Spring 2016: Special Topic Descriptions

Creative Writing – CRWR

CRWR 184Q(01), CRN 24400: Science, Technology & Creative Writing
It’s true: creative writers can and do write about anything. It might be one of the best-kept secrets, but there’s a wealth of creative writing that uses science and technology as subject matter and as inspiration for poetic form and language experimentation. In this course, we’ll read modern and contemporary writers who are just as at home in the physical realm as they are in the poetic or metaphysical realms, and we’ll take our inspiration from them, and from one another, as we write new work. Students without science or technological backgrounds are absolutely welcome.

CRWR 185D(01), CRN 24358: Keeping a Journal
Using Lynda Barry’s book *Syllabus* as an inspiration this class will be an exploration of the artistic benefits of keeping a journal. Students will be required to keep a daily journal, using exercises as prompts for noticing the world, for becoming aware of how to be present with our own selves and our inner lives while also coming to understand the importance of observation and seeing what’s there right in front of us. Prompts will come in many forms and generally engage questions that writers are constantly asking either indirectly or directly: What makes good art? Where does imagination come from? How do we steal from books we love? Can creativity be contagious? Why do details matter? How does writer’s block get broken? What is bad writing? Why does art exist? In addition to Lynda Barry we will also look at journal excerpts from Anais Nin, Sylvia Plath, Virginia Woolf, Ann Frank, Susan Sontag, Vladimir Nabokov and others.

CRWR 185E(01), CRN 24688: Character and Conflict
A character desires (or needs, or wants) something; she or he goes out to get it. Obstacles -- both internal and external -- present themselves, creating conflicts. A character engages these conflicts, and the narrative emerges. You can't have a narrative without conflict; you can't have compelling conflict without compelling characters. In this advanced fiction writing workshop, we will focus particularly on the relationship between character and conflict: the ways that characters define themselves by the choices they make when confronting obstacles, and how these choices largely shape the progression of the narrative.

CRWR 185G(01), CRN 24744: Creative Nonfiction: The Essay
In this advanced nonfiction writing seminar, we will focus on the many forms of the essay. Class-time will be devoted to discussion of published works as well as lightning round pitch slams and student workshop. Readings will include a host of model pieces pulled from the *New Yorker* anthology of profiles, *The Art of the Personal Essay*, and sourced from our reading of contemporary magazines, websites, and the paper version of *The New York Times*. We will concentrate on three forms of creative nonfiction for this class: arts & culture, the profile, and the personal essay. Students will be responsible for leading a class discussion on one of the three essay types (group presentation) and a publication of their choice (individual presentation). In the end, students will turn in a portfolio of three revised essays tailored to specific publications.

CRWR 198D(01), CRN: 24359: Imitation & Discovery
This advanced poetry writing course emphasizes the close reading and analysis of student work, with special attention to the process of discovering one’s voice through imitating the work of a wide range of published poets. Students will be encouraged to explore strategies that spur the development of their own individual style: to deploy different stanza patterns and rhetorical forms and to experiment with diction, syntax, rhythm, and tone. Throughout the semester we will discuss modern and contemporary poems that serve as models for imitation and discovery—engaging us in dialogue with essential elements of the poet’s craft. Prerequisite: CRWR134; additional coursework in poetry is recommended, but not required.

Engineering – ENGG

ENGG 197H (01), CRN 24896: Design of Foundations
Design of spread footings, combined footings, and mat foundations; Rankine lateral earth pressures, and design of retaining walls, sheet piles, and braced cuts; drilled piers and caissons. Slope stability analysis, and overview of foundation design in weak soils.

**English – ENGL**

**ENGL 008B(01), CRN 24404: Shakespeare’s Game of Thrones**
A deposed king, two aristocratic families battling for the throne, a treacherous host who murders his royal guest, witchcraft, burning at the stake, a deformed uncle suspected of murdering his royal nephew, monarchs descending into madness—Shakespeare wrote about all of these before George R. R. Martin ever imagined Westeros. Before Martin’s Stark and Lannister, there was Shakespeare’s York and Lancaster. In this course we will explore how Shakespeare portrays medieval Britons playing the game of thrones and how actors and directors have interpreted Shakespeare’s texts on stage and screen. Readings will include *Richard III* and *Macbeth*. Sorry, no dragons.

**ENGL 008D(01), CRN 24843: Writing and Publishing: An Overview**
In this one-credit seminar, we will interrogate the art and business of writing for publication: what it takes to create a story, as well as what it takes to publish one. Multiple genres (fiction, poetry and creative non-fiction) and mediums (books, magazines, lit mags and digital) will be considered and explored. We will look to the masters of the craft and contemporary writers as case studies as a way to question the meaning of publication, and what happens to texts and authors when they are published.

**ENGL 198L(A), CRN 24417: Literature, Trauma & Climate Crisis**
This course centers on an urgent question: since we know the climate crisis will mean global catastrophe unless we very quickly mount a meaningful response, why have we so far utterly failed to do so? We’ll approach that question in light of the growth, over the past few decades, of a cultural interest in trauma, especially the development of “trauma theory” and of what we might call the literature of trauma. This will help us consider, for example, what kind of knowledge is at stake when we say we “know” that catastrophe will follow from inadequate action; what does it mean, that is, to become aware of reality if such awareness challenges your capacity to process what you see? We’ll read some trauma theory (from, for example, Cathy Caruth’s *Unclaimed Experience* and Roger Luckhurst’s *The Trauma Question*), but will focus mostly on works of literature. For the most part, these won’t engage climate change *per se*, but will be texts that struggle with trying to give shape and meaning to experiences that seem, by definition, to defy such attempts. In addition to selections from trauma theory, possible readings include W. G. Sebald’s *Austerlitz*, D. M. Thomas’s *The White Hotel*, and Art Spiegelman’s *Maus* (texts that grapple with the problem of representing the “Holocaust”), Russell Hoban’s *Riddley Walker* and Cormac McCarthy’s *The Road* (grappling with how to represent a nuclear apocalypse, and the consequent climate change), and Toni Morrison’s *Beloved* (grappling with how to represent knowledge of slavery). We’ll also compare such attempts to formulate traumatic knowledge with the sort of widespread representations of climate change that construct it in the public sphere.

