

ENGL 299-003 **Haunted Literature**
MW 1:50-3:05 **Prof. M. Dutton**

In this seminar we will read works written between the end of the eighteenth century and first half of the twentieth that are representative of a particular tradition within British and American literature. Most of our texts prominently feature a domestic structure permeated or occupied by hostile beings or forces. Almost inevitably, these are at first assumed to be supernatural; further investigation by characters and readers typically discloses, however, other possible origins of supposed hauntings, rational explanations – often at the cutting edge of the science of the period – that either trump the original interpretations or at least offer competitive alternatives to them. We will ask ourselves what function is served by the peculiar phenomenon of hauntedness. Do our texts in some way mediate concerns particular to the social and historical contexts out of which they arise? Madness, socially proscribed forms of sexuality, primogeniture and entailment, addiction, disease, transience, and aging – all of these seem at least as much at issue as ghosts themselves in our readings. We will also consider what gives a dweller legitimate, as opposed to haunting, status. One of the seminar's projects will entail proposing ideas for original interdisciplinary scholarship. Early in the semester each student will "declare" an outside discipline he or she would like to bring to bear on our texts. **(Humanities Core Distribution)**

ENGL 299-004 **North of the Border: How Canadian Literature Reflects Life in the Foreign Country Next Door**
MWF 10:10-11:00 **Prof. L. Hewitt**

Americans who assume that Canada is a chilly northern extension of the United States are often surprised when they meet the stunning reality of the world's second largest country. The world's most ethnically, racially, and linguistically diverse nation, Canada is a geographic behemoth that extends over three thousand miles north to the Arctic from our shared border. Although Canada and the United States were both once colonies of the British Empire, they have developed significantly different societies. In this writing-intensive seminar, we will use the lens of literature – fiction, poetry, essays – to consider aspects of our national lives that reveal Canadians and Americans as connected but different peoples. Our largest trading partner really is a foreign country, and Canadians vigorously define themselves as "not American." Universal health care, immigration, gay marriage, religion, teen-aged drinking, and military intervention are some of the issues that evoke different attitudes from Canadians and Americans. We will also consider how the rich national literature reflects the national passion for hockey, the uneasy co-existence of native communities and multi-national corporations on vast expanses of mineral-rich wilderness, the influence of French language and culture, life in sophisticated cities like Toronto, Montreal, and Vancouver, cross-cultural influences, and the evolving relationship with the United States. **(Humanities Core Distribution)**

ENGL 299-006 **Social Justice Writing**
TR 2:00-3:15 **Prof. L. Robertson-Laurent**

What are the most pressing social justice issues in America today? How do these issues affect you or people you know? What is the history of social justice movements in America? What effect have these historical social justice movements had on your life? How might reading social justice literature improve your understanding of national and global issues and increase your cultural sensitivity? And empathy? This course introduces students to social justice concepts through various types of social justice literature so that by understanding the cultural and historical context of social justice movements, students will understand how social change happens. **(Humanities Core Distribution)**

GEOG 298-001 or 002 **Secret Life of Coffee**
TR 12:30-1:45 or 2:00-3:15 **Dr. J. Hayes-Bohanan**

Coffee is not simply an enjoyable beverage. It is in many ways a focal point for community at the local level, as well as a goad to industrial and intellectual productivity. It is also an important commodity, traded internationally more than any other legal substance besides oil. This class examines coffee in detail, as a way of introducing geography as a discipline for understanding both the physical world and human society. Physical geography will be used to understand the distribution of coffee throughout the tropics, the timing of coffee harvest in different places, and the relationships among soils, climate, flavor, and productivity. The post-colonial geography of trade will be examined in detail, in order to understand the advantages of and obstacles to Fair Trade in the coffee industry. Other topics will include the marketing of coffee and the geography of franchised and independent coffee shops. This is a speaking-intensive seminar course with a focus on active student involvement, visual and oral presentation, and community-based learning at local and global scales. **(Social Sciences Core Distribution)**

GEOG 298-003 **Climate Change Science**

TR 12:30-1:45 **Dr. R. Hellstrom**

As challenging and complex issues of “global warming” and sustainability gain publicity and broader appeal in the job market, it is critical to encourage and motivate incoming college students to better understand and respect the scientific process and the spirit of research and development. Solutions to problems related to climate change require support from the surrounding community, and wise decisions depend on student awareness and understanding of climate science. This class will not only promote awareness and understanding but also interest in fields of geography, science and engineering. Under the umbrella of climate change, undergraduate students with little or no scientific or research and development background will immerse themselves in all aspects of the scientific process. Students will learn that scientists and engineers are faced with complex problems and that solutions often require innovative use of tools and methods that require interdisciplinary cooperation. **(Natural Sciences – Non Lab Core Distribution)**

