
General University Requirements

Objectives

The general requirements for students who entered Brandeis in the fall of 2000 and thereafter incorporate a variety of interconnected elements to build a strong, general education foundation. The fundamental goals of the program are to improve students' abilities to integrate knowledge from different fields; to provide opportunities for the acquisition and development of writing, linguistic, and quantitative skills; to introduce flexibility in the scheduling of degree requirements throughout the undergraduate career; and to expand students' opportunities to interact with faculty in small class settings in the first year of instruction.

General University Requirements

The basic outline of the requirements for students who entered Brandeis in the fall of 2000 and thereafter is as follows:

A. University Seminar in Humanistic Inquiries

All students in their first year will complete one semester course from the USEM program; this course may or may not be designated as a USEM+W course (see University Writing below).

B. University Writing

All students will complete one of the following options:

Option I: One University Seminar in Humanistic Inquiries Plus Writing (USEM+W) taken in the first year, plus two writing-intensive courses.

Option II: One University Writing Seminar (UWS) taken in the first year, plus one writing-intensive course, in addition to a University Seminar in Humanistic Inquiries (also taken in the first year).

Students normally complete the writing-intensive component of the writing requirement in their second or third year. Courses numbered in the 90s may not satisfy the writing intensive designation.

C. Quantitative Reasoning

All students will take one course that is designated as meeting the quantitative reasoning requirement.

D. Foreign Language

The foreign language requirement is met by successful completion of a third semester course (normally numbered in the 30s) in the introductory language sequence. No more than one course (and never the final one) in the sequence may be taken on the pass-fail grading option.

E. Non-Western and Comparative Studies

Students will complete one semester course designated as meeting the requirement in non-Western and comparative studies.

F. School Distribution

Students will complete one semester course in each of the four schools of the University: Creative Arts, Humanities, Science, and Social Science. In general, "double counting" is encouraged; most students will satisfy the school distribution requirement in the context of others, e.g., in satisfying the requirements of a major or minor. Between and among general University requirements, the only limitations on double counting are as follows: University Seminars in Humanistic Inquiries are interdisciplinary in character and have membership in no specific school of the University. The three-course foreign language sequence may not be applied toward the humanities component of this requirement. No single course in a student's program may satisfy the quantitative reasoning requirement and the science component of this requirement. No courses numbered in the 90s may apply toward this component. Finally, a single course may be used toward school distribution in only one school.

The pages that follow contain additional information (including course lists) for the foreign language, non-Western and comparative studies, quantitative reasoning, University seminar, and writing requirements.

Foreign Language

Objectives

Knowledge of a foreign language is intrinsic to a sound education in the liberal arts. Language not only defines cultural identity, it constitutes the basis of the literary and philosophical heritage that is at the heart of advanced learning in the humanities.

Stepping into another language enriches the imagination by offering fresh insights, perspectives that challenge unexamined habits of mind, and the simple adventure of gaining access to an alien way of life and thought.

Brandeis requires its undergraduates to command a certain degree of proficiency in the use of one foreign language, either ancient or modern. The requirement is satisfied when the student has successfully completed and passed a 30-level (or higher) course with a letter grade. The customary progression for language course work done at the University is three semesters comprising the 10-, 20-, and 30-level course sequence. The number of class hours required per week in any given course may vary depending on departmental requirements.

Below is a list of the language programs of study available at Brandeis with the basic course sequence for satisfying the language requirement. Additional courses beyond the basic sequence can be found in the course listings for each of these programs.

