



seattle university

core curriculum

section descriptions

Inquiry based. Jesuit Catholic. Global. Integrative.



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UCOR 1100 Academic Writing Seminar

The Academic Writing Seminar is a seminar-format course designed to develop English college-level academic writing skills in all students to prepare them for both academic and other forms of writing they will encounter in later classes (argumentative writing, reflective writing, etc.). This course emphasizes: 1) fundamental writing mechanics, 2) argument construction and use of evidence, and 3) rhetorical thinking/flexibility to address various situations, audiences, and genres. Each faculty member selects a theme for his or her section(s) to focus students' reading and writing work.

Learning Objectives:

- This course helps students develop broad critical thinking and argumentation skills.
- This course helps students become effective writers of academic prose.
- Students will learn basic rhetorical principles of communication.
- Students will learn to become rhetorically flexible, and be able to thoughtfully adapt their writing to different contexts and contents.

Section Title: Defining, Discovering, and Restoring Human Dignity

Faculty: Bryn Gribben

In consumer culture, the homeless and disenfranchised, lacking economic power, are perceived to lack "social worth." What shapes the understanding of a term like "human dignity?" Students will engage with these questions, in this writing seminar, through investigative and argumentative writing assignments and through readings and individual service-learning experiences at a particular community site, such as a women's shelter or a food bank. In doing so, students will develop critical thinking and questioning skills, produce strong and supported responses to debates, and understand the concept of "dignity" as contextual.

Section Title: Get Real! The Consumption of Reality and the Rhetoric of Watching.

Faculty: Holly Woodson Waddell

In this writing seminar, students will demonstrate broad critical thinking skills as they participate in the cultural debate about how reality and representation informs power. Students will express their ideas using precise and clear academic prose in order to reflect on

the way reality is marketed in the media. Students will communicate using argumentation as they analyze the historical and philosophical precedents for the current international obsession with reality TV. Students will position themselves in different writing contexts so that they will gain rhetorical flexibility as they interrogate the political and sociological implications of TV programs such as "Big Brother." Students will express themselves effectively as they write about a variety of texts that shape our understanding of how the fiction of "truth" in representation supports or subverts collective identity.

Section Title: Global Exchanges of People and Cultures: Not a Zero-Sum Game?

Faculty: June Johnson

People and cultures are on the move in our globalized world. How do we understand immigrants and the contexts of these global flows of people? Has globalization brought cultural diversity or homogenization and what are the stakes here? This introduction to academic analysis and argument, through writing projects based on course readings, films, fieldtrips, discussions, and presentations on

these controversies, will help prepare students for their academic career and civic participation.

**Section Title: Local, Organic, All-Natural:
The Rhetoric of Sustainable Food**

Faculty: Hilary Hawley

This writing seminar invites us to consider not only the sources of our food, but the environmental, social, and ethical impact of our choices. How are we connected (or not) to the sources of our food? How are social justice and sustainability linked? Students will engage these questions through readings, writing projects, service learning, field trips, and films, developing the ability to present arguments in clear, academic prose, employ writing as a critical thinking tool, and participate in civic discourse.

**Section Title: Mother T and Fidel:
Challenging Icons and Inspiring Social
Justice**

Faculty: Victoria Kill

Mother Teresa and Fidel Castro come together in this writing course, an odd couple of cultural icons with very different visions and versions of social justice: Mother T founded the Missionaries of Charity, and Fidel started the Cuban Revolution. We will respond in writing to their stories and their places in history, analyzing what they say about themselves and what others say about them, wrestling with their complexities-and arguing for our own visions of how to make social justice.

**Section Title: Politics and Media: A New
Look at Politics and a Closer Look at the
News**

Faculty: Hannah Tracy

This course will develop your academic writing skills by teaching you to write for a variety of rhetorical situations about the complex relationships between politics and media, with a focus on reasoned, ethical argumentation. Through assigned readings and class discussions, we will explore how the news media

shape our views of politicians and political issues, and discover ways we can contribute our own voices to the political discourse.

**Section Title: Questions of Justice/Justice
in Question: Debating the Inequities of
Public Education**

Faculty: Jennifer Schulz

This writing seminar will help you develop as college-level, academic writers. You will engage, rhetorically, with current scholarly and political debates about public education in the US to develop your abilities to participate in important discourses, understand and respond to the arguments of others, and develop and support your own positions. As we move through the readings in this course we will also move from the classroom out into the city streets, into Seattle Public Schools in the context of Academic Service Learning, and back again in order to enter into the debates from scholarly, researched, as well as your own experiential perspectives. Through deep inquiry and argument, this seminar facilitates the habits of critical and creative questioning and thinking to help you become a more proficient and skillful academic thinker and writer.

**Section Title: Sustaining Communities:
Writing for Civic Spaces**

Faculty: Tara Roth

How do we use language to influence the attitudes, beliefs and actions of others in response to questions about social equity and environmental justice? How do we effectively balance emotional appeals with use of sound evidence to persuade an audience? In this course, you will compose thought-rich academic prose to develop and support your positions about sustaining the communities in which we live. Through critical thinking, reading, and writing, you will practice the rhetorical skills of inquiry and argument to broaden your perspectives and become more proficient academic thinkers and writers.

Section Title: Uncovering Civil and Human Rights**Faculty: Victoria Kill**

In this writing course we use findings from course readings and discussions to develop rhetorical methods of civic engagement and polish persuasive and reflective writing in contexts that are personally engaging, testing a variety of theories about civil and human rights as well as our own comfort zones. The course theme explores what's at stake when people cover or minimize traits and practices such as gender identities, sexual orientations, race/ethnicity, religion, and socio-economic status. Come to class prepared to uncover.

Section Title: What Does 'American' Mean in a Multicultural Nation?**Faculty: Geoffrey Grosshans**

This seminar seeks to strengthen students' writing abilities at the university level through readings, discussion, and research related to the questions: "What does 'American' mean in a multicultural nation?" and "Who decides what it means?" Texts presenting competing answers to these questions will provide opportunities to develop critical reading and thinking skills, rhetorical awareness, confidence in stating and supporting interpretations or positions, effective revision, forceful writing voice, enhanced language command, and expected academic style.

Section Title: Writing about Class War in America: Perspectives for Unwitting Combatants**Faculty: Robert Aguirre**

This writing seminar helps students develop as college-level, academic writers. Students will engage, rhetorically, with the complexities of class war in America to develop their abilities to participate in important discourses, understand and respond to the arguments of others, and develop and support their own positions. Through deep inquiry and argument, this seminar facilitates the habits of critical and

creative questioning and thinking to help students become more proficient and skillful academic thinkers and writers.

Section Title: Argumentation, Advocacy and Contemporary Media**Faculty: Chris Paul**

The world is full of arguments, from the clear claims designed to get you to act in a certain way to the advertisements you're immersed in. This class will teach students to sharpen their writing skills, critique the arguments they find in the contemporary media, and develop their own argumentative ability.

Section Title: Arts and Sciences: Divided We Fall?**Faculty: Mandolin Brassaw**

Are the aims of art incommensurate with those of science? This writing seminar engages, rhetorically, with Jonah Lehrer's *Proust Was a Neuroscientist*, the premise of which is the idea that certain artists, writers, and musicians intuited in their work truths about perception and the mind that neuroscience is now "re-discovering." By becoming more proficient and skillful writers, students will address the question of how art and science can collaborate to produce new forms of knowledge.

Section Title: Thucydides on Politics & War**Faculty: David Madsen**

Thucydides' *History of the Peloponnesian War* is one of the most profound historical and philosophical documents from antiquity. Both the narrative and the speeches offer ample opportunity for analytic, reflective, and editorial commentary. This course will emphasize both good mechanics (form) and thought (content) in the crafts of both academic and public prose writing. The text demands close textual reading, careful analysis, and rhetorical sophistication; the course's goals will be to equip students with these skills and those others essential to good writing across the curriculum.

Section Title: Civil Liberties in the 21st Century**Faculty: Hannah Tracy**

This course gives you the writing, critical thinking, and critical reading skills necessary to succeed in your college courses. Our thematic focus will be the erosion of American civil liberties, especially as these rights come into conflict with the security measures of the War on Terror and the data collection of the Information Age. We will research, discuss, and write about topics such as Predator drone strikes on American citizens, surveillance cameras lining our public streets, and GPS trackers in our pockets.

Section Title: Seattle's Urban Naturalism**Faculty: Kate Koppelman**

Congratulations! You're going to college in a major city! Museums, concerts, galleries, burritos at 2am . . . but what about nature? This course will use urban naturalism (an attention to the ways in which urbanization and the natural world have adapted together) as the spur to develop your rhetorical and writing skills. As a writing seminar, our main focus will be on developing your abilities to write at a college level—but that can't happen until you are able to read and analyze different kinds of texts. To that end, we will rhetorically analyze texts that discuss the complexities of urban naturalism and then write responses to these issues that range from personal reflection to reasoned argument. All the while, we will work on getting out into the city itself and seeing the various ways that nature makes itself known.

UCOR 1200 Mathematics and Quantitative Reasoning

Courses in quantitative reasoning appropriate to students' major field. Essential goals include developing basic or more advanced quantitative reasoning skills (including the ability to manipulate expressions), evaluating probabilities, creating and interpreting graphs, using mathematics to solve problems, and making arguments with numbers. The requirement may also be fulfilled by MATH 118 or above.

Learning Objectives:

- This course is the primary place in the Core where students learn mathematical principles and skills.
- By focusing on the use of mathematical reasoning, students will better understand how mathematicians construct arguments and solve problems.
- Students will improve their academic writing skills in this course.

Section Title: Algorithmics: Puzzles and Computation

Faculty: Adair Dingle

Students will learn the essence of quantitative reasoning and understand its importance and applicability in daily life and work. To reinforce problem-solving skills, students will examine and solve algorithmic puzzles and in so doing learn to recognize and apply common Computer Science problem decomposition techniques. Using quantitative data, students will construct and evaluate reasoned arguments in support of problem solutions. Students will organize and analyze data using different representations, noting qualities of accuracy and completeness. Communication of valid reasoning methodologies as well as visual presentation of data in support of hypotheses will be emphasized.

Section Title: Mathematical Reasoning and its Applications

Faculty: Leanne Robertson and David Neel

An introduction to mathematical ideas used in the modern world, with an emphasis on quantitative methods applied to life experiences and on developing problem-solving and critical thinking skills. Topics include graphing, exponential growth, financial mathematics,

probability, and statistics. Additional topics may include voting theory, graph theory, Fibonacci numbers, geometry, or other mathematical concepts and applications.

Section Title: Quantitative Literacy and Social Justice

Faculty: Allison Henrich

This course will allow students to gain mathematical skills useful for citizenship. Topics covered include voting theory, financial math, probability and statistics. In addition, students will learn why quantitative literacy is important for everyone in our society and explore barriers to achieving this type of literacy.

Section Title: Quantitative Reasoning for Healthcare Professionals

Faculty: Allison Henrich

This course is designed to enhance the quantitative reasoning skills needed by future healthcare professionals. Students will review fundamental algebra skills, with a focus on mental mathematics. Specific applications of algebra in a healthcare setting will be discussed. In addition, students will learn elementary statistics. This includes an introduction to statistical data collection and statistical inference.

**Section Title: Statistical Thinking:
Concepts and Applications**

Faculty: McLean Slougher and Leanne Robertson

An introduction to statistical ideas, with an emphasis on applications to real-world issues

and on developing students' critical and quantitative reasoning skills. Topics include experimental design, graphical and numerical data summaries, correlation and regression, probability, and chance error.

UCOR 1300 Creative Expression and Interpretation

Courses that engage students in both creating and understanding expressive works of art. Courses may represent a variety of arts disciplines, including: visual art, music, drama, creative writing, etc. Essential goals include: develop skills in creative thinking and expression; have direct experience in the process of creating original works of art in some genre; learn to articulate a vision through art and seek to share that vision with others; learn and be able to apply basic artistic techniques and aesthetic principles relevant to the art form; incorporate understanding of social, political, economic, and historical context of artistic movements into creative expression; learn and be able to apply simple principles to evaluate and interpret works of art; study important and relevant works of art and examples of the form of art on which the class is focused; reflect on and analyze the creative process and works of art, orally and in writing.

Learning Objectives:

- This course develops students' abilities in creative thinking and expression.
- This course helps students understand key content, approaches to creativity and expression, and methods of analysis in a creative art.
- This course helps students understand the relationships between a work of art and the context, the artist, intention or goal, audience reception, and medium of that work of art.
- This course helps students develop basic oral presentation skills.
- This course assists students in becoming effective writers, including writers of high quality academic prose.

Section Title: Act: The World's Your Stage

Faculty: Ki Gottberg

This course exposes you to the art and craft of acting in a variety of ways: you will see productions at local theaters, read scripts, discuss performances, and learn a variety of acting techniques to apply to the two scenes you will rehearse and perform for your classmates. You will have fun and learn much!

Section Title: Beginning Digital

Photography

Faculty: Claire Garoutte

An introduction to digital photography designed to teach camera operations, exposure techniques, output and printing, elements of composition and theory. Critical and creative thinking will be demonstrated through the exercise of aesthetic judgment, assignments and class discussion. Classes will consist of lectures, demonstrations, critique, class discussions and

weekly slide presentations of noted photographers. Students will be given weekly photography assignments designed around the technical and theoretical information presented in class. Photography will be further contextualized within the larger social, political and historic environment. Students will learn to see photographic works as reflections of the societies in which they are created.

Section Title: Calligraphy: Everyday Art

Faculty: Josef Venker, SJ

An introduction to the art and craft of handmade letterforms (italic writing) adapted for modern artistic use. Students will learn the formal italic form and variations such as swash, informal, cursive, and instructions for future personalization. Skill will be attained through a series of practice exercises that will then be applied to the creation of finished works of calligraphic art.

Section Title: Creating with Sound**Faculty: Dominic Cody Kramers**

Put your headphones on and delve deeply into the power of sound in and as art! Experience installations and performances on the cutting edge of music and aural creativity. Learn the basic skills and techniques of generating and manipulating sound to touch the senses and impart emotion, ideas, and meaning. Then integrate what you've learned and experienced by expressing your own ideas through a unique piece of multi-media, sound-focused art.

Section Title: Creative Writing Across Cultures**Faculty: Susan Meyers**

This course introduces students to creative expression through inquiry into the role that creative writing has played in cultural trends and global events. Through writing exercises and the analysis of model texts, students learn to recognize the ways in which creative writing both reflect and influences social identities and international relations. Assignments include written and oral analysis, as well as the production of original creative work.

Section Title: Design and Color**Faculty: Naomi Kasumi**

Students learn and analyze Visual Language and Design Principle through lectures, hands-on studio exercises and projects to demonstrate their understanding of design principle in imaginative, creative ways. Each project will follow a typical design process and color theory from initial idea to project completion.

Section Title: Designing for the Stage**Faculty: Carol Wolfe Clay**

This course immerses students in the creative process of designing visual worlds for the stage. Students create a variety of designs that build visual communication, collaboration, creativity, ingenuity, composition, conceptual development and presentation skills. Class will attend live

theatre performances and reflect on these experiences through writing and discussion.

Section Title: Digital Photography**Faculty: Alexander Mouton**

As a core course, Digital Photography will involve equal parts making images, reading, writing, and analyzing/discussing. Assignments progress on a formal level from B&W to color and then to working with images in time, whether stop-motion or sequenced as short experimental films. The ideas students bring to the projects will be emphasized and the readings, films, image presentations, and discussions will provide direction to explore themes such as consumerism, the environment, gender, social diversity, imagination and dreams. The photographic medium has undergone changes in the last decade at a rate unparalleled since photography's invention during the latter part of the 19th Century. What does digital photography hold for the 21st Century? How is it different from working with film -or is it? What are artists doing within the medium today and what are their influences? These and other questions will be addressed over the course of the quarter as the technical, conceptual and formal properties of the medium are introduced.

Section Title: Directing for the Stage**Faculty: Rosa Joshi**

This course is a hands-on immersion into the collaborative process of making theatre through the lens of the director, introducing basic techniques for telling stories on stage. Through staging scenes, presenting directorial concepts, reading plays and attending live theatre performances, students approach theatre as a collaborative art form and learn fundamental approaches to storytelling through directing, design and performance. Students reflect on and analyze these experiences in written assignments and class discussions.

Section Title: Drawing Through Media

Faculty: Gretchen Bennett

In this course, students use contemporary drawing processes mixed with traditional tools and observation methods, employing critical thought and a rigorous research practice. This course considers how technology and the broad array of print and digital images have influenced our ideas of drawing. Using simple methods and means, the practice of drawing is approached from both traditional and experimental directions. The focus of this inquiry is on drawing from observation, broadly defined. In-class drawing sessions are complemented by independent, outside of class work and occasional assigned readings. The goals of the course include the development of individual confidence in observational drawing skills, a working knowledge of the rich histories and contemporary concerns of drawing, and a practical basis for further inquiry into all the visual arts. Previous drawing experience may be helpful, but is not required of students enrolling in this course.

Section Title: Intro Printmaking**Faculty: Josef Venker**

This course is a hands-on exploration of the five major methods of fine art printmaking (relief, intaglio, stencil, planographic). Class consists of technical demonstration lectures, hands on learning exercises, and the production of simple exemplary limited edition fine art prints. Students will be responsible for reading assignments, oral and written reviews critiques, studying prints in local museums and/ or galleries and on campus art venues. A small service learning component will be assigned to one of the printmaking assignments.

Section Title: Puppetry**Faculty: Carol Wolfe Clay**

The art and craft of Puppetry: design, construction, manipulation, character development, scripting, performance. Students will work with hand, newspaper, found object, contemporary Bunraku, body, rod, shadow and

marionettes. Class will attend live theatre performances and reflect on these experiences through writing and discussion.

Section Title: Spectacle**Faculty: Robert Boehler**

From cave painting to computer-generated imagery, humankind has long utilized visual elements to inform, engage, and enthrall observers of performance. This course seeks to engage the student in the acquisition of the techniques related to the creation of "spectacle", which, taken at its broadest meaning, is the visual component of all storytelling.

Section Title: The Travel Narrative**Faculty: Jennifer Schulz**

Marcel Proust writes: "The real voyage of discovery consists not in seeking new landscapes, but in having new eyes." The primary goal of this course is to "have new eyes," to discover and create our own journeys and narratives while we read about others' (and each other's) discoveries. This course is a creative writing course: we will create and workshop our own travel narratives to understand how the process of writing can uncover and draw connections between our internal and external landscapes; and this course is also a cultural studies course: we will interrogate cultural "investments" in travel (particularly adventure travel, political travel, and travel through everyday landscapes).

Section Title: Voices and Visions: Poetry Writing/Poetry Reading**Faculty: Sharon Cumberland**

This course operates on the principle that good readers make good writers. Students will read and analyze the great poets from Shakespeare to Ginsberg-the "voices"-in order to develop their own "vision" through poetry. We will attend local readings, museums, opera, and theater to contextualize poetry as a key element in the arts, and students will learn elements of poetry such

as the use of metaphor, imagery, form, and sound to produce their own collection of poems.

Section Title: Writing Seattle: Local Narratives

Faculty: Tara Roth

What does it mean to be a community member of Seattle? How do we express through narrative craft the personal, historical, social, or political ramifications of what it means to live in this dynamic urban landscape? In this course you will read an array of literature about Seattle and the Pacific Northwest and will craft original works of fiction and narrative non-fiction to describe the people and place that is home to our university.

Section Title: Writing with Pictures

Faculty: Greg Stump

This course is an exploration of what might be called visual language, or using pictures - sometimes with words, sometimes without -- to convey ideas and information with clarity and efficiency. You will develop your visual literacy and abilities by creating a wide range of pictorial graphics, as well as by analyzing examples of effective static visual communication. While the focus here is on creating hand-drawn visuals, you do not need to have any special experience or background to be successful in this course. Your ability to imagine, convey, arrange, and edit information is more important here than your artistic skills.

Section Title: Light as Art

Faculty: Ben Zamora

This class addresses light as an art form through analytical observations, practical applications, and thoughtful critique. This class builds a foundation of understanding how light exists in our lives by breaking down properties of light into color, quality, intensity, shadow, contrast, and environment. Writing and basic drawing techniques are incorporated as a means of communication.

Section Title: Sexual Storytelling

Faculty: Gary Atkins

Animals do IT. Humans talk about IT . . . and draw IT, and write about IT, and sculpt IT, and film IT, and make laws about IT, and create websites to display IT, and metaphorically brand entire architectures and geographies for IT. (San Francisco, the Babylon of the West? Bangkok, the Babylon of Asia? Amsterdam, the Babylon of Europe?) Arguably, humans re-present IT as much as they do IT. In this class, we critically analyze that oldest of human professions, telling stories about sex. And then students create and express their own vision of sex and sexuality through a form of media. Written. Oral. Visual. Digital. Architectural. Geographic.

Section Title: Communicating through Live Performance

Faculty: Carol Kelly

All the world truly is a stage. Students work as an ensemble, live-performance acting troupe, creating, rehearsing, and performing interactive theatre pieces. The genre is fast-paced, improvisation-based children's theatre; the audiences are local public school groups. From myths to musicals, students learn how to fill characters with vibrant, honest life, understand the aesthetics of drama, practice & strengthen vocal & physical techniques, and gain the personal benefits that come from living courageously in the dangerous art of live performance.

Section Title: Introduction to Creative Writing

Faculty: Susan Meyers, Michael Shilling

This course introduces students to creative inquiry and expression through the study and practice of key genres in creative writing: poetry, fiction, and creative non-fiction. Students' principal work in the class will consist of the production of original works in each of these three genres. In support of this work, students will respond to model poems, stories, and essays, and they will engage in artistic

discussions about the areas where genres overlap. Assignments will include both written and oral components.

Section Title: Comics and Cartooning**Faculty: Greg Stump**

In this course, you'll explore the medium of comics and cartoons as you create a variety of short visual narratives and practice basic drawing skills and techniques. In addition to creative exercises and projects, you'll learn about the history of the medium as you examine and analyze works by masters of the form. This class is accessible for all levels of drawing ability and experience.

Section Title: Creating Performance**Faculty: Harmony Arnold**

In this course, students will be introduced to the creative process of “devising”. Devising is a term used to loosely describe productions created by a wide range of theatre collaborators, actor-collectives, director-designers, and performance artists. Sometimes, a governing playwright is brought in to facilitate the literary values of the group’s explorations. Often, groups who devise are governed by a visionary director/performer or co-directors. The term “devising” itself is used in England to distinguish productions that are not based on plays. In short, devising is the creation of a new performance piece wherein the collaborative artists who create the work also perform the work. In this course, students will be immersed in the different models of devising through readings, hands-on workshops, and much dialogue. They will collaborate throughout the quarter, ultimately creating an original performance piece.

Section Title: The Arts and Craft of Costume Design**Faculty: Harmony Arnold**

This hands-on studio course offers an exploration of costume design and construction techniques used in costume design for the stage, film, print and photography. Students will

experience the world of the costume designer from the designer’s point-of-view through a quarter-long exploration in which they will conceive of designs for a unique historical garments and build each garment themselves. Steps to this project will include design analysis, historical and conceptual research, an introduction to flat patterning and draping techniques, and instruction in hand and machine sewing techniques. Throughout the course, students will move from gathering visual research through collage, to rendering their designs on paper, to learning to put together a three-dimensional sewing pattern, to finally, building finished sewn garment samples they have designed in their entirety.

Section Title: Travel Writing: Stories Near and Far**Faculty: Susan Meyers**

In this class, we explore the methods, styles, and ethical dimensions of writing about people and places around the world. Specifically, we examine both historical foundations and contemporary trends in tales and testimonies of travel, and we practice writing about places near and far. As part of this work, we explore various motivations for travel writing—journey, discovery, politics, storytelling, meditation, commerce, and self-discovery—as well as the ethical complexities that accompany them.

Section Title: Life in my Body: Writing our Stories**Faculty: Christine Mower**

Who are we inside our bodies? How do bodies mediate our world? In this course, we will write about (and workshop) our own life journeys and, in so doing, will explore the relationship between the self/body and the social connections and communities we inhabit. This is a creative writing course which also investigates the self/body concerning topics such as: the sexed body, the body and environment, life-writing and transformation.

Section Title: Writing Magic**Faculty: Susan Meyers**

This course introduces students to creative inquiry and expression by inviting them to consider how the "real" and the imagined are represented in writing. Through writing exercises and the analysis of model texts, students will explore cultural and artistic traditions of magic, including myths, fairy tales, magical realism, and contemporary fantastical fiction. Assignments include written and oral analysis, as well as the production of original creative work.

Section Title: Seeing Stories: Writing**Visual Narratives****Faculty: Susan Meyers**

This course introduces students to creative inquiry and expression by inviting them to consider the relationships among traditional and visual "texts." Through writing exercises and the analysis of model texts, students will explore the confluence of creative writing and cultural, historical, and artistic images. Assignments include written and oral analysis, as well as the production of original creative work.

Section Title: Visual Storytelling**Faculty: Edwin Weihe**

This course focuses on the art of putting pictures in motion to tell a story. Students will first explore the history of this art, and then will use film techniques to tell their own stories using found imagery, cell phones, digital cameras and visual and audio editing software. The course goal is visual literacy, as it pertains to the students' ability to both share ideas and to understand motion pictures.