**ENGL 198V (01), CRN 24419: Bitter Sugar: British Literature & Addiction**
Satisfies 100-level elective and pre-1900 requirement for Creative Writing and new Literature concentration

This course traces the emergence of modern concepts of consumption, desire, and addiction, through selected works of British literature that span the eighteenth and the nineteenth centuries. To illuminate these cultural contexts, we will read literary works such as Jane Austen’s *Mansfield Park*, Aphra Behn’s *Oroonoko*, Emily Bronte’s *Wuthering Heights*, Lewis Carroll’s *Alice in Wonderland*, Samuel T. Coleridge’s “Kubla Khan,” Alexander Pope’s *The Rape of the Lock*, Christina Rossetti’s “Goblin Market,” and Jonathan Swift’s *A Modest Proposal*, alongside non-fiction works such as Thomas De Quincey’s *Confessions of an English Opium-Eater* and Stanley Mintz’s *Sweetness and Power: The Place of Sugar in Modern History*.

Beginning in the late seventeenth century, new products such as coffee from Arabia, tea from China, and sugar from the Caribbean, began to flow into English ports. In the wake of the institutionalization of the trans-Atlantic slave trade and the conquering of vast overseas territories in the 1700s, English writers began to consider how an expanding British empire, centered in London, was radically altering domestic cultural practices. The recasting of an individual into a consumer—or a “person of taste”--driven by a desire for imported commodities occurred during
this period, along with the transformation of daily rituals and habits. Concurrently, coffeehouses, pleasure gardens, and underground opium dens opened to cater to these new consumers. At the same time, many of the commodities upon which the English were now dependent were being produced by men, women, and children who were either enslaved or exploited for their cheap labor. As the literary texts in this course juxtapose the worlds of the imperial capital and the colony, they foreground questions relating to broader issues of economic injustice, racial division, and gender.

For example, how much did the English know (or wish to know) about the methods of production and trade that brought coffee, tea, and sugar to their tables? In turn, when and why did opium become integrated into English life, acquiring a status nearly on par with that of tea? When were products such as these consumed for pleasure alone and when were they taken to enhance mental acuity? Did the rapacious consumption of imported goods come disturbingly close to irrationality, or outright addiction—inciting desires that could never be fully satiated? Why were Englishwomen often blamed for consuming these goods in excess? Or, did women gain a new cultural prominence as they moved from the private sphere into the marketplace? When did English children first acquire a taste for such goods? Did global trade taint everyone who participated in its expansion or only those who profited directly from its most exploitative practices? In considering such questions within this course, we will seek to understand the early modern origins and workings of what we have come to know as the psychology of consumption and addiction. Course requirements: weekly reading responses; two papers; and two exams.

ENGL 198W(A), CRN 24420: Children’s and Young Adult Literature

“The child is father of the man”— William Wordsworth

In order to further understand and appreciate the increasing importance and popularity of these two genres in the literary world, students will read a variety of children’s and young adult literature and discuss significant themes such as inequality, individuality, suffering as entertainment, technology and modernization, consumerism, bullying, death, fear, perseverance, and community. There will be five short papers assigned. Students will have the option of writing a final analytical essay or making their own children’s book. Texts may include: The Hunger Games by Suzanne Collins, Feed by M.T. Anderson, The Giver by Lois Lowry, The Dreamer by Pam Munoz Ryan, The Graveyard Book by Neil Gaiman, and Life Doesn’t Frighten Me by Jean Paul Basquiat and Maya Angelou.

ENGL 198X(01), CRN 24421: Unruly Bodies in 19th Century Literature

This course focuses on representations of unusual bodies in nineteenth-century American literature. The texts we will read explore the relationship between a person’s physical body and his or her identity through characters whose bodies confound legal codes, social customs, and literary conventions. Readings may include Robert Montgomery Bird, Sheppard Lee (1836), Julia Ward Howe, The Hermaphrodite (2004 [c. 1847]); The Bondwoman’s Narrative by Hannah Crafts (2002, [c. 1855-59]); Herman Melville, The Confidence Man (1857); Harriet Prescott Spofford, “The Amber Gods” (1860); Louisa May Alcott, “Behind A Mask” (1866). Collectively, these texts provide the opportunity to examine social and political inequalities rooted in the denigration of physical variation, to imagine alternative forms of community not based on exclusion, and to affirm ambiguous, strange or otherwise different forms of embodiment as sources of pleasure, beauty and political insight.

French – FREN

FREN 180F(01), CRN:25019 (LT): Women in French and Francophone Narratives: Prostitutes, Lesbians, Drag Queens

Women in literature, especially female characters drawn by male authors, have long been a subject of study. When men choose to depict prostitutes, lesbians, and drag queens, they use a particularly intriguing set of narrative strategies. Our critical examination of these strategies seeks to uncover not only the redeeming nature of these female types, but even more so, how and why the male authors present women in this way. But here’s the twist: While Adolphe Belot portrays two lesbians; his depiction of the male protagonist shows him to be clueless and arrogant. Then Michel Tremblay gives us a drag queen who clarifies exactly how and why she is not to be considered a wannabe woman. Finally, George Sand (a woman!) interprets a prostitute’s situation from a sensitive perspective without all the same claiming to redeem her.
Global Studies – GS

GS 014S(01), CRN:24477 (BH, IS): Immigration & Literacy: How Anime, Comic Books, TV and Bengali Clothing Transcend Space and Time
Today, a Bengali American Teenager can interact with Japanese manga and anime, engage with *the Walking Dead* comic books and the TV show, and dress in traditional Bengali clothing for family occasions. This would have been inconceivable a generation ago. How has it become possible? In this seminar we will focus on migration trends, transnational literacy and new media practices. We will try to understand how texts and practices are influenced by global society, cultural affiliations and the transnational flow of goods and products. We will examine how current literacy and popular cultural practices transcend space and time, and reveal local, national, and global relations. New York City will serve as a backdrop for our discussions and ethnographic understandings of transnational practices. Students will visit the museum of Chinese in America located in New York City’s Chinatown, the Asia society located on the Upper East Side, and other Manhattan institutions.

*Please note: This course satisfies a University graduation requirement in either the Social Sciences or Interdisciplinary Studies category.*

GS 104M(01), CRN:23749 (IS): Globalization & Cinema
This seminar course will analyze the impact of globalization of the nature of work in America by focusing on important American movie from the last three decades, together with two key texts, *The Unwinding* by George packer and *Pivotal Decade* by Judith Stein. These two texts and the selected movies (such as, *Network, Roger and Me, Falling Down,* and *Wall Street*) will form the backdrop for each of the weekly seminary topics.

