

## 2019 SPRING TERM COURSE DESCRIPTIONS NOT FOUND IN THE 2018-2019 ONLINE CATALOG

### **ARH 384 Art in the Global Middle Ages**

This course will approach the visual culture of the medieval period from a global perspective. We will study the art of the Islamic world; South Asia; Africa; China and Japan; South America; continental Europe, as well as Britain and Ireland, from ca. 700-1000 CE. We will focus on topics such as the role of the visual arts in cultural exchange and gift-giving; the effects of pilgrimage, conquest, and global trade on the visual arts; and the investigation of a common visual language in religious art. We will also examine the tension between a “local” medieval art and a “global” medieval art, as we endeavor to understand the historiography of the concept of the middle ages itself.

### **BIO 386 Cancer Biology**

Cancer is a complex disease that is characterized by a distinct set of phenotypes distinguishing cancer cells from normal cells. This course will cover the molecular basis for the acquisition of these phenotypes. Topics will include how alterations in normal cellular signaling pathways contribute to tumor formation, how tumors interact with other types of cells in the body, and cancer treatments. Group discussions of novel research in cancer biology will also take place. Prerequisite: BIO 210 and BMB 210

### **CHE 352 Bionanotechnology**

We will explore advances in nanotechnology, its convergence with biological systems, and the role it plays in medicine, pharmaceuticals, and disease monitoring. The focus of this course will include the development and optimization of nanoparticles designed for biosensing, drug delivery, diagnostics, and a combination of these purposes. Special consideration will be given to the interaction of these nanoparticles with biological systems in vivo and how this affects their design and performance. Prerequisite: CHE 241 and BMB 210 or BMB 310, or permission of the instructor.

### **CSC 265 Web, Data, and Design**

Students will learn how data is stored within the Internet, how information is shared across the Internet, and how to access information through the power of computation. Students will use these ideas to design and implement interactive tools to visually communicate information. Topics include Internet protocols, HTML, CSS, Javascript, CSV, JSON, SQL, scraping, regular expressions, and data visualization. Prerequisite: Grade of C- or higher in CSC 117.

### **EDU 320 Education and Incarceration**

This course will investigate the relationship between education and incarceration. Specifically, in this course we will focus on three primary themes: the school to prison pipeline; the educational effects on a child of having an incarcerated parent; and education programs that take place within prisons. Throughout the course, we will explore how education can be used to help disrupt cycles of incarceration and punishment. To this end, we will spend half of our course meeting time at nearby Northpoint prison, where we will read and discuss bell hooks' book “Teaching Community: A Pedagogy of Hope” side-by-side with inmates. Prerequisite: EDU 265 or POL 120 or SOC 110 or SOC 120 or permission of the instructor.

### **EDU 331 Gender and Education**

In this course, we will examine the relationship between gender and education, primarily in the United States and countries of the Global South. The key question that guides this class is: what are the limits and possibilities of education as a tool for promoting gender equality? As one of the primary arenas in which social and political goals are determined, shared, and challenged, education represents an ideal setting for exploring questions about gender roles, norms, and equality. Our primary focus will be on formal educational settings, but we will also look beyond the classroom in order to consider co-curricular activities and spaces. Prerequisite: EDU 227 or SOC 110.

### **ENG 340 Gothic Hauntings**

The Gothic emerged in the 18th century as a counterpoint to Enlightenment and neoclassical traditions. In architecture, politics, and most of all in literature, the Gothic explored the dark, the weird, the sinister—the intersection of terror and wonder. This course examines the history of the Gothic from the 1750s to the present day. Readings draw from such authors as Radcliffe, Lewis, Shelley, Poe, Stevenson, Stoker, and Jackson, with explorations of the Gothic in film, music, and popular culture.

### **ENG 390 War Stories**

Our oldest stories are about war and battle. This course explores the forms and concerns of the war narrative, with emphasis on contemporary war stories both factual and fictional, and from a variety of perspectives, in poetry, memoir, novel, short story, and film.

### **ENS 311 Soil Science (4 hours)**

This course will introduce students to the physical, chemical and biological properties of soils and to the wonderful world of soils that lie, often forgotten, beneath our feet. Soils are one of the most fundamental basis and the core ecological constraints on plant distributions and the productivity of both natural and managed ecosystems. Soils are also an

important component of many current and historical environmental problems. Prerequisite: CHE 117 or CHE 131 or CHE 135 or BIO 110.

### **FRE 321 Introduction to French Cinema**

The course will introduce students to French cinema through a selection of contemporary movies. It will focus on three specific aspects: 1) The specific cultural relation that French culture maintains with cinema as an art form (and as opposed to Hollywood cinema for instance), 2) How French cinema represents and reinforces mainstream French identities, 3) How cinema questions and undoes mainstream French identities. Prerequisite: FRE 261 or FRE 271 or equivalent.

