Special topics in the earliest periods of American letters provide a broad historical foundation for literary study in all fields as well as the opportunity for in-depth investigation of critical issues of colonial and early Republic culture such as gender, race, religious discourse, scientific progress, and political contest. If taken at the undergraduate level, prerequisite: Major American Writers I or permission of the instructor. A student may take this seminar more than once, as long as the topics differ each time. For undergraduate English majors this course may satisfy the Period (C-1 or C-2) requirement. May be repeatable for credit. Special Topic Spring ’15, What’s the Matter with Early American Poetry?: In this course we will seek to overcome literary critical ambivalence toward colonial American poetry by considering newly canonical poets (Bradstreet through Wheatley) alongside more obscure versifiers whose poetic practice survives largely in fugitive print forms (such as broadsides and almanacs) or in manuscript. Who produces poetry in this period, and why? Who consumes it? Why does so much early poetry seem alternately formulaic and experimental? Can we learn to read poetry through a pre-Romantic lens? Several class sessions will be held at the American Antiquarian Society, and students will be encouraged to pursue archival research projects using a AAS collections and digital humanities resources.

Note: for English majors this special topic can fulfill B1 or C1 or C2.

F 1:25 - 4:25
Professor Meredith Neuman
GEOG 286/386.1: Special Topics: Environmental Justice Practicum

The class will pursue research on urban ecology and Environmental Justice in Worcester on 1) documenting the history, use and abuse as well as the value, meaning and potential future of Coes Pond and the Upper Blackstone River for people and other living beings in Worcester; 2) documenting and responding to the environmental contamination in Coes Pond in Worcester as part of a Citizen Science initiative and in collaboration with Public Lab to found a Worcester civil science group; 3) archival, experimental and field work on simple, alternative, living machine technologies for housing and/or for Coes Pond.

T 2:50 – 5:50pm
Interdisciplinary project and field class (field class time TBD)
Professor Dianne Rocheleau

Higgins School of Humanities

HS 012: Mindful Choices

What am I passionate about? Where do I find a sense of meaning and purpose? How do my interests and concerns relate to the choices I am making in my education? Am I on the right path? What is my intuition telling me about my life choices? What issues in the world do I care deeply about, and how might I best participate in our society when I graduate? What holds my attention, and calls for me to explore it further? What's next?!

Students are invited to explore and reflect on these questions in a new dialogue course called Mindful Choices. This guided, intensive arts immersion will offer students a chance to engage in creative practice and reflection as they consider paths of study at this important juncture of their undergraduate career, and encourage a more conscious commitment to the direction of their education. The process of exploration and discernment will be supported through artistic practice in the visual arts, music or creative writing, and through journaling. Students will receive a half-credit for the course, which is pass/fail. The Mindful Choices initiative is funded through a major grant from the Mellon Foundation.

All classes held at the Traina Center, second floor lounge

Module A: W 6 - 9 pm
Professor Sarah Buie

Module B: M 6 - 9 pm
Professor Jessica Bane-Robert

Module B: T 6 - 9 pm
Professor Valerie Claff
**History**

**HIST 232: Judaism and the Origins of Christianity**

Most people think of Christianity as having descended from Judaism. In this course, we will see that what we know as Judaism and Christianity both claimed ownership of the same textual tradition. Both developed within the same political and religious landscape of the eastern Mediterranean in the first century CE and both drew heavily on contemporary Greek philosophy and literature. Through close readings of the principal sources of Christian literature, such as Paul’s letters to the first communities of Christian believers and the Gospel accounts of the life and death of Jesus, we will examine how Christianity first came to claim the title of “New Israel” and how its controversial messianic interpretation of ancient Israelite prophecy shaped the evolution of rabbinic Judaism. Focusing on the historical context of the original Jewish-Christian rivalry, we will see how their momentous split continues to shape our own social commitments, perceptions of divine and human justice, and attitudes toward family, community and self.