Geography – GEOG

GEOG 014S(01), CRN: 24472 (BH,CC): Child Labor in the World Today
After a general overview of child labor in the world today, we begin a country-by-country approach to this complex issue. (The students participate in the decision about which countries to study in more detail.) We then focus on the country-specific historical and societal context of child labor issues, coupled with a study of governmental policies and nongovernmental organizations’ strategies to help alleviate the problems related to child labor, such as poverty and inadequate access to education. The course is based on lectures, documentary films and discussions, and includes one semester hour of instruction in library research methods.

*Please note: This course satisfies a University graduation requirement in either the Social Sciences or Cross-Cultural category.*

History - HIST

HIST 006K(01), CRN 24399: Changing Societies: Reading the Newspaper
This course focuses on what one can learn about history by reading the newspaper. With a focus on the United States, we will discuss how we read and analyze the news, how to follow a news story over a period of time, and how to discuss those stories. We will also discuss the relationship between news literacy and citizenship, considering the role of a free press and an educated readership in a democracy

HIST 168(01), CRN 24384: World War II in Asia
This course explores select topics on World War II in Asia and the Pacific, including Japanese imperialism and colonialism, civilian experiences during the war, the U.S. policies toward Japanese Americans, issues on the Atomic Bombs, and sexual violence and slavery carried out by the Japanese Military or the so-called “comfort women” system.

HIST 177G(01), CRN 24393: History of Surveillance
Most people today spend at least part of their day working on computers linked to the Internet and larger networks, answering their “smart” phones, sending emails, downloading music and video, catching up with friends on Facebook, posting their work to Google, paying for something with credit and debit cards. All of these activities leave a digital trail - for governments, businesses, and others to access -- by which we are snooped on and
monitored. The Internet is only a logical extension of longer-term history focused on surveillance and the
technologies developed to make our lives more convenient, “instant”, observable and controllable. This course will
span many centuries to examine the role of surveillance in the creation of the nation state and how we have been
“identified,” “documented,” “cataloged,” and surveilled or otherwise watched. Readings will include articles and
books, among others, by Jeremy Bentham, Michel Foucault and Christian Parenti’s *The Soft Cage: Surveillance in
America from Slavery to the War on Terror.*

**HIST 178C(01), CRN 24394: Democracy to Dictatorship**
Why was it that the incredibly successful system of Roman democracy - under which one city came to rule most of
the known world - crumbled and was replaced by dictatorship? How did that democracy work over the course of
imperial expansion and why did if ultimately fail to sustain itself? What did dictatorship offer which a republican
system did not? In this course, we will trace the history of the Republic's collapse in the ancient sources, and grapple
with the centuries-old debate about why it fell. [Students must also register for Hist 009C]

**HIST 178C(02), CRN 24395: History of the Mafia**
Why does American culture have an obsession with the Mafia? Is the mobster simply the descendent of the cowboy,
or something else? Why is the concept and perception of the Mafia different in Italy? This course examines the
historical and sociological origins of organized crime in Sicily (Mafia), Naples (Camorra), Calabria (Ndrangheta),
compared to the United States. A central concern will be with representations of the Mafia in cinema and popular
culture, from Coppola and Scorcese to Roberto Saviano and Matteo Garrone.

**HIST 188A(01), CRN 24396: The Politics of Popular Culture**
More than ever, popular culture mediates information and politics. This advanced research seminar takes up the
theme of politics and popular culture. Our case studies may include Trinidadian calypso, South African rugby, or
puppet theatre in Japan. An examination of the history of creative cultural practices opens new avenues for research
on gender, sexuality, ethnicity, and nationalism. We will work together on primary source analysis, historiography,
and research collection to produce an original 20-25 page paper. [Students must also register for Hist 009D]

**Health Professions –HPR**

**HPR 179H (01), CRN: 24849, CORRECTIVE EXERCISE STRATEGIES**
The purpose of this course is to explore the application of posture and movement screening approaches (e.g. FMS)
in evaluating static position and functional movement capacity related to everyday tasks as well as exercise and
athletic activities. Strategies that are commonly implemented by allied health professionals, strength and
conditioning coaches, and exercise specialists to correct imbalance, immobility, and instabilities will be examined in
detail, while incorporating the philosophies and approaches discussed in current literature and through various
governing bodies (e.g. National Academy of Sports Medicine) in this field.

**HPR 179I (01), CRN: 24878, Psychology of Sports Rehabilitation**
This course is designed for students anticipating employment working with physically active persons or athletic
teams as an athletic trainer, physical therapist, fitness professional or coach. Course work includes classroom
lectures and practical application of current athletic training policies, procedures and practices in relation to Sports
Psychology.

**HPR 280C ( ), CRN: ADVANCED SKELETAL MUSCLE PHYSIOLOGY**
This course is designed to develop and enhance the student’s knowledge and understanding of the field of muscle
physiology. The course will focus on the relationship between cellular structure/function, muscle tissue
histology/organization and the functional properties of skeletal muscle as it impacts muscle performance in both
exercise and pathological situations. Material regarding cellular organization of skeletal muscle tissue and the
individual cell types which make up skeletal muscle will be covered in addition to histological and ultra-structural
organization of skeletal muscle.

**Information Systems –IT**
IT 257B (A), CRN: 25130, Web Analytics
The course is designed to provide students with the foundational knowledge and theory of digital analytics as it relates to practical applications in a business environment. The course focuses on data collection, analytic techniques, tools and analysis of social media and web usage data. The topics covered in this course include, analytical techniques, quantitative and qualitative data in the digital era, data collection methods, performance indicator development, tools and applications (e.g. predictive models for recommendations, sentiment analysis and segmentation/profiling).

Jewish Studies – JWST

JWST 101F(C), CRN 24499 / RELI 140U(02), CRN 24511: Post-Holocaust Jewish Though
This course seeks to introduce students to the post-1945 revolutionary engagement of Jewish thought with religion, politics, race, and sexuality. It will survey major trends and open the space for in-depth readings of Jewish thinkers who write in the shadow of but no limited by Holocaustic historical memory. Topics will include discussions on the ethics of survival, the role of political empowerment, the heritage of those defeated by genocide, the changing conception of race and gender, and the space for a global justice project. This class will be helpful for students interested in one or more of the following disciplines: philosophy, history, rhetoric, political science, and sociology.

