

COURSE DESCRIPTIONS

Art 225 Studio Topics: Computer-Based Art

With new technology comes new ways of creating and looking at art. How does the computer change the art-making process? What are ideas that artists conceptualize using digital media? How has technology changed our culture? These are questions we will ask and explore in this studio course. By investigating current digital media practices, students will engage in practical and conceptual issues related to digital art. Technology will be both our tool and subject matter. Art practices may include digital video, sound art, net/web art, photographic manipulation, and animation.

Prerequisite: Any introductory studio or art history class

Biology 371. Special Topics: Immunology.

This course examines the events leading to immunologic control of a pathogen. Topics include innate immunity, T cells, B cells, antibodies, cytokines and the immunologic basis for disease. We will also discuss how immunological techniques can be applied to multiple research questions. We will focus on the current understanding of the field through examination of primary literature. [One course credit. Prerequisite: Biology 212 or the consent of the instructor.]

Classics 211. The Myth-Ritual School: Interpretations and Personalities

In this seminar we will consider in detail the myth-ritual school of mythological interpretation, which had its start in nineteenth century biblical studies, continued with the work of scholars like James Frazer and Jane Harrison, and has been revived today as the sociology of religion continues to be a popular academic subject. We will be concerned equally with the history of this approach to myth, with the personalities (which tended towards the eccentric) of the scholars who created it, and with concrete analysis of myths both classical and non-western. Special attention will be given to the Greek god Dionysus, whose myths present a myriad of connections to rituals historically attested in antiquity.

Prerequisite: Any 100 level course in Classics or permission of the instructor. Limited to 20

Computer Science 271, Special Topics: Simulation

Computer simulation of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks and industrial engineering. Topics for study include: review of basic probability models, pseudo-random number generation, queueing models, random walks, Markov chains and Monte Carlo methods. Emphasis is placed on computational aspects of the field including efficient implementation, analysis of algorithms, and graphics.

Prerequisites: MAT 112, and CSC 112 (or current enrollment), or permission of the instructor. 1 Credit

Economics 213 Topics in US Economic History: The Economics of North and South

This class will explore the economic history of the Civil War conflict between the North and the South. We will begin by examining the different development paths of the two regions, and how these differences led to conflicts between the regions. We will examine the problems encountered in financing the war. We will also examine what happened to the freed slaves, and to the South as a region, after the war. Prerequisite: Econ. 101

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English 105: Introduction to Poetry

This class will introduce you to the study of poetry through intensive reading and intensive written analysis. We will focus on close readings of a wide range of poems from a variety of historical periods, genres, and cultures. Through a study of image, symbol, diction, syntax, meter, rhythm, and sound, we will analyze the ways in which a poem creates meaning. Your written analyses will emphasize the marriage of formal and thematic elements in particular poems. Credits: ½. This class will be offered in the second half of the fall semester.

English 106: Introduction to Short Fiction

This class has two goals: to introduce you to the study of short fiction through intensive reading, and to familiarize you with strategies and methodologies for writing about literature. In our readings, we will explore formal issues such as tone, structure, and symbolism as well as social issues such as sexuality, race and gender. Moreover, this class focuses on ways of grappling with these big questions in writing, as literary scholars do. Credits: ½. This class will be offered in the first half of the fall semester.

English 296 Religion and Literature: Dante's Divine Comedy (Religion 296 = History 220 = Humanities 296 = English 296)

A study of The Divine Comedy of Dante Alighieri (1265-1321). In a semester's reading of the poem, we will consider it primarily as a religious text, but we will be attentive to the social and political dimension too. We will read some other contemporary works that will help to contextualize the poem as well as carefully selected secondary works.

English 310 Studies in Literary Genres: Postmodern Fiction

This course will trace the development of postmodern fiction, from formally postmodern texts to later texts that define postmodernism more as an engagement with issues of gender, ethnicity, media, cultural hierarchy and politics. To understand these texts we will read some theory and heaps of odd and astounding works of postmodern fiction by such writers as Don DeLillo, Paul Auster, Douglas Copeland, and Toni Morrison, as well as watch some movies by postmodern filmmakers, such as Quentin Tarantino, David Lynch, and Charlie Kaufmann.