### **LAT 215/315 Politics in the Age of Cicero**

In this course, our primary goal is to improve our reading comprehension of Latin prose. The second goal of this course is to explore the relationship between politics and public speech in late republican Rome. We will accomplish these goals by reading selections from Cicero's speeches, including *In Catilinam I*, in which Cicero accuses a fellow senator, Catiline, of conspiring to violently overthrow the government in 63 BCE. We will discuss and analyze Cicero's speeches to learn how how Romans in the late republic envisioned good governance and viewed their relationship to law and authority in a polarized and violent political climate. These ideas about government and law still resonate today in the modern American legal and political system. Prerequisite: CLA/LAT 120 or placement into a 200-level CLA/LAT course for LAT 215; two semesters of CLA/LAT 2XX or placement into a 300-level CLA/LAT course for LAT 315.

### **MAT 200**

New prerequisite: MAT 170 or sophomore standing.

### **MAT 419 Probability Models**

This course explores elementary stochastic processes, both theoretically and computationally. The course helps students learn to build mathematical descriptions of random processes that change over time. Topics include Poisson Processes, Markov chains (discrete and continuous), Queueing Theory, and Applications of Renewal Theory. Prerequisite: MAT 310 and CSC 117.

### **PHI 304 The Ethics of War**

Killing another human being is universally regarded as one of the most seriously wrongful acts. But most people also acknowledge that there are exceptions to the wrongness of killing, and it is in determining what these exceptions are and why they count as exceptions that some of the most interesting and difficult ethical questions arise. War involves killing, maiming, and destruction on a large-scale. How can war ever be an exception to the general prohibition on killing? Can the resort to war ever be justified, or should we be pacifists? Is military intervention ever justified on humanitarian grounds, or is state sovereignty absolute? Does the permissibility of killing in war change depending on who is in the right, or are all soldiers 'moral equals'? Does the protection of our loved ones and co-citizens help to justify killing in war? What, if anything, makes it worse to kill civilians than soldiers? This course will explore these and related questions by reading, discussing, and debating classical and contemporary works on the ethics of war. Prerequisite: PHI 140 or other ethics course highly recommended.

### **POL 353 Democracy & Democratization**

This course examines the possible institutional constructions of democracy and considers which institutions are "better" based on a country's goals and realities. What institutions are necessary to be considered a full and functioning democracy? Once we understand the various institutions and their effects on democracy's success, we will consider the process of democratization, studying what factors can influence and impede a country's path to democracy. How and why do some authoritarian regimes persist? Additionally, we consider if democracy is, in fact, the best system of governance that we hold in such high esteem. Is it all it's cracked up to be? We also study democratic declines and the factors that lead to dismantling established democratic institutions. Case studies from various points in history and locations around the world will be incorporated throughout. Specifically, we consider the post-WW2 era, the global south, the "third wave," the Arab Spring, and more recent populist movements in the US and elsewhere. Lastly, we consider the international relations implications for the successes and failures of democracy. How does democracy affect other states? What can the international community do to foster democracy? Along with discussing these many themes, we will utilize comparative methods and conceptual tools to understand democracy and the process of democratization.

### **POL 355 Policies of Mass Incarceration**

Students will explore the history of mass incarceration, what policies and other factors created it, and different strategies for how to reduce it. We will study the War on Drugs, the growth of the prison-industrial complex, how immigrants are affected, and the role of identities (such as race, gender, and sexuality) in creating and sustaining large prison populations. Additionally, we will investigate various solutions for addressing mass incarceration, including new legislation, de-carceration, and prison abolition. As part of this, students will visit several prisons and jails in the region. Prerequisite: POL 120 or EDU 265 or SOC 110 or SOC 120 or permission of instructor.

**REL 356 Holy Violence: From Saints to Suicide Bombers**

Whether seen on T.V. screens or in history books, the horror of war, genocide, terrorism, communal violence, and land disputes often prompts the question: “is religion the problem?” Conversely, one may point to the peaceful aspirations and non-violent social movements that have been led by religious leaders and motivated by religious philosophies and impulses and ask: “can religion be the solution?” This course will explore the complex and sometime paradoxical roles religious ideas, practices, communities, and leaders play in both the perpetuation and cessation of violence. We will examine a range of topics—from sacrifice, suicide bombers, martyrdom and contestations over sacred land—using case studies involving Christians, Hindus, Muslims, Jews, Buddhists, Sikhs and/or New Religious Movements.

**SOC 309 Family Life**

An introduction to marriage, childrearing, and family life in their microsocial and macrosocial aspects. We will look at different patterns by class, race, political and religious ideology, sexual orientation, and, especially, by sex and gender. This course will help you understand your own families – the one you came from, and the one you make. Just as important, we will look at how common the many different kinds of families that make up society are, and how they fit into the whole ecology of family life.

**SOC 312 Lived Religion and Everyday Life**

The main objective of this course is to examine how religious beliefs inform everyday habits, rituals and social relationships. We will begin the class by exploring the theoretical foundations of lived religion through an exploration of popular works by Nancy Ammerman, Marie Griffith, and Robert Orsi, among others. We will spend the remainder of the course considering how religious ideas inform daily life regarding a variety of subjects, including pop culture, sexual politics, race, gender, the body, youth culture, work and family life. Throughout the course students will be asked to think critically about how religious beliefs influence human interaction and how we view ourselves in unexpected ways. The format of each class will rely heavily on small group work and discussions with the end goal of each student producing a final paper based on their own investigative field work. Prerequisite: ANT 110 or SOC 110 or permission of the instructor.