

## Fall 2014 Descriptions for Topics Courses

### CRN#

#### **20119 COM 333-A Topic in Mediated Communication: Media and Body Image**

**Prof. W. Mbure**

This course explores the intersection between media, culture, and the human body. Topics discussed include representations of the body in various traditional and new media products. Among others, we will examine how the athletic body, the raced body, the pregnant body, the queer body, and male and female bodies are imagined and commodified through television, advertising, and sports and online media. Also discussed are potential effects of media portrayals of the body on the emotion, behavior, and health of audience members.

#### **20693 CRM 400-A Seminar: Writing for Criminology: Crime Victims and Justice Systems**

**Prof. K. Currul-Dykeman**

This course meets the Writing in the Discipline requirement. The seminar examines various victims of crime and the struggles they face in pursuit of justice. Students will learn how to write a criminological literature review and research proposal. Completion of this enables students to register for the victims practicum which takes place in the spring.

#### **20694 CRM 400-B Seminar: Writing for Criminology: Race, Gender, & Class in the Criminal Justice System**

**Prof. A. Rocheleau**

This seminar, which satisfies the Writing in the Discipline requirement, provides students with an overview of the role and treatment of racial/ethnic minorities, class and gender in the criminal justice system. It covers historical and theoretical frameworks for understanding the relationship between race, class, gender, crime, and the components of the criminal justice system. In addition students will become familiar with trends and patterns of racial/ethnic minorities and women as offenders and victims. Finally, the class will critically examine such issues as the death penalty, youths and gangs, domestic violence and the increase in incarceration as they pertain to race, class, and gender.

#### **20344 ENG 220-A Intro. Topics in Literature: Space, Place and Landscape**

**Prof. L. Scales**

How do the landscapes we inhabit mark our lives and shape the stories we tell? In a global, commercial, networked world, is "place" still meaningful? This course examines literature from a variety of American geographies: city and wilderness, suburb and farm, plantation and reservation. We will consider how one's relationship to space and place can shape ideas of self, community, and nation.

#### **20346 ENG 306-A Topics in British Literature, 1700-1900: Romanticism and History**

**Prof. M. Borushko**

This course explores the representation of history in texts from The Romantic Age in Britain (roughly 1780-1840). That is, we will read poems primarily, though we will also study history writing, novels, essays, and paintings that not only represent an historical event, so to speak – such as moment in The French Revolution or the Peterloo massacre – but also that imagine and perhaps revise how, indeed, we understand history itself. Authors and artists studied may include William Wordsworth, P. B. Shelley, Lord Byron, William Godwin, Mary Wollstonecraft, Joshua Reynolds, Benjamin West, and William Hazlitt.

#### **20347 ENG 326-A Topics in American Cinema: Western**

**Prof. W. Peek**

This course investigates the cinematic construction of myths of America and the American West. From its beginnings in 1903 to revisionist films of the post-Vietnam era, the Western film has shaped popular discourse about topics still central to American politics: regional factionalism (West v. East; North v. South); corporate consolidation and the exploitation of natural resources; and the contributions of immigrant communities to national identity.

#### **20353 ENG 392-A Topics in Postcolonial and Global Literature: Global Modernism**

**Prof. S. Cohen**

In this course we will explore the global reach of British literary modernism between 1899 and 1947. We will investigate not only how modernism's most dominant formal and thematic features—its aesthetic self-consciousness, its fascination with simultaneity and juxtaposition, its valorization of the "new," and its interest in shock, paradox, and ambiguity—can help us better understand the nature of globalization during the first half of the twentieth century. We will examine modernism's heritage in the broader context of British national identity as well as specific academic, nationalist, and commercial efforts to canonize and market modernism as a global literary movement during the twentieth century. In addition to works by Joseph

Conrad, James Joyce, E.M. Forster, and Virginia Woolf, we will likely read texts by Raja Rao, Chinua Achebe, Rabindranath Tagore, Sol Plaatje, C. L. R. James, Sylvia Townsend Warner, Vita Sackville-West, Katherine Mansfield, Lu Hsun, Mulk Raj Anand, Jean Rhys, and others.

**20356 ENG 422-A Seminar: Joyce's Ulysses**

**Prof. G. Piggford, CSC**

This course provides a sustained engagement with James Joyce's masterwork *Ulysses*, along with its contexts, intertexts, and critical history.