English 340 - Studies In Individual Authors: (Post) Colonial Joyce

James Joyce was born and raised in colonized Ireland. In Eng 340, we will read *Dubliners*, *A Portrait of the Artist as a Young Man*, *Exiles*, *Ulysses*, and some of Joyce's political writing. Our discussion of these texts will focus mainly on the writer's commentary on imperialism, racial bias, anti-Semitism, and other forms of oppression present in late-colonial Ireland. We will try to determine why Joyce famously declared: "I will not serve that in which I no longer believe, whether it call itself my home, my fatherland, or my church." In some texts, Joyce anticipates the postcolonial challenges the Irish people may face after their liberation from the British Empire. All of the books included in this course are deeply embedded in and inspired by Dublin—a city with which Joyce had a love-hate relationship, and which provided him with a wealth of characters and stories for his fiction. *Ulysses* is a challenging book, but its plot and structure become much clearer when one immerses oneself in the life of the city and mimics the paths of Leopold Bloom and Stephen Daedalus. An immersion trip to Dublin during the Thanksgiving week will enhance our textual, cultural, historical and biographical study of Joyce's texts. This course is limited to Juniors and Seniors.

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English 497-01: *Place, Space, and Community in the Lives, Worlds, and Writings of Charles Dickens and Thomas Hardy.* 2:40 T.Th. (Professor Tobey C. Herzog)

Places (buildings) and spaces (landscapes and urbanscapes) can create a sense of community, as well as social division and individual isolation. They evoke in literature images, associations, and interpretations of life that provide entry points for understanding social, political, economic, cultural, and artistic concerns of a particular period. Two important spaces and their attendant buildings in Victorian England were the countryside and the large cities. The former was undergoing continued upheaval with changes in agricultural practices and the ongoing migration of people from the country to urban centers of commerce and industry. The latter—most notably London—was also undergoing upheaval as its spaces and places changed to accommodate the influx of people, continued growth as the commercial and mercantile center of the world, and emerging urban problems. Two Victorian authors are closely associated with these changing physical and social landscapes: Charles Dickens, whose life and writings were shaped by his London experiences, and Thomas Hardy, whose life and writings were influenced by his experiences of growing up and living in rural Dorset in southwest England. Each uses his relationships with space, place, and the times to establish settings and themes in his novels, especially the theme of community, as well as themes of individual and class isolation.

We will examine through relevant novels, essays, art, architecture, historical documents, 19th-century periodicals, and literary criticism, the roles of rural and urban places and spaces in the novels of Charles Dickens (London in *Oliver Twist* and *Bleak House*) and Thomas Hardy (rural Wessex in *Far From the Madding Crowd* and *Tess of the D'Urbervilles*). Our principal critical angles for examining these texts will be literary/cultural/historical/biographical/architectonic criticism as we focus on major themes of community and isolation within Dickens's and Hardy's novels and within the nation's changing social, political, economic, religious, and intellectual milieus. Supplemental texts will include chapters from William J. Palmer's *Dickens and New Historicism*, Raymond Williams's *The Country and the City*, Richard Altick's *Victorian People and Ideas*, Howard Newby's *Country Life: A Social History of Rural England*, and Peter Ackroyd's *London: The Biography*. Class activities will include discussion, student reports, extensive library research, short writing projects, and a major seminar paper. **[PART OF THE CLASS WILL BE A SEVEN-DAY THANKSGIVING-BREAK IMMERSION TRIP TO LONDON AND DORSET led by Professor Herzog.]**
CLASS OPEN TO JUNIOR AND SENIOR ENGLISH MAJORS ONLY, WITH PERMISSION OF INSTRUCTOR.

