

2022 SPRING TERM COURSE DESCRIPTIONS NOT FOUND IN THE ONLINE CATALOG

ARH 271 The Art of Modernisms: 1889-1945

Human beings living in European and North American societies experienced profound changes at the end of the nineteenth century. Industrialization, mechanization, and colonization made the world both smaller and more accessible, yet increasingly remote and alienating. World War I (the “Great War”) in the early twentieth century brought the destructive potential of new technologies into stark relief, and caused a reckoning with dominant modes of Western thinking. Visual artists – painters, sculptors, printmakers – synthesized aspects of this brave new world in their work and questioned not only the foundations of Western culture and society in a broad sense, but re-imagined the entire meaning of art. We will look at significant artists and cultural movements during this period, many of whom are household names, but others who have been under-recognized for their contributions – all in a way to help us better understand the world we live in today – artistically, culturally, and societally.

ARH 382 The Mural: From Caves to Graffiti

Humanity’s creative impulse predates the invention of writing by tens of thousands of years. Elaborate wall paintings found deep within cave complexes provide some of the earliest evidence of our artistic capabilities as a species. Conversely, some of the most exciting and innovative art forms over the past decades have been spray-painted, stenciled, and wheat pasted onto the sides of buildings, billboards, train cars, or any available surface. In this course, students will explore the histories (and pre-histories) of the mural through such examples as Pompeii, the Mogao caves at Dunhuang, , Leonardo’s *Last Supper*, the Sistine Chapel, and the Mexican Muralism movement. Furthermore, they will explore what qualifies as a mural, what purposes they served, and how audiences can shift over time. The course culminates in a final project and presentation for which students will propose a detailed plan for a speculative mural project on one of several sites on Centre’s campus.

ENG 232 Shakespeare-II (revision to Current Catalog Course Number only – formerly ENG 301)

ENG 240 Getting Back to Nature (revision to Current Catalog Course Number only – formerly ENG 386)

ENG 243 British Literature-II (revision to Current Catalog Course Number only – formerly ENG 220)

ENG 244 American Literature (revision to Current Catalog Course Number only – formerly ENG 230)

ENG 271 Queer Poetics

In this class we will look at the work of several poets in the 20th century through the lens of queer identities both hidden and revealed, and progress to more recent (living) poets including Ocean Vuong, Kaveh Akbar, donika kelly, and others who interrogate syntax, perspective, and form in their poems and who have spoken of their relationship to the poetic tradition as Queer and LGBTQ+ poets.

ENS 240 Alternative Energy Technology

An overview of conventional and alternative sources of energy for production of electricity and transportation fuels. This course focuses on understanding the technical principles of energy generation from fossil fuels as well as biomass, hydroelectric, nuclear, solar, and wind power technologies. Fossil fuel alternatives will be evaluated on efficiency, scalability, and life-cycle costs while considering the environmental, economic, and societal consequences of each.

ENS 310/IST 372 Environmental Justice (revision to course listed in Catalog & now cross-listed with IST)

This course introduces students to concepts of environmental justice, including environmental racism and climate justice at the national and international levels to emphasize the unequal physical world we live in. The course mixes a study of conceptual material drawn from legal, political, and indigenous frameworks to address substantive and procedural injustices as they pertain to waste, resources, climate, and more. Prerequisite: ENS 210 or IST 110.

FRE 346 Immigration and French National Identity

This course offers a broad look at the history of immigration in France during the second half of the twentieth century and its role in shaping contemporary multicultural France. Surveying novels, *bandes dessinées*, and films, we will explore questions about citizenship and what it means to be French. Prerequisite: FRE 261 or equivalent.

GER 340 Inventing Germanness (revision to course listed in Catalog)

This course investigates the ways the German language and concepts of the German nation have developed and changed over the centuries. The course examines these ideas through readings in literature, history, philosophy, linguistics, and journalism, and through film. It aims at a survey of the history of ideas of “German,” “Germany,” and “Germanness” with emphases on the twentieth and twenty-first centuries and on contemporary diversity in German. Prerequisite: GER 210 or placement.

