

**CRN #****Fall 2020 First-Year Seminar Course Descriptions**

<b>20101</b>	<b>COM 110-A, FYS: Navigating Media Landscape</b> <b>Prof. A. Paradise</b>	<b>3 credits</b>
	This course will provide an overview of the history, structure, performance, content, effects, and future of mediated communication, including issues of media ownership, regulation, and media literacy. As a first-year writing-intensive seminar, students will engage in frequent writing assignments, rigorous analysis of texts, critical thinking, and information literacy. Open to First-Year Students only. <i>This course is the equivalent to COM 107 Mediated Communication.</i>	
<b>20237</b>	<b>ECO 110-A, FYS: The Economics of eBay</b>	<b>3 credits</b>
<b>20238</b>	<b>ECO 110-B, FYS: The Economics of eBay</b> <b>Prof. H. Kazemi</b>	<b>3 credits</b>
	Why do some items sell for such ridiculously high prices at auctions of reputable establishments such as Christie's, Bonham's, Sotheby's or even eBay? Has it ever occurred to you why the owners of a house listed for \$1.5 million last year cannot get 1/3 of that price this year? In this class we will examine the way consumers and businesses think and behave as rational entities. Open to First-Year Students only. <i>Fulfills the Cornerstone Social Scientific Inquiry Requirement and is the equivalent to ECO 176 Microeconomic Principles.</i>	
<b>20239</b>	<b>ECO 113-A, FYS: Everyday Economics</b> <b>Prof. P. Chandra</b>	<b>3 credits</b>
	Why does popcorn cost more at the movies? What policies should the government enact to mitigate the climate crisis? Can rent control help solve the housing crisis faced by poor households in Boston and New York? Can dyeing elephant tusks really save elephants from poachers? Economics can be applied to help answer questions that range from relatively mundane to those that are really important. This course will introduce students to basic principles of microeconomics with emphasis on providing tools to analyze economic issues and problems we face every day. <i>Fulfills the Cornerstone Social Scientific Inquiry Requirement and is the equivalent to ECO 176 Microeconomic Principles.</i>	
<b>20797</b>	<b>ENG110-A, CS: Island Living/Island Leaving</b> <b>Prof. S. Cohen</b>	<b>3 credits</b>
	This seminar explores the literature of islands. This will be a semester-long inquiry into how the unique conditions of island living shape literature and culture. We will study texts about castaways, pirates, tourists, islanders, and adventurers in order to discern what makes stories about islands so compelling and enduring. <i>Fulfills the Cornerstone Literature Cornerstone Requirement.</i>	
<b>20832</b>	<b>ENG 116-A, CS: Literature in Translation</b> <b>Prof. J. Golden</b>	<b>3 credits</b>
	Many of the texts that you read in your core courses are translations into English. What exactly does it mean to read a text in translation? We will ask and answer that question, using these 19th-century texts: Baudelaire, <i>Les Fleurs du mal/Flowers of Evil</i> ; Flaubert, <i>Madame Bovary</i> ; Tolstoy, <i>Anna Karenina</i> . <i>Fulfills the Cornerstone Literature Cornerstone Requirement.</i>	
<b>20831</b>	<b>ENG 128-A, CS: Wonderlands</b>	<b>3 credits</b>
<b>20836</b>	<b>ENG 128-B, CS: Wonderlands</b> <b>Prof. L. Scales</b>	<b>3 credits</b>
	A portal opens to another world: what wonders will we find there? In this course, we will travel down rabbit holes, through secret doorways, across borders, and back in time, encountering the stuff of dreams—and sometimes nightmares. Along the way, we will ask what these alternate realities tell us about our own world and our own imaginations. Texts may include Shakespeare's <i>A Midsummer Night's Dream</i> , Lewis Carroll's <i>Alice's Adventures in Wonderland</i> , J.M. Barrie's <i>Peter and Wendy</i> , The Wachowskis' <i>The Matrix</i> , Neil Gaiman's <i>Coraline</i> , Hayao Miyazaki's <i>Spirited Away</i> , Guillermo Del Toro's <i>Pan's Labyrinth</i> , Octavia Butler's <i>Kindred</i> , and short works by Margaret Cavendish, Jorge Luis Borges, Ray Bradbury, and Adrienne Rich. <i>Fulfills the Cornerstone Literature Cornerstone Requirement.</i>	

- 20554 ENG 131-A, CS: Extreme Makeovers** **3 credits**  