English 497-02: *Ecocriticism, Dwelling, and the Fate of the Earth.* 9:45 T.Th. (Professor Marcus Hudson)

In American nature writing, as in American culture more generally, a key tension exists between texts which celebrate the possibility of rich, full, comprehending existence on the land and texts which suggest that the more likely possibility of human tenancy on the Earth is ecological collapse and apocalypse. The Ur-text of dwelling is Henry David Thoreau's *Walden*; the contemporary text that most profoundly represents ecological apocalypse is Cormac McCarthy's extraordinary novel, *The Road*. In this senior seminar for English majors, we will trace this central tension in American literature through poets, Robinson Jeffers, John Haines, Gary Snyder, and Wendell Berry; through non-fiction writers, Aldo Leopold (*The Sand County Almanac*), Edward Abbey (*Desert Solitaire*), and Terry Tempest Williams (*Refuge*); and through novelists, Helena Maria Viramontes (*Under the Feet of Jesus*), Seth

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Kantner (*Ordinary Wolves*), and Cormac McCarthy (*The Road*). We will also read widely in the emerging field of ecocriticism, that branch of literary studies which examines the relations between writers, texts, and the biosphere, and use its methodologies to read our texts more richly. The course will culminate in the writing and presentation of a critical essay on some question connected with the course's themes and texts.

CLASS OPEN TO JUNIOR AND SENIOR ENGLISH MAJORS ONLY

History 220 Topics Med & Early Mod Europe: Dante's Divine Comedy (History 220 = Religion 296 = Humanities 296 = English 296)

A study of The Divine Comedy of Dante Alighieri (1265-1321). In a semester's reading of the poem, we will consider it primarily as a religious text, but we will be attentive to the social and political dimension too. We will read some other contemporary works that will help to contextualize the poem as well as carefully selected secondary works.

History 300. The Invention of Tradition: Oral History as Method

The pomp and circumstance of the British Royal Family is less than 200 years old; Chapel Sing has changed multiple times during our lifetimes already, the Sphinx Clubs Air Raid call has been performed in different ways since its inception, and many ethnic groups in Africa are scarcely a hundred years old. This course will equip students to appreciate, from the standpoint of history, how traditions are invented and then transform over time. Using case examples from African, East Asian, European, and World histories, we will examine the link between the spoken and the written word, as well as the links between symbol, ritual, and ceremony. For much of what we have come to call civilization, the human family has left written and oral records. But what if some of these records misrepresent our common and our particular pasts? How do historians use orally collected materials to inform the histories they eventually write? Is the written word more important than the spoken? How does one influence the other? We will examine these issues and questions as they are reflected in the historical use of symbol, ceremony, and ritual in tourism, music, art, field work in global contexts, and governance, as well as to question what constitutes commemoration and memory. Any student planning on attending law school should strongly consider this course, for it grapples with the primary means through which lawyers make legal arguments: orality. As all lawyers conduct interviews and prepare informants to testify (in deposing witnesses, for instance), the course will emphasize the multiple investigatory and interviewing techniques that historians have developed to examine the past. Special attention will also be paid to East

Asian traditions, where pictographic knowledge systems differ starkly from our own alphabetic one, raising important questions. Students will conduct an oral history project using these important methodologies.

No prerequisite required.

History 320 Adv Topics:Med&Early Mod Eur: Early Christian Monasticism

History 320 Seminar in History of Christianity: Early Christian Monasticism (History 320 = Religion 372)

A thorough examination of the roots of Christian monasticism and the variety of forms of early monastic life. We will discuss important primary texts such as Athanasius' Life of St Antony, the Conferences of

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John Cassian, and the Rule of St Benedict and also important secondary literature. We will look at the theory, practices, and varieties of early monasticism in Africa, Asia, and Europe.

Humanities 296 Religion & Literature: Dante's Divine Comedy (Humanities 296 = History 220 = Religion 296 = English 296)

A study of The Divine Comedy of Dante Alighieri (1265-1321). In a semester's reading of the poem, we will consider it primarily as a religious text, but we will be attentive to the social and political dimension too. We will read some other contemporary works that will help to contextualize the poem as well as carefully selected secondary works.

International Studies 270 – Global Perspectives on Culture and Identity

In a world that is increasingly interconnected, contact between cultures leads to productive exchanges as well as misunderstandings and conflict. Using texts and films from around the world, this course will seek to develop an awareness of the ways in which cultures differ as well as encourage self-reflection about one's own cultural perspective. We will explore the following questions: What is culture? What forces shape it? How can one understand and deal with cultural otherness? What are acculturation and assimilation and are they possible/desirable? What impact does globalization have on cultures throughout the world? What are the effects of migration of individuals or populations on culture and identity? How does the media shape our perceptions of other nations and cultures?