Section Title: 3-D Design**Faculty: Trung Pham, SJ**

An introduction to the fundamentals of three-dimensional design. Students will learn about the elements of visual art: line, plane, mass, volume, shape, movement as well as the principle of design: proportion, repetition,

rhythm, emphasis, balance, symmetry and hierarchy. Students will have five projects. They will write an artist statement for each assignment and orally present their artworks in class. One 5-10 paged paper of formal analysis on masterwork of sculpture will be required.

Section Title: Beginning Acting**Faculty: Katherine Wisniewski**

This is a beginning acting class focusing on the fundamentals of the craft of acting. Students will participate in exercises designed to help develop physical and vocal presence, an awareness of impulse and being 'in the moment', and text analysis and action oriented skills specific to adding a text. They will participate in a number of individual and partner performance exercises. Using the techniques and insights learned in these exercises students will create a performance of a scene from Samuel Beckett's WAITING FOR GODOT.

Section Title: Designing for the Stage**Faculty: Ben Zamora**

This course immerses students in the creative process of designing visual worlds for the stage. Students create a variety of designs that build visual communication, collaboration, creativity, ingenuity, composition, conceptual development and presentation skills. Class will attend live theatre performances and reflect on these experiences through writing and discussion.

Section Title: Drawing**Faculty: Carol Clay, Claire Cowie, Francisco Guerrero, Gretchen Bennett, Josef Venker, Kristofer Carlson, Naomi Kasumi**

An introductory studio course designed to introduce students to Drawing. Developing skills to begin investigating drawing as an artistic medium and method of individual expression.

Section Title: Group Piano for Beginners**Faculty: Erin Chung**

Class Piano is designed for students who have no previous experience in piano playing. The course introduces basic keyboard and musicianship skills that enable students to be musically creative and expressive, as well as enable them to enjoy the process of creating music. Emphasis is placed on developing listening skills, performing skills, and a few useful elements of music theory. Beyond developing basic playing skills, this class will enable students to develop the confidence to make aesthetic judgments, express themselves creatively through the piano and interpret and analyze music.

Section Title: Introduction to Music Theory

Faculty: Quinton Morris

Introduction to Music Theory is a creative core course designed to increase a student's abilities in creative thinking and expression through

music composition and performance. This class will teach the fundamentals of music by engaging students through group activities and individual performances such as singing, playing instruments, and dance. Students will learn and explore rhythm, pitch and counterpoint.

Section Title: Sculpture: Intro to 3D Art

Faculty: Trung Pham, SJ

An introduction to the fundamentals of sculpture. Students will have learned to explore the artistic imagination, develop a vision and/or concept and express it in three-dimensional form. A range of materials such as clay, plaster, plastic and found object and sculpting processes such as constructing, modeling, carving, casting and fabricating will be utilized to introduce students to the creative process and problem solving of three-dimension art.

UCOR I 400 Inquiry Seminar in the Humanities

Courses that introduce students to the subjects and methods of inquiry of the humanities by engaging in focused study of one or more particularly important historical or literature-based questions arising from a humanities discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. Each section incorporates the interpretation of primary texts (prose fiction, poetry, drama, non-fiction essays and books, historical documents, works of art, film, digital media, speeches, etc.) in relation to their cultural and historical contexts; explores the relationships between language, narratives, thought, and culture; and examines the ways in which important texts and events relate to each other across time. Essential goals include: Introducing students to an important question in the humanities, the relevant content necessary to study that question, and the ways in which the humanities pursue and generate knowledge; preparing students to read and evaluate primary texts in relationship to their contexts, and the use of those texts and interpretations as evidence to construct theses or arguments. In addition, these courses teach the following skills: academic writing, argument construction/critical thinking, library research, critical reading, and oral presentations.

Learning Objectives:

- This course teaches students to engage in careful, analytic reading of primary texts.
- All sections of this course introduce students to subjects, contents, methods, and perspectives of Humanities disciplines.
- Together with several other courses that explore different disciplines, this course helps students understand and value the breadth and diversity of academic inquiry.
- All freshman-level inquiry seminars help students develop as thoughtful writers of effective academic prose.
- The oral presentation incorporated in this course helps students develop confidence and basic skills in public speaking.

Section Title: Aftermath of Empire: Colonialism and Imperialism

Faculty: Michael K. Ng

What is the aftermath of empire and imperialism? Beyond describing empires as good or bad, students taking this course will learn about the aftermath of colonialism and expansion as viewed in the increasingly despotic actions of the Athenian Empire, the naked expansion of the Roman world and the increasing Romanization of willing and unwilling subjects/allies, and the aftermath of

the end of the British Empire. This course asks: What are consequences of empire?

Section Title: Am I Odysseus? Am I Xena? Literature as a Personal Quest

Faculty: David J. Leigh

In this course, students will join a hero or heroine's journey or quest for meaning through major literary forms of the Quest Narrative from the ancient to the modern world. On this quest, we will answer such questions as: What is my Call? How do I encounter conflicts with the Other? Who are helpers or obstacles on my

journey? Where might I experience Transformation? How can I reach a Treasure or Goal in my life? We will learn how men and women's quests differ and how the culture influences these quests. Finally, we will apply them to our own personal quest in our college journey. We will read epics, short stories, novels, drama and poetry from The Odyssey to science fiction.

Section Title: American Suburbs and the "American Dream"

Faculty: Emily Lieb

What does it mean to say that the United States has become a "Suburban Nation"-and how did it get that way? How does studying this quintessentially American landscape change the way we think about 20th century American politics, economics, social history and popular culture? In this course, we will examine the causes and consequences of American suburbanization, and we will examine the ways in which films, novels, and other mass media sources shape suburban identity.

Section Title: Belonging and the Nation: Entitlement, Exclusion and the "Good" Citizen in U.S.

Literatures

Faculty: Christine Leiren Mower

"Belonging and the Nation" will examine what it means to belong to a community, a country, a nation and whether such belongings are possible or even relevant in a global context. Using the lenses of literature, history and gender studies, we will focus on the exclusionary nature of belonging, of how, historically, belonging to a nation has seemingly required the exclusion of certain populations based on categories of race, ethnicity, class, gender, sexuality, disability, and citizenship.

Section Title: Environment and the Literary Imagination

Faculty: Hilary Hawley

This course will focus on our intimate relationships with the natural world, including how we relate to and perceive it, how we attempt to control it, and how our actions can help or harm it. We will explore the genre of American nature writing from its roots in exploration narratives and nature writing into its various present-day forms, including writings in ecofeminism and environmental justice. Readings, films, songs, and multimedia sources will help us understand how literature can take its inspiration from and have an effect on real-world issues.

Section Title: Figuring It Out: Literary Inquiry and Interpretation

Faculty: Charles Tung

What do detective work, humanistic interpretation, and mathematical problem-solving have in common? This course examines the figure of the detective, scientist, and interpreter in such genres as science fiction, mystery, detective stories, film, and speculative fiction. It therefore takes what the Core Curriculum requires of students as its central theme: the value and practice of humanistic inquiry itself. The course is linked to Dr. David Neel's Mathematics and Quantitative Reasoning course in order to show students the similarities and differences between the skills of interpretation and argument and the imaginative application of mathematics.

Section Title: Human Rights in Latin America

Faculty: Marc Mcleod

This course will focus on one of the major problems afflicting the modern world- the widespread violation of human rights- in the context of Latin America. What are human rights? What are the dimensions of human rights abuses in Latin America? What are the economic, social, political, cultural, and demographic factors behind the observance and nonobservance of human rights in the region? Who are the national, regional, and

international actors involved in denying and defending human rights in Latin America? This seminar will explore these and other related questions from a historical perspective.

Section Title: "Images in Double: Dualisms in World Literature"

Faculty: Mandolin Brassaw

Are twins two parts of a whole? Polar opposites? This course looks at sacred texts and other works of literature from disparate global traditions to determine why twins are often used as a literary device, and what relation they have to dualist philosophies utilizing binary constructions (such as good/ evil, black/white, God/ man), as well as the ramifications of these for contemporary issues of race, class, gender, and other hierarchical formulations.

Section Title: Imaginative Literature, Imaginative Faith

Faculty: Matthew G. Whitlock

How do the powers of the imagination and faith help us become more human(e)? Dante begins his imaginative epic *The Divine Comedy* with these words: "Halfway through the journey we are living, I found myself deep in a darkened forest" (*Inferno*, Canto I, lines 1-2). In this course, we will journey through imaginative worlds of the *Lord of the Rings*, the book of *Revelation*, *Do Androids Dream of Electric Sheep*, the book of *Daniel*, and *Harry Potter*. By journeying through these imaginative lands (including darkened forests), we will attempt to "find ourselves," that is, try to come to an understanding of what it means to be human and how imaginative faith plays a role in the process of becoming more human(e).

Section Title: Imagined Classrooms: The "College Novel" and the History of the University

Faculty: Jennifer Schulz

This course will consider the history of higher education in the United States since the Civil War from the perspective of literary texts that

are set in American universities and colleges. Even though the university has been held as the ideal institution for citizen-formation, it is also been criticized, from both the right and the left, as a bastion of indoctrination. We will read novels, short stories, and films next to current public debate about the contested role and value of higher education.

Section Title: Intersections between Literature and Science

Faculty: Hannah Tracy

What does it mean to be human? How do we, as humans, interact with and understand one another and the natural world? This course asks you to consider the ways both literary and scientific texts help us think about these and other shared questions. This course will help you see both literary and scientific writing in new ways and to discover how these two fields overlap to express and shape the way we understand our world and our experiences.

Section Title: Literature & Music: Songs of Resistance, Survival, and Social Change

Faculty: Tara Roth

This inquiry seminar will focus on the questions: How does music act as a catalyst for social change? How does literature offer us a unique lens through which to explore the social and historical implications of this? In this course, we will explore the human condition by studying fiction, drama, and poetry in the context of countercultural music, that is, music that is both daring and modern to the time period in which it was created.

Section Title: Literature as the Voice of Cultures

Faculty: Geoffrey Grosshans

"Literature as the Voice of Culture" will employ the disciplinary approach of literary studies to consider literature as a creative means by which cultures ask questions of themselves and arrive at or reassess answers to those questions over

time. To sharpen our ability to hear these voices, we will undertake a comparative examination of important works from European and Japanese literature for what values they suggest two major cultures have emphasized in answering a universal human question: What makes for a meaningful life?

Section Title: Marx, Nietzsche, Freud: The Critique of Modernity

Faculty: William Kangas

This course will focus on an intellectual history of three of the primary critics of modern Western culture: Karl Marx, Friedrich Nietzsche, and Sigmund Freud. We will be seeking to understand both the economic-social, philosophical and psychoanalytic critiques they developed of modern European culture and the historical contexts out of which these critiques emerged and to which they were responding.

Section Title: "Occupy the Parthenon! Religion and Protest in the Ancient World"

Faculty: Heath Spencer

What caused subversive movements to emerge within ancient Mediterranean religious cultures, and to what extent did these movements achieve their goals? Students will explore a series of case studies in which they seek to identify the historically specific origins and impact of 'radical' texts, ideas, and communities in Near Eastern, Greek, Hellenistic, and Roman societies. They will also learn to situate these movements within the broader context of 'mainstream' religious and cultural traditions.

Section Title: Plays in Performance: from Page to Stage

Faculty: Rosa Joshi

This course examines the difference between plays as written texts and as performance. How does the interpretation of theatre artists (directors, designers, actors) affect the understanding and experience of the play for an audience? What is the role of the audience in the

construction of meaning? The rich theatre scene of Seattle provides the content of the course: students read and analyze the text of four plays that are being performed currently in Seattle. They research past productions of the play and analyze the choices made in each production. They attend the plays performances and analyze the stage interpretation of the play in class discussions and written assignments.

Section Title: Postmodern Aesthetics and Culture: The Literature of Power, Passion, & Justice

Faculty: Robert Aguirre

Postmodern aesthetics considers how different cultural, political, and social conditions influence the way we perceive and order reality. We will critique how postmodern art, literature, and culture experiments with language and form to re-frame and alter our sense of meaning, truth, existence, and the self. Our inquiry into postmodern aesthetics will encourage us to think about the challenge and responsibility to create a just world, considering cultural, political, economic, and historical contexts.

Section Title: Public Art, Private Art: Finding the Social Space in Literary and Artistic Endeavor

Faculty: Bryn Gribben

What are the roles of art in social justice? Between the public and the private spheres, says poet Carolyn Forché, is the possibility of the "social-a place of resistance and struggle." This course investigates art in its both public and private expressions: from literature to architecture to documentary film-making to radio programming and slam poetry. Assignments include close-readings of texts, the creation of one piece of public art, and panel discussions on various "art problems," such as public funding and moral debates.

Section Title: Reading and Walking in the City

Faculty: Jennifer Schulz

The city has played a key role in helping shape both the American psyche and American literature. Why do the figures, not only of providence, but also of homelessness, detection, experimentation, and performance arise again and again in literature of the city? What does this say about how the city constructs us? And how do your interactions with other city-dwellers re-construct (or help you to reinterpret) the literature? That is, in what ways do literature and lived experience reflect and create each other? This focus on the literary representations of the city will depend on what I consider to be other the major "text" of the course: your own explorations of the city in the context of Service Learning.

Section Title: Revolutionary Women**Faculty: Tracey Pepper**

This course will examine women's roles in revolutionary movements in modern Europe-the French Revolution, the Russian Revolution, and the National Socialist Revolution-to evaluate liberal, socialist, and fascist political responses to gender inequality. Our analysis of these revolutions will focus on the following questions: How have politics and gender intersected in past Western societies? In what ways have revolutionary movements offered women greater public identities and/or altered their private identities? In what ways have they limited women's ability to achieve gender equality?

Section Title: Self-Portraiture in Image and Text**Faculty: Naomi Hume**

This course is about the representation of the self in image and text. Students examine the work of artists and writers who were particularly concerned with the representation of the self. We explore why artists and writers at particular historical junctures became interested in questions of self-representation and how their different aims manifest themselves. Artist/writers examined include: Albrecht

Dtirer, Rembrandt van Rijn, Vincent van Gogh, Paul Gauguin and Paula Modersohn-Becker.

Section Title: The American Civil-Rights Movement, 1865-1975**Faculty: Emily Lieb**

In this class, we will examine the struggle for African-American equality in the United States: a movement that began long before the Brown v. Board of Education decision in 1954 and continued (and continues) long after the passage of the Voting Rights Act of 1965. The course will raise fundamental questions about continuity and change in freedom struggles; the nature of equality and rights; and what it means to be an American citizen.

Section Title: The Authentic Self**Faculty: Sven Arvidson**

Being authentic, or being oneself, is a perennial theme in the humanities. The problem, inherited from the modern era, is that we don't know which self to be. Is authenticity worth striving for, and if so, how do we accomplish it? This course features the discipline of philosophy, informed by literature, the arts, and history. It also introduces you to a humanistic critique of psychology. You will be guided through an Authentic Self Project that develops your own definition of the authentic self.

Section Title: The Book of Job and the Question of Suffering**Faculty: Jason M. Wirth**

This course carefully takes up from a literary perspective the Book of Job and its central questions-Is suffering an argument against the value of human life? And if it is; is this a refutation of God's alleged goodness? This is a question that makes it difficult for its addressees to remain neutral for it asks directly about the extent to which we can affirm our own lives here and now. The course pursues these two existentially explosive questions through a robust and broad construal of the literary perspective.

Section Title: The Greco Roman World**Faculty: David W. Madsen**

This course examines antiquity primarily from the perspective of history but with a significant literary/primary source component drawn from Greco Roman literature. Auguste Comte, the founder of the discipline of sociology, once noted that “The dead govern the living.” In order to test his claim, this course simply asks, “How has the history of the Greco Roman world shaped contemporary values, beliefs, practices, and attitudes about politics, society, and ethics?”

Section Title: The Problem of the Polis in Socrates, Plato, and Aristotle**Faculty: William Kangas**

This course will be an intellectual history of three of the key figures of Classical Greek philosophy: Socrates, Plato, and Aristotle. In particular, we will be examining the role that the political life of the Greek polis played in the formation, development, and structure of their philosophical arguments. The goal will be to come to some understanding of the manner in which the distinct political, social, cultural, and economic structure of the Greek polis played an essential role in the creation of philosophical thinking. In this manner, we should better be able to understand the essential political nature of philosophy at the moment of its creation.

Section Title: The Reception of Great Ideas: Intellectuals on Trial**Faculty: Arun Iyer**

Why did Socrates' simple idea about the virtue of caring for one's soul provoke the Athenians into putting him to death? Why did the Joan of Arc's seemingly innocuous belief of being spoken to by St. Michael result in her being burned on the stake? Why did Galileo's observation that the earth goes around the sun result in his being put under house arrest? Were these individuals simply victims of the viciousness of a power hungry elite who were desperate to retain the status quo? Is there something in the very nature of a great idea that provokes such a response,

which cannot be accounted for simply in terms of power politics? In this course we will try to find out what makes a great idea great by studying the turbulent reception through a detailed study of these ideas, their historical background and the travails of the intellectuals who proposed these ideas.

Section Title: Utopias and Dystopias**Faculty: Hilary Hawley**

Utopian fiction strives to provide an ideal blueprint for the real world. The genre asks what good can be done in a flawed society, whether a community can be organized for the benefit of all, and how much repression is a good society justified in exercising? Dystopian fiction often serves as a cautionary tale. What if a social or political order is allowed to run unchecked, what are the repercussions of our technology, and how can society prevent that future? Answers to these questions are never as simple as they might seem.

Section Title: Writing the Nation, Japan and China**Faculty: Fumiyo Kobayashi**

The course, "Writing the Nation, Japan and China" engages a universal inquiry of Humanities, "How do modern writers engage their nation-building?" through a comparative approach to modern Japanese and Chinese literature. Students will build knowledge of modern Japan and China through research, paper writing, discussions, presentations, and fieldtrips.

Section Title: Art and Place in the American West**Faculty: Ken Allan**

This course asks how art objects can provide us access to the meaning of place in ways that reveal spaces, regions, landscapes, cities, and nations to be terrains of competing interests and complicated senses of belonging. We will focus on the role that the American West has played in the American popular imagination through a

variety of forms of visual art, including: 19 c. landscape painting and survey photographs, Native American art and notions of place, 20th c. regional painters such as the "Northwest Mystics," the 1962 Seattle World's Fair, 1970s land and environmental art, and contemporary practices that address the experience of the rural and the urban. We will read material from art history, literature, geography and urban theory in this course. There will be a take-home essay exam and students will be required to write papers that synthesize readings and the analysis of art works, and complete a research and writing project on a facet of the local Seattle environment.

Section Title: The Politics and Political Philosophy of Ancient Greece

Faculty: Benjamin Howe

What did the ancient Greeks think about the different ways that human beings organize themselves politically, from dictatorship to democracy? In the first part of this course, we'll study ancient texts about law and political institutions in order to get a sense of how different Greek political systems actually functioned. In part two, we'll turn from ancient history to ancient philosophy and examine how Plato and Aristotle understood the merits and flaws of each system.

Section Title: The Meaning of Life

Faculty: James Risser

This course will consider the perennial question about the meaning of life through literary works, along with other works within the humanities. Beginning with the drama of the human condition in Greek tragedy, the course will interpret historical texts where the meaning of life is specifically discovered in the dramatic portrayal of suffering and fate, love and death, and desire and fulfillment.

Section Title: The Enlightenment and Romanticism: Foundations of Modern Thought

Faculty: William Kangas

This course will be an intellectual history of the two movements that stand as the foundation of modern Western thought and culture: the Enlightenment and Romanticism. The goal will be to come to an understanding of the manner in which these two movements articulated competing and alternative visions as to the nature of individual and collective life. In this manner, we should come to better grasp the assumptions and presuppositions that still underpin contemporary thinking about political, social, cultural, ethical, and spiritual matters.

Section Title: Middle Eastern Cities

Faculty: Carmen Gitre

As cultural hubs, religious centers, imperial metropolises, and economic nodes, cities stand as symbols of stable identity while simultaneously fueling change. This course will take a historical approach, looking at specific Middle Eastern urban spaces as a lens through which to view broader transformations in the social, political, and cultural history of the region. We will focus on the following question: how has modernity shaped and been shaped by cities in the Middle East?

Section Title: Literary Appetites, Food Matters

Faculty: Victoria Kill

This course uses the tools of critical reading and literary analysis to look at the literature of food to address the question of how food traditions shape people and cultures. Foodies and hunger artists, famine and satiety, recipes and magical realism, Eucharist in a tavern and in an Oklahoma farmhouse, localvores and dumpster-divers, a Dante-quoting butcher: this course's themes and texts take up food as culturally situated in imaginative literature, in stories about hunger and food security, food politics and sustainability, food pleasures and foodie concerns.

Section Title: The Holocaust and Jewish Experience**Faculty: Beatrice Lawrence**

In this seminar, students will learn about the events in Europe between 1933 and 1945, and the impact these events had on the world Jewish community; Jewish identity, theology, philosophy; and global politics. Students will use texts comprising primary documents from the Nazi regime; records of Jewish communities in Europe (and in the US) during this time period; Jewish responses to the Holocaust (its influence upon Zionism, Jewish literature, and Jewish religious thought); and the impact of the Holocaust on modern Jewish identity.

Section Title: What is Russia?**Faculty: Tracey Pepper**

This course will examine Russian identity by analyzing its history as a vast, multi-ethnic empire spanning two continents with radically different cultural traditions to answer the following questions: To what extent has Russia's search for identity been influenced by "outsiders" Western and Eastern? How has Russia's desire to be an imperial world power influenced the development of its national character?

Section Title: Monsters, Myths, and Fairy Tale Creature**Faculty: Tracey Pepper**

This course serves as a cultural history of East Europe by examining the role of folk culture in defining East European identities. As an extremely multi-cultural region and the birthplace of the myth of Dracula, the Golem, and the Grimm fairy tales, East Europe has been defined as being wrought with tension, mystery, and supernatural images of dark forests. The major questions we will examine include: Why have monsters, myths, and fairy tale creatures played such an integral role in East European cultural history? How have they contributed to the creation of East European identities?

Section Title: The European Witch Hunts**Faculty: Tracey Pepper**

This course will examine the European witch hunts from the fifteenth to nineteenth centuries. We will seek to answer the following questions: Why did religious institutions lead witch hunts? How did they define "witches" and why were women the primary targets of the hunts? What can the hunts tell us about the methods of and justifications for developing power structures of modern states? This course will allow us to grapple with the ways in which religious and secular powers used women to bolster their authority.

Section Title: World Travelers/World History**Faculty: Tom Taylor**

Through an examination of the travel accounts of select individuals this course will explore the impact of technology on global encounters in the modern world. It will explore the way that developments in travel technology shaped cross-cultural encounters and understandings in the modern world. It will address the central question: how do changes in travel technology change not only the way people travel around the world but the way people understand the world?

Section Title: "Wicked Witches of the West: Bad Women in the Canon."**Faculty: Holly Woodson Waddell**

"Medea, Hecate, Lady Mabeth, Medusa...why are these mythical sisters ubiquitous in Western culture? What are the implications of an infanticidal, castrating, or deadly woman during the rise of nationhood? Do these rebel goddesses threaten patriarchal stability or are they, in the collective imaginary, necessary to maintain state power? These questions will inform our interdisciplinary study of the figure of the witch as students analyze Western literature, images, songs, and film through the lenses structuralism, feminism, and psychoanalysis. In our journey from classical to modern, we will come to an

appreciation of the way myth permeates our political rhetoric today.

Section Title: Orality**Faculty: Marco J. Zangari**

In this course you will examine the ways in which sociality, discourse, and public engagement transpired without the aid of electronics. The primary mode of inquiry will be textual so that we may look at the classical agora of Athens and the republican forum of Rome as well as more contemporary sites of face to face communication from a uniquely historical perspective. Our central questions will be: how do members of societies deal with transitions in oral communication ushered in by technologies and what kinds of impacts do those changes have on memory and literacy.

Section Title: Democracy and the Humanities**Faculty: Paul Kidder**

What makes democracy an effective and just form of governance, and what role has education in the humanities played in the formation and maintenance of democratic governance? That is the central question of this course. The course considers the nature of democracy, and its defense, in selected historical contexts. In its ancient form, democracy was criticized by great thinkers such as Plato and Aristotle. Modern reformers forms of democracy sought to change its structure to address those criticisms, but they also promoted a humanistic model of education that would cultivate the necessary sensibilities of a truly democratic citizen.

The disciplinary perspective of the course is philosophy, specifically political philosophy and philosophy of education. The course approaches its topic in a historical way, but the goal in studying these sources is to weigh arguments for and against democracy, and for and against the role of the humanities in democratic education. We shall examine the criticisms that have been made of democracy, the reforms that have altered it in modern history, and the question as

to whether the humanistic vision of education for democracy is currently threatened.

Section Title: The Role of Art in Ancient Greek History**Faculty: Marylou Sena**

The central question pursued in this course asks about the role of Ancient Greek literature from the grounding principles defining its distinctive literary genres. Seen in this way, this course investigates why the literary genres of Greek literature informing ancient Greek culture and its history have distinctive views of the world and methods of inquiry, which in different ways attempt to secure the mimetic nature of their art. If Aristotle is right, the role of Greek literature, at the height of its mimetic nature, seeks to reveal through its prose a dimension of some “untarnished truth” regarding the most pressing subjects of human inquiry. However, which literary genre of art is able to secure through its method of inquiry this mimetic activity at the height of its capacity? Moreover, if the primary role of Greek literature is to serve truth, what concrete role and significance did it have for Greek culture and its history? Why did the Greeks need their literary arts? What can we learn through a study of Greek literature? Why do all cultures need literary forms of art? Do the literary arts have a transformative role to play in the growth of a culture and in overcoming the presence of cultural strife from within and outside its own intellectual artistic cultural boundaries?