T/R 9:00 - 10:15
Professor Olga Litvak

**HIST 251: Russian Literature and Philosophy**

Dostoevsky. Tolstoy. Chekhov. These names instantly evoke the golden age of Russian belles-lettres. But the masters of nineteenth-century Russian prose were not only great stylists and enthralling storytellers; they were also profound thinkers. Their work bears the imprint of an original approach to the deep-rooted contradictions that continue to bedevil the human experience: reason and faith, personal happiness and collective well-being, justice and mercy, passion and renunciation. In this seminar, we will read some of the classical treatments of these “accursed questions,” which both tormented and inspired the authors of those big Russian books that continue to challenge readers world-wide. Focusing on close readings of key texts, we will interrogate the relationship between thematic concerns and problems of style, in order to understand why and how Russian philosophy took the form of imaginative literature and to gain a deeper appreciation of the Russian contribution to European intellectual history. No background in Russian history is required; but be aware that the readings are substantial. This course may be your only opportunity to read War and Peace!

Seminar: M 9:00 – 11:50
Professor Olga Litvak

**HIST 271: Jews, Christians, and Muslims in Europe, 100-1900**

European Christians, Jews, and Muslims have lived alongside each other, in tension and in tolerance, for well over a millennium. Modern conflicts between these monotheistic religions dominate the European news cycle and political imagination. The recent history of the relationship between European Christians, Jews and Muslims is well-known and much-discussed, both in academic and popular analyses. But what exactly are the roots of these conflicts and confluences? This class will examine the relationship between Christians, Jews, and Muslims in Europe from 1100-1900. It will explore economic, social, cultural, intellectual, and political developments
during this period. In doing so, it will examine alliance and antagonism; tolerance and expulsion; assimilation and separation; and the long history of contemporary issues. This is a seminar course.

M 2:50 - 5:50
Professor Lucy Kaufman

HIST 274: Public History of the Holocaust

Maybe more than any other historical event, the Holocaust has drawn enormous and still increasing attention of broader audiences all over the world. Apart from ten to twenty thousand mostly academic books on the Holocaust, the murder of the European Jews during the Second World War is the subject of popular TV documentaries, box office hits, bestselling memoirs and novels, overcrowded museums, memorials and exhibitions, controversial curricula, spectacular trials, and professional or not so professional websites. Legions of archivists are striving towards saving the material remains of Holocaust for future generations, and politicians as well as demagogues invoke the Holocaust as that one cautionary tale, whatever their respective interest is. This course introduces into the manifold ways in which bloggers, journalists, moviemakers, curators, educators, and other practitioners create and present the Holocaust in the public arena. Exploring the contested nature of history itself and the continuous dialogue that the present engages with the past, the course trains students’ awareness of the chances and pitfalls of using historical knowledge in the public sphere. This course is a seminar.

W 9:00 - 11:50
Professor Thomas Kuehne

International Development, Community, and Environment

ID 108: What is Public Health?

What is public health? What is the role of public health in preventing disease and responding to different kinds of health challenges? Who are the key players in public health, and what are their roles and responsibilities? In this course students will be introduced to the field of public health as a mode of inquiry that focuses on population health and as a government institution that is designed to protect the public's wellbeing. With a growing recognition in the United States that every citizen deserves health care, informed and engaged citizens must understand the role that public health plays in maintaining a healthy populace. This course will examine the many intricacies of public health in the United States by focusing on the history of public health and the responsibilities and functions of public health and health care agencies. Much of this inquiry will employ classic case studies in public health, from seat belt laws to the events surrounding Hurricane Katrina.

T/R 6:00 - 7:15
Professor Zach Dyer
ID 220: Critical Pedagogy for Social and Environmental Justice: Liberal Arts Education in Practice