Mathematics 010 Pre-Calculus with an Introduction to Calculus I

Mathematics 010 replaces Mathematics 003. This course is intended solely for those students who wish to take calculus, but whose preparation makes a slower-paced course in calculus advisable. Topics covered include a review of algebra (solving equations and inequalities, simplification of algebraic expressions), properties of polynomials and rational functions, limits, continuity, an introduction to derivatives via polynomials and rational functions, and applications of the derivative.

Mathematics 010 can not be used for any distribution credit. For students who desire a distribution credit in mathematics but do not wish to take calculus, Mathematics 106, 107, , 108 and 178 are recommended.

Admission to Mathematics 010 is by department placement only.

Mathematics 178-01 Probability

This course taken with Math 178-02 is the equivalent of Math 107. In Math 178-01, topics include a brief introduction to probability, conditional probability, and expected values as well as the application of probabilistic reasoning to interesting problems in the areas of medical testing, investing, insurance, retirement annuities, and the analysis of rare events. Math 178-01 does not count toward the mathematics major or minor. Credit will not be given to students who take this course who have already taken Math 107. No Prerequisite. 1st half-semester

Mathematics 178-02 Statistics

This course taken with Math 178-01 is the equivalent of Math 107. (178-01 is not a prerequisite for 178-02). Topics include paradoxes involving averages, correlation, and prediction. The classical approach to

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statistical reasoning is also presented, both the p-value argument to testing claims and the confidence interval approach to estimation. Math 178-02 does not count toward the mathematics major or minor. Credit will not be given to students who take this course who have already taken Math 107. No Prerequisite 2nd half-semester

Mathematics 277-01 Probability Models I

This course covers probability material formerly covered in Math 227. Math 277 is an introduction to discrete and continuous random variables. Distributions considered include the hypergeometric, binomial, geometric, Poisson, uniform, normal, gamma, chi-square, t and F. We will cover the Central Limit Theorem, multivariate distributions, and transformations of random variables. Students taking this course are also encouraged to sign up for one of the two follow-up courses offered the second half of the semester, Math 377-01, Regression Models, or Math 377-02, Probability Models II. Credit will not be given to students who take this course who have already taken Math 227.

Prerequisite: Mathematics 112 1st half-semester

Mathematics 377-01 Regression Models

This course is a matrix-based presentation of regression. We will concentrate on the probabilistic reasoning behind regression in particular the inferences we can make using linear combinations of normal random variables.

Prerequisite: Math 223 (concurrent registration OK) and either Probability Models I (See 277-01 above) or Math 227. 2nd half-semester

Mathematics 377-02 Probability Models II

This course is a continuation of 277-01. Topics include survival functions, hazard functions, order statistics, continuous and discrete distributions not considered in Probability Models I and mixed random variables. We will look at a wide variety of probability problems associated with insurance.

Prerequisite: Probability Models I (See 277-01 above) or Math 227. 2nd half-semester

Philosophy 109. Perspectives on Philosophy: Socrates, An Examined Life

Given that the unexamined life is not worth living (*Apology* 38a), we will examine our lives by reading and discussing Plato's Socratic dialogues. These dialogues serve as introduction to philosophical thinking about things like courage, moderation, justice, and wisdom; Socrates, Plato's ideal philosopher and man, is the primary character. The course is designed for first time readers of philosophy to practice philosophical inquiry by careful reading. In addition, the enrollment will be limited to ensure vigorous conversation about the dialogues, the virtues, and ourselves.

[One half course credit; offered both first and second half of the semester. No prerequisite; junior and senior philosophy majors may take the course only with the instructor's permission.]