Section Title: Zombies: The Undead and Us**Faculty: Henry Kamerling**

Zombies currently dominate our pop culture landscape. The question that animates this course is why? What accounts for their appeal? How should we read various the zombie themed events just now ruling our pop culture discourse? And, for that matter, what are zombies and where did they come from?

What can a historical investigation of the zombie as a creature which emerged from colonial Haitian folk culture, transformed to B-movie monster in the 1930s 40s and 50s and evolved finally into its current position as Hollywood superstar tell us about the different time periods that reimagined such a monster? In short, what do zombies tell us about ourselves?

Section Title: The Wisdom of Walking**Faculty: Elizabeth Sikes**

The human species first evolved when we stood on two feet and began to walk. Ever since, the history of human culture has evolved through the wanderings, pilgrimages, and political marches of philosophers, visionaries, writers and their peripatetic protagonists. This class will ask the question: how has this physiological phenomenon, walking, created the human intellectual and spiritual worlds we live in? And with the rise of contemporary car culture, what affect will the decline of walking have? With readings from literature, history, anthropology and philosophy, we will focus on a philosophical understanding of the significance of walking. Bring your books and your boots: be prepared not only to reflect on, but to walk these histories and stories!

Section Title: Knowledge and Beauty**Faculty: Yancy Hughes Dominick**

In the Republic, Plato speaks of “an ancient quarrel between poetry and philosophy”; despite their differences, however, literature and philosophy stand united in their belief in the importance of beauty in human life. This course will explore competing accounts of the relationship between philosophy, knowledge, and beauty as it appears in Ancient Greek literature and philosophy. Nearly every major Classical writer treats the experience of beauty as a central human experience; additionally, philosophers like Plato and Lucretius present their views in elegant literary texts. This course will focus on beauty and on various accounts of its significance for the pursuit of understanding.

Section Title: The Status of the Artist: Renaissance Intellectual and Modern Social Critic**Faculty: Naomi Hume, Ken Allan, Monica Bowen, Shayla Alarie**

This course is about the historical role of the artist in society. We look at two moments in history when the identity of artists changed to learn how historical context helps us understand works of art. We ask why Renaissance artists argued that they were intellectuals rather than artisans and why Modern artists attacked the intellectual traditions of art to demand social change and radically question the purpose of visual art. To address these issues we explore themes such as Renaissance self-portraiture, 19th century paintings of labor, symbols of the liberal arts in the Renaissance, and German Dada artists' responses to the trauma of the First World War.

Section Title: Decades of Decadence: Studies in Modernism 1905-1925**Faculty: Cordula Brown**

What do you say when you say “Modern”? This course on the history of modernism can help answer the question. History courses are designed to investigate concepts, forces, ideas, events and people - “classical modernism” is seminal in its intellectual contributions and designs, and can be felt in our cities and our lives today. We will survey early 20th century social and political challenges, and responses to them in art, film, architecture, and urban design.

Section Title: Life on Trial**Faculty: Vinod Acharya**

What happens when our most fundamental notions of faith, freedom, good life, duty, and existence are put to the test? What would it mean to have to justify our most basic convictions as if they were put on trial? This seminar takes up these questions through the exploration of several canonical theological,

literary, historical, and philosophical texts, drawn from both the Western and non-Western traditions, which depict trials either in a literal or metaphorical sense. Texts include *Bhagavad Gita*, Plato's *Apology*, *Book of Genesis*, Kierkegaard's *Fear and Trembling*, Dostoevsky's *The Grand Inquisitor*, and Nietzsche's *Birth of Tragedy*.

Section Title: Reading the Posthuman: Hybrids, Cyborgs, and the Marvelous in Literature

Faculty: Kate Koppelman

Do we live in a posthuman (or transhuman) world? Is the category of the human no longer expansive enough to account for all the ways in which we live today? Virtual existences, scientific advancements, and philosophical investigations have pushed us to what some would consider the "limit" of a purely human existence. However, the category of the hybrid, the marvelous, the cybernetic has been a topic of literary investigation for hundreds (if not thousands) of years. This course reads some of those literary texts alongside the concepts of both humanism and posthumanism—interrogating the literary texts for the ways that they frame and respond to the category of the human.

Section Title: Citizenship and revolution: Political participation in antiquity

Faculty: Michael Ng

Citizenship, political participation, rights, and revolutions. What are they about and why? This Freshman Inquiry Seminar in Humanities introduces these major ideas through the study of ancient Greece and Rome to examine how each individual ancient society dictated who was a citizen, what rights citizens get, and the idea of citizenship and duty, and ideas of citizens versus non-citizens. More importantly, these are ideas which still resonate today in our contemporary world.

Section Title: The German Churches and the Third Reich

Faculty: Heath Spencer

How did German Protestants and Catholics respond to—or participate in—Nazism, World War II, and the Holocaust? Were they more likely to be victims or perpetrators, resisters or collaborators, rescuers or bystanders? What choices did they face, and what decisions did they make? How did church leaders and churchgoers remember, misremember, or respond to the Holocaust in the postwar era? Through assigned readings, discussions, writing assignments, and presentations, you will have the opportunity to weigh some of the evidence and formulate answers to these questions.

Section Title: War! Soldier and Society in Ancient Greece and Rome

Faculty: Michael Ng

War! What is it good for? How does conflict (both external and internal) affect society and societal structures? This Freshman Inquiry Seminar in Humanities uses the world of ancient Greece and Rome to examine how each individual ancient society mediated just and unjust wars, internal social conflict ("class warfare"), and the integration of warfare, politics, and society. More importantly, these are ideas which still resonate today in our contemporary world.

Section Title: Revolt and Revolution

Faculty: Arun Iyer

What does it mean to revolt? What is a revolution? Can we discern a common logic to all such events that have gone under the name of 'revolution' and 'revolt'? Or is there something radically different to each of these events that we are incorrect to even call them by the same name? These are not just historical but philosophical questions pertaining to nature of two historical phenomena, namely revolts and revolutions. In this course we will be undertaking a close study of the great revolts and revolutions that have punctuated world

history from the Spartacus slave insurrection in Rome to the Cultural Revolution in order to answer the fundamental philosophical question: What is the essence of revolts and revolutions?

Section Title: The Question of Human Dignity

Faculty: Jerome Veith

This course introduces students to the question of what, if anything, lends humanity uniqueness or dignity. This is a key question in the Jesuit Catholic tradition. To prepare an answer, we look to the historical question of how ancient Greece, the Renaissance, and the Enlightenment conceived of human dignity. We also pose a literature-based question, namely how drama, lyric poetry! and novels can reveal essential aspects of human identity.

Section Title: Justice and Violence

Faculty: Emiliano Trizio

The course focuses on two interrelated questions; the first is historical in character, while the second stems from a reflection on literature: 1) how did the experience of war and of social and political conflict shape the ancient view of justice and violence? 2) What specific form of awareness of the problematic of justice is made possible by literature? These questions will be addressed by analyzing in close relation to their historical context a number of texts belonging to different genres: epic poetry (Homer), didactic poetry (Hesiod), tragedy (Euripides), historiography (Thucydides), and philosophy (Plato).

Section Title: US Presidents Living Abroad

Faculty: Thomas Murphy, SJ

Each of the presidents to be discussed in the course has left written impressions of his experiences in whatever countries he sojourned in. These writings will be a springboard for discussion of the general issue of how Americans typically interact with foreign cultures.

Section Title: Justice and Violence in the Ancient World

Faculty: Burt Hopkins

The course focuses on two interrelated questions; the first is historical in character, while the second stems from a reflection on literature: 1) how did the experience of war and of social and political conflict shape the ancient view of justice and violence? 2) What specific form of awareness of the problematic of justice is made possible by literature? These questions will be addressed by analyzing in close relation to their historical context a number of texts belonging to different genres: epic poetry (Homer), didactic poetry (Hesiod), tragedy (Euripides), historiography (Thucydides), and philosophy (Plato).

Section Title: Poverty Past and Present: the human condition viewed in the light of the cultural history of the common good

Faculty: Michael Matriotti, Emily Lieb

What is Social Justice? This course will examine central ideas that contribute to the understanding of the cultural-historical relation among the concepts of freedom, poverty, and servility. Course texts expound principles that are relevant to understanding how to contribute to the present common good.

Section Title: The Sacred and the Profane

Faculty: Andrew Tadie

Students will study in this course two themes, the sacred and the profane, as they are exemplified in the literature, philosophy, and perhaps sculpture, painting, and architecture from ancient to contemporary times. In addition, students will study other humanistic works that bridge across these two contrasting themes, the sacred and the secular.

Section Title: Modernism and the Arts

Faculty: Paul Kidder

This course examines classic modern works of literature (such as those of Gustave Flaubert and

James Joyce) and visual arts (such as the works of Van Gogh, Gauguin, Picasso, and Matisse) as a way to understand the emergence of modernism in the twentieth century and its contemporary importance. The course will explore how modern works illuminate forms of human meaning, including spiritual meaning.

Section Title: On the Nature of Nature: History and Representations of a Concept
Faculty: Daniele De Santis

The course introduces students to a comparative study of the notion of "nature". To this end, it provides an account of how the Ancient World (Greek and Roman), the Enlightenment, the German and English Romanticism and the 20th century has construed that notion. The course combines a historical approach in order to outline the history of that concept and a close scrutiny of some relevant literary representations thereof. The historical question it raises and endeavors to answer is what are the different concepts of nature in the historically datable ancient, early modern, late modern, and contemporary worlds, and the literary question it formulates and strives to answer is what are the literary means (narrative, prose, dialogue, poetry, ratiocination) employed to represent nature in these different historical epochs.

Section Title: The Wisdom of Walking
Faculty: Elizabeth Sikes

The human species first evolved when we stood on two feet and began to walk. Ever since, the history of human culture has evolved through the wanderings, pilgrimages, and political marches of philosophers, visionaries, writers and their peripatetic protagonists. This class will ask the question: how has this physiological phenomenon, walking, created the human intellectual and spiritual worlds we live in? And with the rise of contemporary car culture, what affect will the decline of walking have? With readings from literature, history, anthropology and philosophy, we will focus on a philosophical understanding of the significance of walking.

Bring your books and your boots: be prepared not only to reflect on, but to walk these histories and stories!

Section Title: The Discourse of Video Games

Faculty: Christopher Paul

Do video games matter? How do they make meaning? We'll explore the ways in which various video games communicate messages to audiences, focusing on their words, design, and play. Addressing matters ranging from console design to specific games and the people who play them, this class will investigate how video games communicate and why that process of media representation is meaningful.

Section Title: Modernism and Mythology
Faculty: Hannah Tracy

In this course, we will read English, Irish, and American literature from the first half of the twentieth century alongside the ancient myths that inspired these writers. This course asks you to consider the enduring power of myth to explain ourselves and our world, and to study the ways in which modern authors have recycled and renewed ancient myths for a new era.

Section Title: Looking Backwards: Society and Popular Culture

Faculty: Catherine Clepper

What is nostalgia? Is it memory? Is it related to history? Is it a function of imagination? In this course, students will explore films and TV programs styled in aesthetic of another era, seemingly designed to provoke the spectatorial experience of nostalgia. This collection of media texts --along with a variety of critical essays on history, memory, and desire -- will guide students through our quarter-long investigation of nostalgia as a genre, style, and attitude.

Section Title: Looking In - the Cinema of Surveillance

Faculty: Lyall Bush

We gawk, we rubber-neck, we gossip. We are curious about the lives of others. But there is a difference between the habit of listening in on our neighbors' conversations in restaurants and the state sanctioned wire-tap, and in this course we will examine the continuum from the former to the latter through the lens of a dozen films that probe the subject.

Section Title: Ancient Art's Contexts and the Multiplicity of Meaning

Faculty: Naomi Hume, Ken Allan, Monica Bowen

This course is designed to introduce students to the importance of context for the study of ancient art, particularly how the current physical context as well as the original historical context of a work of art can affect its meaning and interpretation over time. The historical record of ancient artifacts is often fragmentary and dependent upon their modern locations and the history of how they got there. Students examine how the meaning of an object can depend upon its current location and on the history of its use and display. Class topics include art crime, looting, damage sustained by a work of art, the displacement of objects in museums, and the study of "patriarchal" history writing.

Section Title: A History of Boredom

Faculty: Edward Gitre

This course explores the prevalence of boredom in contemporary culture. What can this seemingly vacant state of mind tell us not only about ourselves and the nature of the modern self, but also about the history of our global present? Our study begins with classical and Christian moral, philosophical, religious, and medical sources and traces the development of boredom and its semantic antecedents up to the present day. We will analyze a variety of texts and media that are germane to humanistic study. These include novels and memoirs; film, music, and works of art; essays and private letters, architecture and photography, oral histories and poetry. You will be introduced in

this exploration to some of the major sites of historical development in the West, among them the Renaissance, Industrial Revolution, Imperialism, Enlightenment, Modernism, and Late-Modern Capitalism. Our study of boredom will be broadly humanistic but also, more specifically, historical. By taking this course, you will be introduced to the tools, methods, and perspectives of the discipline of history.

Section Title: Americans Abroad

Faculty: Justine Barda

In a tradition that extends back to the days of the nation's founding and is still strong today, Americans have demonstrated a fascination with the idea of living abroad. Whatever the motivation, these sojourns often provide the travelers with an altered relationship to their own national identity and country of origin, whether they return home or not. This course will explore these journeys and their representation in literature and film from the 18th century to the present.

Section Title: The American Civil-Rights Movement, 1865-1975

Faculty: Emily Lieb

In this class, we will examine the struggle for African-American equality in the United States: a movement that began long before the Brown v. Board of Education decision in 1954 and continued (and continues) long after the passage of the Voting Rights Act of 1965. The course will raise fundamental questions about continuity and change in freedom struggles; the nature of equality and rights; and what it means to be an American citizen.

Section Title: Black Social and Cultural Movements

Faculty: Saheed Adejumo

This course analyzes modern understandings of human rights in light of Global African Studies intellectual traditions and Jesuit/Catholic intellectual traditions. Introduces students to theories of social movements, African Diaspora

history, and historical methodology. We chart the history of social movements before and since the Haitian Revolution, the Pan-African Congress, and the modern civil rights movement. We will analyze and critique the legacies of various methodologies and social and political theories for modern day social movements.

Section Title: The German Churches and the Third Reich

Faculty: Heath Spencer

How did German Protestants and Catholics respond to-or participate in-Nazism, World War II, and the Holocaust? Were they more likely to be victims or perpetrators, resisters or collaborators, rescuers or bystanders? What

choices did they face, and what decisions did they make? How did church leaders and churchgoers remember, misremember, or respond to the Holocaust in the postwar era? Through assigned readings, discussions, writing assignments, and presentations, you will have the opportunity to weigh some of the evidence and formulate answers to these questions.

Section Title: Marriage and Virginty in the Middle Ages

Faculty: Thomas Cramer

An examination of the social, political, and religious debates over the proper definitions and status of virginty and marriage in premodern Europe.

UCOR 1600 Inquiry Seminar in the Social Sciences

Courses that introduce students to the subjects and methods of inquiry of the social sciences by engaging in focused study of one or more particularly important questions arising from a social science discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. These courses engage students in studying questions about human behavior and social phenomena arising from a specific discipline in the social sciences. These courses all incorporate the direct study of human behavior or institutions through disciplinary-appropriate means (observation, experimentation, analysis of data, etc.); introduce students to developing hypotheses, research questions, and/or synthesizing qualitative data; and explore how knowledge of key social scientific principles provides explanatory insight into patterns of individual human and social behavior. In addition, these courses teach the following skills: academic writing, argument construction and critical thinking, critical reading, quantitative reasoning, and oral presentations.

Learning Objectives:

- All sections of this course introduce students to subjects, contents, methods, and perspectives of Social Science disciplines.
- Students' quantitative reasoning skills are reinforced through engaging students in analyzing some kind of numerical information.
- Together with several other courses that explore different disciplines, this course helps students understand and value the breadth and diversity of academic inquiry.
- All freshman-level inquiry seminars help students develop as thoughtful writers of effective academic prose.
- The oral presentation incorporated in this course helps students develop confidence and basic skills in public speaking.

Section Title: Acting White

Faculty: Gary Perry

This course will critically examine the phenomenon of whiteness from multiple theoretical, analytical, and disciplinary lenses. In short, this course will teach students how not to act white.

Section Title: Belonging in America: Cultural Politics of Difference and Inequality

Faculty: Jodi O' Brien, Gary Perry, Jason Capps, Jason Miller, Julie Harms Cannon, Madeline Lovell, Mark Cohan, Rachel Luft

The theme of this course is the cultural politics of belonging or, who gets ahead and why, in the United States. The focus is on systems, myths, and ideals through which social differences (e.g., race, class, gender, age, nationality, religion, and sexuality) are created and result in social hierarchies and inequalities. The course material is based primarily on contemporary and classical readings in sociology, and also includes material from economics, anthropology and women and gender studies.

**Section Title: Can We Fix Health Care?
Health Economics and Policy**
Faculty: Katie Fitzpatrick

The government's role in health care is extremely controversial. This course will examine the health care sector from a microeconomic perspective to understand the demand for health care and the provision of health services. It will explore the role of industrial structure, insurance, market failures, and government interventions in explaining health-related outcomes. Students will gain an appreciation for societal tradeoffs between economic efficiency and equity when crafting health policy.

Section Title: Citizen Change: What is engaged citizenship and does it matter?

Faculty: Audrey Hudgins

This course is a critical inquiry into the theory and practice of democratic citizenship in the United States.

Through classroom learning and civic engagement in our community, we will explore these questions:

- What does it mean to be a citizen in a democratic society?
- What are the rights and responsibilities of citizens to the state and each other?
- What tensions are inherent in the democratic tradition?
- What is the relationship between citizenship and civic engagement?
- How is our democracy affected by issues of race, class, socioeconomic status, and gender?
- Is our democracy at risk?

Section Title: Deviance and Social Control
Faculty: Jacqueline Helfgott, Jennifer Sumner

A seminar-format course that is designed to explore psychological and sociological approaches to deviance and social control in contemporary society. This course introduces students to topics such as: the origins and functions of deviance in society; the institutional production and categorization of deviance; the impact of deviance on personal and social identity; deviant careers; and deviance and

social change. Students will explore the literature on deviance and examine portrayals of deviance and social control in literature, film, and popular culture.

Section Title: "Disabled": What's in a Name?

Faculty: Susan B. Matt

This course examines the historical underpinnings of society's understanding of individuals with disabilities as deviant, stigmatized, incompetent and marginal. In addition to the historical perspective, students will examine contemporary views of disability in American culture. The course explores the historical development of the disability rights movement, including resulting legal protections, such as the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Section Title: Economic Booms and Busts-an Investigation of Policy Alternatives

Faculty: Dean Peterson

Modern economies suffer from the ills of business cycles-inflation, deflation, recessions and unemployment. This course will focus on the question; What if anything, should governments do to moderate business cycles? The course goal is to create informed citizens who can participate in economic discourse at a high level. Course features include economic modeling, analysis of measures and data and critical evaluation of policy.

Section Title: Health Disparities and the Fallacy of the American Dream

Faculty: Bonnie H. Bowie

Life expectancy and overall health have improved for most Americans over the past few decades, however if you are a person of color, a woman, gay or lesbian, or are part of a lower socio-economic group, chances are that your health status is not as good as the average American. This course will explore the social, political, economic and environmental resources

that are directly linked to health disparities in the United States.

Section Title: Healthy Relationships**Faculty: George Sayre**

"What makes for a healthy intimate relationship?" Through the exploration of a wide range of psychological research regarding healthy and unhealthy relationships students will be introduced to the methods of psychological inquiry and communication (both written and oral). Subjects will include attraction, love, friendship, sexuality, communication, conflict, and abuse.

Section Title: History of Financial Crises: Implications for the Future**Faculty: Bonnie G. Buchanan**

The course will examine financial history and will take students from the simple beginnings of financial markets and banking to the more complex arrangements that emerged over the last few centuries. Developments in the debt, equity, real estate and insurance markets will be discussed and compared. To amplify topics, we will also draw on specific historical financial crises within these markets and focus on how events reverberate from one country to another as the global financial system evolved.

Section Title: How to Live (and Lie) With Statistics (Reading Social Science Research)**Faculty: Jodi O'Brien**

Social science research is all around us: reported in the news, advertising, and even popular culture. What do those statistics really mean and can you trust the information being reported. This class is will educate students in the art and science of interpreting social science research with the aim of providing the tools necessary to decipher statistics and other research data in order to decide for yourself what it means and if you should believe it.

Section Title: Murder Movies & Copycat Crime**Faculty: Jacqueline Helfgott, Mary Kay Brennan, Ruth White**

This course examines the relationship between crime and popular culture from this interdisciplinary framework. Topics include the popular fascination with murder, the relationship between crime and pop culture, the effects of violent media on individuals, subcultures, and society, and the copycat effect on criminal behavior. The course will address questions including: How can the study of mass media, literature, and the arts enhance our understanding of crime and criminal justice? How does technology and popular culture influence criminal behavior? How do images of crime and violence in pop culture shape individual and collective behavior and the aesthetics and style of criminal subcultures? What is the function of violent imagery in everyday life-- Do violent movies, TV programs; computer games, music, novels, etc. serve as cathartic outlets for natural aggressive impulses or as how-to manuals for the aggressively predisposed?

Section Title: Paradise Lost- A Framework for Social Problems**Faculty: Julie Harms Cannon**

Both contemporary and classical sociologists have been fascinated by the study of social problems in society. In this course we will examine how Charlotte Perkins Gilman used utopian fiction to explain social problems and provide solutions. This more accessible sociology was used to reach the lay person and help them to consider the socially constructed nature of problems. We will use some of her utopian works to address both past and present social problems including poverty, racism, classism, democracy, privilege, and so on.

Section Title: Poverty in America: A Sociological Perspective**Faculty: W Edward Reed**

In this course, students will explore social stratification, social class, culture, and social mobility as they pertain to poverty in America. Through the use of texts, in-class discussions, and pertinent data from accredited institution poverty centers, students will gain insight into the conditions and societal perceptions of those in poverty. At the conclusion of this course, students will be able to identify their role in, and generate solutions for eliminating structures that perpetuate individual and structural poverty.

Section Title: Sex, Love, and Marriage

Faculty: Harriet M. Phinney

This class provides students with the opportunity to develop a theoretically critical awareness of the relationship between love, sexuality, and marriage from a social scientific lens. The class will explore the relationship between sex, love, romance, desire, and intimate relationships in the modern world through a social scientific lens. Topics to be considered may include: the intersections between race, ethnicity, class, gender, nation, sexuality, and marriage; changing definitions of sexual respectability; prostitution and sex work in different contexts; sexual behavior and sexual ideals; transexuality and transgender identities; the varieties of love; the meaning of marriage; state regulation of marriage and sexuality; love in popular culture, and historical shifts in constructions of affect and emotion.

Section Title: So you want to help: People and Communities

Faculty: Riva Zeff and Madeline Lovell

Helping others is a multifaceted process. What is the meaning of help and how is it accomplished? Who decides the nature of the problem? What are the impacts of helping on the giver and receiver? What ethical issues and value stances arise? Students will explore the dynamics of helping individuals and communities resolve problems by examining the links between personal and social problems, historical

approaches and theoretical frameworks used by the helping professions.

Section Title: Sociological Digest: Culture and Food

Faculty: Mark Cohan, Jason Miller

In this course, we will use a key insight of the discipline of sociology-social location and group membership matter-to explore a phenomenon that is at once intensely personal and deeply cultural-what we eat. We will examine how variations in race, class, gender, religion, and nationality shape people's relationships to food. Relationship in this context can mean many things: what people eat, the types of food to which they have access, or the meanings they attribute to particular foods or ways of producing and distributing food. You will leave this class with a new appreciation of how food and the food-related are windows onto the ways that culture, ideology, inequality, and social power shape our world and or everyday lives.

Section Title: The Good Life in America: I Shop, Therefore I am?

Faculty: Madeline L. Lovell

This course is organized around the theme of 'the good life' today. What does that mean? How is it linked to how we define success? How has materialism become linked to the good life? What have been the benefits and costs of our western lifestyle? The course investigates four sub-themes within our broader topic. They are: 1) the high cost of the foundation for success, education, in today's market; 2) materialism/debt and how they are enfolded in American culture; 3) the changing realities of community/social isolation/disengagement; and 4) the ecological challenges of our time.

Section Title: The Greatest Insight Ever? Darwin and the Idea of Evolution

Faculty: Ted Fortier

This course will look at the way an anthropologist has come to understand the impact of natural selection on who we are as

human beings. It will examine Darwin's own passion about racial injustices, which led him into thinking of why there is so much variation in the world. We will examine his original works, the controversies around them, and the manner in which contemporary social scientists and theologians rely on Darwin's premises for understanding human nature.