Basic Language Sequences

Arabic	10a, 20b, 30a
Chinese	10a, 20b or 29b, 30a
French	10a, 20b, and one of the following: 32a, 33a, 34a
German	10a, 20b, and 30a
Greek (Ancient)	10a, 20b, 30a
Hebrew	10a or 19a, 20b or 29b, 34a, 35a, 39a
Biblical Hebrew	10a, 20b or 29b, NEJS 10a
Italian	10a, 20b, 30a
Japanese	10a, 20b, 30a
Latin	10a, 20b, 30a
Russian	10a, 20b, 30a
Spanish	10a, 20b, and one of the following: 31a, 32a, 33a, 34a
Yiddish	10a, 20b, 30a

Non-Western and Comparative Studies

Objectives

The non-Western and comparative studies requirement encourages students to explore through various disciplines cultures beyond the Western tradition. The common goal of courses in the program is to acquaint students with world-views, indigenous intellectual traditions, and social institutions that have developed largely outside the traditions of European society and its North American transplants. By examining some particular culture, society, or region of the non-Western world

(such as those of Africa, Asia, the Middle East, Latin America, and Oceania) or by systematically comparing a range of values and institutions across cultural boundaries, students are expected to broaden their understanding of human achievements and potentialities beyond their own heritage. The program includes the comparative analysis of cultures and their interactions and draws attention to the intellectual problems inherent in the study of cultural systems other than one's own.