GEOG 298-003 **India and Globalization**

MWF 11:15-12:05 **Dr. M. Rao**

This course is a speaking intensive seminar on India and globalization. The term ‘globalization’ refers to the growing economic interdependence among countries as reflected in the increasing cross-border flows of goods and services, capital, know-how and people. As a leading emerging market with over a billion people, India has a significant influence on and is impacted by the phenomenon of globalization. Topics covered include U.S. multinationals in India and emerging Indian multinationals, outsourcing and its implications, role of Indian Diaspora, India as a destination for medical tourism, impact of globalization on labor, women and children, and on popular culture such as the Bollywood. **(Social and Behavioral Science Core Distribution)**

HEAL-298-001 **Talking About Health**

TR 9:30-10:45 **Dr. L. Burak**

How do you tell a friend that her health behaviors may be putting her at risk? What kinds of things should you be asking your doctor when you go for your check up? How do you know if you should believe the latest health headlines? In this speaking intensive class, students will be learning and practicing skills that will increase fluency when they’re talking about health. Communication is an important tool in health promotion, and good communication can help improve health. The goal of the class is to improve the ways we talk about health and improve our health in the process. We will examine how we talk to ourselves about health and we will examine how we speak with others – both privately and publicly. Students will make presentations, conduct interviews, and facilitate discussions.

HIST 298-001 **Beauty and Fashion in History**

TR 2:00-3:15 **Dr. S. Wiggins**

Corsets, crinolines, and cravats all have their place in history. Throughout the centuries men and women in the Western world have donned the fashions of their era and worked to embody the essence of ideal beauty. Styles of fashion and standards of beauty have shifted over the centuries, and in this Second Year Seminar we will trace the history of beauty and fashion in Europe and North America from the sixteenth century to the present. Within each century students will research the clothes, hairstyles, and jewelry worn by men and women from the peasantry to the aristocracy. We will explore questions such as how would the gowns of an aristocratic woman in eighteenth-century France compare to the couture presented on the twentieth-century runways of Paris? How did the fashions of hats and wigs change over time? Once students begin to unravel the visual images of dress and form, we will then evaluate how beauty and fashion intersected with culture and society. This seminar is speaking intensive, and students will be required to deliver reading and research presentations. **(Humanities Core Distribution)**

HIST 298-002 or 003 **Diary Keeping In US History**

TR 11:00-12:15 or T 4:45-7:25 **Dr. M. Lowe**

Did you ever wish you could read someone else’s diary? Do you think diaries might reveal the true, secret or hidden story about someone’s life or past events? In this seminar, students will have an opportunity to read real diaries from the past to explore just what they tell us and also what they don’t tell us about American history. Students will work directly with original diaries kept by a diverse group of Americans from the founding of the nation to the recent past (1780-1980). Class assignments will include close readings, focused writing, small group discussions, panel presentations, debates, roundtables, and informal and formal presentations. **(Humanities Core Distribution)**

animals have a responsibility to treat the environment and one another in a particular way? How are pollution and population growth influencing the way we think about the use of our resources? (**Humanities Core Distribution**)

PHIL 299-004 or 005 or 006 **Ethics of Harry Potter**

MWF 8:00-8:50 or 9:05-9:55 or 11:15-12:05 **Dr. J. Mogg**

The Harry Potter series is a worldwide phenomenon. Despite the assertion from some that the books promote witchcraft, many take seriously the proposition that they are full of philosophical significance. This proposition is exemplified in *The Chamber of Secrets*, when Dumbledore raises the question of character when he says, "It is our choices, Harry, that show what we truly are, far more than our abilities" (333). In this course, with the assistance of Aristotle's *Nicomachean Ethics*, we will view Harry Potter through a philosophical lens to determine what Harry's choices reveal about the nature of virtues such as courage, temperance, magnanimity and justice. (**Humanities Core Distribution**)

PHIL 299-H01 **Honors – Morality at the Movies**

F 12:20-2:55 **Dr. L. McAlinden**

Movies often present characters with moral dilemmas – problems to solve or choices to make that have moral consequences. In this course we will discuss some of these films, including: *Do the Right Thing*, *Saving Private Ryan*, *Blade Runner*, *The Matrix*, and *Groundhog Day*. While it is true that people may have differing beliefs about how we should behave, philosophers study ethics: the reasons why we should behave in any particular way. We will discuss some classic historical and contemporary ethics texts that offer such justifications and methods for solving ethical problems. (**Humanities Core Distribution**)