JWST 101E(A), CRN 24498 / RELI 140T(01), CRN 24510: Anti-Semitism, Islamophobia, Racism: Global Perspectives
This course introduces students to the relation among racializations of Jews, Muslims, Natives, and Africans throughout the modern period. It surveys the economical, religious, and philosophical discourses that have made the hatred toward certain social groups one of the most persistent political problem in the US and globally. This class provides students tools to analyze media discourses about terrorism, secret world plots, gang violence, fundamentalism, and political uprisings/riots. Students interested in one or more of these areas are encouraged to enroll: Jewish and Muslim Studies, Middle Eastern Studies, Religion, Latin American and Caribbean Studies, African Studies, Economics, Philosophy, Political Science, Anthropology, and Communications.

Journalism – JRNL

JRNL 180A(A), CRN 25046: Sports Journalism and Social Media
Pre-requisites JRNL 10 and JRNL 11, or PR 103 and PR 106, or permission of instructor
This class will teach students how cover live sporting events on social media and to build an effective social media profile. Students will explore how the news breaks on social media, gain practice covering live events on Twitter, and learn to use all the social media tools at their disposal to help build and market their brand as sports reporters.

Mass Media Studies – MASS

MASS 181C (DL), CRN 24897: Social Media Law and Ethics
The growth of social networks among all segments of the population during the past few years has been phenomenal so it is to be expected there will be vexing, certainly novel regulatory issues continually emerging. Many, in frustration, have noted that law plays catch-up and ethics is a reaction to behavior and conduct. The combination is pushed into new vistas with the constant acceleration of Social Media. The ethical and legal limits of free expression in this new media landscape are beginning to emerge both domestically and internationally. Social media space presents a staggering breadth of matters to consider: copyright and trademark, along with defamation, privacy, harassment, stalking, cyber-bullying, contracts, advertising, censorship issues, to name a few. Myriad standards of professional ethics command compliance in order for various media industries to function. This course will address the scope and nature of this newly developing environment of expression.

Philosophy – PHI

PHI 005F(01), CRN 22759: Insights: Friendship
Friendship is a crucial part of a good human life. But many puzzles arise: Does friendship have to be mutual, or can it be one-sided? Does the term "friendship" apply only to deep and significant relationships, or to shallow ones, too? Can people be friends if they are very different from each other, or do they have to be similar? What is the place of friendship in the larger context of the things we value, like ambition, community, or morality? What if you have to choose between your friend's interests and your own? Between your friend and your ideals? This 1-credit course has no prerequisites, and doesn't presuppose prior experience in philosophy.

PHI 009F(01), CRN 24444: Philosophy Studio: Philosophic Themes in Film
This 1 credit course is designed as a supplement to PHI 16: Philosophic Themes in Film. Some of the more complicated films that will be discussed in PHI 16 will be presented, in order to facilitate a more focused, philosophical discussion of them. The films will include: Inception, Memento, Moon, Gone Baby Gone, and the Seventh Seal. Discussion after the presentation will focus on the plot, sequence of events, and various interpretations of them. Students will keep a journal, in which they will respond to sets of questions aimed to assist the exploration of various aspects of the films and the way that they help to illuminate the philosophical issues that arise in them. Students must contact the course instructor, Prof. Karofsky, in order to be approved to enroll in this course.

PHI 009W(01), CRN 24910: Philosophy Studio: Writing a Philosophy Paper
• Collaborative, workshop style course.
• Begins with readings and discussion on writing philosophy papers.
• Each student develops a paper topic and reading list (in consultation with instructor) on the topic.
• Students read and critique one another’s papers, and revise on the basis of peer and instructor critique.
• Revised paper submitted at end of course; it is graded on the extent to which it has been improved.

Religion – RELI

RELI 140U(02), CRN 24511 / JWST 101F(C), CRN 24499: Post-Holocaust Jewish Though
This course seeks to introduce students to the post-1945 revolutionary engagement of Jewish thought with religion, politics, race, and sexuality. It will survey major trends and open the space for in-depth readings of Jewish thinkers who write in the shadow of but no limited by Holocaustic historical memory. Topics will include discussions on the ethics of survival, the role of political empowerment, the heritage of those defeated by genocide, the changing conception of race and gender, and the space for a global justice project. This class will be helpful for students interested in one or more of the following disciplines: philosophy, history, rhetoric, political science, and sociology.

RELI 140T(01), CRN 24510 / JWST 101E(A), CRN 24498: Anti-Semitism, Islamophobia, Racism: Global Perspectives
This course introduces students to the relation among racializations of Jews, Muslims, Natives, and Africans throughout the modern period. It surveys the economical, religious, and philosophical discourses that have made the hatred toward certain social groups one of the most persistent political problem in the US and globally. This class provides students tools to analyze media discourses about terrorism, secret world plots, gang violence, fundamentalism, and political uprisings/riots. Students interested in one or more of these areas are encouraged to enroll: Jewish and Muslim Studies, Middle Eastern Studies, Religion, Latin American and Caribbean Studies, African Studies, Economics, Philosophy, Political Science, Anthropology, and Communications.

Radio, Television & Film – RTVF

RTVF 67C FILM PRODUCTION PRACTICUM: INTERMEDIATE 3D ANIMATION
Students will build on the fundamentals of 3D Animation acquired in the introductory course to produced more substantial work. Emphasis is on developing more facility with modeling, camera, shading, articulating, animating, lighting and rendering and developing the creative facility to use these techniques in the creation of narrative films.
Prerequisite: RTVF 65H/ 67B Introduction to 3D Animation

RTVF 114A (01), CRN 24715: Advanced TV Writing: THE SITCOM
This course is designed to advance a student's "writing process" as applied to the ½ Hour Television Comedy in both single and multi-camera formats. It will further explore story structure, character, plot, theme, genre and comedic dialog through lectures, readings, screenings, and script analysis. The majority of the graded work in this class will be writing assignments in the various television comedy formats culminating in a complete "Spec Script" episode of a current television sitcom and an original comedy series "Pilot" and "Series Proposal." The course will also cover improvisational comedy, stand-up comedy, and sketch comedy. Students will deepen their craft through exercises in joke writing, sketch writing, punch-ups, comedy writing with partners, and a comparison of improv, stand-up, and sketch performance. This course is designed for students interested in advancing their study of the craft of comedy writing and who are interested in exploring career paths in writing for television.