**20357 ENG 422-B Seminar: Nervous Systems: Paranoia in Modern Narrative and Culture**

**Prof. J. Green**

What is the relationship between the affliction known as paranoia (or paranoid personality disorder) and "normal" cognition, between the paranoiac's interpretative mania and our own practices as interpreters of fiction? And just who's watching us, anyway? This course will investigate what paranoia can illuminate about how we think, perceive, and feel, as well. We will begin with the work of psychoanalysts Sigmund Freud and Jacques Lacan to explore the literary and theoretical uses of paranoia as an alternative form of cognition, a model for querying subjectivity, representation, and the relationship between the individual and the modern state. We will consider European psychological literature of the nineteenth- and twentieth-centuries and then shift to post-World War II America to examine paranoid narratives in politics and popular culture from the Cold War to September 11 to PRISM, the NSA mass electronic surveillance program. Key texts include the short fiction of Poe, Dostoevsky's *The Double*, Zamyatin's *We*, Hamsun's *Hunger*, Kafka's *The Castle*, Pynchon's *The Crying of Lot 49*, DeLillo's *Libra*, and Eggers' *The Circle*. We will also screen several films, including political propaganda films, *Rear Window* (Hitchcock), *The Conversation* (Coppola), *Enemy of the State* (Scott), and *The End of Violence* (Wenders).

**20725 ENV 375-A Topics in Environmental Studies: Nature Writing**

**Prof. S. Mooney**

We will explore how nature writing helps develop and deepen a sense of place and a sense of self. We will read broadly, including works by Muir, Snyder, Abbey, Finch, Williams, and write constantly (nature journaling, and crafting our own essays on nature). We will take field trips during class in order to explore the environments in and around Stonehill. Each student's best essay will be published in a collection at the end of the semester.

**20418 GND 200-A Topics in Gender and Sexuality Studies: Gender and Young Adult Dystopian Fiction**

**Prof. J. Howe**

With the success of Susanne Collins' series *The Hunger Games*, dystopian fiction has now become one of the most popular subgenres of young adult literature. Often fast-paced stories set in futuristic or post-apocalyptic worlds, these novels can present potent critiques of our modern world. But how do these "brave new worlds" represent masculinity and femininity? What opportunities do they offer for new understandings of gender and identity? Are they ultimately progressive narratives meant to dismantle the status quo or do they promote more traditional value systems? This course will focus primarily on young adult dystopian literature from the last decade with some attention placed on gender theory and film adaptations. Select writers include Suzanne Collins, Veronica Roth, Patrick Ness, Lauren Oliver, Marie Lu, Ally Condie, and M.T. Anderson.

**20007 NEU 200-A Seminar in Neuroscience: Neurological Basis of Behavior**

**Prof. A. Cohen**

This course will focus on historical and current topics in Neuroscience. Examples of topics that may be discussed include: developmental disorders, such as those on the autistic spectrum, neuroimaging and the information that can be gleaned from various techniques, sex differences, neurophysiology, epigenetics, and learning and memory. The focus of the course may vary from year to year. Readings may be from several sources including the primary literature. Pre-requisites: BIO 101 and BIO 211.

**20732 PHL 266-A Topics in Philosophy: New Theories of Literature, Art and Culture**

**Prof. J. Velazquez**

What makes a story tick? What makes a poem dazzle? What makes a movie grip us or makes an art work seem profound? The twentieth century has brought us a whole series of new (and very cool) tools we can use to think about these questions --- tools that will teach us not only about our stories and our art works, but also about ourselves. And the best part is that this is all still open-ended, and so there will be lots of space for you to use these tools to create new theories of your own. Note: there's no need to be a Philosophy or English major to get involved in this: we all enjoy stories and we all experience beauty, and so we all share the basic experiences we need in order to start thinking about these things.

**20274 SOC 352-A, Topics in Sociology: Illness and Society****Prof. L. Carlson**

This course involves an exploration of the social factors that influence the distribution and treatment of illness in society. The class will also include a critical examination of the American health care system and the evolution of the doctor-patient relationship in our society. You will be presented with cross-cultural views on a variety of health problems, and you will be expected to come prepared to think critically about these problems and to participate fully in classroom discussions.

**20695 SOC 400-A Seminar: Writing for Sociology: Sociology of Childhood and Child Welfare****Prof. J. Gill**

This course meets the Writing in Discipline requirement. This seminar examines childhood and youth as phases of social life constructed in the context of the structural inequalities of age, race, class, gender, sexuality and nationality. Students will learn about how to write a sociological literature review and research proposal.

**20635 VPS 207-A, Special Projects: Experimental Media and Technology in Studio Arts****Prof. D. Kinsey**

This class will explore various media and technology for the creation of artworks in the studio arts. The course will begin with visual fundamentals and apply those to emerging media. Those fundamentals will focus on elements and principles of design, such as: line, shape, color, texture, rhythm, variety, harmony, etc. and expand to more conceptual depth as the course progresses. Although digital media tools are central to our work, we will be incorporating elements ranging from drawing, painting, printmaking, to collage. These analog elements will then go through a digital process and worked back into with analog elements.(For example, one project will involve creating drawings with traditional drawing materials, scanned into the computer, manipulated in photoshop , printed out and then drawn back into the image). Experimentation will be key in how the class and individual students advance. It is recommended, but not required that students have some knowledge of technological components such as some use of computers, digital cameras, ipads and/or tablets, smart phones, etc.