**Prof. S. Gracombe**  
 From Ovid's *Metamorphoses* to *Queer Eye*, we have always been fascinated by extreme makeovers. What accounts for this ongoing appeal? What do these texts of transformation reveal about identity, memory, and gender? What do they suggest about the challenges of belonging? What does it take to change bodies and change minds? To answer these questions, this course will examine transformations in a diverse range of fiction and film. Together, we will explore texts including the Greek myth of Daphne and Apollo; Robert Louis Stevenson's Gothic mystery *Strange Case of Dr. Jekyll and Mr. Hyde*; Nella Larsen's exploration of racial passing in the 1920s; Karen Russell's coming of age tale "St. Lucy's Home for Girls Raised by Wolves," Phil Klay's recent story "Redeployment," about a damaged soldier's return home; and some contemporary films (your input welcome). At a time of transformation, as you join or rejoin college life, this course will help you develop your skills as critical readers, writers, and thinkers ready to engage with the world.  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*
- 20828 ENG 141-A, HON: CS: Introduction to African-American Literature** **3 credits**  
**Prof. D. Itzkovitz**  
 An introduction to the major themes and issues in African American literature, from the 18<sup>th</sup> century to the present.  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*
- 20829 ENG 148-A, CS: Sport Stories** **3 credits**  
**Prof. M. Borushko**  
 This course centers on the study of contemporary fiction and literary nonfiction that is about sports by authors such as Sherman Alexie, John Edgar Wideman, Joyce Carol Oates, and David Foster Wallace, among others.  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*
- 20812 ENG155-A CS: The Mirror of Friendship** **3 credits**  
**20830 ENG155-B CS: The Mirror of Friendship** **3 credits**  
**Prof. J. Green**  
 "Without friends," wrote Aristotle, "no one would choose to live, though he had all other goods." For the Greek philosopher, in fact, friendship was a higher value than justice and one of the purest forms of love. Oscar Wilde, with tongue in cheek, had a somewhat different take: "Friendship is far more tragic than love. It lasts longer." In this course, we will examine the philosophy and literature of friendship from the ancient world to the contemporary era of one-click "friending" on Facebook. We'll look at friendship in its many hues: from the innocent relationships of childhood and the intensities of adolescent bonds to friendships that cross over into romantic love and friendships that spiral into dependency, rivalry, obsession, and betrayal. As we gaze into what Aristotle called the mirror that friends hold up for one another, we will also examine what the border-crossing power of friendship shows us about race, class, gender, and sexuality. Authors we will consider may include: Aristotle, Cicero, Michel de Montaigne, Francis Bacon, William Shakespeare, Oscar Wilde, David Mitchell, Achy Obejas, ZZ Packer, Junot Diaz, Sherman Alexie, and Mohsin Hamid. Frequent writing assignments will ask you to explore a variety of kinds of writing, such as "quotes and notes" annotations, blog posts, personal essays, and formal critical analysis. Special attention will be paid to developing basic writing and composition skills with an emphasis on formulating clear and persuasive arguments. We will also use Voice Thread as a way to converse with one another about these texts and our questions and ideas.  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*
- 20833 ENG 163-A, CS: American Nightmare/American Dream: Dystopic & Utopic American Lit.** **3 credits**  
**20834 ENG 164-B, CS: American Nightmare/American Dream: Dystopic & Utopic American Lit.** **3 credits**  
**Prof. C. Payson**  
 What do *The Hunger Games* and the Declaration of Independence have in common? Or Thoreau's *Walden* and Dr. King's "I Have a Dream" speech? Each offers a vision of a future American society and asks us to reexamine the principles that shape it. In this course we will explore how writers from John Winthrop to Charlotte Perkins Gilman to Octavia Butler have imagined America in literature.  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*
- 20871 ENG 164-A, CS: Introduction to Creative Writing** **3 credits**  
**Prof. A. Brooks**  
 In this course you will be introduced to the world of creative writing. We will embark on weekly writing experiments and exercises drawing from your own experiences, identities, perceptions, and unique and wild imaginations. At the same time, we will read, listen to, and watch work read by contemporary authors in all genres to be in conversation with our own writing and the world in which we live. This course will get you thinking creatively and show you ways to approach writing as a creative outlet and form of self-expression to grapple with and explore the complexities of what it means to be human in this moment. Together we will build a close classroom community through weekly collaborations, feedback, discussion, reading, and exciting writing adventures. Students will learn fundamentals of writing poetry, fiction, and creative nonfiction such as mini-memoir and personal narratives.  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*