Section Title: The Social Animal**Faculty: Jodi O'Brien, Mark Cohan**

The main goal of this course is that you understand how we become social creatures and how, through our everyday interactions with one another, we make and re-make ourselves and our social worlds. One important implication of the ideas covered in this course is that if we understand how it is that we participate in the construction of our own realities, then we can take a more active and purposeful approach toward making this the sort of world in which we want to live.

Section Title: Urban Wastelands**Faculty: Gary Perry**

This urban sociology course will explore the emergence and the consequences of wastelands, or polluted spaces, in the urban environment. This academic service learning course will allow students to investigate urban wastelands throughout the urban landscape of Seattle-Pacific Northwest.

Section Title: The 99%**Faculty Member: Julie Harms Cannon, Rachel Luft**

Have you ever wondered about the purpose of the Occupy Movement and the various groups it represents? What do we expect from our politicians and how can we work together to ameliorate the injustices inherent in our society today? Using a sociological framework, this course will examine class and inequality through the more contemporary lens of the 99% (one that I believe will be much more relevant to our students). Although we can still examine the

types of structural inequalities and personal pain and frustration of those living at the bottom, we can begin with the more contemporary jargon presented by the Occupy Movement. This course will address the theoretical models used to explain social inequality and social injustices, as well as the intersectionality of oppressions. Additionally, we will address some of the more specific issues attached to the movement (health care, the rising cost of education and its diminishing returns, the unequal distribution of wealth, homelessness, etc.) and the strategies used historically and currently to foster social change and revolution.

Section Title: Welcome to the Jungle-Understanding the Social World**Faculty: Julie Harms Cannon**

How can a city be described as a "social laboratory"? How can people that lived a hundred years ago explain today's social and cultural issues? Beginning with the turn of the 20th Century, students will examine the urban landscape of Chicago, one of the earliest sites of sociological inquiry. Through the lens of Upton Sinclair's historical sociological fiction, *The Jungle* we will study the "urban laboratory" that began with confluence of diverse immigrant populations and the extremes of crushing poverty and vast wealth. While many early American sociologists worked with the goal of social reform in mind, these social inequities are still at the heart of sociology today. This course will facilitate a discussion of the both the history of Sociology in terms of research, social thought, and reform and also how the discipline continues to address social injustice albeit in different ways. Students will enter the "social laboratory" that is Seattle and carry out their own service-learning projects in order to ameliorate suffering and also to determine how Sociology has progressed as a discipline.

Section Title: Crossing Borders**Faculty Member: Riva Zeff**

Immigration and resettlement are broad and intriguing areas of study. It is difficult for the person leaving his/her country and it is difficult to move to a strange new land with strange food, language, customs, culture and rules. What is the difference between immigration and refugees? Why do some people resettle easily and others with difficulty? How are social service organizations established and how do they aid in the process of resettlement? How does the new country acknowledge the newcomers' and their cultures, food, etc. Students will study culturally specific social service organizations that are designed to aid immigrants and refugees as they resettle in the Seattle area. Immigrants and refugees experience trauma in displacement from their homeland, families and familiar ways of life. Field visits to communities of resettled ethnicities will aid in learning about history and traditions and becoming familiar with their food. We will visit and evaluate services provided by culturally specific social service agencies.

Section Title: The Wire: Crime and Justice in the City

Faculty: Peter Collins

This will be a seminar-format course that is designed to explore the exposition of crime by a popular media source. The renowned HBO series *The Wire* will serve as a “digital context” within which students will be exposed to and discuss key criminological ideas ranging from the war on drugs, police policy, public policy, race, poverty, violence, gangs, and many more topics within a critical media studies and criminal justice framework. The “main” question that will guide learning in this class is: “how does the media impact our perceptions of crime and justice and how do our perceptions match up to empirical reality?”

Section Title: People, Power & Politics

Faculty: Angelique Davis

Citizens and interest groups in the United States have effectuated significant societal change through political participation. Accordingly, this

course covers the theoretical nature of citizenship in a democracy, exposes the impediments to democratic citizenship, and fosters an understanding of the various ways in which one can participate in the American political system. It examines examples of citizen engagement that may challenge preconceptions about the forms and forums of democratic participation in order to demonstrate to how political science takes civic engagement seriously.

Section Title: Activism, Protest & the Law

Faculty: Lawrence Cushnie

The United States possesses a rich history of social movements. While many such movements have become symbols of stalwart American values, others have been overlooked due to their questionable tactics of protest and activism. This seminar forges understandings of the legitimate limits of protest and how law controls and is shaped by American activism. In order to accomplish this goal, we consider actors from the historical mainstream as well as ' fringe' groups that directly contest the law through illegal acts of conscience.

Section Title: Who Rules America? The Sociology of American Politics

Faculty: Jason Capps

This inquiry seminar will focus squarely on the current state of American politics from the lens of a sociologist. The American political system is often viewed by contemporary social scientists as incredibly dysfunctional and often is heartening--due to lack of active participation by the masses. Further, if the focus is on the substantive decisions made, by those in elected office, many argue politics is increasingly disconnected from the concerns of every day working people. This course will provide a window into how sociologists study the intersection of politics and society--especially focusing on how sociologists apply empirical methods to understanding the complexities of the publics' interaction with the political system

via their individual and collective attitudes, beliefs, values, and expectations about government. The course content will be pivot around two primary foci: the process of government and power in America and public attitudes toward politics in the United States.

Section Title: Economic Inequality: Causes and Consequences

Faculty: Stacey Jones

The United States is experiencing historically unprecedented levels of income and wealth inequality. This course begins by discussing the measurement of economic inequality, providing students both a historical and global perspective on current levels of inequality in the US. The course then introduces microeconomic explanations for economic inequality, focusing on the labor market. The course examines claims that inequality is detrimental to individual and societal well-being and to the political process. Finally, the course asks what, if anything, can or should be done to address economic inequality.

Section Title: Economic Mysteries: How do Countries Grow?

Faculty: Quan Le or Meenakshi Rishi

This course will examine international economic development from a macroeconomic perspective. Students will understand growth controversies and the role of institutions in the growth process. Students will also familiarize themselves with macroeconomic data and often used macroeconomic indicators such as inflation, unemployment, and GDP.

Section Title: Law, Society & Justice

Faculty: Jacqueline Helfgott

This course examines law primarily from the social science perspective, which views law as a social institution that is firmly embedded in the society. The social science perspective differs from the traditional view of law which is taught in law school and focuses on the law as a system of self-contained rules and logic that are autonomous or independent of the outside social

structure. The social science perspective maintains that the law is not autonomous, but rather a product of the social, economic, political and culture system that created it. In addition, this course moves beyond an analysis of how the law and its procedures operate in theory and also explores how it often deviates from the ideal and operates in “reality”, and with what consequences to the criminal justice system and society.

Section Title: Models of African American Success

Faculty: Edward Reed

In this course, students will explore African American contributions to American society and how our culture, media, and stereotypes have undermined these achievements. Students will explore the stories of historical figures and the political economy and racism surrounding their experiences with the contemporary issues of African Americans today. At the conclusion of the course, students will gain a greater appreciation for, and feel a stronger sense of community as a part of American culture.

Section Title: What’s Culture Got to Do With It?

Faculty: Harriet Phinney

The concept of culture has played a critical role in the development of anthropology as a field of knowledge. Yet, despite its importance to anthropology, culture has been difficult to pin down and define. Nonetheless, despite its nebulous character, social scientists and the public regularly use “culture” to explain human difference. Since the mid-1900s however, a number of anthropologists have begun to question its value and instead strive to “write against culture.” This course is designed to explore the question what is at stake when “culture” is used as a key to understanding difference?

Section Title: Creating Kin: Family, Kinship, and Sodalities**Faculty: Harriet Phinney, Jason Miller**

This class will explore the question of how humans around the world create kin. Because humans need one another to survive and reproduce, they have invented ways of creating, maintaining, and dissolving kin ties with one another. This class will focus on the diverse ways humans imagine and practice relatedness in different times and places. We will be attentive to the ways in which forms of relatedness intersect with and are shaped by other social structures such as gender, race, political-economic systems, and religion.

Section Title: The Migrant Experience in America**Faculty: Jason Miller**

Humans have been on the move since we first evolved in Africa almost 200,000 years ago. Today, globalization increasingly influences people to move across geography and across transnational borders. In this course, we will explore the historical basis and modern implications of migration. Using anthropological and sociological perspectives, we will focus on the impact of migration on the USA exploring the impact on the sending culture and the effect on mainstream US culture. Using migrant cultures in Seattle and the wider Pacific Northwest, we will seek to understand the challenges and rewards that migration brings.

Section Title: Key Social Issues in Cross-cultural Perspective**Faculty: Robert Eford**

This course is an anthropological introduction to three social issues that have been the focus of much research, policy and popular interest in the United States: environmental sustainability, racial identity, and gender difference and inequality. In our efforts to better understand these issues (and act upon them),

anthropological research offers us a wealth of empirical data and analysis drawn from the richness of our cultural and biological variety and the sweep of human history and evolution.

Section Title: Crime and the Legislative Process**Faculty: Allister O'Brien**

The class examines the legislative process, focusing on how criminal law is written. Special attention is given to the ways in which politics influences criminal justice policy writing. Subjects include illegal drug use, Human Trafficking, Mental Illness and crime, sex offence legislation, Background Checks for gun buyers, and the costs of criminal justice for state and local governments.

Section Title: Paradise Lost: A Framework for Social Problems**Faculty: Julie Harms Cannon**

Both contemporary and classical sociologists have been fascinated by the study of social problems in society. In this course we will examine how Charlotte Perkins Gilman used utopian fiction to explain social problems and provide solutions. This more accessible sociology was used to reach the lay person and help them to consider the socially constructed nature of problems. We will use some of her utopian works to address both past and present social problems including poverty, racism, classism, democracy, privilege, and so on.

Section Title: Wealth in America: the 1%**Faculty: Ruth White**

Who are the wealthy Americans? What do they do? Where do they live? What is their life like? We spend lots of time studying the poor and very little time studying the wealthy. What can we learn about the rich that may help us solve the problem of poverty. This course will study wealth in the USA through the lens of sociology and economics.

UCOR 1800 Inquiry Seminar in the Natural Sciences

Courses that introduce students to the subjects and methods of inquiry of the natural sciences by engaging in focused study of one or more particularly important questions arising from a natural science discipline. These courses introduce students to key concepts, knowledge, and principles of the relevant discipline as they relate to the questions being studied in the individual section. They are not intended to be survey courses or broad introductions to the discipline, but should be content-rich, with the content revolving around and connected to the central questions being studied. These courses engage students in studying questions about the physical/biological universe. All sections incorporate the direct examination of natural phenomena in either laboratory or field settings; use observation to develop and evaluate principles and hypotheses; and explore how knowledge of key scientific principles can be used to understand and interpret observations.

Learning Objectives:

- All sections of this course introduce students to subjects, contents, methods, and perspectives of Natural Science disciplines.
- Students' mathematical and quantitative reasoning skills are strengthened through engaging students in careful measurement and analysis of numerical data.
- Together with several other courses that explore different disciplines, this course helps students understand and value the breadth and diversity of academic inquiry.
- All freshman-level inquiry seminars help students develop as thoughtful writers of effective academic prose.
- The oral presentation incorporated in this course helps students develop confidence and basic skills in public speaking.

Section Title: Beaches to Mountains: The Geology of the Olympic Peninsula

Faculty: Lyn Gualtieri

The overarching question this seminar will address is "How does the geology across the Olympic Peninsula change and what accounts for the geologic differences?" You will design your own research questions, conduct your own geologic fieldwork, collect your own data and learn how to apply the scientific method in a geologic setting. You will participate in fieldtrips to geologically significant locations on the Olympic Peninsula.

Section Title: Chemistry, Food and Nutrition

Faculty: Susan Jackels

In Chemistry, Food and Nutrition, students will learn the fundamentals of chemistry to

understand what food is, how it is processed, and how it is used in our bodies. Students will use their knowledge to carry out a library literature investigation of an issue having to do with food or nutrition. The laboratory experiments will enable learning the chemistry of food and some of the chemical processes involved in cooking.

Section Title: Chemistry for the Informed Citizen

Faculty: Charity Lovitt

In this class, we will explore what matter is and how it behaves. We will perform experiments and construct models of phenomena that allow you to 'see' the particulate nature of matter. In parallel, we will examine the nature of the scientific enterprise and the process of learning.

This course will be a qualitative introduction to many topics in introductory science courses.

Section Title: Energy and Society**Faculty: Paul Fontana**

This course examines energy production and use by society. Students gain the tools and experience to evaluate current and future energy sources based on their technological, economic, and environmental merits and limitations. They emerge as well-informed participants in the civic discussion about our local, national, and global energy future.

Section Title: Fierce Creatures: How Evolution Shapes Life on Earth**Faculty: Heather Brown, Kristin Hultgren, Mark Jordan**

Why do giraffes have longer necks than zebras? Why do we have wisdom teeth, if we don't need them? From the tiniest bacterium to the largest tree, evolution shapes the biology of all organisms on the planet. In this course, we will explore how evolution creates fantastic life forms with amazing adaptations, and generates the incredible biodiversity on our planet.

Section Title: Fire and Ice**Faculty: Lyn Gualtieri**

The overarching question this seminar addresses is "What is the relationship between volcanoes (fire) and glaciers (ice) and how have these seemingly opposing forces shaped the landscape?" You will design your own research questions, conduct your own geologic fieldwork, collect your own data and learn how to apply the scientific method in a geologic setting. You will participate in fieldtrips to Cascade volcanoes and their associated glaciers.

Section Title: Knowing What We Cannot See: Electricity**Faculty: Alvin Todd Moser**

Using the example of the history of electricity, the course studies how the scientific method is always limited by the scientific apparatus

available and, just as importantly, the cultural context in which scientists find themselves. Students replicate the discoveries of seminal figures like Franklin, Volta, Faraday and Maxwell by performing the same experiments and examining the data in the context of the prevailing scientific beliefs. Hypotheses are formed and debated.

Section Title: Mountains to Sound: the geology along I-90**Faculty: Lyn Gualtieri**

The overarching questions this seminar will address are "How does the geology along I-90 in Washington state change and what accounts for the geologic differences east and west of the Cascade Mountains?"

You will design your own research questions, conduct your own geologic fieldwork, collect your own data and learn how to apply the scientific method in a geologic setting. You will participate in fieldtrips to geologically significant locations both east and west of the Cascade Mountains.

Section Title: Natural Disasters: Causes and History**Faculty: David Boness**

This seminar engages the student in seeing science as a form of detective work, incorporating concepts and methods from geosciences, physics, chemistry, and biology to study natural disasters, such as asteroid impacts, earthquakes, volcanoes, and tsunamis. No previous college-level background in science is necessary. The course makes use of seminar discussion, laboratory experience to teach physical concepts, written work (including a student research project), and oral presentation.

Section Title: Solar Systems: Ours and Others**Faculty: Jeffery Brown**

The nature, formation, and evolution of our Solar System and other planetary systems, and how we learn those, through scientific inquiry.

Background physics will be introduced and explored in laboratory exercises and independent observational and computational work. Discussions of the methods, costs, and gains from robotic space exploration, leading up to the search for planets and life elsewhere in the Solar System and the Galaxy.

Section Title: The Genetics of Disease**Faculty: Heather Brown, Kristin Hultgren, Mark Jordan**

Why do some people get sick, while others do not? Why does an individual get an inherited disease, but neither of their parents show any symptoms? Some of the answers lie in our DNA, and how we inherit the genes that help determine our health. In this course, we will explore how our genes shape many aspects of our lives, including a predisposition for many diseases, and what we can do to stay healthy.

Section Title: What's the Fuss about Fats in Our Diet?**Faculty: Susan Jackels**

This course will lead students in guided-inquiry format exploring the chemistry of fats needed to understand issues on health and nutrition of fats. In laboratory experiments, students will practice the scientific method to investigate the properties of fats (cis/trans fats, unsaturated/saturated fats, fats versus oils, fat substitutes, and energy content). Readings and projects will relate the role of fats to nutrition, biochemistry, food science, risk analysis, advertising, consumerism, epidemiology and public policy issues.

Section Title: The Environmental Skeptic: Understanding the Science Behind Sustainability**Faculty: Brenda Bourns, Kristin Hultgren, Mark Jordan**

Environmental sustainability gives us an extraordinarily relevant avenue to investigate the question: how do we know what we know about the natural world? We will explore the

fundamental biology behind sustainability to better make informed choices about how to live in our only ecosystem, the earth. In lab, we will learn 'hands on' by exploring a question of personal interest using the methods of science as well as visiting environmental sustainability related locales.

Section Title: Biotechnology: Society's problems or solutions?**Faculty: Brenda Bourns**

Science is bringing us technology, can society figure out how to use it for the good of all? This course will explore the fundamental biology behind Biotechnology (DNA, genetic engineering, stem cells, GMOs) to help us make informed choices as is increasingly required in the policy and personal realms. In lab, we will examine cells, isolate our own DNA, and learn 'hands on' by exploring a question of personal interest using the methods of science.

Section Title: The Digital Information Age**Faculty: Agnieszka Miguel**

In recent years, our lives have become dependent on technology. Numerous digital devices have an ever increasing impact on our daily activities. Yet, many people do not understand how such devices work. In this course, students will try to answer the following question: How can data created and gathered in the natural world be converted to a digital format, processed, transmitted, and stored for future use? Students will explore the digital nature of daily life by investigating the operation of current leading edge digital devices such as smartphones, portable media players, digital cameras and video recorders, and e-readers. This course will include laboratory projects in which students will create and analyze digital information such as music, images, and video. The inquiry of this course will be guided using principles of physics, mathematics, and engineering.

Section Title: Design for the Society

Faculty: Teodora Shuman

This course offers: 1) hands-on design, building, and testing of actual devices, such as wind turbines for environmentally mindful energy conversion, and evaluating them from a technical, societal and environmental perspective; 2) pulling apart real mechanical devices to learn how they operate; 3) patent searches and assessing resources; and 4) learning to effectively communicate ideas. Can you envision how mechanical engineering design process relates to your profession of choice and understanding of current affairs?

Section Title: Stars, Galaxies and Cosmology**Faculty: Joanne Hughes Clark**

How did we deduce that the Milky Way is not the only galaxy in the universe? We use the physics of gravity and light to discover the properties of stars, which enabled Edwin Hubble to determine the distance to the Andromeda Galaxy in the 1920s. Soon afterwards, he proved that our home was only one of a multitude of "Island Universes," scattered throughout a vast, expanding cosmos, connecting his observations with Einstein's General Relativity. We use the scientific method to show how stars and galaxies formed, and explore the open questions about the nature of dark matter and dark energy.

Section Title: The Quantum World**Faculty: Reed Guy**

What is the fundamental nature of our world on the smallest scales, and how have we come to know this? This course traces the study of the nature of matter from ancient times, with particular emphasis on the development of quantum mechanics and particle physics in the 20th century. . The course makes use of seminar discussion, laboratory experience, written work, and oral presentation.

Section Title: The Sound of Music**Faculty: Reed Guy**

What is sound? Why are some sounds pleasing and other disagreeable? How do the various musical instruments produce their sounds? How is musically recorded digitally? This course traces the study of sound and its relation to music from ancient times to the 20th century. The course will emphasize the physiology as well as the physics of sound as well as the sound production of various instruments and the human voice. The course makes use of seminar discussion, laboratory experience, written work, and oral presentation.

Section Title: The World of Light**Faculty: Reed Guy**

What is light? What is color? How can we explain the myriad visual experiences we have in the everyday world, such as the blue of the sky and the colors in the rainbow? This course traces the study of light from ancient times, through Newton's investigations in the 17th century, to the modern quantum-mechanical view of the dual nature of light, with emphasis on our everyday experience of light. . The course makes use of seminar discussion, laboratory experience, written work, and oral presentation.

Section Title: The Fundamental Forces in Nature**Faculty: Woo-Joong Kim**

This course examines the four known fundamental forces in nature: the Gravitational force, the Electromagnetic force, the Strong force, and the Weak force. We will replicate some of the historical experiments that have led to the discovery of two of these forces (e.g. the Gravitational and the Electromagnetic forces) and gain the understanding of how physicists approach a scientific question to develop their experimental findings into a full, physical theory. Extensive readings will be assigned to enhance the understanding of the other two forces (e.g. the Strong and the Weak forces) whose laboratory tests are difficult to replicate. Finally, we address the question of how all of

these forces in nature could be unified into a single theory.

Section Title: What is Time?**Faculty: Woo-Joong Kim**

This course examines the concept of time encountered in theoretical physics. Starting from the operational definition of time, we will explore philosophical implications underlying the second law of thermodynamics (the question of time reversal), Einstein's theory of relativity (the question of time travel and spacetime), and wave-particle duality in quantum mechanics (the uncertainty principle and the "infinite" energies in quantum vacuum). What are the facts and fantasies about these ideas? Can time fly? Can you reverse the time? When did it begin? Where is it going? Does it end? What time is it?

Section Title: Einstein's Universe**Faculty: Reed Guy**

What is the nature of space and time? This course traces the development of our ideas about space and time from ancient times, through Einstein's fundamental contributions to our understanding of our physical universe, to our modern conception of the expanding universe?. The course makes use of seminar discussion, laboratory experience, written work, and oral presentation.

Section Title: Health and Disease: Genetic Destiny or Good Choices?**Faculty: Brenda Bourns**

Should I change the way I eat and exercise or is everything pre-determined by the genes I was dealt so why bother? Daily we are bombarded by a myriad of "facts" attempting to convince us which product to purchase or which diet to follow. The scientific process will give you powerful a tool to assess evidence and critically evaluate it to inform your opinion on a topic. The afternoon session will be hands-on laboratory study.

Section Title: Symbiosis: From Cells to Communities**Faculty: Kristin Hultgren**

Symbiosis—the living together of unlike individuals—is estimated to be the most common ecological lifestyle on earth. In this course, we will explore topics in biology, focusing on how different types of symbiotic relationships have factored in the evolution, ecology, and biodiversity of life on earth. We will study symbiosis at several different scales of organization: cells, individuals, populations, and ecological communities. The laboratory is designed to introduce students to the scientific method and to different techniques used in the study of biology.

Section Title: A sound Ecosystem**Faculty: Jocelyn Fraga Muller**

What threatens the health of the Puget Sound ecosystem? This course will focus on the ecosystem of the Puget Sound, the pollutants that can be found there, where they are coming from and how we can prevent them. Students will do their own investigations on effects specific chemical are having on animal health and how rain gardens and river repair programs can prevent pollution from reaching the Sound.

Section Title: Nature's Cleaners**Faculty: Jocelyn Fraga Muller**

How do natural biological systems work to clean up pollution in the environment? Chemical contamination of our soils and water systems is a potential danger to human and ecosystem health. As scientists and engineers debate ways to clean up or remediate these environments, nature has already gotten a head start. Biological degradation plays a key role in the remediation of many environments. This course will investigate the mechanisms microorganisms, fungi and plants use to clean up various types of chemical contaminants.

Section Title: The Environmental Skeptic Olympic Peninsula

Faculty: Brenda Bourns

Environmental sustainability gives us an extraordinarily relevant avenue to investigate how we know what we know about the natural world. We will explore the fundamental ecology behind sustainability to better make informed choices about how to live in our only ecosystem, the earth. In lab, we will learn about ecology and conservation “hands on” by embarking on a four day field trip to the Olympic Peninsula.

**Section Title: The Environmental Skeptic
CR lab****Faculty: Brenda Bourns**

Environmental sustainability gives us an extraordinarily relevant avenue to investigate how we know what we know about the natural world. We will explore the fundamental ecology behind sustainability to better make informed choices about how to live in our only ecosystem, the earth. In lab, we will travel to Costa Rica to learn “hands on” about an important topic in environmental sustainability: the biodiversity hotspot of the tropical rainforest.

UCOR 2100 Theological Explorations

These courses each include four key elements: An introduction to theology as an academic discipline; an examination of some of the theological beliefs that have shaped Christian understandings of the divine, especially in the Catholic Jesuit theological tradition, and a consideration of their implications for life today; an exploration of a key issue, person, or text that has had a formative role in shaping this theological tradition; and an opportunity for students to reflect on their own spiritual life and become more thoughtful and articulate in expressing their own spiritual values. Prerequisites: Module I Academic Writing Seminar.

Learning Objectives:

- This course helps students understand key theological foundations of the Christian, Catholic, and Jesuit traditions.
- Students in this course examine their own beliefs and learn to effectively engage with the beliefs of others.
- This course introduces students to the academic study of Theology, helping them understand key issues, questions, and approaches of the discipline.
- This course assists students in becoming effective writers, including writers of high quality academic prose.
- The study of Theology inevitably encounters moral issues, helping students learn to identify and think carefully about issues of value and justice.

Section Title: Catholic Imagination in Film

Faculty: Jeanette Rodriguez

In this course, we will discuss how Catholics imagine the world. We will explore if there are characteristically Catholic ways of doing so and how these imaginative dispositions inform Catholic living and community. This course will use readings and film to explore these questions.

Section Title: Challenges to Religious Faith

Faculty: Donna Teevan

This course is designed for students who are wary about religious faith and self-identify as atheists and agnostics, as well as those of any faith tradition who wish to become more knowledgeable and articulate about why they believe in God. Drawing upon the resources of the Catholic tradition, it will examine the challenges posed by the privileging of the epistemology of the natural sciences and the reality of evil and suffering. The Catholic

emphasis on the compatibility of faith and reason explicitly undergirds this exploration.