PHYS 298-001 **Space Exploration**

TR 3:25-4:40 **Prof. J. Doyle**

Konstantin Tsiolkovsky, the father of rocket science stated; "The Earth is the cradle of mankind, but one cannot live in a cradle forever." In this course we will investigate space exploration, from naked eye astronomy of the ancients, to the giant telescopes of the early 20th century and the manned and robotic missions, historical, current and planned. What knowledge does light hold? Are there good reasons for people to risk the dangers of travel in space? Can we compare space exploration to the exploration of the Earth in the past? These and other questions we will examine, through readings, individual research and classroom discussion. Students will learn to access historical and technical documents and improve their comprehension of the same. Central to the learning experience, the student will learn to assemble and present information through verbal communication methods. The student will learn to support their arguments with factual evidence. (**Natural Sciences – Non Lab Core Distribution**)

PHYS 298-002 **Bionic Humans**

MW 12:20-1:35 **Dr. D. Levin**

How plausible is the bionic woman or the \$6 million man today? What is the real status of biomedical technology used to reconstruct limbs, tissues, and organs? What are the ethical issues that inform and impact the nature and delivery of these treatments and therapies? This course will both investigate these key issues and model the process of scientific inquiry. Students will be required to develop their ideas in writing, using active discussion to exchange and enrich their understanding of the subject matter, and give oral presentations to deliver content. No science background is required, but science and Phys Ed majors are encouraged to participate. (**Natural Sciences – Non Lab Core Distribution**)

POLI 298-001 **Sustainable Development Policy**

T 4:00-6:40 **Dr. D. Leuenberger**

Sustainable development and sustainability are increasingly important to public administration and political scientist. Foundations of sustainability are also critically important to professionals in a wide array of fields. As limited resources challenge our abilities to meet citizen demands in a variety of specializations within the fields, we must learn how to better plan for long-run demand and use. This course will introduce students to theories of sustainability, provide practical application to policy issues within the field, and will teach students to better use planning tools in resource management. Students will be expected to research two issues impacting the environment and to present the topics to the course in an oral presentation. Students will also be asked to participate in informal class debates and to serve as discussants on class material. Students will be expected to contribute knowledge from their own knowledge base, academic specialization, and experiences to enhance the learning environment. Systems theories, public policy decision making, participation models, broad-based sustainable development, climate change, and social justice will be discussed. In addition, students will learn about sustainability of food, transportation, urban

development, water, waste management, wildlife, forests, and oceans. (**Social and Behavioral Science Core Distribution**)

PSYC 298-001 or 002 **Evolution – Dog Behavior**

MW 12:20-1:35 or T 4:45-7:25 **Dr. A. Shyne**

This speaking-intensive seminar will examine the evolutionary history of domestic dogs and their unique behavioral tendencies. Together the class will analyze and discuss current research investigating dog behavior, evolution, and communication. Students will participate in three field trips: one to the zoo, one to a dog show and one to an animal shelter. Students will examine various aspects of the animals' behavior and will present three research talks on their findings. (**Social and Behavioral Science Core Distribution**)

PSYC 298-H01 **Honors: Movies and Mental Disorders**

TR 12:30-1:45 **Dr. T. King**

Movies are a major source of conceptions that the lay public have about mental disorders. Unfortunately, in the service of sensationalistic impact and entertainment value, popular movies typically promote a myriad of misconceptions about mental illness. Students will investigate the validity of the portrayals of mental disorders in several films by reviewing empirical research. Outcomes for the seminar will include improved ability to conduct investigative research and enhanced ability to speak clearly and effectively. This will be achieved through finding, reading, and evaluating primary research sources. In addition, there will be weekly presentations during which the students will report on their research findings and apply concepts learned in the course to analyze material in the films. (**Social and Behavioral Science Core Distribution**)