- 20872 ENG 165-A CS: Poetry in World Religions 3 credits**  
**20873 ENG 165-B, CS: Poetry in World Religions 3 credits**  
**Prof. S. Dasgupta**  
 The first poems are found in the oldest of religious texts. As song, in hymns and psalms, as meditations, in praise and argument, in narrative verse and in calls-to-action. The poetic form allows writer and reader to draw persuasive connections—and distinctions—between internal experience, the social world, the natural world, and a moral or cosmic order. As religious culture continues to transform, poetry remains fertile ground for setting and contesting foundations. This course examines how a range of poets speak to and through religion to engage the deep and incendiary matters from ancient to contemporary times: cosmic meditations, cross-cultural tensions; science and health; sex and gender relations; global and local politics; war and the weapons of war; modernity vs. traditionalism; the fate of the earth; and of course the meaning of life and death. Poems will address a variety of world traditions and poetic perspectives, including but not limited to: Catholicism, Islam, Protestantism, Indic religions, Judaism, and Buddhism.  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*
- 20876 ENG 166-A, CS: Tales of Mayhem and Mystery: An Introduction to Detective Fiction 3 credits**  
**20878 ENG 166-B, CS: Tales of Mayhem and Mystery: An Introduction to Detective Fiction 3 credits**  
**Prof. G. Piggford, CSC**  
 With its roots in the Bible, ancient Greece, and medieval China and Arabia, the tale of mystery invites readers into a role of detection. We consider facts and solve cases, but also ponder mysteries that are sometimes supernatural, metaphysical, linguistic, or existential. Students in this course will consider stories such as “The Three Apples” and “The Chalk Circle,” as well as works by Edgar Allan Poe, Arthur Conan Doyle, Agatha Christie, Raymond Chandler, Chester Himes, Thomas Pynchon, and Paul Auster, and film adaptations including *Witness for the Prosecution*, *The Third Man*, *Memento*.  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*
- 20875 ENG 167-A, CS: Art of Losing: British and Irish War Stories 3 credits**  
**Prof. E. Chase**  
 “My subject is War, and the Pity of War. The Poetry is in the Pity.” Wilfred Owen planned to include these lines in the preface to his book of First World War poetry; they also appear on the stone commemorating Britain’s War Poets in Poets’ Corner of Westminster Abbey. Yet this same sentiment prompted W.B. Yeats to say, “passive suffering is not a theme for poetry.” Both writers assume there is a “right” way to turn the losses of war into literature, but disagree on the details. This course asks: How does literature help us to understand the experience of loss, particularly when that loss happens in the context of war? In what ways does literature encourage us to remember the past? Why do the losses of the First World War still appeal to contemporary writers as a subject for poetry, novels, and plays? Our reading of primary texts are supplemented by critical works that reveal the ways in which memory and commemoration changed after the First World War, in order to help us understand writers’ continual return to and reimagining of the years from 1914-1918.  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*
- 20874 ENG 168-A, CS: Global Fictions 3 credits**  
**20880 ENG 168-B, CS: Global Fictions 3 credits**  
**Prof. A. Opitz**  
 In this section students encounter work by contemporary authors and filmmakers from around the globe. We’ll study this work within the broader framework of recent debates on colonization and post-colonization, globalization, migration, and war. We’ll consider issues relating to belonging and displacement; the legacies of imperialism; the local and the global; the meaning of home; diasporic, migrant and refugee identities. In order to see how contemporary writers and filmmakers have engaged with these questions, we’ll study work produced by artists from the Caribbean (Antigua, Haiti, and Martinique), Northern Africa (Syria, Iraq, and Iran), North, Central and South America (Canada, Mexico, and Columbia), and Europe (England).  
*Fulfills the Cornerstone Literature Cornerstone Requirement.*
- 20844 HIS 119-A CS: Chuck Berry’s America: The United States from 1955 to 1965 3 credits**  
**20845 HIS 119-B, CS: Chuck Berry’s America: The United States from 1955 to 1965 3 credits**  
**Prof. S. Maddock**  
 An examination of how entrenched ideas about race, gender, sexuality, class, age roles and social behavior all came under direct challenge with the emergence of rock and roll and youth culture during the tumultuous decade from 1955 to 1965. Considered a United States History.  