HUM 246 Reflections on Global Engagement (1 hour)

This course is designed to help students think more critically and profoundly about their identity, their place in the world, and their encounters with difference as they study and travel abroad. Whether preparing to go abroad, being abroad here at Centre as an international student, or having recently returned from an abroad experience, this course will guide students through reflections on those experiences. We will explore expectations, cultural identity, and stereotypes, while developing skills for cross-cultural engagement. Through a myriad of interactive exercises, students will learn about ways to integrate their abroad experience with their broader education at Centre and beyond.

MAT 422 The Mathematics of Social Choice

Social Choice Theory is the study of collective decision making. The methods by which groups of people reach a consensus are of vital importance to the institution of society. This course will introduce a wide variety of decision making methodologies, the tools used to study their fairness, and if/how they can be manipulated for personal gain. Topics covered will include consensus function, fairness criteria, Arrow's impossibility theorem, The Gibbard–Satterthwaite theorem, apportionment, and strategic voting. Political and practical applications of the material will be discussed throughout. Prerequisite: MAT 300.

PHI 210 Greek Philosophy (revision to course listed in Catalog)

This course is an introduction to history of Ancient Greek Philosophy. We will cover key figures and movements from the 7th to the 4th century BCE. In the first part of the course we will study the early thinkers who moved from mythological to scientific explanations of the natural world. We will then focus on Plato and Aristotle, whose work gives us the distinctions in philosophy that we still see in contemporary thought. *Upon successful completion of this course, you will be able to think critically about major issues in Ancient Greek philosophy and their development. You will be able to write logically about the issues and you will be able to orally defend an argument for your view. You will have knowledge of the views espoused by several major philosophical thinkers, particularly Parmenides, Heraclitus, Plato, and Aristotle, and how the views are related to each other.*

PHI 240 Africana Philosophy

This course explores philosophical thought from the African continent and the African diaspora. Primary themes explored in the course include the construction of ideas of race, racism and racial oppression, the Atlantic slave trade, and colonialism. Focus is placed on the effects these realities have had on people of color and on the philosophical traditions of response and resistance from thinkers of African descent.

REL 152 African Diaspora Religions (Caribbean, Latin America, U.S.)

African Diaspora Religions is a survey exploration of African-derived religions in the African diaspora, their history and emergence in the New World and their practice among Black and non-Black peoples. This course examines themes, experience, and expressions of practitioners and devotees in the African diaspora while addressing with the role of migration, hybridization, new religious movements, and awakenings. The course will center origin and myth, rituals and festivals, art and aesthetics, as well as symbols drawn from religious traditions spanning across the United States [Hoodoo, Conjure, and Oriša, and new African-derived religious movements e. g. tarot rooms, astrology, goddess worship and others], Latin America [Brazilian Candomblé and Cuban Santería and Umbanda], and the Afro-Caribbean [Haitian Vodou, Trinidadian Orisha, and Jamaican Obeah/Convince and Rastafarianism] and other adjacent Afro-diasporic religions. The course addresses the significance of portrayals of religious identity and expression and their influences on culture, politics, art, and society in these countries as infused by practitioners and devotees of these religions.

REL 251 Black Religions, Resistance and Social Movements

Black Religions, Resistance, and Social Movements explores the role of religion in shaping social movements and activism. From years of anti-colonial resistance in Africa, the Haitian Revolution of 1791, the Civil Rights Movement, to Black Lives Matter, religion continues to configure the structure of social movements led by Black revolutionary voices. The course identifies the socioethical foundations that propel these movements and asserts that Black religion has often provided necessary building blocks towards resistance and liberation for Black peoples. Investigating influences across Christianity, Islam, and Africana religions, and highlighting critical figures from Queen Nzinga to Simone Kimbangu, Sojourner Truth to Ida B. Wells, Toussaint Louverture to François Mackandal, Martin Luther King Jr. to Rosa Parks, and other revolutionary thought leaders, this course addresses the overwhelming presence of religion as a tool for social change and a trigger for political action among Black people.

REL 221 Performing Tradition: Art, Religion, Globalization

Visit a museum and it is not uncommon to find—alongside visual displays—exhibitions of "religion" and "culture" in the form of performances. Building upon the idea that "art is a bridge to understanding," festivals, fairs, and classrooms have become venues for artists and religious leaders to bring the global local. Tracing the history of exhibiting cultures, beginning in the late nineteenth century, this course will consider how religions and traditions are represented in different contexts with a range of political and social implications. We will explore the power and politics of ritual transmission, the preservation and transformation of tradition, and contestations over issues of representation and appropriation. We will watch performances, assist with an exhibition, and engage with an artist-in-residence.