SOCI 298-001 or 002 **Visual Feasts: Asia Through Food and Film**

MWF 9:05-9:55 or 11:15-12:05 **Dr. W. Carroll**

Food is a basic element in human societies and cultures. As documentary filmmaker Paul Kwan says in his film, *The Anatomy of a Springroll*, "food is everyone's first language." By using food and films about food this course will challenge students to consider how culture, social forces, environment, economics, and politics intersect in the foods people eat. Through readings, films, class discussions and lectures, and eating Asian foods the course will aim to give students a multi-sensory understanding of several Asian societies, their culture and history, and the interconnections among them. The course will also examine how global migration has spread food cultures globally leading to fusions of various cuisines. The course will focus on East Asian, South Asian, and Southeastern Asian food and cultures. Films shown in the course will include *Anatomy of a Springroll*, mentioned above; *Tampopo*, the Japanese film about the search for the perfect bowl of noodles; and *Eat Drink Man Woman*, the Taiwanese film that focuses on a Chinese master chef, his daughters, and the techniques of Chinese cooking. These and other films will focus on food and illuminate aspects of the relationships between food, culture, and society. This is a speaking-intensive course in which students will give presentations. (**Social and Behavioral Science Core Distribution**)

SOCI 299-001 or 002 **Globalization: Cultural Conflict and Integration**

MWF 10:10-11:00 or 11:15-12:05 **Dr. F. Deng**

This course is designed to inform students about globalization, or more specifically, cultural conflict and integration. The clash of civilizations is a central issue, not only in social sciences, but also in national security, international affairs and professional studies such as education and social work. Samuel P. Huntington, Chairman of the Harvard Academy of International and Areas Studies, argued: "In this new world, the most pervasive, important, and dangerous conflicts will not be between social classes, rich and poor, or other economically defined groups, but between people belonging to different cultural entities." Are these dangerous conflicts inevitable? What is the root cause of the clash of civilizations? What are conditions under which global integration of different cultural entities takes place? The course addresses these issues by introducing different cultures, understanding cultural diversity, and discussing policy implications. (**Social and Behavioral Science Core Distribution**)

SOCI 299-003 or Y01 **Race and Gender in Film**

TR 11:00-12:15 or W 4:00-6:40 **Dr. M. Wakin**

Contemporary films and television programs have a seamless editing style and familiar narrative, making them seem normal, comfortable, and familiar. We view them as pure entertainment, a source of relaxation and enjoyment. This is part of their power and influence – we accept them without thinking! This course will critically examine the influence of Hollywood and prime time television in shaping our views on race and gender. (**Social and Behavioral Science Core Distribution**)

SOCI 299-Y02**Harry Potter and the Sociological Imagination****W 12:20-1:35****Dr. J. Cohen**

This course will examine two of the books from the series that captured the imagination of children and adults around the world. We will focus on reading for both the story itself and the moral and social codes that are developed within the literature. The Harry Potter series deals with issues of prejudice, good versus evil, and the development of personal identity in ways that reinforce social codes and social responsibilities. Characters in the novels face daily struggles that serve to demonstrate right from wrong, and delineate the development of a sense of ethics. In focusing on the first two books in the Harry Potter Series: Harry Potter and the Sorcerer's Stone and Harry Potter and the Chamber of Secrets, we will examine how issues of inequality, environmentalism, multiculturalism, gender, family, and education are dealt with by the author in such a way as to carry specific social mores. In addition to reading J. K. Rowling's book, we will explore texts that offer criticisms and analyses of the materials, as well as do our own research to develop a socio-cultural analysis. **(Social and Behavioral Science Core Distribution)**

SPED 298-AH1**Special Education in Context: Is Rick Allen Disabled or Handicapped?****W 11:15-12:05****Dr. R. MacMillan**

On many occasions, professionals, as well as the general public, will use the terms *disability* and *handicap* interchangeably. This is incorrect. These terms, contrary to popular opinion, are not synonymous but have distinct meanings. This colloquium will examine this issue in addition to the Universal Design for Learning (UDL) – ‘the design of instructional materials and activities that allows learning goals to be achievable by individuals with wide differences in their abilities.....’ One challenge we face as a society today is to create an environment where everyone can live up to their fullest potential. This colloquium will therefore explore such issues affecting individuals in contemporary society.

THEA 298-001**The Broadway Musical: a social history of 20th century America on stage****TR 11:00-12:15****Dr. S. Ramczyk**

Examining three periods in US History, specifically, the course will focus on determining: 1. What the social, historical, and political frameworks are for each musical 2. What subject matter and overall themes are developed within the musical 3. What the social, political and historical perspectives and ramifications of these themes and subjects are 4. What sociological factors contributed to the overall success of the piece. This will be accomplished through assigned readings addressing the social, historical, and political framework of each chosen era; assigned film viewings and CD listening; script readings; in-class discussion and limited lecture; prepared speeches and one prepared group presentation. There will also be in-class group assignments accompanying the film viewings, script readings, assigned readings, and CD listening. **(Fine and Performing Arts Core Distribution)**

**For more information on the Core Curriculum see
www.bridgew.edu/corecurriculum**