*This course does not count towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.*
- 20838 HIS 124-A, CS: History of American Freedom 3 credits**  
**20849 HIS 124-A, CS: History of American Freedom 3 credits**  
**Prof. J. Rodrigue**  
 This course examines the idea of freedom in U.S. history from the American Revolution to the present. It focuses on how this idea, so central to American identity, has evolved and has been contested throughout the nation’s history. Considered a United States History.

*Counts towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.*

- 20850 HIS 126-A, CS: Shamans, Prophets and Saints: Mystics in World History 3 credits**  
**20851 HIS 126-B, CS: Shamans, Prophets and Saints: Mystics in World History 3 credits**  
**Prof. D. Sander**  
 "Strange" individuals who journey into other realms of consciousness have been central not only as spiritual or religious guides but as lawgivers, healers, poets, scientists, and even rulers. The course investigates three overlapping categories, tracing their history through various societies and cultural traditions, from Neolithic times up to the present. Considered a World History.  
*Counts towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.*
- 20013 HIS 128-A, CS: The Life & Times of Frederick Douglass 3 credits**  
**Prof. T. Gernes**  
 Frederick Douglass' heroic journey from slavery to freedom in antebellum America illuminates—in lightning flashes—a nation riven by race, region, economy and differing conceptions of justice and morality. The course weaves literature, film, and primary materials, tracing Douglass's complex life and times and introducing students to college-level historical inquiry. Considered a United States History.  
*This course does not count towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.*
- 20841 HIS 131-A, CS: Medicine, Healthcare and Society in Europe: 1000-1700 3 credits**  
**20842 HIS 131-B, CS: Medicine, Healthcare and Society in Europe: 1000-1700 3 credits**  
**Prof. A. Houston**  
 This course surveys the history of medical knowledge and practice in medieval and early modern Europe. Through primary and secondary readings, students will gain a historical perspective on doctor-patient relationships, diagnosing illness, anatomy and dissection, explanations of sex and gender difference, contagious disease, religious and magical beliefs about healing, and the connection between mental, physical, and spiritual health.  
*This course does not count towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.*
- 20839 HIS 133-A, HON: CS: Asian American History 3 credits**  
**20840 HIS 133-B, CS: Asian American History 3 credits**  
**Prof. K. Teoh**  
 Survey of Asian migration to and experiences in the United States from mid-nineteenth century to the present. Follows East, Southeast and Asian migrants through gold mines and sugar plantations, on the first transcontinental railroad and on agricultural frontiers, through struggles over citizenship and identity politics. Themes include immigration, race relations and multiculturalism in modern United States history. Considered a United States and World History.  
*Section A is only open to Honors scholars This course does not count towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.*
- 20847 HIS 137-A, CS: The Civil Rights Movement: Jim Crow to Black Lives Matter 3 credits**  
**20848 HIS 137-B, CS: The Civil Rights Movement: Jim Crow to Black Lives Matter 3 credits**  
**Prof. T. Gernes**  
 The American Civil Rights Movement arose out of the centuries-long efforts of the African American community to resist and overcome the injustices of slavery, racism, and segregation. African Americans' experiences during an immediately after World War II laid the foundation for the civil rights struggle of the 1950s and 1960s. This course explores this pivotal period in American history through the documentary record, photography, art, literature, film, and music.  
*This course does not count towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.*
- 20846 HIS138-A, CS: War, Democracy and Society in Classical Greece 3 credits**  
**Prof. E. Parks**  
 This course examines the beginnings of European democracy through the rise and fall of classical Athens (490 - 338 BCE), including the long Peloponnesian War against Sparta and its consequences. Students will take part in a month-long roleplaying exercise as different factions rebuild or oppose democracy after the war. Considered a European History.  
*This course does not count towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.*
- 20804 HIS 241-A, CS: History and Horror 3 credits**  
**20805 HIS 241-B, CS: History and Horror 3 credits**  
**Prof. K. Spicer, CSC**  
 An examination of the history of horror films. This course is an excursion that will compare and contrast the fictional world of the macabre with the historical realities that form and challenge our social and cultural lives. With the aid of film, this course will analyze the phenomenon of the horror genre down through the ages.  