This course is a community-engaged intellectual exploration of ways to make your college education relevant to contemporary struggles concerned with social and environmental justice. We do so in the light of two difficult challenges. First is a far cry for production and dissemination of applied knowledge helpful for students to "Become a leader, collaborator, and creative thinker poised to solve the most daunting challenges of our time." Such learning needs to be should be connected with the "lived-in" experiences of students while in school and what they students aspire to do after they leave school. Secondly there is a widespread recognition that traditional views of education often entertained the notion that teaching should be apolitical, leaving values outside class room and only focus on disciplinary content. This view does not make a distinction between politics inherent in the disciplinary contents and methods of teaching. So the our learning endeavors will not be vulnerability to reinforcing dominant patterns of power and privilege and is itself therefore, hence inherently political. We need to change our methods of learning in the classroom in ways that blurs the boundaries between the academy and the requirements for students to engage in real world problems. The course is based on the premise pedagogy is a set of political, economic and cultural relationships that reflect the dominant social arrangements in society. Education is political activity closely interwoven with the economy and culture. Then the issues power and powerlessness have to be a part of the classroom learning experience to uncover these arrangements. This course does not begin with a discussion of politics, but political framings and implications of teaching and learning. That is we will unpack the political economy of teaching and learning in the liberal arts system. Then it explores the pedagogical theories and practices that contribute to social and environmental justice. Issues related to social and environmental justice through an interdisciplinary examination of historical, cultural, social, political, economic and environmental issues in the contemporary world. The goal is to help students to deepen their understanding of social justice issues and develop skills to engage in social justice related issues. The course will not only contribute to our understanding of social justice and environmental justice as a construct of inquiry will provide empower the students. It is an exploration of the relationships among oppression, power, society, education, and change and examines how history, power, economics, and discrimination shape societal perspectives and schooling practices, and considers ways to transform pedagogical practices. Two unique features of this course are student engagement with the activist organizations and activists conducting panel discussions in the class room. Hopefully during the semester both the instructor and the students will learn new ways to make liberal arts education relevant to issues faced in the modern world. Capstone eligible seminar.

W 6:00 - 9:00
Professor Jude Fernando

ID 223: Educational Policy Issues in Developing Countries: Course Value

This upper level undergraduate (juniors and seniors) and graduate seminar examines some of the most significant policy issues that "developing" countries grapple with in their efforts to improve the capacity of "human resources" to meet the assumed needs of the new knowledge economy. The course focuses on key policy issues in a variety of national settings in the areas of governance, management, and financing of education. It examines the basic socio-economic needs
and conditions that drive educational policy in "developing" countries, the practical and ideological considerations that influence policy responses, and the results and implications of various policy choices. While focusing on these broader issues, we explore the role of different stakeholders, including the state, local, regional and international organizations, and citizens in these policy debates and practices. Additionally, we will critically examine globalization's impact on educational policy, particularly its ideological influence on the financial and management arrangements for the provision of education.

F 9:00 – 11:50
Professor Nigel Brissett

ID 264: Advanced Topics in Development Theory: Pol/Econ Ethics Eating
This seminar provides students with an opportunity to engage in an in-depth study of some classical theorists of modernity and development. It aims to establish firm theoretical and textual foundations for the future study of politics, economics, culture and social relations related to "third world development." Topics vary. Spring 2014 topic: The Political Economy of Food and the Ethics of Eating Is it possible to eat in an ethical fashion in world with more than seven billion people? What would this entail? And what are the likely consequences of our choices upon others as well as the environment? This course examines the evolving political-economy and ethics of food production, distribution, and consumption and its effects upon our ecosystems, animal welfare, worker safety, consumer health, and cultural identities. Course readings introduce different theoretical frameworks and methodological approaches to the study of what we eat. They range from: historical accounts to food exposés and detailed empirical studies to forecasts of what we will eat in the future. All of them are provocative and they provide us with the opportunity to develop critical perspectives on the following: The development of a global food system and the industrial techniques used to sustain it: confinement livestock operations, genetic homogenization, fisheries and aquaculture, and (trans-) national supply chain management; contemporary debates over food safety: genetically modified organisms, oversight mechanisms, regulatory regimes, famine prevention and humanitarian relief; and the possibilities and limits of ethical alternatives: organics, locavore movements, fair trade, biotech, and food sovereignty.