Philosophy 269: Topics in Metaphysics and Epistemology: Recent Metaphysics

Metaphysics addresses questions concerning some of the broadest concepts we use in thinking about the nature of reality. Is a thing the sum of its properties or something else that has these properties? Do properties and other "universals" have a reality apart from particular things? Can things have all the same properties and still be different? What is it for something to exist as the same thing at different times? Is the actual state of the world all that is real or do possibilities also have a kind of reality? What

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does it mean for some event to cause another event? Is there a world independent of the way we think of it, and, if so, how do we think about such a thing? What does it mean to say that an apparent kind of thing (e.g., a table or a quantity of water) “really” consists of something more fundamental? Many of these questions are very old, but there has been a renewed interest in them in the last fifty years or so, and we will read and discuss some of this more recent work.

[Prerequisite: some prior work in philosophy or permission of the instructor.]

Philosophy 449 Senior Seminar: Leibniz

Leibniz (1646-1716) was in many ways a typical 17th century philosopher. He was the last important member of the rationalist tradition that dominated the new philosophy of that century. He had broad interests and, in particular, made important contributions to science. And his career was not as a scholar in a university but as a diplomat and court official. However, Leibniz was far more interested in the history of philosophy than most who adopted new ways of thinking that grew up in the scientific revolution, and he constantly sought ways to link his views, if not to scholastic Aristotelianism of the Middle Ages, at least to Aristotle himself. He also paid far more attention than did most in the rationalist tradition to the empiricist tradition that grew up alongside it. He thus stands at the center of many issues in early modern philosophy, but also stands outside his era in a way that has attracted the attention of later philosophers for many different reasons. After a survey of Leibniz's work (which consists largely of short treatises and letters), students in this course will pursue issues of interpretation arising in the secondary literature, leading toward an interpretative essay of their own. Required for all philosophy majors, but open to others, and normally taken in the senior year.

Political Science 273: Special Topics in Political Theory: A Certain Democracy--African American Political Theories

This course will examine the major personalities in African American political thought by locating them within America's complex and varied attitudes about race as a social, political, and economic signifier. The central questions that will drive the course are: How does race shape the political ideology of African Americans? To what extent does racial group identity shape an individual's political ideology? Will the end of racism produce new political thinking among African Americans? In short, this course is concerned with the interplay between group interest/ identity, personal biography, and individual interest in the various strains of African American political expression. While it is clear that African American political theory has never been singular – theories rather than theory – the position taken here is that it has been democratic in orientation. That is, African Americans of all political stripes (accommodationalist, integrationalist, and/or nationalist,) hold democracy as the best solution for solving America's race problem.

Course readings will be drawn from the work of: Cornel West, Thomas Sowell, William J. Wilson, Michael Dawson, Manning Marable, Patricia Hill Collins, Kimberle Crenshaw and others.

Political Science 313: Constitutional Law

The Supreme Court has been called a "Storm Center" of political controversy. This course examines the Court's most potent power—to strike down as unconstitutional the actions of elected officials. We will focus on key Supreme Court decisions, including those dealing with affirmative action, gay rights,

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abortion, euthanasia and the death penalty. How should the Court decide such difficult and divisive issues? How does the Court derive an answer based upon such broadly worded constitutional guarantees as "equal protection" and "due process of law" ? And what impact have the Court's decisions had—on other branches of government, and on American society? This course is offered in the fall semester. Credits: 1

Political Science 372 Special Topics in Comparative Politics: Nationalism and Ethnic Conflict

This class will provide a general introduction to the study of nationalism and ethnic conflict. In it, we will touch upon a wide range of cases of ethnic conflict and genocide, including the dissolution of Yugoslavia, the 'Troubles' in Northern Ireland, genocide in Rwanda and the Holocaust, and current crises in the Middle East. With such a wide range of cases, the approach will be largely theoretical — focusing on the underlying causes of such conflicts and the general conditions under which they might be remedied. Thus, a reliable foundation in the study of Comparative Politics and a reasonable familiarity with international current events will be expected

Political Science 374 Special Topics in International Relations: International Organizations

International organizations (IOs) have an important role to play in helping states overcome the challenges to international cooperation, which allow many serious global problems to persist and worsen. In this course, we will examine theoretical explanations for why international organizations develop and the circumstances under which they are most likely to be successful. Second, we will examine the variety of international organizations that exist. Some IOs deal with a wide variety of issues and include members from nearly every country, while others are regionally focused. Other IOs address issues within narrower functional areas (such as security, trade, finance and development, environment and human rights). In addition to examining the variety of IOs and their theoretical relevancy, we will spend some time examining some regional or global problems that are of concern to a major IO like the United Nations.