REL 375 Augustine and the “Dark Ages” (revision to course listed in Catalog)

This course will explore the development of Augustine’s thought in its historical context and its immediate impact in the middle ages and beyond. Through reading Augustine’s works with a keen eye towards philosophical influences, political and social movements, biblical interpretation, and major controversies a broader understanding of the impact of Augustinian thought can be understood. Augustine is sometimes credited with creating the “Dark Ages,” an antiquated and erroneous term. However, by exploring the writings and history of late antiquity, students can realize how his writings contributed to attitudes about sex, gender, Judaism, Islam, violence, aggression, and greed. The goal is also to realize how these attitudes towards sex, gender, other religions, and violence are realized today. Aiding our examination is not just textual history but material culture including art history. Monuments, paintings, and buildings are all under discussion as they contribute to the understanding of the “Dark Ages.”

SPA 316 *Don Quixote* and the Digital Age

In this course we will read and analyze what many consider to be the first modern novel, Miguel de Cervantes’s *Don Quijote de la Mancha* (1605-1615). We will explore questions of empire and domination, madness, authorship, self-invention, translation, and the ways in which reality imitates fiction. The course also examines how the book has influenced generations of writers, filmmakers, and storytellers. Course materials will include the traditional novel, a graphic novel, artwork and various television and film adaptations. Prerequisite: SPA 230 and SPA 250 OR permission of the instructor.

SPA 351 Imagining the Argentine Nation

This course explores how nations are built through literature, print, and visual culture with a special focus on Argentina. Taught in Spanish. Prerequisite: SPA 230 and SPA 250 OR permission of the instructor.

DLM 120 Section Descriptions

DLM 120a Mice, Mermaids, and Magic: Anthropology of Disney (Ja. Shenton)

This course analyzes Disney as a cultural artifact and influencer. Students will critically analyze classic Disney films, a few films that break the classic mold, and Disney theme parks in order to understand the ways in which Disney has the power to contribute to and shape social and cultural norms and values, that is, to create and sell what is normal or aspirational. Using Disney as a case study, students will gain new insight into how anthropologists engage with human societies and their cultural meanings, including those human societies that may produce as well as be produced by our wildest imaginations.

DLM 120b The Brain Explained (G Bell)

Ever wondered how your brain works? The Brain Explained is an introductory course that examines the human brain, its structures, its functions, and how this spongy, three-pound mass of nerves and tissue makes you uniquely you. This course will emphasize neuroscience in pop culture by utilizing recent neuro-literary works, podcasts, films, and trending topics. Lectures will focus on learning, memory, sleep, fear, addiction, and neuroplasticity. The aim is to produce knowledgeable consumers of neuroscience while fostering interest in the neurosciences.

DLM 120c Science on Stage (J Goff & Demoranville)

This class uses dramatic literature as an entrance to understanding scientific principles, and scientific exploration as a conduit to theatrical expression. By analyzing play texts alongside scientific theories, histories, and personalities, we will build a set of tools to interrogate creativity and discovery across disciplines, and explore the common ground and complementary worldviews of the arts and sciences.

DLM 120d Imagining the Future: Science Fiction, Ethics, and Us (T Allen)

Science fiction provides glimpses of possible futures and helps us see our present lives from new perspectives. In this course, sci-fi short stories, novels, and films will serve as the backdrop as we discuss how to navigate the ethical challenges and dilemmas of a world in which work, play, privacy, relationships, security—even what it means to be human—are in rapid flux. Along the way, through regular presentations, discussion, and debate, we will strengthen our oral communication skills and our confidence as scientifically literate interlocutors navigating complex issues.