Section Title: Hollywood Jesus

Faculty: Jeff Staley

This theology course explores the over one hundred years of Jesus movies as a point of entrance into the ancient Christian story of Jesus. The course combines 1) the content of the four New Testament gospels and a critical evaluation of their ancient historical situations; with 2) an assessment of the major Catholic directors and a critical evaluation of their Jesus films in terms of their use of the four gospels (content); and 3) as expressions of (primarily) North American religious experience, particularly (post Vatican II) Roman Catholic theology, piety, social concerns (family, race, and gender), American politics, and capitalism.

Section Title: Ignatian Spirituality

Faculty: Patrick Kelly, S.J.

This course will introduce students to some of the primary characteristics of Ignatian spirituality and the ways in which this spiritual heritage has shaped the approach of Jesuits and others to education, the arts, issues of social justice, and interreligious dialogue.

Section Title: Jesus and Liberation**Faculty: Wes Howard-Brook**

How does a Christian person respond to the presence of suffering and injustice in the world? The tradition of liberation theology developed to provide tools to respond to this question. This course will explore the biblical and Catholic roots of liberation theology, then look at how it has expanded and adapted beyond its birthplace in Latin America in the 1960s. We will use the “pastoral circle” to engage an experience of injustice or oppression that arouses one’s own passion, moving through social analysis, theological reflection, and pastoral planning to discern a personal, practical response.

Section Title: Liberating Catholicism**Faculty: Catherine Punsalan-Manlimos**

The course introduces students to the fundamentals of Catholicism, including a look at the person of Jesus Christ and the mission of the church today, and exploration of the cultural expressions of faith in liturgical life and concrete responses to what Vatican II calls the signs of the times.

Section Title: The Book of Genesis**Faculty: Wes Howard-Brook**

The Bible’s first book has been used as authority within countless cultural debates throughout history, including: the social roles of women and men, the nature of sexuality, the relationship between faith and science, relationships among the world religions, and many more. This course will teach students reading tools that will enable them to hear and to interpret Genesis, both within its original cultural contexts and within our own cultural contexts today. It will engage elements of history, literary theory, cultural

theory, and other disciplines to provide a wide-ranging set of perspectives on this classic text. Students will be expected to analyze a passage from the book using the tools they’ve been taught.

Section Title: The Gospel of John**Faculty: Wes Howard-Brook and Jeff Staley**

The Gospel of John is a classic Christian text for understanding who Jesus is and what it means to be his followers. This course offers a range of tools for interpreting the gospel in its own cultural context, in conversation with the Roman Catholic Pontifical Biblical Commission’s guidelines, and within the contemporary world. The course includes engagement with historical and literary methods, as well as feminist, postcolonial, autobiographical, and other interpretive perspectives so that students can discover its place in their own lives.

Section Title: Theological Perspectives on the Person (or Theology of Person)**Faculty: Daniel Peterson**

Examines Catholic and Protestant answers to the question of whether the human will is capable of altruism or captive to self-interest; considers to what degree (if any) we require help from outside of ourselves to act freely for the welfare and benefit of others. Analyzes ancient, medieval, modern, and contemporary authors, providing each student with the opportunity to develop his or her own critical response to the question of whether the human will is free.

Section Title: Theology of the Death of God**Faculty: Daniel Peterson**

Introduces theology by exploring its most controversial modern chapter: the theology of the death of God. Analyzes suggestions of God’s “death” in the Bible, the first appearance of God’s death as a concept in the writings of Martin Luther, its reappearance in 19th century theology, and its reconfiguration as an option for

Christian faith in the 20 century as a response to secularization and human suffering; considers Catholic, Jesuit responses, both critical and appreciative.

Section Title: World Religions and Catholicism

Faculty: Stephen Chan, Daniel Peterson

This is the study of major world religious traditions, such as Judaism, Islam, Hinduism and Buddhism, with special emphasis on their inter-religious relationship with Roman Catholicism. The objectives of the course are to introduce students to the academic discipline of theological and religious studies, and to understand the tenets and history of Catholic traditions thorough the dialogical relationship with other religions.

Section Title: Theological Ethics of Hope and Moral Power

Faculty: Cynthia Moe-Lobeda

How do my theological beliefs and disbeliefs relate to my life in society? What does it mean to live a "moral life" in a world of exquisite beauty that also is brutalized by racism, a soul-shattering gap between rich and poor, gender inequity, and "ecocide"? What is my vision for a more just, compassionate, and sustainable world? In what God or ultimate reality do I disbelieve? In what God or ultimate reality do I believe? Where do I find hope and moral power? Students will explore these and other questions through the lens of Christian theological social ethics.

Section Title: Science and the Church

Faculty: Catherine Punsalan-Manlimos

This course will examine the intersection of the development of science and the Church. In particular, it will examine the theological stakes involved in the contextual intersection of the development of modern science and the response of the Catholic Church. It will explore the development of key theological concepts in light of insights and challenges posed by a

modern scientific understanding of the natural world.

Section Title: Latin American Liberation Theology

Faculty: Jeanette Rodriguez

Latin American Liberation Theology is a dynamic and controversial approach to the issues of faith, human freedom and liberation. We will explore and deepen our understanding of who Jesus is within the lived faith experience of the Latin American reality.

Section Title: Perspectives on Jesus

Faculty: Donna Teevan

"Perspectives on Jesus" explores Jesus' identity and his meaning for the people of his day as well as in the present. We will try to understand what drew people to Jesus and why he has continued to inspire so many even today. To do this, we will begin with the Christology of the New Testament but will move into how Jesus' identity and significance are interpreted in more recent theological reflection and in artistic representations. We will give attention to the influences of culture and gender on how people interpret Jesus' identity and meaning and consider the social justice implications of these views.

Section Title: History of Catholic Theology

Faculty: Philip Barclift

This course explores the development of select doctrines in the history of Catholic theology (including the status of women and the problem of war) in order to show how Catholic theology is frequently shaped by political alliances, philosophical systems, and social biases. We emphasize questions surrounding the humanity and divinity of Christ, the problem of war, the problem of Christian anti-Judaism, the doctrine of the church, the doctrine of salvation, and the doctrine of the Eucharist.

Section Title: God: Beyond a Reasonable Doubt?**Faculty: William O'Malley, SJ**

Does God exist? If God exists, what does God want? How can I be sure?

Section Title: Spirituality and the Arts: Art Making as Spiritual Practice**Faculty: Amy Wyatt**

An introductory survey of key theological questions connecting spirituality and the arts, within Catholicism and the larger Christian community. This course will consider how the arts may serve as a vehicle for encounter- with God, oneself, and the world. In particular, it will explore the practice of art-making as a way of knowing. Class includes guest speakers and field trips, allowing us to investigate how artistry informs not only individual faith, but inspires social action.

Section Title: Catholic Worker Movement**Faculty: Wes Howard-Brook**

How can small groups of committed Christians make a difference in the world? The Catholic Worker, founded in the 1930s in New York City and now a worldwide movement, offers one example. This course will explore the people and purposes behind this vibrant, controversial and multifaceted way of living the Gospel of peace and justice in a world full of war and oppression.

Section Title: Challenges to Religious Faith**Faculty: John Volk**

This course is designed for students who are wary about religious faith and self-identify as atheists and agnostics, as well as those of any faith tradition who wish to become more knowledgeable and articulate about why they believe in God. Drawing upon the resources of the Catholic tradition, it will examine the challenges posed by the privileging of the epistemology of the natural sciences and the reality of evil and suffering. The Catholic

emphasis on the compatibility of faith and reason explicitly undergirds this exploration.

Section Title: NT Storytellers: Jesus**Faculty: Matthew Whitlock, Leticia Guardiola-Saenz**

Jesus-the most famous figure in Western Civilization-left us no writings of his own. Instead, he left the storytelling task to others. So we learn about Jesus only through the stories of others, fascinating stories that make claims about Jesus' supernatural powers, identity, and teachings. In this course, we will hear and examine the stories of the canonical (Matthew, Mark, Luke, and John) and non-canonical (Thomas and Mary) gospel writers. We will learn how to interpret these ancient stories about Jesus, determine their value in uncovering the historical Jesus, and appropriate them into our own cultures and settings. In short, we will move from considering Jesus in the Gospels to the Jesus in Seattle.

Section Title: NT Storytellers: St. Paul**Faculty: Matthew Whitlock**

Paul was the first Christian storyteller on record. But even from the perspective of the earliest Christians, the Apostle Paul and his writings were mysterious and obscure. As Paul traveled throughout the Mediterranean world, he told mysterious stories about Jesus that were composed ad hoc, composed out of the diverse metaphors from the cultures he visited. In many ways, each story was a collage of images collected from the well-traveled highways to the darkest corners of the Mediterranean world. In this course, we will travel with Paul, examine his writings, try to make sense of his mysterious stories and letters, and appropriate them to our modern context by comparing them to movies such as *The Matrix* and *The Truman Show*.

Section Title: Perspectives on Jesus**Faculty: Lynn Hofstad**

"Perspectives on Jesus" explores Jesus' identity and his meaning for the people of his day as well

as in the present. We will try to understand what drew people to Jesus and why he has continued to inspire so many even today. To do this, we will begin with the Christology of the New Testament but will move into how Jesus' identity and significance are interpreted in more recent theological reflection and in artistic representations. We will give attention to the influences of culture and gender on how people interpret Jesus' identity and meaning and consider the social justice implications of these views.

Section Title: Sport and Spirituality

Faculty: Patrick Kelly, SJ

By studying the attitudes of Catholics toward play and sport throughout the medieval period in Europe, in humanist and early Jesuit schools, and in the United States, this course introduces students to Catholic theology, including the

theology of creation (the material world) and the human body, the connection between the understanding of moderation as central to a life of virtue and an insistence of the importance of play, and the relationship between play and the spiritual life.

Section Title: Exploring Christian Theology through Women's Perspectives

Faculty: Amy Wyatt, Lynn Hofstad

An introductory survey of both the process and content of women's theological reflection upon and dialogue with the Christian tradition, in general, and the Jesuit Catholic tradition, in particular. The principal aim of this course is to consider the significance of women's perspective and experience, while reflecting upon theological questions of meaning, spirituality, ethics, values, and justice, in light of the needs of the world.

UCOR 2500 Philosophy of the Human Person

This course introduces students to the methods of rigorous philosophical reasoning; introduces students to the philosophical questions, methods, and figures that have played key roles in shaping the Jesuit approach to education and scholarship; and teaches students to critically examine assumptions about reality (especially assumptions about our natures as human beings). Each section explores two or more of the following fundamental philosophical questions: the problem of human knowing, the mind/body problem, the problem of personal identity, the problem of freedom and determinism, and the problem of other persons. This course also aims to develop critical reflective skills to prepare students for more in-depth study in ethics (in the subsequent Ethical Reasoning course), improve critical thinking and writing skills, and enhance students' appreciation for complexity and ambiguity. Prerequisites: Module I Academic Writing Seminar.

Learning Objectives:

- This course helps students understand the role of philosophical reasoning as a central practice/method of inquiry in the Jesuit tradition, important thinkers and texts in that tradition, and some of the questions about the human person that have shaped that tradition and ground that tradition's study of ethics.
- By teaching rigorous philosophical methods of reasoning, this course helps students develop skills in logical analysis and reasoned dialogue, the ability to understand and assess the soundness of arguments, and improved skills in constructing well-reasoned arguments (including the ability to formulate objections to their own and others' arguments).
- This course helps students understand key content, central problems, major perspectives, and methods of analysis of Philosophy.
- This course assists students in becoming effective writers, including writers of high quality academic prose.
- Through the study of Philosophy, students will encounter and be better prepared to identify and understand issues of ultimate meaning, rights, and justice.

Section Title: Can I Know My Self?

Faculty: Yancy Hughes Dominick

This course introduces students to philosophical thinking through a careful examination of our nature as humans. The character of the human person has been a key topic in philosophy since at least Socrates' time, and it is also a central concern in the Jesuit intellectual tradition. In exploring this topic, we will focus on accounts of the nature and limits of human knowledge and on discussions of the human mind and its relation to the body.

Section Title: Leading an Examined Life

Faculty: David Heller

In this course, we follow Socrates' injunction to be perplexed about the most important matters. We will thread through a web of reflective questions: 1) How should we face our mortality? 2) What can we know? 3) How can we be a subject of experience and an object in the physical world? 4) Do we have free will? 5) What constitutes personal identity? 6) How are persons and values connected? 7) What are the

social aspects of the self? We will canvass various attempts to identify characteristics that are uniquely human.

Section Title: Philosophy of the Human Person

Faculty: Vinod Acharya

This course focuses on the question of what it means to be human. By combining a historical approach with a problem-oriented one, this course introduces students to fundamental questions concerning the meaning of human existence, which are at the core of Jesuit education. Readings include texts from Plato, Descartes, Hume, Kant, and Nietzsche.

Section Title: Philosophy of the Human Person

Faculty: Sven Arvidson

Are you just like every other human being, or are you unique? Most of us assume we are both the same as others and unique. But in what ways, and on what are these assumptions based? Philosophically examining these assumptions may reveal surprising possibilities for the meaning of human life and death, personal identity, freedom and responsibility, reverent respect for persons, and more. To accomplish this examination, this course uses primary philosophical sources spanning from ancient times to present. This course also introduces you to logic and critical thinking.

Section Title: Philosophy of the Human Person

Faculty: Maria Carl

This course investigates fundamental questions regarding the nature, value, and capacities of the human person and serves also as an introduction to the discipline and subject matter of philosophy. Specifically, we will discuss the idea of what it is to be human, what it is to be an individual, and what it is to be the same individual over time; the phenomenon of human knowing and the nature of mind; the possibility of immortality and the relationship between soul

or mind and body; the opposition between freedom and determinism; and the significance of the social dimension of human existence. Throughout the course, students will cultivate their critical reading, writing, and thinking skills, and they will establish a basis for discerning the ethical significance of these foundational questions concerning knowledge, existence, and human nature.

Section Title: Philosophy of the Human Person

Faculty: Therese Cory

This course explores what it means to be human and what role political community plays in the flourishing of human beings. The first half of the course focuses on philosophical anthropology (“What does it mean to be human?”) through the lens of three major theories: physicalism, Cartesian dualism, and Thomistichylomorphism. The second half of the course focuses on the relationship between human beings and society, by means of two major Enlightenment-era political philosophies, i.e. Locke’s and Rousseau’s. The course also serves as an introduction to basic logic.

Section Title: Philosophy of the Human Person

Faculty: Benjamin Howe

This course explores the nature of the human person by examining the work of four major thinkers in the Western philosophical tradition: Plato, Aristotle, Rene Descartes, and Immanuel Kant. The main philosophical problems that students will address in their writings are: the soul’s (or mind’s) relationship to the body, the difference between knowledge and mere belief, and the relationship between perception and knowledge.

Section Title: Philosophy of the Human Person

Faculty: Wai-Shun Hung

This course introduces students to the methods of philosophy and some of the perennial

problems that it deals with, namely those regarding the human person. What kind of being is a “human” person? What does it mean to consider humans as persons? What is our place in the universe? Is there a higher purpose or meaning to our existence? These issues will be introduced in the course using classical, modern, and contemporary sources and different media to promote engagement and self-reflection on the part of students, and the understanding that these issues, while deeply rooted in our intellectual tradition, are still very much alive today.

Section Title: Philosophy of the Human Person

Faculty: Jessica Ludescher

This course addresses the central question, “What does it mean to be human, and specifically, to be fully human?” In addressing this question, we will explore various dimensions of personhood: spirit, mind, body, emotions, sociality, volition, and identity. This course will focus in particular on the relationship between the soul and the body, and the role of the body in the human person. This focus will provide a lens for addressing the mind/body problem, the problem of freedom and determinism, and the problem of other persons. Themes of particular importance include: death, love, sexuality, mysticism, meditation, psychoanalysis, feminism, class, and race.

Section Title: Philosophy of the Human Person: The Philosophical Life

Faculty: Elizabeth Sikes

The guiding questions for this class are: what is the philosophical life and why should I lead one? In readings and activities designed to respond to these questions, we will open the door to further inquiry into some of the classical problems of the Jesuit philosophical tradition, as well as more contemporary problems surrounding the role of nature and technology in the contemplative life.

Section Title: The Fate of Humanism in the West: A Philosophical and Cinematic Approach

Faculty: Arun Iyer

We will closely read several philosophical works composed in the last two thousand years, from Plato to Augustine to Descartes to Sartre, as proponents of a general philosophical position called ‘humanism,’ ending our course with the two major anti-humanists, Heidegger and Foucault. This focus on the battle between the humanists and the anti-humanists will help us understand what it means to use terms such as ‘mind,’ ‘body,’ ‘spirit,’ ‘soul,’ ‘freedom,’ ‘determinism,’ ‘individual,’ and ‘community.’

Section Title: The Person in a Cosmos of Freedom, Love, and Destiny

Faculty: Michael Matriotti

In the light of the themes of freedom, love, and eternal destiny, this course compares and contrasts the understanding of the human person in the modern worldview with the understanding of the person in the pre-modern worldview.

Section Title: The Problem of the Self in Philosophy and Religion

Faculty: Daniel Washburn

This course probes the diverse ways that philosophers have explained the nature of the human person. Readings center on three foci: the thought world of the ancient Mediterranean, the developments in Christian theology (with particular stress on Jesuit contributions), and the views prevalent in non-western philosophy. Conversation topics emphasize the mind/body relation, the meaning of personal identity, and the dialectic between freedom and determinism.

Section Title: Philosophy of the Human Person

Faculty: MaryLou Sena

This course invites students to reflect on philosophy's competing historical conceptions of the human person and their corresponding

critical methodological ways of viewing the world. At the center of these competing historical conceptions is the Ignatian problem of desire. The discernment of its nature is central to the whole of this course since the changing function of desire in the soul's historical forms plays an important role in the revolutionary changes defining the historical methodological views and conceptions of the world as spiritual or secular in nature. These conceptions of the world are historically defined as Ancient, Christian, Modern and Postmodern.

Section Title: Philosophy of the Human Person

Faculty: Nathan Colaner

This course will focus on questions central to the nature of personhood, including questions about the existence of an immaterial mind and/or soul, about personal identity, about the existence of a free will, about the possibility of immortality, and about the relevant difference between human and non-human animals.

Section Title: The Knowing Person

Faculty: David Cory

The Philosophy of the Human Person considers the meaning of human personhood, and introduces students to the methods of philosophical reasoning. Students will encounter three competing explanations of human experience (materialism, dualism, and hylomorphism) and will reflect on why each of these is philosophically attractive, and how each tries to solve the problems of human knowing, and the problem of freedom and determinism. In addition, students will learn how these competing conceptions of the human person affect one's view of the role of the person in society.

Section Title: Philosophy as a Way of Life

Faculty: Paul Kidder

This course introduces students to the discipline of philosophy in a manner that traces historically the idea that the practice of

philosophy can inform a life lived in accord with fundamental truths and intrinsic values. Beginning with the forms of "spiritual exercise" embodied by the ancient philosopher, Socrates, we will follow the Socratic model of inquiry and life through the middle age and into the modern period.

Section Title: Philosophy of the Human Person

Faculty: Matthew Rellihan

Philosophy of the Human Person is the second course in the philosophy core curriculum and is intended to introduce students to fundamental questions concerning the meaning and character of human life. Our central concern will be the question of whether we as humans are part of the natural world or somehow transcend it. To this end, we will consider the following topics:

- a) The Mind-Body Problem: Is the human mind simply a complex physical system, or are we composed of some sort of spiritual substance? Are we identical with our brains, or do we possess an immaterial soul?
- b) Freedom and Determinism: Are our actions determined by the same laws and forces as the rest of the natural world, or do we somehow stand outside of the causal nexus when we deliberate and make choices? What is the relationship between causal determinism and moral responsibility?
- c) The Self in Society: What is our relation to other people? Are we essentially social and political beings, or is social life an unnatural imposition on our natures? Is individuality or autonomy really possible?
- d) Human Nature: What makes us distinctly human? Do we as humans share a common nature, or does our culture simply mold us into whatever shape it pleases? Are we different in kind from the rest of the animal world, or is the difference simply one of degree?
- e) The Meaning of Death: Is death the end of our consciousness, or does our mind somehow survive the destruction of its physical

embodiment? If we are truly mortal, what is the significance of this for the way we lead our lives?

f) The Meaning of Life: Does life have an ultimate purpose? If not, does this mean that life is somehow absurd?

Section Title: Philosophy of the Human Person

Faculty: Jerome Veith

This course addresses the question of what it means to be a human person. It thereby explicitly takes part in the Jesuit tradition of inquiry about the meaning of human existence. Through critical readings of key texts in both the western philosophical tradition and beyond it, we explore several core philosophical problems related to the person, notably those pertaining to human knowing, the mind-body problem, the problem of personal identity, and the problem of other persons.

Section Title: Philosophy of the Human Person

Faculty: Emiliano Trizio

This course will focus on the relation between the mental and the material/bodily aspects of human nature and on the related issues of human personhood, morality and death. The method adopted will be both historical/comparative and critical: on the one hand, we will study some classical texts about the soul and its relation to the body, and, on the other, we will try to link these texts to the terminology and conceptual framework of contemporary debates on human nature.

Section Title: Human Person as a Philosophical Problem

Faculty: Daniele De Santis

This course is devoted to the "Philosophy of the Human Person" and therefore contributes to the project that is at the core of Jesuit education and its intellectual tradition: self-knowledge and reflection on the meaning of human existence. By embarking on the quest to understand what it means to be human, students will take up a heritage that they share with past and future generations and their contemporaries across the globe, learning to reflect critically on their own assumptions about human nature and appreciate the complexity of the questions they encounter. In this way, "Philosophy of the Human Person" lays the groundwork for the kinds of skills involved in Core Ethics, as well as for Core Module III: Engaging the World.

Section Title: Philosophical Perspectives on the Person

Faculty: Benjamin Howe

This course explores the nature of the human person by examining the work of four major thinkers in the Western philosophical tradition: Plato, Aristotle, Rene Descartes, and Immanuel Kant. The main philosophical problems that students will address in their writings are: the soul's (or mind's) relationship to the body, the difference between knowledge and mere belief, and the relationship between perception and knowledge.

UCOR 2900 Ethical Reasoning

These courses introduce students to major traditions of moral theory and ethical reasoning, engage students in critically examining ethical problems, and challenge students to develop rigorous personal systems of ethical reasoning. The central goals of the course are to develop students' skills in reasoning about ethical problems and encourage deep, habitual reflection on the ethical dimensions of life. This course requires a major case study analysis of some sort. Individual sections may focus on different ethical arenas or problems. Prerequisite: Philosophy of the Human Person.

Learning Objectives:

- This course helps students understand key philosophical foundations of the Jesuit intellectual tradition, particularly insofar as that tradition has addressed issues of ethics.
- This course helps students understand, use, and assess the strengths and weaknesses of ethical theories.
- This course assists students in becoming effective writers, including writers of high quality academic prose.
- A central goal of this course is to help students learn to use ethical theories to analyze situations and inform judgments about actions.

Section Title: Business Ethics

Faculty: Marc A. Cohen, Jessica Ludescher, John Dienhart, John McLean

This course covers a set of theoretical and applied issues in ethics, organized around the questions—"What are our moral obligations? What do those obligations entail? How do we make sense of those obligations?" Work in the course includes careful evaluation of philosophical texts and also reflective work on the part of students. Applied material focuses on questions in business ethics.

Section Title: Environmental Ethics

Faculty: Daniel Dombrowski

There are two principal aims in this course, one theoretical and the other practical. The theoretical aim is to understand the major options in the history of philosophical ethics, especially utilitarianism, Kantianism (or deontology), and virtue ethics. The practical aim of the course is both to apply these theories to various ethical problems regarding human nature and to see how these theories emerge out of these problems.

Section Title: Environmental Ethics

Faculty: Benjamin Howe

The course offers an introduction to environmental ethics and the three main schools of thought in contemporary ethics: virtue ethics, deontology, and consequentialism.

Section Title: Environmental Ethics

Faculty: Elizabeth Sikes

This class explores philosophical approaches to environmental ethics and ecological justice. Some of the problems at the focus of the class are: the general problem of human valuation of and attitudes toward the whole of nature (including other humans), and how they have an impact, both positively and negatively, in areas such as agriculture, the treatment of non-human animals, bio- and resource prospecting and extraction, biodiversity, and genetic engineering.

Section Title: Ethical Reasoning

Faculty: Vinod Acharya

Ethics is the area of philosophy concerned with the question of how we ought to live. That is,

how should we conduct ourselves and treat each other? How do we determine the difference between right and wrong? In this course, we will explore the nature of morality, the historical and contemporary theoretical approaches to ethics, and several contemporary ethical issues to which our critical lens may be applied.

Section Title: Ethical Reasoning**Faculty: Sven Arvidson**

Ever wonder what kind of life you should be living? We assume there is something worthwhile or good in the way that we comport ourselves day to day. But how strong is our reasoning for justifying our actions, lifestyles and dreams? In this course you will discuss the problem of moral relativism and weigh the value of Mill's utilitarian ethics, Kant's duty ethics, and Aristotle's virtue ethics. You will also apply your knowledge to a pressing, contemporary moral issue.