Courses of Instruction

AAAS 18b

Africa and the West

AAAS 60a

Economics of Third World Hunger

AAAS 80a

Economy and Society in Africa

AAAS 85a

Survey of Southern African History

AAAS 115a

Introduction to African History

AAAS 122a

Politics of Southern Africa

AAAS 123a

Third World Ideologies

AAAS 126b

Political Economy of the Third World

AAAS 132b

Introduction to African Literature

AAAS 133b

The Literature of the Caribbean

AAAS 134b

Novel and Film of the African Diaspora

AAAS 158a

Theories of Development and Underdevelopment

AAAS 167a

African and Caribbean Comparative Political Systems

ANTH 1a

Introduction to the Comparative Study of Human Societies

ANTH 55a

Models of Development

ANTH 80a

Anthropology of Religion

ANTH 105a

Myth and Ritual

ANTH 127a

Medicine, Body, and Culture

ANTH 133a

Culture and Power in Africa

ANTH 134a

South Asia: Tradition and the Contemporary Experience

ANTH 135b

Modern South Asia: Society and Politics

ANTH 144a

The Anthropology of Gender

ANTH 147b

The Rise of Mesoamerican Civilization

ANTH 153a

Writing Systems and Scribal Traditions

ANTH 156a

Power and Violence: The Anthropology of Political Systems

ANTH 163b

Production, Consumption, and Exchange

ANTH 178b

Culture, Gender, and Power in East Asia

ANTH 184b

Cross-Cultural Art and Aesthetics

COML 111b

Creating the Transnational Caribbean: Language, Gender, Race

COML 122b

Writing Home and Abroad: Literature by Women of Color

EAS 115b

Memory and Conflict: South Asia after 1947

ECON 26a

Latin America's Economy

ENG 17b

African Novel

ENG 77b

Literatures of Global English

ENG 127a

The Novel in India

FA 12a

History of Asian Art

FA 13b

Buddhist Art

FA 15b

Arts of the Ming Dynasty

FA 24b

Twentieth-Century and Contemporary Latin American Art

FA 39b

Islamic Art and Architecture

FA 181b

The Art of Japan

FA 182a

The Art of China

FA 184a

Studies in Asian Art

FREN 165b

Francophone Literature of Africa

HIST 56b

World History to 1960

HIST 71a

Latin American History, Pre-Conquest to 1870

HIST 71b

Latin American History, 1870 to the Present

- HIST 80a**
Introduction to East Asian Civilization
- HIST 80b**
East Asia: Nineteenth Century to the Present (China and Japan)
- HIST 116a**
History of West Africa
- HIST 148b**
Central Asia in Modern Times
- HIST 171a**
New World Revolutions: United States, Haiti, Peru
- HIST 172a**
Native Peoples of the Americas
- HIST 174a**
The Legacy of 1898: U.S.-Caribbean Relations since the Spanish-American War
- HIST 176a**
The Emergence of Modern Japan
- HIST 180b**
Topics in Modern Chinese History
- HIST 181a**
Seminar on Traditional Chinese Thought
- HIST 184a**
Nation and Empire in Modern East Asia
- IMES 104a**
Islam: Civilization and Institutions
- LGLS 124b**
International Law and Development
- NEJS 113b**
Law in the Bible and the Ancient Near East
- NEJS 116a**
Ancient Near Eastern Religion and Mythology
- NEJS 122a**
Dealing with Evil in Ancient Babylon and Beyond: Magic and Witchcraft in Antiquity
- NEJS 144a**
Jews in the World of Islam
- NEJS 184a**
Music in Biblical and Near Eastern Religion
- NEJS 185b**
The Making of the Modern Middle East
- NEJS 186a**
Introduction to the Qur'an
- NEJS 187a**
Political Islam
- NEJS 187b**
Shi'ism and Political Protest in the Middle East
- NEJS 188a**
The Rise and Decline of the Ottoman Empire, 1300-1800
- NEJS 188b**
The Destruction of the Ottoman Empire, 1800-1923
- NEJS 189b**
Seminar: States and Minorities in the Middle East
- NEJS 193a**
Societies in Conflict: Exploring the Middle East through Authentic Materials
- NEJS 194a**
Civil Society in the Middle East
- NEJS 195a**
Military and Politics in the Middle East
- NEJS 196a**
Marriage, Divorce, and Sexual Ethics in Islamic Law
- NEJS 197b**
Political Cultures of the Middle East
- PHIL 119b**
Chinese Philosophy
- POL 128a**
The Politics of Revolution: State Violence and Popular Insurgency in the Third World
- POL 140a**
Politics of Africa
- POL 144a**
Latin American Politics I
- POL 144b**
Latin American Politics II
- POL 146b**
Seminar: Topics in Revolutions in the Third World
- POL 147a**
The Government and Politics of China
- POL 148a**
Seminar: Contemporary Chinese Politics
- POL 150a**
Politics of Southeast Asia
- POL 180b**
Sustaining Development
- REL 107a**
Approaches to Religious Studies
- SOC 107a**
Global Apartheid and Global Social Movements
- SOC 125b**
U.S.-Caribbean Relations
- SOC 171a**
Women Leaders and Transformation in Developing Countries
- SPAN 111b**
Introduction to Latin American Literature
- SPAN 163a**
The Latin American Boom and Beyond
- SPAN 164b**
Studies in Latin American Literature
- SPAN 168b**
Latin America Narrated by Women
- SPAN 192a**
Women's Fiction in Translation
- WMGS 195b**
The Woman's Voice in the Muslim World

Quantitative Reasoning

Objectives

The quantitative reasoning requirement has been established to develop students' abilities to collect, summarize, and analyze numerical data; to make abstract concepts operational; and to think critically about the accuracy and soundness of conclusions based on data or on mathematical models. Quantitative reasoning courses usually embed methodological training in their subject matter. These courses vary widely in the skills that are emphasized, but they usually include one or more of the following:

- A.** Learning to read, construct, interpret, and evaluate tables, graphs, and charts.
- B.** Developing quantitative measures of physical, behavioral, or social phenomena.
- C.** Using mathematical models to express causal relationships and to explore the implications of changed assumptions or proposed solutions to problems in the physical or social world.

D. Collecting and organizing numerical data from archives, surveys, lab experiments, or other sources.

E. Testing hypotheses, using experimental or statistical controls.

F. Assessing the limitations of research, such as the reliability and validity of measures, adequacy of experimental design, sample size and quality, and alternative hypotheses and interpretations.

Each Brandeis undergraduate is required to take one course from the approved list of quantitative reasoning courses. This list may change, so students should consult the most recent list of approved courses in the *Course Schedule* to assure that they will receive requirement credit. (Naturally, students will not be denied credit retroactively if a course taken to fulfill the requirement is later dropped from the list.)

Courses with an asterisk (*) satisfy the quantitative reasoning requirement only when they are taken with the corresponding lab.