Psychology 210: Behavior Modification

This course focuses on how we can improve behavior of humans and other animals using the principles of learning theory. We will examine the history of learning theory in psychology, with a special focus on the principles of classical and operant conditioning and how to apply these principles to actual

behavior. Students will design and implement a self-modification project as well as complete simulated learning experiments as part of the course.

Psychology 301: Literature review in Psychology

An introduction to the principles of searching for and reporting on published literature in psychology. Students will learn strategies for searching databases, identifying credible sources, and developing a theoretical background on a topic. This course features extensive training and practice in writing APA-style manuscripts, and is intended to prepare students for Psych 495/496, Senior Project. This course is offered in the Fall and Spring semesters. Prerequisite: Psych 201 Credits: .5

Psychology 495/496: Senior Project

Students in this two half-course sequence will complete a year-long capstone project intended to

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integrate the content and skills they have learned in the major and develop expertise in an area of interest. This project will consist of either an empirical study or a community-based practicum. The empirical study will be one that the student plans and carries out with general guidance from a faculty mentor. For the community-based practicum option, students will work with a professional involved in the delivery of psychological services. All projects will culminate in an APA-style manuscript and a poster presentation. Students intending to register for Psy 495 must first meet with a faculty member in the Psychology department to choose which type of project they wish to pursue and to propose an area of specialty. Psy 495 will be offered every Fall semester, and Psy 496 will be offered every Spring semester. Prerequisite: Senior standing as a psychology major or minor

Credits: One-half credit for each course

Religion 173 Introductory Topics in Theology: Introduction to Roman Catholicism

What is Roman Catholicism? We will explore some of the basic themes of Catholic doctrine, ritual, and morality. We will examine the natural law tradition, the impact of Vatican II, the history of anti-Catholic prejudices, and current events and controversies in the Catholic Church. [1/2 credit, second half semester, no prerequisite]

Religion 230 Topics in East Asian Religions: Confucianism in the Modern Era

Once on the wane (in the twentieth century), Confucianism has recently undergone a major renaissance in both mainland China and the United States. Hence this course. We'll start with classical Confucianism, and do a close reading of the *Analects* and the *Mencius* in English translation. We'll analyze the "logic" of each work, and the issues raised by the tensions between a "logical" reading of a text and an "historical" one. We'll then turn to contemporary Confucianism, looking at its recent revival (e.g. the so-called "New Confucians" and the "Boston Confucians"), and at its role in current debates about bioethics, ecology, and social and political reform. We'll also examine Confucianism in contemporary Chinese literature (novels, plays, etc.). Part of the course work will be devoted to learning a core set of Chinese characters, and a few rudiments of Classical Chinese, although absolutely no prior knowledge of Chinese will be presupposed in any way, shape, or form whatsoever.

[One course credit. Prerequisite: Religion 104, or the consent of the instructor.]

Religion 273 Topics in Theology: Evolution and Creation

We will examine the relationship between the Christian doctrine of creation and the biological theory of evolution from a variety of perspectives and models. Some of the questions we will ask will include the following: 1) What is natural evil? Does it make sense to formulate moral evaluations of nature? 2) Can the language of purpose be expunged from our examination of nature? 3) What is the role of chance in evolutionary theory, and is that role compatible with the doctrine of creation? 4) Is the theory of evolution morally neutral, or does it entail very specific moral assumptions and implications? 5) What is the relationship between the theory of evolution and the philosophy of naturalism? Does evolutionary theory make metaphysical assumptions? 6) What difference does belief in God make for how we evaluate the claims of evolution? Our discussions will examine but not be limited to the intelligent design movement. One of our texts will be a book by Cardinal Christoph Schoenborn, Archbishop of Vienna, entitled Chance or Purpose?, which is an expansion of a controversial essay he wrote for the New York Times in 2005.

