







(spring):

How can people believe in something that is opposite from what their eyes tell them? How can they believe in something so firmly that they are willing to give their lives in defense of their beliefs? Can our beliefs take us into fanaticism if we do not take into account the evidence of the senses? What is the proper way to combine seeing and believing? To address these questions, in this seminar we will read a novel by Arthur Koestler, *Darkness at Noon*, and the dramas of Sophocles, *Oedipus Rex*, *Oedipus at Colinas*, and *Antigone*. The theoretical part of our course will be based on the book by Rollo May, *The Cry for Myth*.



Common Area Designation(s): Philosophical Studies

C.I.S. Concentration(s): Africana Studies, Peace & Conflict Studies

(fall):

This class will start with Socrates, who was executed by the state of Athens, because he refused to apologize for speaking freely in the pursuit of truth. It will ask what free speech meant to Socrates, particularly in relation to the famous "paradox of learning." What kind of listening is necessary for true learning? We will study Augustine and Kierkegaard, who both suggest there is no authentic or free speech without the kind of radical listening that is able to respond to the paradox of learning. *This course entails a commitment to a Community-Based Learning component.*

(spring):

If the question of the freedom of speech is usually approached in terms of what we *may* say, this seminar will suggest that it is also about what we *must* say. If part of what we hear going on around us now is unjust, then that will require a response. In this seminar we will look at the tradition of resistance to racial injustice that consists in speaking freely even when that means breaking the law. Starting with John Stuart Mill, who argued that no opinion should be suppressed, we will go on to study J.L. Austin who challenged the hard and fast distinction between words and acts. We will study a range protest works, ranging from Malcolm X and Steve Biko,

Common Area Designation(s): Literature

(fall):

How did ancient Greeks communicate with the divine? How did many of these mortals *become* divine? In this seminar, we will closely read poetic and philosophical texts from the ancient Greek world, with an eye on the authors' involvement of the gods, and on how that involvement reflects their understandings of the human condition. We will be especially attentive to Greek ways of communicating with and hearing from the gods. We will also consider together how characters such as Homer's Achilles and the protagonists in Greek tragic plays, as well as real historical figures such as Socrates and the participants in Athenian mystery cults, made efforts to breach the boundary between human and divine, mortal and immortal.

(spring):

As we continue our study of human engagement with the divine in the ancient Mediterranean world, we will turn to Greece's geographical and cultural neighbor Rome, whose literature and physical monuments also interrogate the nature of deities, and are similarly steeped in the desire for dialogue with divine beings. Together, we will look closely at mythological, philosophical, religious, and areligious texts, along with memorializing objects such as honorary sculptures and funeral monuments. We will also be attuned to the echoes of Roman ideas about the divine in later eras and into our own times.



Common Area Designation(s) Arts

C.I.S. Concentration: Gender, Sexuality, and Women's Studies

(fall):

You are what you watch...or do you watch what you are? Is being male the same thing as being masculine? Does being a girl automatically mean you'll one day be a woman? Most importantly, where do we get those ideas and do we have the power to change them? In this seminar, we will look at a variety of gender representations in film, television, and other media to interrogate these questions. Students will explore developmental theory about masculinity and femininity and apply them analytically to films and television shows such as *Mean Girls*, *Psycho*, *Deadpool* and *Friends*. Our goal is to be able to think critically about the way representations and identity both shape and are shaped by our understanding of gender.

(spring):

We live in an environment in which marriage equality and the popular catch phrase "No Homo" coexist, albeit not in harmony. What does it mean to be Gay, Lesbian, Bisexual, Queer, Questioning or Asexual in 2018? For that matter, how has being straight evolved in

examining together the experiences of dislocation and trauma from diverse perspectives, we will consider how race, ethnic identity, gender, class and sexuality are constructed and interrelated. In the process, we will raise complex moral questions that challenge us to investigate the relationship between identity, community and justice and our own responsibilities as individuals and members of identity groups.

Common Area Designation(s):

sharpen our observation and writing skills to interpret a fuller meaning of portraiture and to understand better how the visual arts contribute to the creation of identity and community in a global context.

(spring):

Unlock the power of communicating through drawing! In this seminar, students will learn how to see and explore 3-dimensional space and objects and experiment with different media and processes to create 2





biocentrism, and ecocentrism) to see how other people have answered those questions. In the process, we will work toward answering these pressing questions for ourselves.

(spring):

The U.S.



change embryo biology. Among the many questions we will explore include: What happens when the nature of the embryo is disrupted? What do we consider to be unnatural and where, if anywhere, do we draw the line between natural evolution and unnatural human intervention? What are the consequences of malfunctions in the complex cellular and molecular dance that creates the adult body plan?

Common Area Designation(s): Literature

(fall):

In this seminar, we will strike out on a ramble through contemporary creative nonfiction nature writing. Together, we will explore how writers create the world on the page and use adventure as a means of discovery. Students will learn to read as writers, paying close attention to the choices writers make to produce certain effects in their essays and books. Students will also practice bringing together their emotional side (How does this make me feel?) with their analytical side (What formal choices has the writer made that could explain the way I'm feeling?). Weekly creative nonfiction assignments and adventures in the field will give students opportunities to experiment with their writing and help them build towards drafting a longer essay that we will workshop at the end of the semester.

(spring):

Since America's beginnings, the frontier has shaped our national identity and values. Frederick Jackson Turner claimed that westward expansion defined the American character because the wilderness forced pioneers to leave behind their old ways: "It takes him from the railroad car and puts in the birch canoe...Little by little he transforms the wilderness, but the outcome is not the old Europe...here is a new product that is American." In this seminar, we will read writers who critique the myth of the American frontier and examine the impact of our conquest on Native American. We will also explore how the story of westward expansion changes depending upon the gender or ethnicity of the person recounting it.



Common Area Designation(s): Social Science

(fall):

In this seminar, we will explore the American way of birth. How does it shape birth practices, outcomes and experiences? What role do mass media and biomedicine play in birth and what are the personal, social and ethical implications of hospital births? Why is birth the only condition where "well" people are admitted to hospitals? What role do alternative birth narratives play? What is post

Common Area Designation(s): Mathematical Science

(fall):

How are secret codes constructed? What weaknesses allow them to be cracked by clever analysts? Welcome to cryptology, the scientific study of encoding and decoding secret messages. In this seminar, we will explore the mathematics of encryption, while investigating the development, strengths, and weaknesses of historically significant cryptosystems. These include the nomenclator used by Mary Queen of Scots in her quest to dethrone her cousin Elizabeth, and most thrillingly, the ENIGMA machine used during World War II. Along the way, we will delve into the lives of code creators and the clever analysts who cracked the codes, such as the Polish and British heroes who cracked the seemingly unbreakable ENIGMA. *Students in this course should have a strong competence in high school algebra, and an aptitude for analytical thinking.*

(spring):

How does Amazon.com keep your payment information secure when you order online? Does the nature of social media influence the way you present yourself and interact with others online? Is there a divide between your actual self, and your digital self? Secure electronic communication is vital to modern society in many ways, and cryptosystems are at the heart of this. These mathematical systems rely on the stunning development of public key cryptography, a concept born in the computer revolution of the 1970s. In this seminar, we will focus on these modern cryptosystems, the visionaries who created them, and the advances in computing that make them secure. We will also examine the significant impact that electronic communication has on the self. *Students in this course should have a strong competence in high school algebra, and an aptitude for analytical thinking.*

Common Area Designation: Social Science

(fall):

Common Area Designation(s): Historical Studies

(fall):