T/R 10:25 - 11:40
Professor Ken MacLean

ID 282: Community Based Health Research
This course will provide students with a background in community health as well as experience in conducting research in the field. A trans-disciplinary, team-taught course, it will draw on and integrate the theoretical and methodological perspectives of fields including medical anthropology, GIS, environmental health, and environmental and social epidemiology. As part of a global health initiative within IDCE, it will build on methods and health courses across the department that use both qualitative and quantitative approaches. Chronic disease will be the focus of the course. Teams of students will partner with a community organization or local agency and jointly identify a research question related to chronic diseases to pursue. During the first module, students will work in teams to design a study, using qualitative or quantitative approaches or mixed
methods. Students will develop a literature review to situate their work in the appropriate research literature. Each group will present their study to the class and project partners and also critique the study designs of the other project groups. Preliminary assignments will include a research design, critiques of the research design and methods of recent journal articles, data collection, data analysis, and reporting on results. Overall, the project will give students experience in identifying a community health problem and designing a way to study it. Capstone eligible seminar.

M 6:00-09:00
Professor Marianne Sarkis

Languages, Culture & Literature

FREN 164: The Francophone Caribbean/Lecture
An examination of the societies, cultures, and writing from Haiti and the French Caribbean (Guadeloupe, Martinique and French Guyana). The course looks at Francophone Caribbean societies, their relationship with France both in cultural and political terms, the main socio-cultural challenges these societies face today, as well as the literary canon of the region. Conducted in French.

Note: This is a 100-level version of FREN 264.

T/F 12:00 - 1.15
Professor Odile Ferly

JAPN 275: The Japanese Warrior Tradition
This seminar will explore the construction of the Japanese samurai in literature and film. How have the ideals of the warrior tradition become such a powerful component of Japanese self-understanding as well as a key global signifier of Japanese cultural identity? How have representations of the samurai ethos from 1300 to the present informed gender norms, social expectations, and national identity? Students will investigate the historical and contemporary image of the samurai in a wide range of cultural production: literary texts, philosophical writings, art, film, and anime.

M/R 1:25 – 2:40
Professor Alice Valentine

SPAN 155: “Contemporary Cultural Issues in Latin America: Film and Essay”
SPAN155 is an analytical and creative course focusing on three expressions of creativity within media: Latin American films, essays and the final video projects of the students. We examine essential questions within the context of the unique perspectives of the essayists and directors. The essays and films illuminate contemporary reality and make the viewer or reader confront the moral and ethical dilemmas of Latin American society.

T/F 12:00 - 1:15
Mathematics and Computer Science

Information regarding Math course selection:

Some students took the math placement test in the summer, but did not place into any math class, not even Precalculus. Those students can retake the math placement test if they are still interested in taking a math courses. As before they have two attempts to pass it.

Students who placed into Precalculus cannot retake the test to place into Calculus. They can take Precalculus in the Spring if they want to take Calculus in the Fall.

We offer Precalculus (Math 119) in the Fall and Spring. The Calculus and Honors Calculus sequences (Math 120/121 and Math 124/125) always start in the Fall.

Students who got credit for Math 120 can sign up for Math 121 without instructor's permission.

Students who got credit for Math 121 can sign up for Math 130 in the Fall without instructor's permission.

Students who want to be Math majors, but are currently taking Math 120 should sign up for Math 121 and Math 114.

If you have an advisees (usually international students) who tell you that they have a strong math background, but no advanced placement, please let those students contact Professor Natalia Sternberg.

Psychology

PSYC 138: Health Psychology

Health psychology is a flourishing field that is devoted to understanding the interaction between psychosocial factors and health. This course provides a broad overview of theories, concepts, methods, and applications that form the core of health psychology. In this course, we will consider several areas of health and illness across the life span, including: stress and coping; the health care system; prevention and treatment of illness; etiology and correlates of health, illness, and dysfunction; and health promotion and maintenance. Students will also be encouraged to consider the ways in which psychological factors interact with social, cultural, economic, and environmental contexts to influence health. This course is also listed with Women’s and Gender Studies.

This course fulfills the Basic Processes requirement for the psychology major.