RTVF 157 FILM GENRES: THE REFLEXIVE FILM.
Films about filmmaking: a critical analysis. Whether the "behind the scenes" examples (Rush’s THE STUNT MAN, Truffaut’s DAY FOR NIGHT) the metaphoric (Hitchcock’s REAR WINDOW, Antonioni’s BLOW UP), or the historic (Tornatore’s CINEMA PARADISO, Bertolucci’s THE DREAMERS), this course will explore narrative, visual and aural traditions of the film process as examined by some of its most influential practitioners

RTVF 158 (01), CRN 21997: FILM AUTHORSHIP: Quentin Tarantino
This course will examine the rise of director/screenwriter Quentin Tarantino from "bad boy wunderkind" to post-modern auteur. We will analyze his films as well as a selection of both American and foreign films that have influenced his artistic choices. We will also consider how, over the last 30 years, he has influenced a generation of young filmmakers and encouraged them to look to film history for inspiration.

RTVF 180DE SCREENWRITING: LITERARY ADAPTATION
This Seminar will focus on the process of adapting literary fiction as screenplays. Students will investigate concepts such as narrative voice, narrative construction, visual translation, paradigmatic analysis and character depiction though exercises and their own writing.
Prerequisite: RTVF 110

Writing Studies and Composition – WSC

WSC 002 offers continued instruction in expository writing, and an introduction to writing in the disciplines of the humanities, social sciences, and natural sciences. Reading and writing assignments are organized around a central theme. You will find a description of central themes for the Spring 2016 semester below.
Prerequisite(s)/Course Notes:
WSC 1. May not be taken on a Pass/D+/D/Fail basis. The Writing Proficiency Exam is given as part of the course. (Formerly ENGL 2.)

If you have questions, please contact the Writing Studies and Composition Department at 463-5467. The department is located in Mason Hall room 124.

Our Individual and Collective Journey
Professor DeCarlo
002  01  21710  MWF  9:05-10:00
002  04  21707  MWF  10:10-11:05
Life is a journey, often leaving us wondering: Who are we? Where are we? And where are we going? These perennial questions can be conceptually approached via a variety of academic and intellectual frameworks. For our purposes, we will approach them through three related and yet divergent lenses, including the biological, historical, and linguistic. As we will examine, each discipline asks different questions, collects different types of data, and writes about their results in a relatively unique fashion. In sum, we will consider and evaluate similarities and differences of their conclusions regarding our mysterious and complex journey.
Screenshots: Our Technological Selves  
Professor Lay  
002  02  21371  MWF  12:50-1:45  
002  03  21382  MWF  1:55-2:50  
What is our relationship with the screen? How does the computer screen differ from the cinematic screen? Does it serve as a mirror or a veil? What version of self is revealed or concealed, reflected or distorted by the screen? How do we construe the multiple screens we view and interact with in public and in private? How do we feel about the portable screens we carry with us? What kind of self (or selves) do we promote on screen? How is our identity tied to such screenshots? By investigating the ways identity is presented -- by individuals and by groups -- on screen, we will learn a lot about how our technological selves feel about words and images. By such study, we can come to terms with the way writing can communicate what we know or what we wish to be true.

The second course in composition is an opportunity to learn more strategies for gathering information, drafting, revising, and formalizing writing. In this class, we will write in a variety of media, including print, digital, and visual modes. In addition to writing three formal, text-based, academic essays, students in this class will write a course blog, make a collaborative prezi, and prepare a visual montage.

Forgiveness: Issues and Perspectives  
Professor Teller  
002  05  23055  TR  11:10-12:35  
Should we always forgive those who have hurt us? What is empathy? How do our childhood dramas live on in adulthood generating empathy and/or enemies? Can we forgive our own insensitivities and betrayals? What enables us to reopen our hearts? What are the biological, psychological, and social effects of prolonged anger? How is forgiving others a mirror image of forgiving oneself? How can groups divided by prejudice and hatred come to live together in peace? Aside from imprisonment, how can criminals be rehabilitated? How can parents, spouses, teachers, business leaders nurture empathy and social intelligence?

Sleep and Dreams: An Inter-disciplinary Investigation  
Professor Jarvis  
002  06  21393  MWF  10:10-11:05  
Sleep. All living things require it in some form or other. By rough estimate, human beings spend 1/3 of their lives doing it. Next to love, but more than money, we crave it most. You'd probably rather be doing it now than reading this, yes? So, to meet you half way, this semester our course theme is “Sleep and Dreams: An Inter-disciplinary Investigation.” Readings for our course will consist of texts in the Natural Sciences (Biology, Neurology), Social Sciences (Anthropology, Psychology) and Humanities (Literature). We will engage with these texts through reading response, class discussion, and composition. The composition portion of our course will focus on students' continued practice in developing thesis and argument, through each stage of the composition process; discovery, organization, drafting and revision. All major assignments are designed to give students a proper grounding in the kinds of academic writing with which they will be engage during their Hofstra careers.

Zombies!  
Professor Rich  
002  08  23655  MWF  1:55-2:50  
Zombies are omnipresent these days: They have haunted our cultural imagination since the early 20th century and continue to do so today through graphic novels, literature, movies, and of course, T.V. shows, like The Walking Dead. This course will explore the cultural fascination with Zombies both in the present day and historically. What does our obsession with zombies tell us about ourselves? What does this character and its mode of survival—cannibalism—show us about the nature of our cultural fear today and historically? How can zombies help us to understand the limits of science and what we still yearn to understand? To know ourselves must we understand the Zombie? This course will take an interdisciplinary approach to the Zombie problem, examining this figure from historical, literary, anthropological, and (popular) scientific perspectives. Watch your back!

Pop People, Words and Music  
Professor Prinz  
002  09  21380  MWF  1:55-2:50
The goal of this course is to make a critical assessment of popular culture over the past 50 years or so. We will focus on lifestyles, technology, music, film, TV, art et al with a possible comment on the direction pop culture is, will be and/or should be taking. There will be three (3) papers (in a way, one large paper in three parts) showing some logical progression/evolution/devolution of pop culture: a genesis, a turning point and the current state of affairs.