*This course does not count towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.*

<b>20023</b>	<b>HIS 271-A, CS: World History I</b>	<b>3 credits</b>
<b>20024</b>	<b>HIS 271-B, CS: World History I</b> <b>Prof. J. Wadsworth</b>	<b>3 credits</b>
	Examines the history of the human community from the early modern era to the present. Explores how and why industry, nation states, and European style economics have come to define the modern world. It analyzes the interconnections and interdependencies, nowadays called "globalization", that continue to define human historical development. Considered a World History. Counts towards Elementary Education Licensure. <i>Counts towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.</i>	
<b>20025</b>	<b>HIS 281-A, CS: American Nation I</b>	<b>3 credits</b>
<b>20026</b>	<b>HIS 281-B, CS: American Nation I</b>	<b>3 credits</b>
<b>20810</b>	<b>HIS 281-C, CS: American Nation I</b> <b>Prof. E. McCarron</b>	<b>3 credits</b>
	Comprehensive study of American historical development with a focus on the development of U.S. political principles, ideals, founding documents, institutions, and processes. Topics include modes of colonial life, geographical perspectives, the Revolution and Constitution, urban development, westward movement, constructions of race and gender, popular culture, the Civil War and Reconstruction. Considered a United States History. Counts towards Elementary Education Licensure. <i>Counts towards Elementary Education Licensure. Fulfills the History Cornerstone requirement.</i>	
<b>20855</b>	<b>PHL 113-A, CS: What Does it all Mean?</b>	<b>3 credits</b>
<b>20856</b>	<b>PHL 113-B, CS: What Does it all Mean?</b> <b>Prof. A. Carmichael</b>	<b>3 credits</b>
	In this course, we will examine some perennial issues in philosophy, including the nature of the self, knowledge, friendship and love, tragedy, and freedom and justice. <i>Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.</i>	
<b>20866</b>	<b>PHL 113-C, CS: What Does it all Mean?</b> <b>Prof. B. O'Sullivan</b>	<b>3 credits</b>
	In this course, we will examine some perennial issues in philosophy, including the nature of the self, knowledge, friendship and love, tragedy, and freedom and justice. <i>Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.</i>	
<b>20502</b>	<b>PHL 116-A, CS: What You Thought You Knew</b>	<b>3 credits</b>
<b>20863</b>	<b>PHL 116-B, CS: What You Thought You Knew</b> <b>Prof. A. Lannstrom</b>	<b>3 credits</b>
	What is true happiness? Is morality real, or is it just a made up thing? Everything we experience is put together by our brains --- how, then, can we be sure any of it is really true? Are we secretly biased? Does God exist? Should all protests be non-violent or is violence sometimes allowable? <i>Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.</i>	
<b>20852</b>	<b>PHL 117-A, HON: CS: Mind, Body, Self, Science</b> <b>Prof. C. Mekios</b>	<b>3 credits</b>
	An examination of how philosophers have historically treated questions pertaining to the relationship between mind and body, the concept of the self, the human condition, and the limits of what we can know about such things. What makes these problems philosophical in nature? Could they be resolved by science instead?  Only open to Honors scholars. Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.	
<b>20503</b>	<b>PHL 118-A, COR: Questions of Culture and Value</b>	<b>3 credits</b>
<b>20867</b>	<b>PHL 118-B, COR: Questions of Culture and Value</b>	<b>3 credits</b>
<b>20868</b>	<b>PHL 118-C, COR: Questions of Culture and Value</b> <b>Prof. J. Velazquez</b>	<b>3 credits</b>
	Why do we enjoy sitcoms where the characters suffer social and romantic disasters: are we just cruel or is there some other explanation? Is morality something real or is power the only reality and morality just an illusion? What kind of compassion is the best? <i>Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.</i>	

<b>20504</b>	<b>PHL 121-A, CS: Philosophy as a Way of Life</b>	<b>3 credits</b>
<b>20864</b>	<b>PHL 121-B, CS: Philosophy as a Way of Life</b> <b>Prof. E. McGushin</b> Philosophy is often taught as a theoretical discipline about abstract ideas and arguments. This course will emphasize how the ideas and insights of different philosophers might be applied to our daily lives and potentially change the way we live, helping us lead wiser, better and more authentic lives. <i>Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.</i>	<b>3 credits</b>
<b>20860</b>	<b>PHL 122-A, CS: Questions Without Answers?</b>	<b>3 credits</b>
<b>20861</b>	<b>PHL 122-B, CS: Questions Without Answers?</b>	<b>3 credits</b>