Courses of Instruction

ANTH 110a

Human Evolution

BCHM 100a

Introductory Biochemistry

BIOL 22a

Genetics and Molecular Biology

CHEM 11a

General Chemistry

CHEM 11b

General Chemistry

CHEM 15a

Honors General Chemistry: Principles of Material Evolution

CHEM 15b

Honors General Chemistry: Principles of Material Evolution

CHEM 150b

Special Topics in Chemistry

CHSC 5a

The Magnitude of Things and How on Earth They Matter

CHSC 6a

Forensic Science: Col. Mustard, Candlestick, Billiard Room

CHSC 8b

Chemistry and Art

COSI 21a*

Data Structures and the Fundamentals of Computing

COSI 21b*

Structure and Interpretation of Computer Programs

COSI 22a*

Fundamentals of Programming

COSI 22b*

Programming Paradigms

ECON 2a

Introduction to Economics

ECON 83a

Statistics for Economic Analysis

ECON 135a

Industrial Organization

ECON 184b

Econometrics

HIST 126a

Early Modern Europe (1500-1700)

HIST 127b

Household and Family in Late Medieval and Early Modern Europe (1300-1800)

HSSP 100b

Introduction to Epidemiology, Biostatistics, and Population Health

LGLS 138b

Science on Trial

MATH 8a

Introduction to Probability and Statistics

MATH 36a

Probability

MATH 36b

Mathematical Statistics

NEJS 165a

Analyzing the American Jewish Community

PHSC 2b

Introductory Astronomy

PHSC 4a

Science and Development

PHSC 7b

Technology and the Management of Public Risk

PHSC 9b

Introduction to Physics

PHYS 10a

Physics for the Life Sciences I

PHYS 10b

Physics for the Life Sciences II

PHYS 11a

Basic Physics I

PHYS 11b

Basic Physics II

PHYS 15a
Honors Basic Physics I

PHYS 15b
Honors Basic Physics II

PHYS 39a
Advanced Physics Laboratory

PSYC 51a
Statistics

PSYC 52a
Research Methods in Psychology

SOC 106a
Issues in Law and Society

SOC 181a
Quantitative Methods of Social Inquiry

SOC 183a
Evaluation of Evidence in Quantitative Research

University Seminars in Humanistic Inquiries

Objectives

The University Seminars in Humanistic Inquiries (USEM) are special courses specifically designed for first-year students and intended as a foundation for their studies at Brandeis. The primary objective is to offer a small seminar environment where students, under the close guidance of faculty, can engage major texts from ancient times to the present. The topics and texts of the seminars are extremely broad-ranging and come from every school of the University; such diversity allows students and faculty to focus on subjects in which they have a particular interest. The seminars are also quite consciously interdisciplinary: although taught by faculty from regular departments, the seminars seek to transcend traditional disciplinary boundaries and to address important problems from a much broader perspective. That approach is indeed integral to the mission of humanistic inquiry, which seeks to address fundamental and enduring questions of human existence.

The seminars are also skill-oriented. At one level, they seek to develop writing and analytical skills; seminar discussions, under faculty guidance, will help students to formulate key questions and to construct a critical analysis of the author's assumptions, evidence, and argumentation.

University Seminars that are designated as "USEM+W" (e.g. USEM 90a sec. 1W) may be used to satisfy Option I of the first-year writing requirement. These courses provide an additional hour of writing instruction per week and periodic individual tutorials under the guidance of a trained writing instructor. This targeted writing instruction should appeal particularly to students who wish to sharpen the writing skills required for academic work at the University, as well as for their later professional careers.

Courses of Instruction

USEM 1b Jewish Literatures in Eastern Europe

[usem]

The emergence of a modern literary consciousness was one of the results of the breakup of traditional Jewish society. Examines some of the leading Jewish writers in Eastern Europe who wrote in Hebrew, Yiddish, Polish, or Russian. Mr. Polonsky (Near Eastern and Judaic Studies)

USEM 2b Body Matters

[usem]

When Madonna asks, "Do you know what it feels like for a girl in the world?" she appeals to the notion that the male body represents the standard human form and experience. But does it? Students examine how the image of the female body in Western literature, art, film, and music has been used in a variety of situations to express a number of ideas, from deference to difference. Ms. Harder (Romance and Comparative Literature)

USEM 3a On Slavery, Religion, and Women

[uswi]

Slavery is the most extreme form of power that one human being can exercise over another. Religion aims to express humanity's highest ethical aspirations. How, then, does religion support slavery? Are enslaved women treated differently than enslaved men? Do slave-holding women exercise their power differently than slave-holding men? To answer these questions, female slave narratives, pro-slavery biblical interpretation, American slave religion, and biblical, early Christian, and early Rabbinic statues and teachings are examined.