**Sex, Drugs, and Rock & Roll: The Woodstock Nation**  
Professor Marinelli  
002  10  21390  MW  2:55-4:20  
002  A  21397  MW  4:30-5:55  
The 60’s: the decade that shaped a generation and a nation (and do I dare say, the world?) will be our theme for the semester. Hippies, Flower Children, Freaks, Flower Power, Free Love, The Summer of Love, Make Love Not War, Turn on, Tune in, and Drop out: all terms you’ve heard before. But “If you want to be experienced” as Jimi Hendrix once asked, burn your bras and draft cards and board our Magical Mystery Tour Bus for the “Trip” of your life. In this section, we will study the 60’s counter-culture revolution by reading Tom Wolfe’s novel, *The Electric Kool-Aid Acid Test* and Abby Hoffman’s book *Woodstock Nation* plus over twenty articles and by viewing the films *Woodstock* and *Alice’s Restaurant*, as they relate to the Humanities, Social Sciences, and Natural Sciences disciplines.

**The Millennial Generation**  
Professor Stephens  
002  11  21374  MWF  9:05-10:00  
002  27  22082  MWF  12:50-1:45  
It seems that everyone wants to define you: politicians, teachers, the media. Everywhere there are stories that characterize millennials’ beliefs, priorities, and problems. These discourses at once construct and commoditize your identity. In this course, you will critique the conversations that construct the millennial generation – those born after 1980 – and contribute to these conversations through writing and research. We will examine the millennial generation, how it is defined, and the issues important to its members through the disciplinary lenses of writing and rhetoric, sociology, psychology, and history.

**The American Corporate Imperium and its Discontents**  
Professor Friedkin  
002  12  21378  MW  2:55-4:20  
002  46  24056  MW  4:30-5:55  
The thematic focus of this course will be “The American Corporate Imperium and its Discontents”. We often hear of the U.S.’s need to promote “free trade” and protect its “national interests” abroad, but rarely are these terms clearly defined for us, nor the means of “promoting” or “protecting” them made sufficiently clear. This course will take a critical look at the motives, methods, and effects of U.S. foreign intervention, corporate globalization, and the exercise of American and trans-national corporate power throughout the world.

**Lost (and Found) in the Wilderness**  
Professor Gaughan  
002  14  21388  TR  12:45-2:10  
002  47  24427  TR  11:10-12:35  
Imagine a wilderness. Do you picture a fun vacation with great views--valleys, waterfalls and wildlife? Not the outdoorsy type? Then maybe you see a place that’s full of gross bugs and personal inconvenience. In literature, wilderness is often the setting for personal and moral trials. In politics, wilderness is part of a debate about vital commodities: timber, coal, oil, gas, and the many resources that underpin our technological way of life. Our class begins with narratives and images. We’ll study representations of wilderness as they change across time and culture. We’ll then examine political and environmental debates and consider the question, “Is wilderness necessary, if civilization is to survive?”

**Social Justice and Diversity**
Multicultural perspective on advocacy for social justice and an affinity to identify the appreciative value of diversity are still imbued within marginalized ethnic, racial, and gender differences. This course examines how written discourse in the Social Sciences, Natural Sciences, and Humanities has contributed morally, legally, financially, politically, and scientifically either to exacerbate or to preclude bias, and it explores how individuals can empower themselves as conduits of civility, civil liberty, and civil rights.

Writing from Both Sides of the Brain

This composition class will examine the role of creative thinking in a robust society. Stanislavsky’s “Method” parallels Freud; Meisner’s work mirrors Autism research. The Arts tap into our collective unconscious. The Arts can reflect our society’s unfolding narrative, help us metabolize rapid changes, restore community, and help us decide what it all means. Readings will include Carl Jung’s “Man and His Symbols”, Joshua Foer’s “Moonwalking with Einstein”, and Kim Addonizo’s “Ordinary Genius”.

Parameters of the Mind

This is first and foremost a writing course which will explore man’s need to know the unknowable through the areas of fantasy, psychic phenomena, and scientific extrapolation. We will be reading learned essays by scientists such as astronomers and psychiatrists, social scientists such as anthropologists, psychologists, and sociologists, as well as some articles from magazines and newspapers. Some works of fiction and art will also help us explore how people have responded to what is real and what isn’t. We will explore through the literature why a recent essay in NEWSWEEK suggested that high schools need to include in their science courses the analytic ability to discern “good” science from “Bad” science (referred to in the article as “BS.”) It is important for every member of our society to be able to differentiate between what we’d like to believe in and what is actually possible if we are to make wise choices and be wise citizens. Too much is at stake if we don’t.

"Stepping into the 1930s"

When most of us think of the United States during the 1930s we may imagine long lines of out of work men selling apples and pencils on street corners. Gone were the "Blue Skies" of the 1920s. "Brother, Can You Spare a Dime?" a popular 1931 song expressed the hard times during the Great Depression and reflected the broken spirit of American individualism. Nineteen-thirty saw the end to a long period of climate norms, and ushered in nearly ten years of extreme drought that ruined Midwest farmers and decimated their farmlands, forcing families towards sharecropping or tenant farming. Our course, “Dust, Depression, and Drama: A look at the 1930s through the Dust Bowl, the Great Depression, and a decade of film, dance and music,” investigates the events that dramatically changed life in America, and samples the entertainment that gave people an emotional and spiritual escape, while reflecting changes to the nation's attitudes and expectations, as well.

The Truth About Hip Hop--Not Rap

Unlike any other subculture in American history, the Hip Hop culture has transcended ethnic boundaries. We will examine the social conditions under which Hip Hop--not rap-- emerged as a cultural force in American society. We will probe social issues and political controversies evoked by Hip Hop culture. During our discussions students will examine the economic, social and political ramifications. Students will also examine the shift in societal attitudes
regarding these issues. The course will focus on using Hip Hop as a lens to understand social justice issues, and ultimately--sociology as a lens to understand Hip Hop.

**Mind, Memory and Molecules**

**Professor Stein**

002  20  21674  TR  9:35-11:00
002  26  21394  TR  11:10-12:35

This course asks the question: How do our memories contribute to the construction of our persona, our “self”? One way we will pursue the answer to that question is through an examination of a graphic memoir, the best-selling work *Fun Home* by Alison Bechdel. We will use Bechdel's memoir to ask other questions: What can memoir tell us about the role of narrative in our daily lives? What is society’s influence on our memories? And what does actually happen, on a molecular level in our brains, when we remember something? In addition to Bechdel’s work, we will read and discuss texts by scientists and scholars who are working to understand human memory.

We will explore the theme of memory and personal identity while continuing to practice a variety of academic writing designed to improve students’ writing skills while at Hofstra and in their future careers.