Section Title: Ethical Reasoning**Faculty: Maria Carl**

This course is concerned with moral theory and the application of moral theory to contemporary moral problems. Accordingly, we will consider in depth the basic major approaches to moral theory: Aristotelian or virtue-based, deontological or duty-based, utilitarian, and feminist. We will explore these theories initially through careful reading of primary texts and additionally through application of these theories to particular contemporary moral problems and specific cases.

Section Title: Ethical Reasoning**Faculty: Nathan Colaner**

This course is divided into three equal sections. The first section will consist of a critical assessment of the three major kinds of ethical theories, namely, virtue-based, duty-based, and consequence-based ethical theories. The second section will consist of an examination of various topics in applied ethics, including abortion, euthanasia, the death penalty, and animal rights.

The final section will investigate issues raised by but not explicitly treated in the first two sections, including cultural relativism, objectivism, absolutism, Divine Command theory, the Natural Law tradition, and moral skepticism.

Section Title: Ethical Reasoning**Faculty: Daniel Dombrowski**

There are two principal aims in this course, one theoretical and the other practical. The theoretical aim is to understand the major options in the history of philosophical ethics, especially utilitarianism, Kantianism (or deontology), and virtue ethics. The practical aim of the course is both to apply these theories to various ethical problems and to see how these theories emerge out of these problems.

Section Title: Ethical Reasoning**Faculty: Yancy Hughes Dominick**

What is ethics? Is it a science or an art? What-if anything--determines the difference between right and wrong? We will examine responses to these and other questions by Aristotle, David Hume, Immanuel Kant, and John Stuart Mill. We will also address the practical application of these theories by discussing issues including poverty and social justice, animal rights, and euthanasia.

Section Title: Ethical Reasoning**Faculty: Matthew Rellihan**

This course will address the central questions in the study of ethics. These include (1) meta-ethical questions (e.g., Are there objective moral facts? Is morality culturally relative? Are humans inherently selfish?), questions in normative ethics (e.g., Which norms should our actions be guided by? Which actions are right, which are wrong? What is of value in life?), and (3) questions in applied ethics (e.g., Is abortion immoral? Is the death penalty? Do animals have rights? Do we have a moral obligation to help the poor?). We will consider competing answers to these and other ethical questions, drawn from a

variety of sources, both ancient and modern. The aim of this course is introduce students to some of the major debates in the study of ethics and to develop their ability to reason about ethical issues.

Section Title: Ethical Reasoning (Health Care)**Faculty: Therese Cory**

This course combines a broad exploration of the principles of ethical reasoning with a practical application of these principles to ethical problems in health care. We begin by exploring and evaluating four major ethical theories in depth. Building on this foundation, we then examine specific ethical challenges facing health care professionals today, including beginning-and-end-of-life issues, ethics of medical experimentation, freedom of conscience, and just distribution of health care resources. Throughout, we reflect on the principles behind some of the main concepts that health care professionals rely on every day, such as health, quality of life, autonomy, and consent.

Section Title: Ethics and International Relations**Faculty: Benjamin Howe**

The course is divided into two parts. The first part offers a detailed study of three influential theories in the history of ethics: Aristotle's virtue ethics, Kant's deontological ethics, and Mill's utilitarianism. In the second part, we'll look at how these classical theories approach some of the philosophical problems presented by our relationship to people living beyond our borders.

Section Title: Ethics of Food**Faculty: Paulette Kidder**

This course engages students in ethical reasoning about issues surrounding food, including the health of the environment, hunger and inequality, and the treatment of nonhuman animals.

Section Title: Ethics, Persons, and Values**Faculty: David Heller**

How should we live? Can we be happy without living a good life? Can we live a good life without being happy? To address these questions we need to grasp what is meant by happiness and good lives. We'll study several classic accounts of ethics: Mill's utilitarian focus on consequences, Kant's duty-based focus on acts, and Aristotle's virtue theory focus on character. Each writer has a distinctive view of the value of persons.

In the second half of the course the relation of persons and values will be examined in terms of our natality and mortality. We apply the main theories to matters of life and death: abortion, euthanasia, and just wars/pacifism. The prohibition against taking a life might be seen as the core of ethics. To see why taking a life is such a great harm we'll need to think about what a person is and how they can be harmed (or benefited). Our concerns will be developments of ideas broached in philosophy of the human person.

Section Title: Health Care Ethics**Faculty: Paulette Kidder**

This course engages students in ethical reasoning about central issues in health care, including research ethics, issues at the beginning and the end of life, and questions of justice in access to health care.

Section Title: Introduction to Ethics**Faculty: Arun Iyer**

How do we answer this seemingly simple question: What ought I to do? In this course we will study how the great thinkers from the western and the eastern intellectual tradition have answered this question. We will also try to find out whether their answers can tell us what we ought to do in response to the specific socio-economic and political crises of our time.

Section Title: Philosophical Ethics: History, Theory, and Applications**Faculty: William B. Boon**

The focus of this course will be, first, and introductory survey of ethical theories-systematic and far-reaching approaches to such questions as, "How should humans lead their lives?" "How do we understand terms like right and wrong, value, egoism, and altruism, and how do they make a difference in our plans and actions?" We will consider utilitarianism, virtue theory, natural law theory, deontology, and others. In addition, we will consider particular issues in light of these systematic approaches: the death penalty, sexual and reproductive ethics, world hunger, etc.

Course Title: Ethical Reasoning**Faculty: Emiliano Trizio**

The course will introduce students to the fundamental problems of moral philosophy through a careful analysis of the classical ethical theories (Aristotle's virtue ethics, Kant's deontological approach, and Mill's utilitarianism) and through a parallel discussion of important contemporary issues. In this way, the abstract frameworks of moral philosophy will be applied to specific ethical problems as well as discussed in the context of the current philosophical debates, and students will be

encouraged to develop their own personal ethical views.

Section Title: Ethical Reasoning**Faculty: Jerome Veith**

This course builds on the foundational skills and on the substantive problems treated in Philosophy of the Human Person. In this course, we consider the major ethical theories of deontology, virtue ethics, and consequentialism in application to contemporary issues like euthanasia, abortion, and famine. By understanding the reasons for according human persons a special dignity, the course also provides the context for seeing the central role of ethical discernment in Jesuit, Catholic education.

Section Title: Health Care Ethics**Faculty: Vinod Acharya**

In this course we will be concerned with ethical reasoning and the application of ethical theory to specific moral issues that arise in the context of health care. This course engages students in ethical reasoning about central issues in health care, including patient-provider issues, issues at the beginning and the end of life, and questions of justice in access to health care.

UCOR 3100 Religion in a Global Context

Courses that examine religious traditions, spiritual practices and worldviews in a global context. These courses examine diverse religious traditions with respect to sacred texts, doctrines and beliefs, rituals, ethics, and spiritual practices in a global context. Emphases can include the study of a specific religious tradition, comparison and dialogue between religious traditions, and/or applying theological/spiritual perspectives and methods of analysis to global issues. Courses will include explorations of the relationships between religion, society, culture, history, and aesthetics. These courses assist students in applying theological thinking and spiritual reflection to global issues, help them develop understanding of diversity within and between religious traditions, develop facility in dialoguing with persons from various religious and spiritual backgrounds, and teach them to reflect on religious traditions outside of one's own. Prerequisite: Module II Theological Explorations.

Learning Objectives:

- This course helps students understand different religious traditions, the interplay between religions, and the relationships between religious traditions and their cultural, historical, and social contexts.
- The study of religious traditions will help students examine their own beliefs.
- Students will learn to apply scholarly perspectives and methods to understanding religious traditions or to examining important global issues through the study of religion.
- This course assists students in becoming effective writers, including writers of high quality academic prose.
- Many, but not all, sections of this course teach students to examine important global issues through the analytical perspectives and methods of theological and religious studies.
- Through the study of different religious traditions, this course helps students develop cross-cultural understanding and competence.

Section Title: Asceticism and Renunciation

Faculty: Daniel Washburn

This course constitutes a study of asceticism and renunciation in the world's religions. We will take up examples of asceticism, western and non-western, in order to consider their goals, intentions, and significance for concepts such as gender, salvation, and community. We will question the notion of the self-reduced, enhanced, or created by the world's ascetics and question the ways that physical regimens can enhance spirituality.

Section Title: Buddhism and Film: Global Perspectives

Faculty: Sharon A. Suh

The relationship between seeing and spiritual maturation are inextricably linked in Buddhist traditions. This course explores the power of religious modes of seeing in the Buddhist imaginary world and the significance of vision and visionary cultures in the transmission and reception of the tradition through the medium of film. This course extends the study of Buddhist practice by asking what can be learned about the transmission and reception of Buddhism when film and gaze are taken as the basis of inquiry. This course thus addresses the following broad questions: (1) How might Buddhist themed films serve as entry points into the imagined world of Buddhism? (2) In what ways has Buddhism been

imagined and constructed through the interconnected lenses of Orientalism, nationalism, fantasy, race, and gender? 3) How do spectators engage in religious modes of reception while viewing film?

Section Title: Buddhism, Gender, and Sexuality

Faculty: Sharon A. Suh

This course examines how male and female imagery, gender roles, and sexuality are constructed and transformed in various Buddhist traditions--- Theravada (Southeast Asia), Mahayana (China, Japan and Korea), and Vajrayana (Tibet). As part of this course, we will examine the responses, contributions and transformations of Buddhism by men and women throughout time and place. We will also explore how women who have traditionally been excluded from full participation in monastic life in various sects of Buddhism, have nonetheless made significant spaces and contributions to the religious tradition. Central to this course, then, will be a "methodology of inclusion" that reveals women's historical and current participation in the Buddhist religion as active socio-historical agents. We will explore how even though traditional Buddhist texts may exclude or even denigrate the spiritual and social roles of women, nuns and lay women have nonetheless had an extremely active yet sometimes hidden presence in the tradition. This presence has, in turn, transformed and continues to transform Buddhism.

Section Title: God and Empire

Faculty: Wes Howard-Brook

"Is God on our side?" You will learn how empires throughout history have used religion to justify their power and how people have offered alternative religious visions to justify rebellion, noncooperation, and other forms of resistance to empire. We will start with the Bible and continue through the era of the Roman Emperor Constantine. You will do a final project on how

this occurs using a historical or current example of your choice.

Section Title: Introduction to Buddhist Thought and Practice

Faculty: Sharon A. Suh

In this course we will consider the many ways that Buddhists have defined and engaged with the "Three Jewels" of Buddhism: the Buddha, the Dharma (the teaching), and the Sangha (the Buddhist community). Using this framework, we will examine doctrines, practices, and cultures in different parts of the Buddhist world in a variety of historical periods and reflect upon the many ways people have lived and continue to live as Buddhists.

Section Title: Religion, (In)equity, and Ecology in Global Perspective

Faculty: Cynthia Moe-Lobeda

Humankind today faces a moral challenge unprecedented in human history-- to forge an ecologically sustainable relationship with planet Earth, and to do so in ways that build justice within and between societies. Participants in this course will engage that challenge. We will explore global Christianities in relationship to social justice dimensions of the ecological crisis. These dimensions include climate imperialism, environmental racism, ecological debt, water justice, and similar concerns related to race, class, and gender justice.

Section Title: Religions of Native America

Faculty: Ted Fortier

This course is an introduction to Native North American religions and spirituality. The course highlights the sacred ecology of people, plants, animals, and the environment. Special emphasis is placed on myths, rituals, and beliefs ranging from individual practices to organized religions among a diverse array of Native American communities. These different ways of seeing, sensing, and listening form entire life ways that are reflected in the arts, music, dance, poetry, narrative, architecture, and social organizations.

Or importance will be the historical, economic, health, environmental, political, and legal issues that influence the present and future ways that Native Americans practice their religious traditions.

Section Title: The Holocaust and Christian Faith

Faculty: Jeanette Rodriguez

Responding to the question, "Where was God at Auschwitz?" the former Chief Rabbi of Great Britain, Immanuel Jakobovits, states the most important issue of the Holocaust was, "Where was man? Where was human morality amidst the Nazi regime?" This course explores the religious challenge posed by the Holocaust. By exploring the writings of both Jewish and Christian writers and analyzing the shift in understanding regarding the challenging questions about God, evil, freewill, and suffering. An understanding of the psychospiritual, social process, and development that allowed the Holocaust to occur will be explored in order to examine modern genocide and/ or at risk for genocide situation around the globe.

Section Title: Worlds of Islam

Faculty: Carmen Gitre

This class will trace the development of Islam as both religion and civilization, from its origins through the present day. Using primary and secondary sources, we will examine biographies of Muhammad, Islam's prophet; the history and themes of the Koran; early Muslim conquests; sectarian identities; relations with non-Muslims; Islamicate culture; jurisprudence; Islamic empires across Asia and North Africa; and shifting relationships with Europe. Our studies will illustrate the vastness and diversity of the Islamic world.

Section Title: Christian-Muslim Dialogue

Faculty: Stephen Chan

Critical study of important elements and critical issues in Christian-Muslim dialogue. Exploration of how Christians and Muslims formulate their basic historical and theological approaches to their respective scriptures, doctrines, rituals, ethical and spiritual practices. Students will develop critical skills to interpret the complex history and theology of these two traditions, as well as to search for possible common ground for inter-religious dialogue. This course will rely on works of major scholars in this field, such as W.C. Smith, Karen Armstrong, and Tala! Asad, to provide a basic framework of comparison and dialogue. Special focus on the mutual relationship of Catholicism and Islam in the past decades.

Section Title: Christian-Buddhist Dialogue

Faculty: Stephen Chan

Exploration of key issues, as well as appropriate methods, in Christian-Buddhist interchange and reflection. This course will study Buddhist and Christian traditions in terms of their sacred texts, doctrines and beliefs, rituals, ethics, and spiritual practices. Students will be acquainted with the philosophical and theological approaches, as well as to the more socio-cultural approach in the field of religious studies. Special attention will be given to the historical encounter of Jesuit missionary works in Asia as case-study of Christian-Buddhist dialogue. Prerequisite: Module II Theological Explorations.

Section Title: Global Apocalypse!

Faculty: Matt Whitlock

What is spirituality's role in a society that is becoming more and more global and technological? Our generation is not the first to be haunted by this question. Prior generations of spiritual thinkers in Zoroastrianism, Judaism, Christianity, and Islam have been influenced by the question's promises and paradoxes. In fact, the promises and paradoxes of globalism and technology have created two literary genres, one modern (Science Fiction) and one ancient

(Apocalypticism). In this course, we will analyze ancient apocalyptic texts, examine their influence on science fiction, and explore how they inform us about embracing spirituality within a global and technological context.

Section Title: Gender in the Hebrew Bible**Faculty: Beatrice Lawrence**

Students in this course will explore the way gender is constructed (and deconstructed) in the texts of Hebrew Bible. By analyzing large portions of the text, students will gain understanding of gender assumptions that still play a role in our lives today, as well as the profound distinctions between our contemporary society and the historical and social context of the Bible. In addition, students will gain language and skills for analyzing gender and identity in multiple contexts.

Section Title: Introduction to the Hebrew Bible**Faculty: Beatrice Lawrence**

The purpose of this class is to introduce students to the multi-faceted world of the Hebrew Bible. In addition to reading and analyzing significant portions of the biblical text, students will become aware of and engage with important issues in the study of the Bible: the application of various methodologies (historical-critical, literary, theological, and gender-sensitive lenses); the existence of various types of literature within the Bible (narrative, poetry, law); the role of the Hebrew Bible in interfaith dialogue; and the significance of the study of "Scripture".

Section Title: Introduction to Judaism**Faculty: Beatrice Lawrence**

This course provides an introduction to Jewish history, religious thought, philosophy, text, ritual, and law. Students will use several texts [*TaNakh* (Hebrew Bible), *Back to the Sources* (Holtz), *Creating Judaism: History, Tradition, Practice* (Satlow), *The Sabbath* (Heschel), *A Historical Atlas of the Jewish People: From the*

Time of the Patriarchs to the Present (Bamavi)] and visit a synagogue as part of their midterm project. Their final project will be an examination of a single topic covered in class, chosen by the student.

Section Title: Ignatius and Dogen: Jesuit Discernment in Dialogue with Zen Buddhism**Faculty: Jason Wirth**

To state the obvious, Ignatius and the Jesuit Order are committed in both belief and practice to the idea of a personal God who is invested in the welfare of His creation. On the other hand, when the Buddha was asked about God, he famously changed the subject, implicitly refusing to link religious practice in any way to any kind of transcendent considerations. This might lead one to conclude that these two traditions have little or nothing to teach each other and that these two paths of practice are mutually exclusive. This course will be a refutation of this kind of conclusion as it engages in dialogue both Ignatian discernment and Zen practice. In so doing, it hopes to raise the question of intellectually and spiritually satisfying religious practices on a more global level.

Section Title: Religion as Resistance to Structural Injustice**Faculty: Cynthia Moe-Lobeda**

Structural injustice refers to the injustice that certain groups of people experience as a result of the way in which power and privilege are arranged in a social context. Racism, classism, sexism, heterosexism, and North Americanism are common forms. Structural injustice occurs through cultural imperialism, disproportionate distribution of ecological damage, economic exploitation, political oppression, social marginalization, and other mechanisms. Throughout history religion has been a force for perpetuating structural injustice and a force for resisting it. This course will theorize the role of religious traditions in resistance to structural injustice, and will apply theory to religiously-

grounded resistance in varied global contexts. The primary religious traditions examined will be non-Catholic forms of Christianity. Attention also will be given to Islam, Judaism, and Buddhism.

Section Title: Bible and Ethics: Friends or Foes?

Faculty: Cynthia Moe-Lobeda

Among communities and people who regard the Bible as a sacred text, it is commonly seen as a source of moral authority. However, mis-use of the Bible in moral issues is widespread throughout cultures, and may have life and death consequences. Examples include biblical justifications for slavery, patriarchy, heterosexism, colonialization, and fundamentalism. Few literary works or sacred texts have contributed as much -- across the centuries and continents -- to perpetuating violence and injustice based on gender, "race," class, and sexual orientation as has the Bible. Yet, arguably, few works also bear as much moral weight for dismantling these forms of oppression and for building peace. Participants in this course will explore the theory, theology and practice of the Bible as a source of guidance in matters of collective and individual morality. The exploration will be both descriptive and normative. Dynamics of race/ethnicity, class, gender, and sexual orientation in relationship to biblical interpretation will be central.

Section Title: Between Bible and Qur'an

Faculty: Erica Martin

This course surveys the major characters and themes of the Hebrew Bible, New Testament and Qur'an, studies the development of these works of scripture in the context of the formative eras of Judaism, Christianity and Islam and introduces students to the similarities and differences between the Abrahamic religious traditions in the modern world. Here we will study the important similarities and differences between the formative scriptures of Judaism, Christianity and Islam: the Religions of the

Book. We will pay special attention to the relationship of each canon to the other Abrahamic scriptures and the maternal and paternal figures: Hagar, Sarah, and Abraham that both unite and divide the three.

Section Title: Introduction to the Qur'an

Faculty: Erica Martin

This course provides an introduction to the Qur'an, considering the Qur'an as a basis for the theological and ethical teachings for Muslims, as well as a source of literary inspiration. We will study the Qur'an in terms of its main features and themes, covering classical interpretive traditions and contemporary academic approaches, as well as the relationship between the content of the Qur'an and many practical and existential elements of Muslim life.

Section Title: Christian-Muslim Dialogue

Faculty: Erica Martin

The objective of the course is to study and cultivate the human ability to cross cultural and religious boundaries. Its subject matter is the encounter of two major monotheistic religions: Christianity and Islam. Topics include: comparative themes in the Christian Bible and the Qur'an, the lives and teachings of Jesus of Nazareth and the prophet Muhammad, contemporary ethical and political issues in these two traditions, and Religious Pluralism Theory. Catholic perspectives on interreligious dialogue are given special attention.

Section Title: Sociology of Religion

Faculty: Stephen Chan

This course examines religion as a social phenomenon and attempts to relate religious organizations to other aspects of social life. Topics to be considered include: belief and its institutionalization, forms of religious organization, religion and social change, processes of conversion, secularization, new religious movements, religion in other cultures, religion and material culture, and the future of religious organizations. This course is organized

by guided reading and writing of major anthropologists and sociologists: E.B. Tylor, J.G. Frazer, Emile Durkheim, Max Weber, Mircea Eliade, E.E. Evans-Pritchard, and Clifford Greetz.

Course Title: Biomedical Ethics**Faculty: William Buckley**

Course addresses a key global issue of the “social determinants of health” chiefly but not exclusively through lenses of Christian spiritualities and religious traditions. Biosocial sources of personal and public health are global; consequently, this course examines arguments about human flourishing. Health, wellness, suffering and disease are socially constructed in relation to religious claims about this and next worldly salvation in sacred and contemporary texts and practices. Practical issues exemplify case studies of different kinds of ethical theories (e.g. TB, HIV/AIDS, end of life decision-making, genetic research—as well as professional ethics in contexts of three historical ethical theories; Character-Virtue, Utilitarianisms, More than Utilitarian approaches such as Duties, Rights and Justice).

Section Title: God, Money & Politics**Faculty: Phil Barclift**

This course offers a critical examination of the relationship between wealth and power and the Christian tradition; of the relationship between faith and the social, political, and economic orders; of the relationship between faith and justice; of Christian social teachings; and of Christian responses to issues of poverty, hunger, and injustice.

Section Title: Spiritual Business in a Multi-Faith Global Society**Faculty: Jessica Ludescher**

Spiritual Business will explore how religion, faith, and spirituality shape, inform, and influence business internationally. The course will examine the perspectives on business provided by all major world religions, with an

emphasis on Catholic Social Thought. We will explore how spirituality forms capable and committed ethical persons who will serve justice as business leaders. Spiritual business will apply to all stakeholders: customers, employees, managers, shareholders, suppliers, community members, and citizens.

Section Title: Cooking Religion: Food, Culture, and Community**Faculty: Philip Tite**

This course offers a cross-cultural inquiry into the role of food within various religious traditions. Every culture shapes how food is produced, cooked, consumed, and symbolized by its members. In this course students will be exposed to a range of ways that food, cooking, and consuming serve in establishing, shaping, and maintaining religious communities. Our focus is global, both geographically and historically, with emphasis on the lived, experiential role that food plays in religious communities.

Section Title: Introduction to Sacred Texts**Faculty: Matthew Whitlock, Beatrice Lawrence**

In this comparative religion course, we will study the sacred texts of world religions (Buddhism, Islam, Judaism, and Christianity). We will not only examine these texts through scholarly, historical-critical lenses, but also through the interpretive lenses of faith traditions. We will ask what makes them sacred, how they function in their religious communities, and how they are interpreted in these communities. Although we will look for commonalities between these sacred texts, we will also appreciate the divergent lenses through and in which they view the world.

Section Title: Jesuit Traditions in a Global Context**Faculty: Patrick Kelly, SJ**

In this course students will study the way theological understandings and spiritual sensibilities influenced how Jesuits have engaged global cultural traditions and dialogue with other religious traditions from the 16th century to the present.

Section Title: The Torah**Faculty: Beatrice Lawrence**

"She is a tree of life for those who hold fast to her." According to Jewish liturgy, the Torah is the center of Jewish life. This view is easily supported by the history of Judaism, which includes extensive commentary on the Torah, producing libraries full of interpretive works. In each age, Jewish people have turned back to the Torah to make sense of their experiences. In this class, we will read major portions of the Torah, and engage in ongoing exegesis (drawing

meaning out of the text), learning about the application of various methodologies (historical-critical, literary, theological, and gender-sensitive lenses).

Section Title: Theorizing Religion and Violence**Faculty: Philip Tite**

This course offers students the opportunity to explore a wide range of religious traditions on a global scale, with a specific focus on religious violence and responses to violence by religious communities. Students will be introduced to a wide range of theoretical approaches and models from the humanities and social sciences that are used to understand and explain the relationship between religion and violence.

UCOR 3400 Humanities and Global Challenges

Courses that explore important global issues through the lens of a specific discipline in the humanities. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of the humanities as they relate to global issues, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as a reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning is encouraged but not required. Prerequisites: Module I Creative Expression and Interpretation, Inquiry Seminar in the Humanities, and 75 or more credits.

Learning Objectives:

- Through the focused study of a global challenge, students gain additional humanities-based knowledge and insight and improve their abilities to use rigorous critical analysis grounded in the Humanities to answer questions and solve problems.
- Students will develop their abilities to reflect on and use relevant knowledge they have learned in other courses across a variety of disciplines.
- This course assists students in becoming effective writers, including writers of high quality academic prose.
- This course helps students learn to engage in persuasive communication in appropriate civic spheres.
- Each section of this course teaches students to deeply understand a major global issue or challenge (primarily from the perspective of a Humanities discipline).
- This course helps students understand relevant cultural dimensions of the global challenges being studied and, when appropriate, helps students develop awareness and skills in cross-cultural engagement.

Section Title: A Global History of the Women's Movement

Faculty: Tracey Pepper

This course will examine the challenge of persistent worldwide gender inequality by evaluating the historical roots of the women's movement around the world. We will seek to answer the following questions: How have women challenged patriarchal political, religious, and social systems? What have been the effects of the West's "export" of feminism to other parts of the world? How have other national experiences affected women's battles

for gender equality? Finally, we will juxtapose the past with the present to ask: Is a "global" women's movement even possible?