<b>20862</b>	<b>PHL 122-C, CS: Questions Without Answers?</b> <b>Prof. K. Giberson</b> What do we do when great questions have no answers? This class explores timeless questions about God, free will, right & wrong, purpose & meaning, life after death and other deep mysteries at the heart of what it means to be human. How should we respond when what we most need to know seems unknowable? <i>Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.</i>	<b>3 credits</b>
<b>20857</b>	<b>PHL 123-A, CS: The Examined Life</b>	<b>3 credits</b>
<b>20858</b>	<b>PHL 123-B, CS: The Examined Life</b>	<b>3 credits</b>
<b>20859</b>	<b>PHL 123-C, CS: The Examined Life</b> <b>Prof. A. Celano</b> An introductory examination of the history and nature of Western philosophical thought from the ancient Greeks to the present. <i>Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.</i>	<b>3 credits</b>
<b>20865</b>	<b>PHL 123-D, CS: The Examined Life</b> <b>Prof. B. O'Sullivan</b> An introductory examination of the history and nature of Western philosophical thought from the ancient Greeks to the present. <i>Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.</i>	<b>3 credits</b>
<b>20286</b>	<b>POL171-A, CS: Power, Order and Justice</b>	<b>3 credits</b>
<b>20286</b>	<b>POL171-B, CS: Power, Order and Justice</b> <b>Prof. B. Scholz</b> The dilemmas facing all governments: On what principles should the political order be based? What is the nature of the just state? What determines citizenship, political authority and power? What is the good life, and how is it related to the political order; and the satisfaction of justice? <i>Fulfills the First-Year Seminar and Philosophy Cornerstone requirement.</i>	<b>3 credits</b>
<b>20818</b>	<b>RST 111-A, CS: Religions of the World</b> <b>Prof. R. Gribble, CSC</b> This course will examine the way religion has been studied as an academic discipline. We will explore both Eastern and Western religious traditions in their historical contexts and will focus primarily on how various religious concepts are understood and practiced in these major world religions. These will include the concepts of the Holy, revelation, sacred writings, good and evil, forgiveness, creation, the human condition, salvation, and ethics. In our study of religions we will explore a variety of practices in different historical contexts but common ground will be sought to illustrate how the sacred texts of each religious tradition define and illustrate how and why these groups practice the above mentioned concepts. <i>Fulfills the First-Year Seminar and the Religious Studies Cornerstone requirement.</i>	<b>3 credits</b>
<b>20815</b>	<b>RST 117-A, HON: CS: Gods, Myths, and Rituals in the Ancient Mediterranean</b> <b>Prof. N. DesRosiers</b> This class investigates the diverse religions of the ancient Mediterranean world (ca. 600 BCE-400CE), including Greek and Roman religions, formative Judaism, and the earliest Christianity. The course explores the history and development of these traditions by examining topics related to issues of ritual, myth, sacred space, gender, and concepts of divinity within each group. Particular focus is placed on the ways in which these groups influenced one another and reshaped cultural and religious landscapes through competitive interaction. Through a critical analysis of the sources students will begin to understand the practices, beliefs, and experiences of the Greco-Roman world and the communities that produced them. <i>Only open to Honors scholars. Fulfills the First-Year Seminar and the Religious Studies Cornerstone requirement.</i>	<b>3 credits</b>

- 20819 RST 118-A, CS: Pilgrimage in Nature 3 credits**
- 20820 RST 118-B, CS: Pilgrimage in Nature 3 credits**  
**Prof. C. Ives**  
 Stories in scriptures and the experiences of pilgrims remind us that religious life does not always take place indoors. Much of human religious experience occurs outside, in nature. We will explore this dimension of human religiosity through examination of Christian, Islamic, and Buddhist pilgrimages to such places as Lourdes, Mecca, and northern India, as well as the broader themes of nature symbolism and nature mysticism.  
*Fulfills the First-Year Seminar and the Religious Studies Cornerstone requirement.*
- 20524 RST 120-A, CS: Deviance and the Divine 3 credits**  
**Prof. S. Lowin**  
 This course will use the concept of deviance as the lens through which we will study the three major monotheistic traditions of the world – Islam, Judaism and Christianity. What are the major tenets and beliefs of each? What do they share and where are the conflicts? What does each consider normative and why? When does a belief or practice cross the line in deviance? Ultimately, are they all simply deviants of one another? In our investigation, we will also look to some lesser known religious traditions as foils, such as Scientology, Raelianism, the Nation of Islam, Jews for Jesus, Mormonism, and Christian Science.  