Prerequisites: PSYC 101
PSYC 210: Research on Ideology and Violence
This course provides undergraduate students with the opportunity to conduct research in the Ideology and Intergroup Violence Lab. Students in this course will be responsible for a variety of research tasks, including, but not limited to, data collection, data entry, data analysis, and scientific writing. The Ideology and Intergroup Violence Lab conducts research examining the etiology and prevention of intergroup violence, particularly in gender, race, nationality, sexual orientation, and other intergroup relations.

This course fulfills the mid-level Research/Lab requirement for the psychology major.

Prerequisites: Instructor’s Permission
Cap: 5
TBD
Professor Andrew Stewart

PSYC 241: The Psychology of Resistance during Genocide
This course fulfills the mid-level First Seminar requirement for the psychology major. What enables people to resist against violence and oppression, even when they are targeted and severely restricted such as during genocide? How do people overcome the uncertainty and fear that characterize these situations, and what motivates them to engage in resistance even when this can mean sure death? This seminar explores these questions about the psychology of resistance among victim groups during genocide and mass violence, drawing on oral histories and academic literature. This course is interdisciplinary, and addresses students of Psychology, Sociology, Holocaust and Genocide Studies, Peace Studies, IDCE, Race and Ethnic Relations, and other social sciences. Students in this course will (1) develop lay theories of the psychology of resistance; (2) work with video-recorded, archived oral history interviews that were conducted with genocide survivors during the Holocaust and other genocides; (3) integrate this knowledge with psychological and sociological literature on this topic; and (4) apply this knowledge to other contexts. Students will present their individual and group work in class and at Academic Spree Day.

Prerequisites: PSYC 101 or Instructor’s permission
Cap: 15
F 1:25 - 4:25
Professor Johanna Vollhardt
PHIL 070: The Educated Robot: Artificial Intelligence and Epistemic Values

Research in artificial intelligence is not limited to the project of manufacturing thinking machines. The scope of AI is in fact much more ambitious: artificial intelligence and cognitive science in general hopes to uncover the nature of all mental activity. At issue is the question: What conditions must be satisfied for any being, human beings included, to have a mind? One of the primary aims of this course is to describe the issues and questions that vex cognitive scientists and philosophers of mind. We will examine some of the scientific models of thinking currently available mechanismc and computational models in particular and attempt to assess some of the prominent criticisms that have been leveled against those theories. Additionally, however, we will pay particularly close attention to issues that touch on our epistemic values. Philosophers have focused, and not without good reason, on rather modest and mundane types of mental states basic sensory awareness and simple propositional knowledge, for example. We will take up the task of examining a wider range of epistemic (that is, knowledge based) values including understanding, comprehension, wisdom, good judgment and education. We will ask what it means to possess and cultivate these values against the background of a mechanistic conception of the world and the mind.

M/W 4:15 - 5:30
Professor Scott Hendricks

PHIL 135: Existentialism in Philosophy, Literature and The Human Sciences

Explores central existential themes such as the meaning of life, freedom and responsibility; the role of the irrational in human thought, action and expression; and the death of God in their historical, cultural and thematic context. Existentialism is treated both as a postwar cultural event and as a view of life's meaning and possibilities.

Fulfills Values Perspective (VP) requirement.

T/R 10:25 - 11:40
Professor Walter Wright

Philosophy 165 Asian Philosophy (33265),

In Asian Philosophy, we shall explore the wisdom traditions of Asia from a philosophical point of view, focusing Daoism, Buddhism, Confucianism, Vedanta, and the Satyagraha movement. What can we learn from such traditions? How are they best understood? What are their fundamental ideas, claims, assumptions, and implications? What truths do they offer? We shall look particularly to their conceptions of nature and community, the ideal person and the final reality, and the consequences of these conceptions for our common moral life.

M/W/F 11 - 11:50.
Professor Wes Demarco
Political Science

PSCI 218: Punishment and Crime
This class examines theories that seek to justify criminal punishment and then analyzes those theories in a series of case studies. We will explore retributive theory (punishment because it is "deserved"), utilitarian theory (punishment because of the consequences that it will produce), and expressive theory (punishment that expresses social values). Thereafter we will take up a number of specific case studies: homicide, conspiracy, attempt, the law of self-defense, hate crimes, and the death penalty. Our goal throughout the course will be to consider the ways in which criminal law enforcement allows us to better understand our society and its values.