DLM 120e Brave New Worlds (K Bahr)

This class will explore images of utopias and dystopias that have captured the imagination of readers over the course of the last centuries. We will read fictional texts (short stories and novels), work with news articles and philosophical texts, watch feature length and short films and episodes of Black Mirror and examine works of visual art. As a class, we will attempt to gain a sense of literacy for this variety of texts that are made to mobilize utopian and dystopian concepts and narratives. We will be looking at work from various countries to understand the ways these ideas and the tensions they express are present both in our own lives and in a global context. Because this course deals with dystopias, it is an exploration of political literature: every dystopia, as we will see throughout the semester, makes some sort of a political claim. Describing the alternate world, or the nondescript yet dreary future, these texts also comment on the present they originate from. This course deals with questions concerning the nature of surveillance, advertising, urbanization, capitalism, migration, climate change, information technology, incarceration, tourism, diet and war. Furthermore, this

course focuses on developing critical thinking and writing skills, alongside an emphasis on public speaking and collaborative work.

DLM 120f The Glory that was Greece: Literature, Art, and Philosophy in the Golden Age (Froehlich)

In this class we will examine the art, literature, and philosophy that was created in the 150 year period between the Persian War (480 BCE) and the death of Alexander the Great (323 BCE), a time commonly referred to as the “Golden Age” of Greece. In this brief era, the foundations of Western Civilization were laid that would influence the world for the next 2500 years.

DLM 120g The Cruel Radiance of What Is: US Literature of the Great Depression (D Manheim)

An exploration of literary responses to the suddenly altered social reality brought on by economic collapse. The decade of the 1930s saw a great deal of innovation in artistic forms and of exhilaration at the expansion of what could be considered literary subject matter.

DLM 120h The Narratology of Pop Music (N Link)

The Narratology of Pop Music will define and examine popular music from a variety of eras and cultures from the perspective of narrative studies. It will focus specifically on the listener’s process of constructing a “story” based on the evidence provided in both verbal and musical elements of the songs studied, drawing upon approaches used in film studies, literary criticism, and dramatic theory.

DLM 120i Holiday Histories: Understanding American Celebrations (T Strauch)

America’s calendar is filled with holidays which range from national events such as the Fourth of July to religious occasions such as Christmas to ethnic celebrations such as St. Patrick’s Day. This course will examine the historical development of the American calendar and investigate ways of understanding these ritual events. We will explore why some holidays gain importance while others fade away and why holidays are frequently sites of conflict.

DLM 120j Music and International Studies: Culture, Politics, and Protest (R Bosco)

This class examines the relationship between music and political power around the world. Students will learn how governments use music to legitimate power, secure the allegiance of imagined communities, or erase history. We will also explore protest music in comparative perspective, from the U.S., to Palestine, Chile, Nigeria, Ireland, England, Egypt, Russia, and more. Students will examine the different aesthetic choices that musicians make, conduct interviews, conduct listening and reflection sessions, and compose their own political songs.

DLM 120k Gambling: Mathematics and Impacts (Wiglesworth)

In this class, areas of probability and discrete mathematics will be used to examine the lottery and several casino games (roulette, poker, blackjack, craps, keno). Students will also explore the social and economic impact of the gaming industry, as well as the ethical controversies centered around gambling. A strong emphasis will be placed on developing the ability to professionally communicate the mathematics and strategies of casino games as well as consequences of the gaming industry.

DLM 120l Monuments and the Making of Memory (Frederick)

This course explores the role that monuments and memorials play throughout history and in our own society, as visual representations of memory, history, and cultural heritage. We will investigate and analyze commemorations and examine the politics of memorialization. In addition, we will broaden our conception of monuments to include both formal commemorations such as war memorials, museums, national parks, sculpture, paintings, and photography, as well as popular culture commemorations like graphic novels, film, and those found in digital space.

DLM 120m Water: Stories, Science, and Policy (B Werner)

You’ve studied the water cycle, played in puddles, gone swimming, and hydrated yourself. But what happens when you look deeper, see the reflections and refractions of your water experiences, and dig in to the science, stories, and policies shaping those experiences. This interdisciplinary course will unpack how the snowpack is changing due to climate change, examine the “meanings of clean” and the water qualities of pollution, and explore how to sustain the liquid that sustains us, all while developing students’ comfort communicating—speaking and listening—with authority, creativity, and excitement.

DLM 120n Big History: The Universe and Us (A Falk)

This course binds together human history, natural history, and environmental geography to form a narrative of the universe and humankind’s place in it. It will take you on an immense journey through time, from the origin of the universe, to possible futures of our planet and our species, and show you how deeply interconnected many disciplines are.