**The Urban Millennium: Writing the Cities of the Past, Present, and Future**

**Professor Cole**

002  21  21400  TR  11:10-12:35
002  29  21379  TR  9:35-11:00

For the first time in human history, more than half of the people on earth live in cities, a phenomenon that's come to be called the Urban Millennium. Most of this growth is taking place in Asia and Africa, where cities are absorbing one million new people a week. Such massive influxes both testify to the unique place cities hold in human imagination and experience, and also represent the challenges cities are facing for the future. This section of WSC 2 will use an exploration of the various ways that cities have been imagined, studied, and constructed as a touchstone for examining the conventions of writing and argumentation in the humanities, social sciences, and natural sciences.

**Professor McDonough**

002  25  21395  MW  2:55-4:20

In this course, students will explore the broad genre known as the Gothic by attempting to define the term “Gothic.” Students will supplement their studies with critical analysis on the Gothic genre, critiquing and adapting their approaches and theories through writing. Students will view classic thriller films, read short stories by writers such as Angela Carter, and read articles on the psychology behind fear.

**Professor Miller**

002  32  21375  TR  12:45-2:10

To write engagingly and dynamically about the natural sciences, the social sciences, and the humanities requires very particular skills (and more than a little talent). This class will examine the transformation of what might be considered difficult subjects into “popular” essays and books. The writers we will read have considered what audiences need in order to care about “dry” subjects; this often calls for blending the three disciplines and a good story-telling voice. We will read Oliver Sacks on neurological disorders and humanity, Candice Millard on presidential assassinations and medicine, and Simon Schama on arts and culture. We will also consider the more traditional sources that inform these texts.

**American Identity and the Immigrant Experience**

**Professor Labalsamo**

002  24  21389  TR  11:10-12:35
002  33  21372  TR  12:45-2:10

It is often said that America is a nation of immigrants. Some historians dispute this idea and label it a misleading myth. Whether we find the conceptualization of America as a nation of immigrants to be helpful or misleading, we cannot discount that immigration has had a particularly profound impact on how we view American identity because for many of us we are never simply American, but we are Irish-American, Haitian-American, Latino-American. Immigration has brought with it the challenges of culture clash, a term defined by Dictionary.com as “a conflict arising from the interaction of people with different cultural values.” Examples of culture clash within the United States are fascinating to study, but what is equally fascinating is what happens to a specific person when this culture
clash occurs within the confines of his/her own home, family or even mind. This is especially pertinent for first and second generation Americans. What happens when your parents’ values contradict the values that surround you in the general culture? Consider the young Indian-American woman who has had to choose between Western ideas on love and marriage and her parents’ own views of arranged marriage that are based on shared ethnicity and social standing; consider the Mexican-American boy who has had to abandon Spanish—the intimate language of his family—for English—the language of his teachers and the wider world around him; now, consider the Asian-American daughter who has to contend with her immigrant mother’s steadfast belief in “The American Dream.” In this course, we will examine some examples of “internal” culture clash all while considering the concept of American identity and our own place within definitions of American identity. We will also consider how beliefs about genetics and race play into both American and ethnic identity. Most importantly, this is a writing course so we will strive to strengthen our critical thinking, reading, researching and writing skills.

Social Issues of Our Time
Professor Brot
002 35 21377 TR 12:45-2:10
The course will explore major contemporary social issues of our time. Topics of conversation and writing will be guided by up-to-the-minute news, social media, and publications. Class focus will weigh the legal, ethical, economic, social and political consequences of each issue, asking students to analyze the full context of each.

Land Use and the Environment
Professor Anderson
002 38 21381 TR 2:20-3:45
The course will explore how we use and abuse the land on which we live, including the Hofstra campus and surrounding area. Field trips will include the Bird Sanctuary and other Hofstra locales. Readings are designed to match the theme, as well as the student's major area of interest.

Work
Professor Harrison
002 39 21384 MW 2:55-4:20
This class takes as its subject matter the issues of work, refusal of work and the end of work. The essays students write will in some way connect to these issues. We will look at various forms through which these topics are presented as, for example, interviews, fiction, essays, film. The core of the course, of course, remains the students’ own writing.

Love, Marriage, and Friendship
Professor Dresner
002 40 21396’ MWF 12:50-1:45
02 N 22590 MWF 10:10-11:05
*NOTE: WSC 2.N is reserved for NOAH students.
Love, marriage, and friendship: which of these ideals is most important to us as human beings? Can love for one's partner be compatible with deep friendship with one’s friends? Does marriage require love? What historical, scientific, philosophical, and cultural factors might determine our thinking about these ideals? To answer these questions (and many more), our course takes an interdisciplinary approach towards examining the varied intersections and tensions among love, marriage, and friendship.

Texts considered will include the following works:

Helen Fisher, Why We Love: The Nature and Chemistry of Romantic Love (selections)
Elizabeth Jakob, Adam Porter, Jeffrey Podos, Barry Braun, Norman Johnson, and Stephen Vessey, “How to Fail in Grant Writing”
Stephanie Coontz, Marriage, A History: From Obedience to Intimacy, Or How Love Conquered Marriage (selections)
Plato, The Symposium
William Shakespeare, The Merchant of Venice
Fast Times at Ridgemont High (Amy Heckerling, 1982)
The Business of Sports
Professor Heiss
002 55 21399 MWF 12:50-1:45
002 B 22084 MWF 10:10-11:05
The influence that sports has on the world is the strongest it has ever been. Over the last 100 years, the world of sports has transformed from simple athletic competitions to a multi-billion dollar industry. From the clothes and shoes children wear to the boardrooms of Fortune 500 companies, the sports industry impacts people personally and globally. The Business of Sports will examine how athletes have gone from the semi-professional individuals to purveyors of a global brand, and how industries have been created or modified to accommodate this constantly developing business. Behind every sports hero, every winner, and every loser, is an army of people wrestling over dollars and television coverage. This section of WSC 2 will study the evolution of the sports world through interdisciplinary texts, multiple forms of media, and discussion of the industries that thrive behind the veneer of the sports world.

Decisions! Decisions! Decisions!
Professor Schaffer
002 42 21401 TR 11:10-12:35
The interactions and decisions of adolescents are often influenced by a combination of human nature, social interaction, and the physical environment. In this course, we will examine the complexities of human nature and how personal experiences and human interaction coupled with inborn characteristics often influence adolescents in the difficult task of making moral and ethical decisions.