T/F 2:50 – 4:05
Professor Paul Herron

PSCI 295: Globalization and Democracy
How does globalization affect democracy? As economics, politics, military action and social-change movements have become increasingly transnational, have state leaders become less accountable to their populations, and are they under little pressure to build liberal democratic institutions? Or has the increasingly global system been good for democratic state-building? Have transnational forces successfully pressured states to observe human rights and fight against corruption? Do they encourage state leaders to build accountable economic and legal institutions? We will examine a variety of states and their struggles to consolidate liberal democracies, including: Sierra Leone, Cambodia and Russia.

CAP 16
JRS/SRS ONLY

W 9:00 – 11:50
Professor Valerie Sperling

PSCI 296: Special Topics in American Politics: American Constitutional Development
Focus changes with each offering, depending on faculty interest. A past topic was "Politics of Rich and Poor." Open to juniors and seniors only or by Permission. Can be taken twice.

JRS/SRS ONLY
CAP 16

M 2:50 – 5:50
Professor Paul Herron

PSTD 289: (Seminar) Advanced Topics in Peace Studies: The Abolition of Violence
Is it possible to abolish violence? For centuries, activists have worked to abolish many forms of violence, including dueling, slavery, prostitution, and war. In this seminar, we will study the theories and methods used by historical and contemporary movements to abolish
different types of oppression and violence. How do activists go about transforming conflicts and building peace at the interpersonal, local, regional, and transnational levels? What skills do peacebuilders need in order to be effective? What kinds of ethical dilemmas do we face? In addition to examining historical case studies, each student will interview practitioners in order to conduct research on an existing anti-violence movement.

R 6-9 PM
Professor Sam Diener

Sociology

SOC 245: Sex and the Global City

In the age of neoliberal globalization, sexualities have become more and more visible in the landscape of international tourism and the market economy. At the same time, global cities as centers of the global economy have also become increasingly important spaces to understand sexualities. Focusing on relationships between sexuality and urban space, this class examines three interrelated themes. It begins with a short overview of the history of homosexuality in both American and European cities dating back to the nineteenth century continuing to the twenty first century. The relationship between capitalism and sexualities will be explored. The second theme covers current sex trafficking through examining the lives of Filipino hostesses in Tokyo. We will pay attention to the gender relationship between male Japanese customers and female hostesses including transgender women. The third theme is about how cultural tradition and social policies shape urban experiences of sexualities in different parts of the world. Thus, this class will move our gaze beyond sexuality as sexual behavior, sexual orientation and sexual identity. Instead, this class allows students to link this topic to urban planning, social policy, economics, culture, and social change at both national and global levels.

Fulfills the Global Perspective.

T/R 4:15 – 5:30
Professor: Lihua Wang

SOC 277: Social Determinants of Health and Public Policy

The social determinants of health are the conditions in which people born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The importance of social factors as underlying causes of health has been well documented. The public policy focus on individual lifestyle factors has made it difficult to develop interventions and policies that can effectively address upstream social determinants with the goal of improving health of vulnerable populations. In this class, we focus on the social determinants of health and health inequalities in order to understand the links between social inequality and its impact on health of the US population. We will review empirical evidence available on race, ethnicity, social class and gender inequalities. We will discuss the theoretical frameworks proposed to explain how social conditions impact health.
Prerequisites: SOC 200 or SOC 241 or SOC 250

F 9:00 – 11:50
Professor Rosalie Torres Stone

Visual and Performing Arts

**ARTH 220: Sub-Saharan African Art: Challenges of Evidence, Interpretation, Preservation & Ownership**

This seminar will highlight major issues in the study, interpretation and preservation of the arts of Sub-Saharan Africa, including recent studies challenging previously conceived beliefs regarding the art and architecture of this extensive, diverse region. Seminar participants will also explore the complex legal and ethical issues connected to African arts such as where and how objects are displayed in museums and other venues, disputed claims of ownership and future strategies for resolution.