DLM 120o Building Jedi Speech Skills (S Meadows)

In this course, students will develop oral interpretation skills and speech confidence over time beginning with small speeches (classroom exercises including a one-minute explanation speech, a jigsaw group oral interpretation, and a rehearsed group original speech – the fugue speech). This will include peer coaching, spotlight workshops in class, and

discussions of reading that focus on experiences of people labeled as “other” – which also excludes them from the communication cycle.

DLM 120p & q Imagining Home: Religious and Cultural Identities in Diaspora (S Sippy)

What and where is “home” for people on the move? Is “home” a place, a tradition, a family, a nation, a people, a prayer, or a dream? Who feels “at home” and why? How does the stranger define who belongs? What are the effects of diaspora on religion, politics, fundamentalism, gender, sexuality, and community? This class will consider the experiences of diasporic communities and religions—Jews, Africans, Asians, Muslims and Hindus—in history and modernity. Through works of literature, theology, film, and cultural studies we will explore how communities have preserved, negotiated, and transformed their identities, traditions, and nationalities in global migrations and contexts.

DLM 120r & w American Music in Song and Story (M Lucas)

The course is an exploration via literature and vinyl of the American vernacular music that took the world by storm in the twentieth century. The double focus means this DLM experience will be what happens when literary study and music appreciation fuse. Readings will be drawn from such novels as Michael Ondaatje’s *Coming Through Slaughter*, Roddy Doyle’s *The Commitments*, Nick Hornby’s *High Fidelity*, and Salman Rushdie’s *The Ground Beneath Her Feet* along with memoirs by Louis Armstrong, Loretta Lynn, and Bob Dylan. The course playlist will run from mountain balladry to Beyoncé Knowles and especially focus on the blues, jazz, rock, country, and soul songs that soundtrack the reading.

DLM 120s Politics and Media in the U.S. (M Castro)

This course examines the impact of different forms of media on American politics from a historical perspective. As such, it seeks to answer a series of questions. Have media institutions ranging from the film industry to talk radio to cable news distorted our politics? Have political actors shaped our media landscape through partisan media and by controlling the messaging on nominally neutral news organizations? How have political and policy priorities led the federal government to seek partnerships with media organizations? Students will engage secondary literature on these subjects and conduct original research geared toward a final project that examines the nature and effectiveness of political communication in American history.

DLM 120t Food, Culture, and Identity in the Americas (R Cutright)

“Tell me what you eat, and I’ll tell you what you are.” This course explores food, culture, heritage, and identity in the Americas. We will use cookbooks, recipes, archaeological artifacts, memoirs, and other accounts from Peru, Mexico, and the US to investigate how people came to eat what they do and what it means. Major themes include globalization and cultural appropriation; ethnicity and identity; cultural revitalization, resistance, and food sovereignty movements; and Black and indigenous food traditions.

DLM 120u Human Creativity through Lens of Language (M Dixon)

This course will use the notion of the *creativity of language* (infinite possible expressions through a finite set of ordered symbols) to examine works of human expression. We first establish a metacognitive understanding of the nature and origins of human language. We then examine how humans have historically negotiated their experiences through the use of linguistic signs and symbols that have become the art, literature, and music that we know today. This framework will be based on Noam Chomsky’s theories of universal grammar and biolinguistics. Viewing the humanities from this lens allows for cross-disciplinary connections in a variety of fields that are less frequently associated with the humanities, including philosophy, neuroscience, psychology, evolutionary biology, anthropology, mathematics, computer science, and cognitive science. Course exercises will focus on cultivating the skills of observation, intuition, and improvisation as tools for approaching new and unfamiliar tasks.

DLM 120v The Rhetoric of Dissent in Ancient Greece (Cadavid)

The 5th century before the common era is a time of political unrest in Athens. We will focus on two main Athenian figures of this period, Socrates, a philosopher, and Alcibiades, a politician and military commander. By studying surviving material from their contemporaries as well as how these two figures were portrayed after their deaths, we will engage in the process of discovering who they were and how their lives and actions were a form of dissent. We will discuss what we can learn from them about citizenship and loyalty to the State. The material we will read includes forensic speeches, an introduction to the Sophists (and their form of speeches) as well as Plato, Thucydides, Aristophanes, Xenophon, and Plutarch.