Ms. Brooten (Near Eastern and Judaic Studies)

USEM 4a Literacy and Development

[usem]

Studies various definitions and forms of literacy across cultures and eras as depicted in literature and social science texts. Students' personal literacy stories are part of the curriculum. Requires 10 hours of volunteer service to a literacy program. Ms. Hale (French Language and Literature)

USEM 5b Conceptions of the Good Life

[usem]

Explores competing conceptions of the "good life" and of moral right and how these conceptions vary within different cultural periods in history; also explores standards for what is good and for justifying claims that one way of life is better than another. Included are conceptions of the "good life" as pleasure (Epicurus), as virtuous activity (Aristotle), as renunciation, as reason (Kant), as utilitarianism (J.S. Mill), as self-assertion (Nietzsche), as faith (Kierkegaard), as aesthetics, and as spirituality. Ms. Hayim (Sociology)

USEM 6a Anatomy and Gender: Early to Modern Times

[uswi]

Traces changing perceptions of the body and sexual difference from the Enlightenment in Europe to contemporary America. Examines relations between men and women, concepts of masculinity and femininity, and the social construction of decent and indecent behavior in Western culture. Ms. Kelikian (History)

USEM 7b The Concept of Time

[uswi]

Explores the changing concept of time from human and scientific points of view. Topics include ancient and medieval views of time, the Newtonian concept of universal time, and changes brought by relativity and quantum mechanics.

Mr. Bensinger or Mr. Blocker (Physics)

USEM 8a Metamorphosis

[usem]

Examines how literature responds, internally and externally, to the challenge that change poses for the individual and society. Metamorphosis, the transformation of one object into another, is the primary focus within each text studied, but considerable time is also spent in determining how each text relates to the others with which it shares characters, plots, and themes. As multiple versions of a few particular stories are read, only students with a tolerance for repetition and an appreciation for variation should consider enrolling.

Ms. Walker (Classical Studies)

USEM 9a The Wandering Hero in Ancient Literature

[uswi]

Focuses on the Epic of Gilgamesh. Examines such issues as friendship, social responsibility, the meaning of life, mortality and immortality, the difference between the human and divine. Texts are read from Mesopotamia, Greece, Israel, and Canaan, which intersect literally and thematically with the epic, such as The Odyssey, Genesis, Aqhat, Ecclesiastes, and selected Sumerian narratives.

Mr. Abusch (Near Eastern and Judaic Studies)

USEM 9b Going to Hell: Journeys to the Underworld

[usem]

Why does the theme of a living being, either divine or human, going to visit the world of the dead occur in several cultures? This seminar explores connections to the meaning of life and justice within the specific cultures engendering each text.

Ms. Walker (Classical Studies)

USEM 10a The Popular Book

[uswi]

Explores the social significance of popular books. Examines such books' historical development, the contemporary industries that produce and market them, and the people who read them. Students discuss how popular books relate to issues such as power, identity, and individualism.

Ms. Miller (Sociology)

USEM 10b Reading, Writing, and Arithmetic

[usem]

Explores the role of mathematics and mathematicians through works of biography, philosophy, popular science, drama, and fiction.

Mr. Diamond (Mathematics)

USEM 11a Risk: What Is It and How Do We Deal with It?

[usem]

Risk has been an important feature of our lives for thousands of years. However analyzing risk in a formal way has been an exercise of the last few hundred years—with most of that limited to the last 50. What is "risk" and how has our understanding changed over the centuries? How are the decisions of individuals, groups, and societies altered in risky circumstances? Elementary probability, statistics and decision models, puzzles, and real world applications are examined.

Mr. Dolbear (Economics)

USEM 11b Exchange

[usem]

Explores the concept of "exchange," and the different types of exchange encountered in daily life and throughout history—Adam and Eve, Native Americans and early settlers, knowledge, drugs, global exchange, bribery, the stock exchange, free speech, Napster, pollution, trading, and more.