T 2:50-5:50
Professor Beall-Fofana

**ARTS 280: The Expanded Mark: New Strategies in Drawing**

How do we define a creative mark? What purpose does it have and how do we make our mark in the world? These and other questions will be addressed through a series of drawing studies in which students create instances of gesture and meaning in unconventional ways. Giving equal weight to both aesthetic form and conceptual content we will explore contemporary art practices through diverse themes such as time, space, and improvisation. This studio workshop course will utilize non-traditional media, collaborative groups, interdisciplinary models, and site-specific projects.

Prerequisite: one art course recommended.

M/R 1:25 - 4:05
Assistant Professor Toby Sisson

**MUSC 013: Jazz Biographies: Miles Davis**

This class explores the impact of leading jazz musicians on 20th Century American music and culture. Through a combination of reading, listening and class discussion, we will use the life of an important jazz musician as a basis for understanding the developments of late 20th Century American Jazz and relationships to the surrounding arts and culture. The class will also explore the lives of ancillary characters (friends, colleagues and role models). Students do not need a background
in music theory. Students will need to be willing to critically listen and evaluate musical genres and styles and discuss their cultural and artistic contexts.

M/W 6:00 - 7:15
Professor John Aylward

**MUSC 176: A Capella**

Designed for students who sing, or are interested in singing, in an a capella group or a choir, this course introduces the fundamental aspects of a capella singing and conducting. Topics covered will include the anatomy of the voice and classical vocal technique; alternative vocal techniques including beat box, scat, overtone singing and yodeling; basic conducting and expressivity through gesture; effective rehearsal practices; IPA and lyric diction; basic harmony, intonation and blend; and how musical structure affects performance practices. The format of the class will alternate between seminar and lab. All students are expected to sing.

TBA
Professor Emily Isaacson

**MUSC 210 - Seminar in Music History and Criticism**

The topic of this year's Seminar in Music History will be Music and Politics. The seminar will explore interactions between music and politics. We will study the intersections of politics, culture, and music primarily in two particular contexts, Germany in the first half of the twentieth century and the US in the second half of the century. Focal points will include musical politics before and during the Nazi era in Germany, music and cold war politics in both countries, and the politics of popular music in the US in the 1960s and 1970s and beyond. The latter part of the semester will be driven by projects on topics chosen and designed by students. The course is open to any interested student. The coursework will be designed to be accessible to students who have little or no formal training in music.

The crucial prerequisite is a curiosity about music, politics, history, and cultural critique.

R 2:50 - 5:50
Professor Benjamin Korstvedt

**SCRN 225: National Cinema…Topic: Italian Cinema**

Owing in part to Italy’s precarious identity as a nation, Italian national cinema has been more closely bound up with issues of national identity and unification than other national cinematic traditions. At the same time, Italian films have consistently raised important political, moral, philosophical, and aesthetic questions about “Italy” as a project. Through a sustained study of Italian cinema, this course situates various concepts in film, media, and cultural studies (realism, auteurism, modernity/postmodernity, social geography, sexuality and gender, etc.) in relation to questions of nationhood and national identity. This course provides an historical
overview of Italian cinema from the silent era to the present, and will cover both art cinema (films by Rossellini, De Sica, Visconti, Fellini, Antonioni, Bertolucci, and Pasolini) and genre cinema (including comedies, peplums, Spaghetti Westerns, gialli, and poliziotteschi by Bava, Leone, Argento, Fulci, and others). It will also examine more recent developments in Italian cinema and media culture and Italian film studies.

F 1:25 - 4:25
Professor Michael Siegel

TA 225: Advanced Theatrical Design Projects
Introduction to painting and sculpting techniques for decorating the stage. Projects will include looking at a variety of historical and contemporary exteriors and interiors and learning ways to mimic elements of those interiors and exteriors in order to create a world on stage.

F 9:00-11:50
Professor Abigail Neuhoff