[1/2 credit, first half semester. Some background or interest in biology or theology is recommended.]

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Religion 280 Topics in American Religion: Native American Religions

This course will provide an introduction to Native American religions. Students will explore historical and contemporary expressions of Native American religions, roles of sacred stories and objects in religious practices, and the place of geography and environment in the development of religious expression. Differences and similarities between Native American religions located in various regions of the United States will be examined. The course will include at least two visits to important Native American sites located in Indiana and Illinois. *This course will count in category C of the requirements for a religion major.*

Religion 296 Religion and Literature: Dante's Divine Comedy (Religion 296 = History 220 = Humanities 296 = English 296)

A study of The Divine Comedy of Dante Alighieri (1265-1321). In a semester's reading of the poem, we will consider it primarily as a religious text, but we will be attentive to the social and political dimension too. We will read some other contemporary works that will help to contextualize the poem as well as carefully selected secondary works.

Religion 372 Seminar in History of Christianity: Early Christian Monasticism (Religion 372 = History 320)

A thorough examination of the roots of Christian monasticism and the variety of forms of early monastic life. We will discuss important primary texts such as Athanasius' Life of St Antony, the Conferences of John Cassian, and the Rule of St Benedict and also important secondary literature. We will look at the theory, practices, and varieties of early monasticism in Africa, Asia, and Europe.

Spanish 403-1 Spanish American Literary Genres "The Buried Mirror: Reflections on Spain and the New World"

In this course students will engage in a close reading of Carlos Fuentes' essay on the cultural history of Europe and the Americas with a view to better understand the sociopolitical, artistic, and economic forces that contributed to the creation of Hispanic culture and its dissemination from the caves of Altamira to the walls of East Los Angeles.

1st Half Semester

Spanish 403-2 Spanish American Literary "Masters of Spanish American Short Fiction"

The stories of Mexican writers Juan Rulfo and Juan José Arreola are internationally acclaimed for their exquisite craftsmanship and superb command of metaphoric language. This course will explore Rulfo's collection El llano en llamas (1953) and Arreola's Confabulario personal (1972) in terms of their contribution to Hispanic literature and of their remarkable modernity and "universal" appeal.

2nd Half Semester

Theater 103 (1). Seminars in Theater: "Henrik Ibsen: The Father of Modern Drama"

In plays written throughout the last half of the nineteenth century, the Norwegian playwright Henrik Ibsen (1828-1906) addressed societal ills, exposed Victorian hypocrisies, and shocked critics and audiences. He interrogated the major issues of his day: the conflict between science and religion, the role of the individual in society, and the "woman question." This course will cover many of Ibsen's major

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works: from the fantastical (*Peer Gynt*), to the realistic (*A Doll House*, *An Enemy of the People*, *The Wild Duck*, *Hedda Gabler*), to the experimental and avant-garde (*The Master Builder* and *When We Dead Awaken*). To place Ibsen in context, we will also consider the scholarship of his contemporaries

George Bernard Shaw, Brander Matthews, and William Archer, while analyzing newer critical work by Raymond Williams, Joan Templeton, Marvin Carlson, and Rolf Fjelde.

1st half of semester. ½ credit. Professor Cherry

Theater 103 (2). Seminars in Theater: “Twentieth Century Political Theater and Performance in America”

Throughout the years, Americans have turned to theater to express their political beliefs. Theater has served as a way to educate audiences about pressing issues, express dissatisfaction with governmental policies, and to extol political ideologies. In this course, we will read the works of (“political”) playwrights like Susan Glaspell, Clifford Odets, Arthur Miller, and Amiri Baraka. We will examine performance histories of groups like the Federal Theatre Project, Bread and Puppet Theatre, El Teatro Campesino, and the San Francisco Mime Troupe. Finally we will look at the performance conventions of the contemporary American political scene, from the staging of national party conventions to the performance actions at the grassroots (Hell Houses, Rev. Billy and The Church of Stop Shopping, Billionaires for Bush/Kommunists for Kerry). In sum, we will explore how performance in its many forms helps shape American political values and worldviews.

2nd half of semester. ½ credit. Professor Cherry