*Fulfills the First-Year Seminar and the Religious Studies Cornerstone requirement.*
- 20821 RST 121-A, CS: Religion as Pharmakon: Poison or Cure 3 credits**
- 20824 RST 121-B, CS: Religion as Pharmakon: Poison or Cure 3 credits**  
**Prof. G. Shaw**  
 For the ancient Greeks *pharmakon* meant both cure and poison depending on the context. Religion functions in the same way: it can heal us but can also poison us. We will explore the ambiguity and the power-both healing and destructive-of religious traditions.  
*Fulfills the First-Year Seminar and the Religious Studies Cornerstone requirement.*
- 20826 RST 122-A, CS: Pilgrimage and Passage: Religion as “Sacred” Journey 3 credits**
- 20827 RST 122-B, CS: Pilgrimage and Passage: Religion as “Sacred” Journey 3 credits**  
**Prof. S. Wilbricht, CSC**  
 The course begins with the premise that all religions are at their best when they are “betwixt and between,” living in the threshold, open to new and unexpected horizons. After a close reading of the Book of Exodus, which will provide the opportunity to identify various themes associated with ritual passage, we will concentrate primarily on the study of the three chief monotheistic religions of Semitic origin: Judaism, Christianity, and Islam. The course will end with a brief exploration of Hinduism and Buddhism. Through comparative analysis of these religions, we will strive to determine similarities and differences in particular approaches to God, worship, institution, and moral conduct.  
*Fulfills the First-Year Seminar and the Religious Studies Cornerstone requirement.*
- 20816 RST 124-A, CS: God Doesn’t Do Religion 3 credits**
- 20817 RST 124-B, CS: God Doesn’t Do Religion 3 credits**  
**Prof. M. Leith**  
 We tend to think that religion is all about God, but why? And if God “doesn’t do religion,” who does? What do we even mean by “religion” in these questions? This course will inquire into the “building blocks” of religion and human religiousness, considering the practices of Jews, Christians and Muslims from an anthropological and historical perspective.  
*Fulfills the First-Year Seminar and the Religious Studies Cornerstone requirement.*
- 20525 RST 126-A, CS: Critique of Religion 3 credits**
- 20526 RST 126-B, CS: Critique of Religion 3 credits**  
**Prof. D. Ullucci**  
 This course is an introduction to the critical, academic study of religion. It will touch on both personal and broader societal issues that are involved in the contemporary study of religion. It will examine several of the most prominent modern critiques of religion, as well as the various responses to those critiques. Further, it will explore and ask students to reflect on the meaning of religion in today’s culturally diverse and religiously pluralistic world. Its objectives are to acquire a basic knowledge of some of the foundational theories of religion, to acquire a working understanding of various methodologies in the critical study of religion, to reflect on one’s own understanding and experience of religion, and to reflect on the role of religion in the contemporary world.  
*Fulfills the First-Year Seminar and the Religious Studies Cornerstone requirement.*

- 20869 RST 131-A, COR: What to Do With Suffering? 3 credits**
- 20870 RST 131-B, COR: What to Do With Suffering? 3 credits**  
**Prof. H. Dubois**  
From religious leaders to artists to politicians, people use the language of suffering to express deeply held experiences and to justify a bewildering range of behaviors. The first part of this course analyzes different types of suffering, explained in terms of violence, injustice, trauma, finitude, and transformation. The second part is a survey of constructive responses to suffering, discussed in terms of healing, justice, solidarity, accompaniment, and understanding. Throughout, the course pays attention particularly to Christian theological and spiritual interpretations and practices.  
*Fulfills the First-Year Seminar and the Religious Studies Cornerstone requirement.*
- 20445 VPH 181-A, CS: Global Visual Traditions 3 credits**  
**TBA**  
This one-semester survey explores major developments in art and architecture from Antiquity through the 19th Century, considering historical events and ideological shifts which contributed to the stylistic changes. Trips to Boston museums enhance class content.  
*Fulfills the History Cornerstone requirement.*
- 20446 VPH229-A CS: Topics in Non-Western Art: Buddhist Art in Asia 3 credits**  
**TBA**  
Focusing on Buddhist art in practice as well as the geographical movement of artistic styles and techniques. Students learn how Buddhist art was employed for political empowerment and personal merit.  
*Fulfills the History Cornerstone requirement.*