Section Title: Contemporary Chinese Popular Culture

Faculty: Ming Feng

This course focuses on contemporary Chinese pop culture, of which 500 million strong Chinese youth and the burgeoning middle class are not only its consumers but also the driving force to determine the currently second largest economy's approach to the world. By looking at

the multi-facets of this powerful group through the pop and consumer culture, students are offered a refreshing departure from the unilateral perspective of China's rise as a competition in order to discover new opportunities to engage China in shaping a safer and more prosperous world.

**Section Title: Crossing Borders:
Immigration, Migration, Diaspora, and
Double-Consciousness**

Faculty: Jennifer Schulz

Catalyzed by new technologies of communication, information, and war, the global movement of people, goods, and culture has increased exponentially in the late twentieth and early twenty-first century and has given us new perspectives on migration in earlier historical periods. In this course we will explore immigration and migration through literary texts from the 17th century Puritans to twenty-first century immigrants to the U.S. from Latin American and the Middle East (and many points in between) as they navigate community, borders, double-consciousness, and expanding conceptions of "home." Further, you will engage in Service Learning throughout the quarter as a way to explore the interplay between the experiences of reading literature and directly engaging with immigrants to the U.S.

**Section Title: Cultural Heritage and
Cultural Exchange**

Faculty: Hazel Hahn

This course starts with a study of the UNESCO charter on world heritage sites, which represents sites of both tangible and non-tangible heritage for the world. Then we will study the historical and contemporary conditions of some of these sites in all continents. At the end of the course, we will go back to the UNESCO charter in light of everything students have learned, to re-examine the global challenges regarding cultural heritage. Covered topics include the selection criteria for the world heritage sites and procedures of campaigns for the selection of

sites, as well as the aftermaths of the selection of the sites.

**Section Title: Dystopian Literature and
(Dis)orderly Desires: Absurd Dreams and
Global Nightmares**

Faculty: Robert Aguirre

The global challenge this course explores, through dystopian literature, is how desires for social order, and the globalizing philosophies underlying those desires, result in hegemonic forms of social control achievable only through the imposition of ideologies of perfection. Dystopian literature imagines grim worlds where plurality and co-existence are sacrificed for the hegemonic establishment of social harmony. Students will engage and critique these literary landscapes to analyze and assess how global dreams can become global nightmares.

**Section Title: Engaging Cultures and
Reconciliation through Global Literature**

Faculty: David J. Leigh

In this course, we will explore together the challenge of understanding and working with people from a variety of global cultures. We will learn from the literature, films, and autobiographies of inter-cultural leaders. We will ask these writers: how did you grow up in one culture but learn from and influence people from other global cultures? Thus, we can call this a course in the literature of "intercultural" reconciliation. We will learn how the stories of Gandhi, Black Elk, Malcolm X, Maxine Hong Kingston, and others have transformed the world and touched the human heart. In the process, we will also learn to read fiction, drama, and non-fiction with a discerning eye, and learn how to understand, appreciate, and respond in writing and discussion to people's stories of interaction between various global cultures, such as India, Japan, Latin America, Africa, and European/ American countries.

Section Title: Environmental History

Faculty: Gordon Miller

In this course we will excavate the historical foundations of current environmental problems and perceptions. We will study the origins of the dominant modern Western view of nature and the causes of human alienation from it—in European history, will selectively survey the global history of environmentalism, and will closely examine the crisis of the Dust Bowl of the 1930s, seeking lessons from this event for later and larger problems such as global climate change.

Section Title: Europe and Its Others: The Problem of Universal History**Faculty: William Kangas**

In this course we will be seeking to understand the very meaning of what constitutes "global" history. Through an intellectual-historical and theoretical perspective we will investigate four universal histories written over the course of European history from the classical to the modern period. Our goal will be come to some understanding as to how Europeans have, in attempting to construct an historical identity for themselves, constructed the history of the world. In this manner, we will investigate the history of the history of the world and so be better able to understand whether the writing of such a history is possible, both in an ethical and an historical sense.

Section Title: From Palace to Prison: Marie Antoinette and the Diamond-Incrusted Road to Revolution**Faculty: Holly Woodson Waddell**

In this age of greater and great disparity between the wealthy 1% and everyone else, Marie Antoinette once again serves to unite popular outrage against gross excess. Our interdisciplinary study of the legacy of Marie Antoinette in the global challenge of wealth disparity will provide a historical, philosophical, and literary context to evaluate the high stakes of today's fiscally-driven political unrest. While the focus of the class is specifically on France, as

the symbolic epicenter of the revolutionary clash between luxury and poverty, the implications of the challenge are global. The class will include a ten-day trip to Paris. The study of historical monuments and sites on Marie Antoinette's "diamond-incrusted road" to the guillotine will be complemented by travel to the outskirts of Paris and inquiry into the disparity between the privileged and the underclass/immigrant population that persists in the French capitol today.

Section Title: Gender and Film**Faculty: Christopher A. Paul**

We live in a world filled with media that shape the way we think. As a course, Gender and Film addresses the challenge of how gender is represented in the media by interrogating various kinds of representations and looking at the myriad ways in which gender can be represented. Blending tools from communication studies, rhetoric, and other disciplines in the humanities, students will develop their ability to analyze media products and enhance their understanding of gender and sex roles in our global society.

Section Title: In Solidarity: Black and White Allies for a Just and Humane America**Faculty: Mary-Antoinette Smith**

This course immerses students in an experience that demystifies the realities and challenges of African-Americans in the United States from a global perspective that reflects the increasing interconnectedness of individuals, groups, economies, and countries, and the transnational circulation of ideas, languages, and cultures. Primary course content focuses on allied works of Black and White American authors that is complemented with works by authors of the Black Diaspora that emphasize diverse global interconnections using a variety of genres: poetry, short stories, novels, memoirs, nonfiction prose, and film/video.

Section Title: Nonviolent Social Action**Faculty: Philip L. Barclift**

Using theological and interdisciplinary methods, this course addresses the challenges of economic injustice and the sweeping social and political effects economic injustice has on the poor and the underrepresented. The course is designed to help students learn practical methods for organizing communities to respond nonviolently to these injustices. Through a variety of experiential and service learning activities, readings, class lectures, guest presentations, and discussions, students will explore critical questions and practices in preparation for a lifetime of engaged leadership and advocacy in their communities.

**Section Title: Narratives of Resistance:
Organizing for Social Change****Faculty: Tara Roth**

This course will focus on questions of how we organize and why we organize for social change. We will focus on various organization movements in the U.S. and across the globe, citing common factors among them in an effort to recognize the interconnectedness of people who fight to sustain themselves and their families. You will critically examine a range of engaging literature from narratives and memoirs to non-fiction essays and historical works on the nature of social movements.

Section Title: Produce, Distribution, and Foodways in Classical Greece, Republican Rome, and Now**Faculty: Marco J. Zangari**

In this course, you will analyze anxieties around food, food safety, and food production as experienced in the ancient Mediterranean basin. You will need to think through and with food (and drink) so as to examine the relationships between social systems, economic forces, and cultural ideas. In the end, you will be able to construct a functioning food system for the ancient world as it relates to our contemporary

global challenges surrounding these similar issues.

Section Title: Rebels and Outsiders: Race, Reproduction, and Sexual “Deviance”**Faculty: Christine Leiren Mower**

Historically, US culture has labeled its “others” as “unnatural,” “deviant,” and “criminal.” Medical and social science, as well as the U.S. legal system, have supported these oppressive perspectives producing complex systems of entitlement for certain groups of people and disentanglement for other groups. “Rebels and Outsiders” will examine these cultural productions of “normalcy” in relation to the ongoing challenge of identity formation and the nation. At the same time, this course will concern itself with the connections between U.S. national upheaval and the global, as we examine how the 1780s, the 1890s, 1950s and 2010s are all moments of intensive global change where the U.S. intensifies its imperialism and colonialism with respect to other cultures and nations. Through the methods of history, gender and sexuality studies, literary studies, and philosophy, the processes of “othering” within U.S. culture that concern us will be examined as moments of intense nativism and ethnocentrism.

Section Title: Sex, God, and Free Speech**Faculty: Gary Atkins**

Using the method of communication legal reasoning, this course examines the global conflicts that arise over different understandings of religious blasphemy, sexual immorality, and what the Universal Declaration of Human Rights suggests should be the universal human right to freedom of speech -- without regard to cultures, religions, genders, or national boundaries.

Section Title: Speak Out!: Literature and Activism in the Pursuit of Social and Environmental Justice**Faculty: Hilary Hawley**

When faced with global issues like social and environmental injustice, how can one person (or a committed few) make a difference? This course will consider the multicultural history and literature of the United States; through examination of novels, poetry, film, and historical documents, we will understand the roots of social and environmental justice and be inspired by models of individual advocacy, then participate in our own advocacy through service learning and a creative, impactful final project.

Section Title: The Naked Self: Pathology, Difference, and the “Making” of Bodies in a Global World

Faculty: Christine Leiren Mower

Our bodies are arguably what we know the best—the intimacies of what it means to be you and me are experiences that seem to require first-hand knowledge and inhabitation of our physical selves. And yet, how much autonomy do we actually have over our bodily selves? How much of your body is really “yours”? Within the context of such transnational issues as global sex trafficking in the U.S. and in Eastern Europe, international population control, resource allocation and environmental racism, transnational and immigrant identities, colonialism and genocide (within the U.S. and in Rwanda), “The Naked Self” will use the lenses of history, gender and sexuality studies, literary studies, and philosophy to examine the limits and privileges of our western-centric concepts of “liberty,” “consent” and “choice” on a global scale.

Section Title: The Revolution Will Not Be Televised: Literature and Revolution in the Twentieth and Twenty-First Centuries

Faculty: Hannah Tracy

Why do people sometimes rise up against political or cultural institutions? How do the reasons for and goals of these revolutions change depending on the historical, political, and social contexts in which they take place? How can previous revolutions help us understand and/or

problematize recent revolutions? How can a revolution be a force for social justice? This course asks you to consider these questions through the lens of literary texts that respond to and help incite political and social revolutions. You will develop insights into revolution as a global phenomenon with shared foundations but markedly different manifestations. This course emphasizes the complex ways different cultures are interconnected through their revolutionary literatures and their responses to oppressive governance and social structures.

Section Title: The Working Experience: “Making Americans” in a Global World

Faculty: Christine Leiren Mower

“The Working Experience” examines how the history of work has shaped “American” identities as well as the myth that in America “life should be better, richer and fuller.” We will look at how U.S. writers of fiction and nonfiction from the late 18th century to the present understand work, paying particular attention to the gender, class, sexual, racial, able-bodied and citizenship privileges of work in relation to identity in a global world.

Section Title: Thinking Globally, Acting Locally: Cultural Pluralism across the U.S.

Faculty: Mary-Antoinette Smith

This course immerses students in an experience that demystifies the realities and challenges of the systemic exclusion and displacement of people of color in the United States through a variety of genres: poetry, short stories, novels, memoirs, nonfiction prose, and film/video.

Section Title: World Standard Time and the Experience of Anachronism in Twentieth-Century Lit

Faculty: Charles Tung

Have you ever felt out-of-sync and behind the times? Or too synchronized with a world happening all at once? This course explores the impact that the standardization of time had on

human experience and culture, as well as its role in the operation of other technologies of large-scale interconnection, such as the railroad, the telegraph, and the cinema. We will focus on the ways in which twentieth-century literature and modern art responded to the erasure of local times, the national and imperial management of timespace, and the idea of a universal world history.

Section Title: Power, Privilege, and Powderpuffs: Gender and identity in antiquity

Faculty: Michael K. Ng

In the run-up to the 2008 US Presidential election many issues arose, including the idea of a female vs. male US president and male vs. female political leaders. The debates which ensued showed that while we have made progress there are still issues to be addressed in the definition and creation of gender roles and identities. Cleopatra, Turia, Aspasia and Margaret Thatcher. A Pharaoh, noble Roman woman, hetaera and British Tory prime minister. These women had power and influence within their societies but a power and influence not common to all women in their eras. What dictates gender roles in society and how do societies conceive of the roles of men and women? We will explore gender roles as well as sexuality in both antiquity and the contemporary world and determine what made men and women so different, why were there male and female citizens in ancient Greece yet women could never vote? What does make a Margaret Thatcher or Cleopatra and why are some female roles acceptable but others are not (e.g. women in combat)? More broadly speaking, we will use History methodology to look at a particular global challenge: Understanding why the same gender dynamic replicates across cultures, systems, and epochs and what dictates gender identity and roles in both antique and contemporary societies.

Section Title: Justice Across Boundaries

Faculty: David Heller

"What does a life worthy of human dignity require?" Martha Nussbaum responds to this question with her capabilities view. Her list of ten capabilities presents a way to make comparative quality of life assessment within and between countries. Are these capabilities a projection of western thought? Are we stuck between ethnocentrism and relativism? Nussbaum claims capabilities are universal. A life lacking play, emotion, imagination, friendship, practical reason, et al. might not seem human. Yet the capabilities can be realized in myriad ways. Her project is to account for a universal justice that is context sensitive to culture and the separateness of persons.

Section Title: The Ends of War

Faculty: Edward J.K. Gitre

This history seminar deals with the global challenge of modern wars and the legacy of war, focusing on the global impact of the Second World War.

Section Title: Sex, Gender & the Church

Faculty: Philip Barclift

Explores topics in human sexuality and gender identity through various lenses in the humanities, but predominantly through the theological lenses of scripture, tradition, and human experience. The investigation from human experience requires dialog with the natural and social sciences, which are sometimes at odds with the Church's conclusions from scripture, tradition and natural law. Topics include historical and theological perspectives on sexuality and marriage, celibacy, contraception, gender, gender identity, sexual orientation and same-sex marriage.

Section Title: The Arts of the Contact

Zone: Book Arts and Border Politics

Faculty: Mandolin Brassaw

What do visual culture studies, Aztec codices, and the North American Free Trade Agreement of 1994 have in common? What does art have to

do with politics at all? This course looks in depth at these topics to engage with Guillermo Gomez-Peña's *Codex Espangliensis*, an artist's book that argues against the destructive nature of cultural imperialism. This course contributes to the public dialogue by culminating in a major project: a collaborative, limited edition artist's book.

Section Title: Documentary Photography for Social Change

Faculty: Claire Garoutte

How does documentary photography address issues of social injustice within today's diverse economic, social, global, and political environments? From its invention, photography has been used to witness and document events, peoples, and places. This class examines intentions, motives, and outcomes of historic documentary movements and practices through close examination of the social, economic, artistic, and political environments that surround them. Moving from historic to contemporary practices and critical theory with a focus on social issues and advocacy, how can documentary projects be most effective in today's global society?

Section Title: Cultural Memory in the Twentieth and Twenty-First Century: Narratives of Trauma and Haunting

Faculty: Jennifer Schulz

Trauma (as a result of war, genocide, forced migration of refugees, poverty, etc.) is a prevalent mode of remembering and writing history in the twentieth and twenty-first centuries. In this course, we will approach trauma from two perspectives. First, In foregrounding the close-textual analysis of literary texts in conversation with the historical, political, and ideologically contexts in which and about which they were written, we will raise as our central questions: What can literary analysis teach us about the experience of bearing witness to, and giving testimonies of, trauma? Further, what makes these narratives unique to the

historical periods in which they were written or that they represent? And in what ways does literature help to shape the cultures in which it is imbedded? Our focus on the literary representations of trauma will depend on what I consider to be other the major "text"/perspective of the course: students' work with organizations that support war veterans, refugees, and the homeless in the context of Service Learning. We will, thus, examine the ways in which direct service and literary analysis can inform each other.

Section Title: Arts and Cultural Identity: Inequity in the Melting Pot

Faculty: Carol Kelly

Arts and Cultural Identity uses the arts as a lens by which to examine the issue of tension between Multiculturalism and the Melting Pot, focusing on challenges posed to minority cultures seeking to preserve specific cultural identities, counter cultural assimilation, and promote cross-cultural communication. The art of Chicano Muralists, Hopi filmmakers, African American playwrights, and rappers illuminates the struggle of minority cultures in the face of ethnocentric arts' hierarchies and cultural appropriation. Humanities-based critical analysis of these genres offers profound insight into the complexities of the issue, even as the art itself offers a pathway toward transformative social inclusion and change.

Section Title: The Power of the Pen: Poverty and the Arts

Faculty: Carol Kelly

The Power of the Pen explores the issue of Poverty through the lens of the arts, with emphasis on artists whose work confronts persistent poverty in developed nations. Piercing the veil of complacency and institutionalized non-responsibility, playwrights, poets, essayists, and rappers lend unique insight into the causes of poverty, lives of the poor, individual and collective responses, and methods of alleviating poverty. Students across disciplines are engaged,

fostering deep understanding of the complexities of socio-economics, political biases, historical perspectives, and structural factors as dynamically revealed through the arts.

Section Title: Mother Nature and the Modern Mind: Earth, Gender, Science and Technology

Faculty: Elizabeth Sikes

What is the link between gender and ecology, and how do they in turn affect advances in and use of science and technology in the development and maintenance of culture and the promotion of an equitable, just, and sustainable world? This class will tackle these issues through the ideas and practices of ecofeminism and feminist science studies, particularly in such areas as media, food, medicine, and work.

Section Title: Political Identity and Global Conflict

Faculty: Jerome Veith

This course aims to respond to the global challenge of cultural conflict: competing moral values, economic aims, and political ideals. To this end, it considers the issue of political identity and its role in contemporary global conflicts. We will consider whether identity bears justificatory power in cultural clashes or whether it is an inherently illusory foundation. To these ends, we will critically assess philosophical texts that shed light on the issue of identity from various angles: from the side of moral psychology, political theory, action theory, and philosophy of religion.

Section Title: The power of the past

Faculty: Emiliano Trizio

The way our past matters to us is a defining trait of our identity. The aim of the course is to offer a series of philosophical reflections on the different ways in which the past has been conceived, narrated, constructed and, most of all, endowed with a meaning encompassing the existence of those who share it. A specific

humanity discipline, philosophy, will thus help the students to face the challenge of deciphering the complex interplay of identity-defining narratives interacting in today's globalized world.

Section Title: Literature, Ecocriticism, and Environmental Justice

Faculty: Christina Roberts

The course focuses on global concerns around water resources and invites students to ecocriticism, an interdisciplinary framework that offers students the opportunity to develop a critical understanding of ecology and to evaluate the impact of human developments on the natural world. Students will explore significant works of literature from diverse cultures and consider what the literature tells them about various elements of the human condition in connection with nature.

Section Title: Women and Visual Art: Female Representation, Identity, and Colonialism

Faculty: Monica Bowen

How did the colonial era foster paradigms of inequality that exist in the world today? Through this introductory art history course, students will attempt to answer this question by considering gender, the visual representation of women, and the production of art by women. Western and non-Western art, particularly from the colonial era, will be used to highlight contemporary issues and challenges regarding difference, race, identity and exploitation.

Section Title: Empires and Utopias: Freedom and Justice in the African World
Faculty: Saheed Adejumobi

Empires are often associated with power, and utopia with impossible visions. What are the global challenges created by legacies of modern imperialism? How are these reflected in unequal contemporary political and economic relations? We will explore how African Diaspora intellectual history has engaged with inequality

in the discourse of justice. Under the rubric of empire and utopia, we will explore how freedom and justice, and philosophical and material progress are encoded in African Diaspora narratives.

Section Title: Environmental History**Faculty: Gordon Miller**

In this course we will excavate the historical foundations of current environmental problems and perceptions. We will study the origins of the dominant modern Western view of nature and the causes of human alienation from it—in European history, will selectively survey the global history of environmentalism, and will closely examine the crisis of the Dust Bowl of the 1930s, seeking lessons from this event for later

and larger problems such as global climate change.

**Section Title: US-Mexico Border:
Contemporary Perspectives****Faculty: Paul Milan**

A multidisciplinary, international, community-based course designed to provide students an opportunity to learn and live out the University's commitment to global engagement. The overarching goal of the course is for students to develop an educated awareness of the complexity of the border issues facing both Mexico and the US and a greater sense of what it means to become a global citizen in our increasingly complex world.

UCOR 3600 Social Sciences and Global Challenges

Courses in the social sciences that explore important global issues through the lens of the social sciences. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of a social science as it relates to a global issue, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as some kind of reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning is encouraged but not required. Prerequisites: Module I Quantitative Reasoning, Creative Expression and Interpretation, Inquiry Seminar in the Social Sciences, and 75 or more credits.

Learning Objectives:

- Through the focused study of a global challenge, students gain additional social scientific knowledge and improve their abilities to use rigorous social scientific thinking to answer questions and solve problems.
- Students will develop their abilities to reflect on and use relevant knowledge they have learned in other courses across a variety of disciplines.
- This course assists students in becoming effective writers, including writers of high quality academic prose.
- This course helps students learn to engage in persuasive communication in appropriate civic spheres.
- Each section of this course teaches students to deeply understand a major global issue or challenge (primarily from a social scientific perspective).
- This course helps students understand relevant cultural dimensions of the global challenges being studied and, when appropriate, helps students develop awareness and skills in cross-cultural engagement.

Section Title: African Voices in a Globalized World

Faculty: Rick Malleus

This course explores the challenges of African voices being heard in an interconnected world. Within specific African countries, across the continent and globally, the course interrogates these challenges in four domains through which African voices are channeled: books, digital media, music and film. Students develop a critical awareness of current communication issues in those four domains, while gaining an

understanding of the diversity of cultures and communication practices on the continent.

Section Title: Cops, Crooks, Justice, and Media

Faculty: Tomas Guillen

This course focuses on the challenge of understanding the perception vs. the reality of crime and justice in the United States and international cultures. In their intellectual exploration, students will be asked to analyze the sources of mass media messages that shape their

creation of meaning and reality. Students will grapple with such questions as: What effect/influence do journalists, fiction writers, film producers, and musicians have on crime and justice? Is this influence perceived or real? The study of the relationship will encompass a variety of disciplines: communication, criminology, sociology, film, psychology, and literature. Case studies will be used to specifically examine honor killings, bullying, women in prison, groping, comic books, and serial killers.

Section Title: Deconstructing Hate: An Interdisciplinary Examination of Hate in the U.S. and Abroad

Faculty: Alvin A. Sturdivant

This course explores the construct of hate from historical, psychological, sociological, organizational, and criminal justice perspectives. It inquires into the human capacity to define, and then dehumanize another and the processes that involve curtailing, controlling, or combating that capacity. In being exposed to the nature of hate in the US and abroad, students will: examine hate as a cultural practice; explore its communicative and social cognitive foundations; examine hate from a legal and social scientific perspective; explore hate crimes and hate speech; and examine politics and psychology of prejudice, discrimination and hate.

Section Title: Demons, Witchcraft or Disease: Understanding Mental Illness

Faculty: Madeline Lovell

This course is designed to familiarize students with the multi-faceted nature of mental illness – how it has been understood historically and how it is viewed today. Is it a disease, deviant behavior, religious experience? How does the explanation determine the treatment given? How is it determined by cultures and societies? Students will explore social science perspectives (including anthropology, sociology, psychology, and social work) for understanding this complex phenomenon and evaluate culturally appropriate

treatment responses through readings, film, visits to treatment centers and discussion with persons labeled mentally ill.

Section Title: Global Engineering Economics

Faculty: Phillip Thompson

How do we meet the global challenge of meeting the infrastructure needs such as reliable power, safe water, sanitation and housing for billions of people who live on less than two dollars per day? In this course student teams are challenged to create a business plan for sustainable engineering projects in the developing world using elements of immediate and long-term economy related to: design, construction and maintenance; interest rates, present worth, prospective return on investment and depreciation.

Section Title: Gender and Development

Faculty: Serena Cosgrove

This course investigates the impact of gender discrimination on women, men, and children around the world, with regional foci on Latin America and Africa through an exploration of the phenomenon of discrimination due to gender and other forms of difference from the disciplines of anthropology, sociology, and international politics and policy. The course explores the definitions and measures of gender inequality as well as other types of inequality, their causes, and potential solutions. This course familiarizes students with examples of how different organizations are supporting the empowerment of women and other marginalized groups through course readings, documentaries, and presentations by Seattle organizations.

Section Title: Global Cities Immersion Experience

Faculty: Gary Perry, Rachel Luft

This study-abroad/study-away course will allow students to live, to labor, and to learn in a global city. This experience will afford students a rich, interdisciplinary opportunity to study a global

disparity in at least one of the following social systems: housing, economy, gender and sexuality, family, education, environment, and politics. The overarching goal of this course is for students to deepen their understanding of a global disparity as they immerse themselves in a particular global city (as determined the year prior to offering the course).

Section Title: Global Economic Challenges

Faculty: Yitan Li

What are the main global economic challenges we are facing today? This course addresses theories and issues of international political economy. By examining problems such as international trade, production, debt, aid, development, the role of the state, multinational corporations, international institutions, regionalism, and the process and impact of globalization, the course aims to help students understand the main global economic challenges, especially how these challenges could influence international justice.

Section Title: Global Nursing Seminar and Immersion—Belize/Nicaragua

Faculty: Jennifer Fricas and Karen Cowgill

This course explores global health in Belize or Nicaragua from an interdisciplinary perspective with a classroom component spring quarter and a two-week service-learning component in summer. It will challenge you to learn about how health of populations is linked to other social, political, and economic systems in the global landscape and to consider what differences you can make as a professional beyond traditional career paths.