Writing Ourselves in a Post-human Digital World
Professor Carson
002 43 21921 TR 11:10-12:35
Every day we are writing our digital selves. How much do we control the process of creation of that self, and how much is that process controlled by digital media and the environment? Howard Rheingold uses the word “infotention” to describe how information consumes our attention. To what are we paying attention? Are we in control of our own attention? Or are we allowing the digital world to control that attention? Are we becoming post human cyborgs? And are we in control of that process? Are we writing ourselves or allowing ourselves to be written?. We will look at writing across the curriculum to examine how we are writing ourselves.

Taking to the Streets: Writing About Our Communal Lives
Professor Rosso Efthymiou
002 48 24428 TR 11:10-12:35
Researching the ways communities exist, identify themselves, and interact with the world gives us knowledge about how communication happens. Students in this course will get a chance to take their coursework outside of the classroom and into the streets (or into their homes, churches, or other community groups) to study how a discourse community of their choice engages with the world. Students in this course will research and write about a community with which they identify. The course will introduce students to qualitative research methods in composition; students will learn how to ask research questions about a community, how to interview people in that community, and how to take field notes while being in the community-as-research-site.

On Beauty
Professor Lotier
002 49 24429 MWF 10:10-11:05
002 50 24430 MWF 1:55-2:50
Sometime after the end of the Second World War; after the Atomic Bomb; after mass production led to mass commodification which led to mass consumerism, making art cheap, in any number of senses, and disposable (in all senses); after the expansion of urban sprawl into the edges of everything; after Rock n’ Roll; after Andy Warhol; after the Fall of the Berlin Wall; after the (alleged) end of history, of art, of man; sometime after all beauty was
supposed to be passé, if not altogether absent from everyday existence; sometime a lot like today...maybe even
today...we might find ourselves looking out the window, seeing leaves blowing in the wind, and smiling. This is a
good thing. Perhaps one of the best of all things. Not seeking to move beyond the mundane but to acknowledge it
and even embrace it, this course explores the possibility and, yes, even the reality of beauty in the modern
world. Drawing from a wide range of cultural artifacts—a film about graffiti artists, photos of street signs and
grocery clerks, essays, a novel, scientific theories and discoveries, advertisements, everyday objects like lamps and
toasters and light switches, poems about gas stations and waitresses and bubbling brooks, religious rituals and
beliefs, songs, et cetera, et cetera—we’ll collectively aim to provide an optimistic, affirmative account of
contemporary aesthetic experience.

Who am I?—An Interdisciplinary Approach to Understanding Our Identities
Professor Briscoe
002  51  24431  TR  12:45-2:10
002  52  24432  TR  TBA
What is your identity? What directs who you are and the choices you make? Is it your environment or your
internal “make-up” that directs you to make the choices you do? In this course we will look at the historical,
scientific, philosophical, and cultural factors that might determine our thinking about who we are and what
develops our ideologies. To answer these questions (and many more), the course takes an interdisciplinary
approach through written and visual text to better understand how the varied intersections we experience,
culturally and physically, define who we are and what choices we make and directions we take in our lives.

This course aims to give you continued facility with the tools you need to read critically and write effectively at the
college level. In particular, this course should give you the tools you need to pass Hofstra’s Writing Proficiency
Exam. After completing this course you should be adept at applying the rules of grammar, spelling organization,
support, coherence, citation, and attribution that you should use when you write in academia and in your
professional life. This course will also introduce you to different writing strategies that should help you organize
your thoughts develop a writing process that works well for you.

Finally, this course will also introduce you to reading, thinking critically, discussing, and writing about texts in a
variety of scholarly disciplines in the sciences, the social sciences, and the humanities.

The Art of Interpretation
Professor Gordon
002  53  24433  MWF  10:10-11:05
002  56    MW  2:55-4:20
Have you ever been moved by a film, story, painting, poem, song, dance or play? What happens when we are
confronted by artistic achievement that deepens our humanity? This course examines how the experience,
interpretation, discussion and de-coding of art changes us. The four graded essays will be drawn from readings in
the Natural Sciences (Biology, Chemistry), Social Sciences (Psychology, Anthropology) and Humanities (Literature,
Aesthetics) as well as encounters with many genres of transformational art.

Les Misérables
Professor Marx
002  54  24434  MF  11:15-12:40
A work of art that has transcended the disciplines and forms, reminds us of an important power that silence has:
"When the beating of your heart"/"Echoes the beating of the drums,"/"There is a life about to start"/When tomorrow
comes!" The first is a sound that remains largely unheard unless we seek it, and the second is a sound that simply
cannot be ignored. Yet "Do You Hear The People Sing?" places the same amount of weight on both of them.
Silence, in both its implied and literal forms, is a concept with the power to inspire and transform literature, shake
the core of society, and symbolize both the beauty and sadness found in the natural world. In this course, we will
examine the concept of silence in the humanities, social sciences, and natural sciences.

The Individual and Society
Professor Gullen
The purpose of this course is to improve essay writing skills by close-reading and analysis of texts reflecting the course theme of The Individual And Society, from the points of view of Society, the Humanities, and Science.

**Hacking the Climate: Geoengineering and the Coming Climate Crisis**
**Professor Barbarello**
002     G     21386     TR     6:30-7:55
With carbon emissions continuing unabated, even after repeated efforts to reach global consensus on reducing them, scientists, economists, business leaders, environmentalists, and others are taking a hard look at methods of intervening in natural processes on a global scale to avert what many see as an impending ecological disaster. Call it hacking the planet, playing God, tuning the weather, fixing the sky, or simply madness, the debate over its viability has begun. This course weighs the legal, ethical, economic, political, and scientific arguments being made for and against geoengineering for their implicit assumptions, values, and rhetorical methods. Although the course addresses the scientific bases for various geoengineering proposals, its focus is on scrutinizing the logic and rhetoric of the arguments for and against geoengineering and on writing in response to these arguments.

**Women’s Studies - WST**

WST 150R(01), CRN 24480: Femme Fatales: Lethal Women in Fiction and Film
This course will examine the often paradoxical representation of women and the “projected fears” or “dread of difference” they embody in fiction and film. We will explore the development of certain archetypal and frequently misogynistic depictions of women from the Victorian era to the present, crossing the conventional boundaries of art, scientific theory, etc. In our analysis, we will focus on the role of woman as seductress and femme fatale and the evolution of distorted ideas of motherhood, often tied to race and class as well as gender.

Additional course descriptions will be added as they become available.