Section Title: Global Poverty: Socio-political Causes and Solution

Faculty: Ben Curtis

This course studies the phenomenon of global poverty from a social science perspective. We will investigate the definitions and measures of

poverty, its causes, and potential solutions. The course explores several ongoing and important debates affecting societies around the world—such as the impact of globalization, environmental change, health disparities, and women’s rights—to determine their involvement in persistent poverty.

Section Title: HIV/AIDS: A Global Biopsychosocial Disease

Faculty: Katherine Raichle and Karen Cowgill

This course will offer an interdisciplinary examination of the HIV/AIDS epidemic, specifically that of a global health issue from the perspective of a biopsychosocial model. Course content will include the biological, epidemiological, psychological, and social issues that contribute to the disease dissemination, progression, and course. Students will be well-versed in critically examining this disease from an interdisciplinary and global perspective.

Section Title: Men and Masculinities: A Global Examination

Faculty: Mark Cohan

The guiding question of the course is: What is the relationship between masculinities and social inequalities both within and between nations around the world? The specific concerns addressed will vary depending on the instructor, but topics such as international sex trafficking, female genital cutting, sex-selective abortion, the politics of globalization and global development, and domestic patriarchy provide the flavor of what is intended. The aim is not to simply discuss or debate these issues, but to specifically identify how cultural constructions of masculinity shape understandings, power relationships, policies, and outcomes associated with them.

Section Title: National Security: Perception and Reality

Faculty: Audrey Hudgins

This seminar will introduce students to national security and its application in an international context. We will trace the historical foundations of national security; study the key U.S. national security personnel, organizations, and decision-making processes; understand the instruments of national power; and explore contemporary national security issues in selected regions of the world.

Section Title: Politics of Reproduction**Faculty: Harriet M. Phinney**

This class examines reproduction through an anthropological lens with a particular focus on the politics of reproduction. By using reproduction as an entry point to cultural analysis we will explore the ways in which reproduction relates to broader systems of power, identity, race, and technology in different cultural contexts around the world.

Section Title: Restorative Justice Behind Bars**Faculty: Jackie Helfgott and Madeline Lovell**

This course examines restorative justice in a prison setting including students who are prisoners and students who are not. The course format is based on a restorative justice practice called "encounter" which creates a safe space for offenders, victims, and citizens to talk about how crime has affected their lives and what they need to repair the harm resulting from crime in concrete ways that "restore justice." Students will be exposed to the academic literature on restorative justice within the framework of the encounter context. Students will be expected to discuss their own personal experiences with crime, to learn about historical and global practices, and to reflect, write, and discuss restorative ways of responding to crime, and to identify concrete ways to put this approach into action.

Section Title: The Livable City**Faculty: Emily Lieb**

What makes a "livable city"? What should it look like? How should it work? How did our cities come to look the way they do, and why? How does studying urban landscapes change the way we think about politics, economics, social history, and popular culture? In this course, we will examine the causes and consequences of urbanization in the United States and elsewhere, and we will explore approaches to and solutions for contemporary urban problems.

Section Title: Understanding and Confronting Genocide, Terrorism, and Ethnic Violence**Faculty: Randall Horton**

Extreme forms of political violence like genocide, terrorism, and ethnic cleansing challenge many of our assumptions about human moral and psychological nature. This course will examine the socio-cultural motives, meanings, and conditions, as well as the psychological processes, that fuel and sustain these forms of violence. We will look at their causes, their impact on individuals and communities, and some approaches to preventing them or ameliorating their effects. Readings will draw on social and clinical psychology, political science, and anthropology. Case studies will examine the Holocaust, the Bosnian genocide, the Tibetan independence movement, and America's engagement with Al Qaeda and other groups in the "global war on terror".

Section Title: Parasites and the People They Inhabit: Infectious Diseases of Poverty in the 21st Century**Faculty: Karen Cowgill**

What are infectious diseases of poverty? Can they be eradicated? Who bears the greatest burden, and how do these diseases affect people's lives? In this course, you will learn about so-called neglected tropical diseases (NTDs) like leprosy, hookworm, and dengue fever from the perspective of global health, incorporating microbiology, clinical aspects,

prevention, treatment, epidemiology, and the economic, social and political contexts in which these diseases persist.

Section Title: Spies, Satellites, and Secrets: What is Intelligence?

Faculty: Audrey Hudgins

This course will investigate the major debates about the role, practices, and problems of national intelligence, with a focus on the relationship between intelligence and democracy and the use of intelligence sources and methods and its implications in permissive and non-permissive international crisis situations. Ultimately, we seek to understand the challenges presented in a democracy by the use of intelligence as an instrument of national power. We will explore the organization and functions of the Intelligence Community, its relationship to national security policymakers, key issues about its operation, and its future challenges in a multi-polar world characterized by the decline of US influence on international relations. 9/11 and recent conflicts have caused policymakers to critically reflect on these aspects, resulting in the most significant reorganization of the Intelligence Community since the National Security Act of 1947.

Section Title: Women and Children as a window to the world

Faculty: Elise Murowchick

"Globally, excess female mortality after birth and "missing" girls at birth account every year for an estimated 3.9 million women below the age of 60. About two-fifths of them are never born, one-fifth goes missing in infancy and childhood, and the remaining two-fifths do so between the ages of 15 and 59" (World Bank, 2012). In this course you will learn how the social sciences help us understand this current world crisis and why the health of women and children is seen by many institutes as a proxy for the country's health and future prosperity (United Nations, 2012).

Section Title: How Societies, Economies, and Politics Change: Development and Democracy

Faculty: Connie Anthony

World historical and revolutionary, democratization and economic development entail we assess across both time and space. The establishment of capable not failed states, the harnessing of the economy to creation of greater wealth, and the rise of new social classes follows a diverse array of national journeys. Today, we learn as much from newly developing societies about the experience of established states and economies, as it might appear that they can learn from us.

Section Title: Sustainable Housing and Community Design

Faculty: Marie Wong

Housing comprises the major land use in all of the towns and cities across America. It is more than simply "protection" from the weather. It affects the design of our communities, impacts material resources and energy, and addresses an increasing social need as the world population becomes more urbanized. This course addresses "thinking out of the box" to examine our traditions in providing housing and the growing need for innovation toward sustainable design. This course will include design practice, principles and theories from architecture, urban planning, sociology, public affairs and history as the disciplines that will guide our analysis and discussion of housing.

Section Title: The Asian American Experience: Culture, History and Community

Faculty: Marie Wong

Chinese and Chinatown, Japanese and Japantown, Filipinos and Manilatown are social communities and physical environments. For over one hundred years, Asian Americans were viewed as the "yellow peril," savages, strangers and inassimilable and with various attempts to expel them from American life. This survey

course examines prejudice, law, identity and the struggle to become part of the mosaic of America's people. Course material includes lectures, films, discussion and field trips to Seattle's International District to discover community development and their fight for social justice

Section Title Genocide in Historical and Comparative Perspective

Faculty: Tom Taylor

This course analyzes the history of genocide in the modern world through a series of case studies and theoretical perspectives. By analyzing the historical roots of genocide in a variety of cases it focuses on the central problem of what can we do to prevent genocide in the future.

Section Title: Bodies in Distress: an Anthropological Approach to Global Health

Faculty: Harriet M. Phinney

This course explores the field of global health, particularly the serious health problems facing Third World populations from an anthropological perspective. The course provides an overview of the major initiatives and issues in international public health, as well as in-depth case studies of three nations. Five major areas of focus include: 1) a history and critique of the major international health agencies and their development paradigms; 2) the political ecology of infectious disease; 3) child survival; 4) women's reproductive health; and 5) men's health under modernization." The underlying purpose of the course is to develop students' awareness of the political, socioeconomic, ecological, and cultural complexity of health problems in "developing" nations.

Section Title: Perspectives on U.S.-China Relations

Faculty: Enyu Zhang

As the world's two most powerful and important players, the U.S. and the People's Republic of

China hold the key to collectively solving many of the global challenges we face in the 21st century. This course explores this most important and complex strategic relationship through an examination of the basic dynamics of strategic thinking and policy making in the U.S. and China and a theory informed analysis of key contemporary issues in the bilateral relations, including security, arms control, trade, human rights, energy, and the environment, from a variety of perspectives of International Relations and Foreign Policy Analysis. No prior background on China, U.S. foreign policy, or International Relations is assumed or required.

Section Title: Sustainability and Culture

Faculty: Robert Efir

This course introduces students to the widespread challenge of achieving both environmental sustainability and social equity. We consider this challenge from a cross-cultural perspective by reading, discussing and assessing a wide variety of both international and local case studies drawn from history and the present day. In addition to reading and viewing case studies, students also engage in hands-on learning in the local community in order to better assess and address local sustainability issues.

Section Title: Tourism and Global Citizenship

Faculty: Ruth White

The course is a critique of American sentimentalism that underlies most motivation for tourism. This critique will focus on the impacts of tourism on the economic, social and cultural life of communities where tourists visit. There will be a focus on ways to minimize the harm, and maximize the benefit, of tourism to these communities.

Section Title: Culture Clash

Faculty: David Green

What lies at the heart of clashes between cultures and sub-cultures? In this course, we will

explore the difficulties we face when communication and understanding between cultures break down and when our preconceptions diverge from fact. Frameworks from fields as diverse as cross-cultural management and non-violent communication will help us prepare for- and, hopefully, diffuse-cultural misunderstandings. For your major topic, you'll choose your own specific culture clash to examine in detail and address.

Section Title: Global Sex, Global Gender**Faculty: Connie Anthony**

This course will address how globalization has created new sexual and gender identities. It will consider how those new identities have triggered a global debate on individual rights and responsibilities versus those of society in the Global South as well as Europe and the United States. This has resulted in political change and conflict, legal and institutional reform, and a worldwide reconsideration of sexual and gender identity.

Section Title: International Crime, Justice & Literature**Faculty: William Parkin**

Crime and justice issues present difficult challenges to the global community. Often, these issues fail to be framed outside of a North American and European perspective, ignoring the unique circumstances the peoples outside these regions face. To address this gap, this course seeks to identify issues related to crime and justice that are of current concern to members of the global community. Specially, how are these concerns being presented in public and academic discourse? To do this, the course draws from international literature (e.g. novels, short stories, journalistic accounts) and social science research to present multiple perspectives on crime and justice issues in a global context. A survey of literature and academic research focusing on Africa, Asia, and Latin America will be selected to broaden students' perspectives and understanding of

international crime and justice issues. When appropriate, similar issues in the United States and Europe will be presented for comparative purposes.

Section Title: Women and Leadership in Latin America**Faculty: Serena Cosgrove**

This course examines the transformational power of women's nonprofit leadership in Latin America as well as the challenges they face to exercise their leadership, with a focus on the civil society leadership of women in Chile, Argentina, and El Salvador. In addition, the course targets key historical epochs that have influenced women's organizing in each country: for Chile, this involves covering the history of indigenous resistance to the Spanish conquest; for Argentina, the rise of Eva Peron and *Peronismo* will be studied; and for El Salvador, the civil war period will be treated in detail. Students will develop a theoretical framework for understanding gender roles, social movements, and leadership in Latin America so they can appreciate the contributions women are making to their countries today.

Section Title: Critical Issues in Education**Faculty: Pamela Taylor, Theresa Yeh**

This course explores the complexities of education. This exploration encompasses the study of philosophical and historical orientations, purpose of schools, and contemporary and critical issues and trends in schools and schooling. Included is a comparative look at global school reforms and practices and their influence on education in the United States. Service Learning field experience with a minimum of two hours per week through the Children's Literacy Project is required. This course is taught onsite at the Bailey Gatzert Elementary School, the focal point of the Seattle University Youth Initiative (SUYI).

Section Title: Policing Within the Nations of the World

Faculty: W. Edward Reed

The course offers cross-cultural perspectives on the functions, trainings, culture and societal context of policing worldwide including the U.S.A., Canada, Pakistan, Algeria, and France. It will examine how a country's legal model and the character of crimes determines the methods of its police and their interactions with the various populations within the country.

Section Title: Chinese Language and Culture**Faculty: Ming Feng**

Globalization saw us living in an era relying more on world languages, which presents in and of itself a challenge in deciphering and engaging global affairs. This course addresses such a challenge by familiarizing students with the interface of language, culture and society in general and the task of reading China in particular through various aspects of its language spoken by over a billion people and used in more and more global economic, political and educational interactions. Topics include Chinese language and culture, social institutions and interactions, political discourses, language ideologies and Chinese under globalization.

Section Title: Crime and Punishment in the Modern Age**Faculty: Henry Kamerling**

All societies have crime. All societies punish. This course will explore the problem that crime and its punishment presents to modern civilization. By examining how different cultures

throughout the modern world address the inevitability of crime and punishment students will interrogate the contours of modernity and investigate the relationship between punishment and the formation of modern society. At its heart we will examine what it means to be modern by exploring how it is that the way a society chooses to punish reveals its unique outlook on justice and injustice, rights and responsibilities and its appreciation of mercy and forgiveness.

Section Title: Health as a Human Right**Faculty: Jennifer Fricas**

Human rights are critically linked to the achievement of global health goals. This course provides a broad introduction to the concept of health as a human right. It will introduce the theoretical bases for linking the two, analyze a series of concrete health issues framed in terms of human rights, and provide students with an action-oriented model for engaging in global health issues using a rights-based approach.

Section Title: Environmental Policy: A Comparative Approach**Faculty: Dan Jorgenson**

The purpose of this course is to facilitate a comprehensive understanding of how environmental policy is made and communicated in "the real world." This understanding will involve a consideration of environmental policy in the United States, the European Union, and other countries, especially China.

UCOR 3800 Natural Sciences and Global Challenges

Courses in the natural sciences that explore important global issues through the lens of a specific discipline in the natural sciences. Each course focuses on a particular issue/challenge and course content assists students in understanding key disciplinary knowledge and approaches that provide insight into the issue. Students explore ways to productively think about and address the issue. These courses help students increase their understanding of complex global issues, develop knowledge of a natural science as it relates to global issues, explore approaches to and solutions for global issues, develop skills and confidence in applying knowledge to complex issues, and improve writing and research skills. Global Challenges courses include students from a variety of disciplines, promoting interdisciplinary conversation and understanding. This course requires a major paper or project, as well as some kind of reflective assignment where students are asked to synthesize their overall learning as it relates to the global issue being studied. Community-based learning and/or field or laboratory research is encouraged but not required. Prerequisites: Module I Quantitative Reasoning, Inquiry Seminar in the Natural Sciences (or equivalent), and 75 or more credits.

Learning Objectives:

- Through the scientific study of a global challenge, students gain additional scientific knowledge and improve their abilities to use rigorous scientific thinking to answer questions and solve problems.
- Students will develop their abilities to reflect on and use relevant knowledge they have learned in other courses across a variety of disciplines.
- This course assists students in becoming effective writers, including writers of high quality academic prose.
- This course helps students learn to engage in persuasive communication in appropriate civic spheres.
- Each section of this course teaches students to deeply understand a major global issue or challenge (primarily from a scientific perspective).
- This course helps students understand relevant cultural dimensions of the global challenges being studied and, when appropriate, helps students develop awareness and skills in cross-cultural engagement.

Section Title: Climate Change: Chemistry and Controversy

Faculty: Charity Lovitt

Driven by the question: “Climate Change: What should we do about global warming?” Includes an investigation into chemical properties of greenhouse gases and their potential link to global events. Just as the behavior of individual molecules causes mass action, you will see how individual decisions influence global change. Culminates in the creation of a public policy document.

Section Title: Global Health: A social justice approach to the study of health and diseases of the most vulnerable populations

Faculty: Jay McLean-Riggs

Despite the enormous scientific advances of the past 200 years, huge health disparities exist amongst populations around the world. In order to understand the complexity of these problems, global public health draws on microbiology, immunology, anthropology, sociology, political science, economics, and epidemiology. This

course focuses on the health problems of poor and vulnerable populations and solutions to those problems, no matter where they are geographically located. Narrative film and texts are used extensively to enrich our understanding of the science and policy of health determinants.

Section Title: Natural Hazards**Faculty: Lyn Gualtieri**

In this course you will investigate the geologic causes, environmental impacts, and societal impacts of global natural hazards such as earthquakes, landslides, tsunamis, volcanic eruptions, flooding, coastal erosion, and weather-related hazards. The course will focus on the physical processes that cause natural hazards as well as risk factors, prevention, mitigation, and preparedness. Since natural hazards affect all parts of the world, we will be able to compare the effects of similar hazards in different countries.

Section Title: Nuclear Arms Control and Nuclear Power: Science and Policy**Faculty: David Boness**

Students in this course will learn about the history and physics of nuclear weapons and the global threats that those weapons continue to pose, as well as about nuclear power and its problems and benefits globally. Topics of reading and discussion include the physics and environmental effects of nuclear reactors, as well as how nuclear weapons were developed, how they work, what devastating effects they have on people and on ecosystems, and attempts to control their proliferation.

Section Title: Technology and Social Justice**Faculty: Henry Louie**

This course focuses on the role and application of technology in the promotion of social justice and humanitarianism. Applications of modern (e.g. cellular phone applications) and mature (e.g. electric power) technologies to benefit the

underserved and assist the differently-abled locally and abroad are examined.

Section Title: The Big C: Cancer in the 21st Century**Faculty: Heather Brown**

What is cancer, what causes it, and what can you do about it? In this course, we will explore the basics of cancer biology, the link between genetics, environment, and cancer, and the many treatments for cancer. Along the way, we will discuss issues surrounding environmental and social justice, and the impact of lifestyle on cancer risk.

Section Title: Global Water Supply**Faculty: Phillip Thompson**

This course explores the impact of human population growth on the quantity and quality of water resources. It includes the fundamental aspects of the hydrologic cycle, human water demand and water conservation. Water pumping and storage systems are introduced. The course also examines the technologies used for drinking water and wastewater treatment with a particular focus on those appropriate for the developing world.

Section Title: Energy and the Environment**Faculty: Christopher Stipe, Henry Louie, and Paul Fontana**

Obtaining and utilizing energy in ways that are affordable yet environmentally benign and socially responsible is a global challenge that impacts all of humanity. This course examines renewable and exhaustible energy sources, and their relationship to society and the environment, relying in part on the natural science disciplines of physics and chemistry. Energy availability, energy consumption, and energy production are examined from technical, environmental, political and social perspectives.

Section Title: Energy and Society**Faculty: Paul Fontana**

The production of energy that powers human society presents one of the most critical and complex challenges facing the world today. Increasing amounts of energy will be needed as the world's population grows and as the standard of living for billions of the world's poorest people improves. Meanwhile, many energy sources we rely on today are limited, and many cause environmental harm in the form of pollution, hazardous waste, and global warming. Students in this course learn skills to evaluate current and future energy sources based on their technological, economic, and environmental merits and limitations. They use tools and knowledge from physics as the primary, but not unique, mode of inquiry. They emerge as well-informed participants in the civic discussion about our local, national, and global energy future.

Section Title: Dinosaurs and You: Climate Past, Present, Future

Faculty: David Boness

"Why did the dinosaurs die out 65 million years ago, yet small mammals survived? What caused the other four great mass extinctions in Earth history? Is there any relation of these past events to current global climate change, which will affect all nations, cultures, and ecosystems? Students in this course will study methods and results from geoscience and physics to learn about the science of climate change, past, present, and future, and the global effects of this change."

Section Title: Experiencing the Science of Sustainability

Faculty: Brenda Bourns

Are we on a path to destruction of the planet or is the media reporting hyperbolic claims influenced by hidden agendas? This course will examine 'green' lifestyle choices from two perspectives: the more cerebral understanding facilitated by traditional classroom meetings to discuss the biology behind environmental sustainability and the more visceral

understanding afforded by reaching out beyond the classroom to experience first-hand some of the sustainability issues that affect our day to day lives.

Section Title: Getting to the root of sustainability: the science of sustainable agriculture

Faculty: Brenda Bourns

In this multi-dimensional course you will learn and experience first-hand the ecological principles behind the global issue of environmental sustainability. In class we will examine the ecology behind our lifestyle choices and how they impact our planet earth. Outside of class, we will partner with nature, not only to learn from it, but to work with it in order to bring healthy, nutritious food to local people in need by volunteering at local community gardens.

Section Title: Global Landscape Dynamics

Faculty: Wes Lauer

In the modern era, environmental change occurs through the interplay between human systems and the natural geologic, hydrologic, biologic and climatic processes that have shaped the earth's surface for millions of years. Managing change in these systems is perhaps the key global challenge of our time. This course provides an overview of the processes that shape the physical landscape by introducing students to the branch of geology known as geomorphology. Topics include physical geography and climate; glacial, hillslope, fluvial, and coastal processes and landforms; and a description of human modifications to natural geomorphic processes. Special emphasis is placed on applications such as restoring natural systems, managing natural hazards, and adapting to environmental change. An afternoon laboratory involving trips to local field sites is required.

Section Title: Global Perspectives in Healthcare

Faculty: Terry Read

This course discusses the healthcare needs and medical issues of the global community. Cultural differences have an impact on health education, health care delivery, marketing strategies and medical research protocols. These topics, as well as the role of the healthcare provider and medical imaging in this evolving healthcare climate, will be reviewed.

Section Title: Global carbon cycling, footprinting, and environmental impacts**Faculty: Mike Marsolek**

Increasing population growth demands more energy supply, with the majority of sources being carbon based, but decreasing environmental capacity requires more sustainable options. This course addresses the global challenge of meeting modern energy needs but minimizing environmental damage, with particular emphasis on the accounting and impact of carbon. Specific topics include identification and quantification of global carbon sources, sinks, and anthropogenic effects. Enumeration of a personal carbon footprint, and identification of how personal choices affect the magnitude of carbon impact. And investigation of energy technologies and their environmental impact.

Section Title: Pick Your Poison: Global Perspectives of Toxicology**Faculty: Kristen Skogerboe**

“Virtually any chemical, even water, can be considered a “poison” at the right dose. Correspondingly, mankind faces a significant challenge to understand toxicology and to take the necessary personal and governmental actions to ensure long term global survival. This course is focused on the global challenges created by poison exposure and is an exploration of the scientific principles and technical advances that are at the intersection of toxicology, medicine, environmental health, law, and ethics.”

Section Title: Newborn Screening: Personalized Public Health**Faculty: Lindsay Hofman**

This course will introduce the student to the goals, risks and benefits of newborn screening and its application in different cultures and populations. Skills developed will include evaluating scientific literature, understanding basic statistical terms and basics of the genetics of inheritance, correct use of common medical terms and use of reliable online sources for obtaining medical information. Writing assignments will introduce students to scientific editorials, letters and short papers.

Section Title: Conserving Our Biodiversity Hotspots – Costa Rica**Faculty: Brenda Bourns**

Costa Rica is an ideal setting to explore the complexity of integrating disparate cultures and customs to implement biological science conservation techniques designed to protect a biodiversity hotspot: the tropical rainforest. After learning the science behind various conservation techniques here in Seattle, the class will travel to the Costa Rican rainforest to work with the people of a culture quite different from our own to preserve and heal an ecosystem important to us all.

Section Title: Conserving Large Carnivores**Faculty: Mark Jordan**

Large carnivores inspire in us awe, reverence, and fear. This course will look at our complicated relationship with large carnivores and place their conservation in the larger context of the global conservation of biodiversity. Using case studies covering situations ranging from wolf reintroduction in the Northern Rockies to tiger poaching in India, you will learn how scientists, managers, policy makers, and ordinary citizens come together to craft solutions that balance the needs of wildlife with issues of social and environmental justice.

You will also learn how to play your own role to shape conservation policy.

Section Title: Global Infectious Disease Challenges**Faculty: Mimi Cheng**

Over the course of history, infectious diseases have been a challenge to humankind around the world. Recent decades have seen the emergence of new infectious diseases that have and will pose new challenges to public health and medicine. The development of drug resistance has also led to the re-emergence of old infectious diseases thought to have been neutralized. In this course, we will address global infectious disease challenges past and present.

Section Title: Arctic Environmental Change**Faculty: Lyn Gualtieri**

In this course you will investigate the global implications of the changes in the Arctic's physical environment. The course will address the global implications of the melting permafrost of the continental Arctic and the Arctic Ocean sea ice. There are ecological, environmental and political effects of an unfrozen Arctic. Although the Arctic is comprised of eight countries many more regions on the planet will be affected by the physical change to high latitude environments.

Section Title: Experiencing the Science of Sustainability Costa Rica

Are we on a path to destruction of the planet or are commonly encountered media pieces reporting hyperbolic claims influenced by hidden agenda? This course will examine "green" lifestyle choices from two perspectives: the more cerebral understanding facilitated by traditional classroom meetings to discuss the science of sustainability and the more visceral understanding afforded by reaching out beyond the classroom to experience first-hand a well-known biodiversity hotspot: the tropical rainforest.

Section Title: Experiencing the Science of Sustainability/Olympic Peninsula**Faculty: Brenda Bourns**

Are we on a path to destruction of the planet or are commonly encountered media pieces reporting hyperbolic claims influenced by hidden agenda? This course will examine "green" lifestyle choices from two perspectives: the more cerebral understanding facilitated by traditional classroom meetings to discuss the science of sustainability and the more visceral understanding afforded by reaching out beyond the classroom to experience first-hand an important biodiversity region: the rainforests of the Olympic Peninsula.