Mr. Erbil (Economics)

USEM 12b Not for the Fainthearted

[usem]

Who has counted as human in humanity? Women? People of color? The poor? Has Western humanistic tradition eliminated everything but white privilege from "human nature"? Has it seen human inequalities as inborn or as socially constructed? Historical and literary debates on nature and culture will lead to exploring the structure of domination and subordination and the consequent attempts to resist social and economic injustice. The issues of inequality in gender, ethnicity, and social class that we will confront in our readings and videos are not for the fainthearted!

Ms. Harth (Romance and Comparative Literature)

USEM 13b Classics in American Autobiography

[uswi]

An examination of a variety of works written between the eighteenth and twentieth centuries, focusing on various autobiographers' narrative strategies as well as their personal and political motivations for telling their life stories to a larger audience.

Ms. Jones (History)

USEM 14a Imagining the Other: Encounters in North America from Columbus to the Revolution

[uswi]

Using North America after Columbus as a case study, examines the problems of understanding and representing people across cultural frontiers. Focuses on the various ways authors have explored and defined boundaries of race, ethnicity, and gender.

Ms. Kamensky (History)

USEM 14b How do you know what you "know"?

[usem]

This seminar is rooted by a fascination of what we "know," how we know it to be "true," and how observations we make can change what we "know." The class begins with a controversy that continues today: the literal interpretation of Genesis in the Bible vs. the findings of geologists and evolutionists. Then it looks at a less clear cut, much argued about, more emotional topic: human nature and in particular sex and beauty.

Mr. DeRosier (Biology)

USEM 15a Journeys to Enlightenment

[uswi]

Literature often symbolizes the meaning of existence as a journey from error to truth, from affliction to freedom and enlightenment. Works by Dante, Rabelais, Shakespeare, Blake, Baudelaire, Hesse, and Hurston illustrate visions of human existence that have been entertained from the Middle Ages to the present.

Mr. Kaplan (Romance and Comparative Literature)

USEM 16a The Art of Scientific Investigation

[usem]

Explores the scope and methods of science. Is scientific investigation art or craft or methodology? The importance of identifying "right" problems. The role of hypothesis, imagination, intuition, and serendipity. The feeling for order behind natural phenomena. Research strategies. Planning and carrying out experiments. "Chance favors the prepared mind." Observation, reason, and error. The scientific temperament. Examples of classic and romantic scientists. Illustrated with examples of great discoveries. Reading: Selected writing of scientists.

Mr. Lowenstein (Biochemistry)

USEM 17a Through a Gendered Lens: Women and Men in Modern Jewish Culture

[uswi]

Gender roles are changing rapidly in modern Jewish society. Engages students in an interdisciplinary investigation of the roots of these changes. Examines male and female roles in pre-modern European Jewish culture and the transformations in gender relations, education, family, and religious life that took place during the Haskalah (Enlightenment) Movement of the 19th century and up to the start of the Holocaust. Readings are drawn from fiction, poetry, and autobiography originally written in Yiddish and Hebrew and from recent studies in cultural history.

Ms. Kellman (Near Eastern and Judaic Studies)

USEM 17b Picturing Gender and the Jews: Men and Women in Jewish Fiction and Film

[uswi]

Explores changing definitions of ethno-religious identity over the course of the 20th century, through the prisms of literature and film, using gender as a primary tool of analysis. The overarching theme of the curriculum is the transformation of the relationship of the individual to family and community. Ms. Fishman (Near Eastern and Judaic Studies)

USEM 18a Understanding Evil and Human Destiny

[uswi]

Designed to introduce students to some of the Western classics that deal with the impact of evil on human destiny. Suffering, justice, and death is studied in their relationship with God, the world, and history. Mr. Kimelman (Near Eastern and Judaic Studies)

USEM 18b Latinos in the United States: Constructing Transnational Identities

[uswi]

Latinos are now the largest minority in the United States. They come from many different countries, socioeconomic backgrounds, and ethnic groups. Some are recent immigrants, others have lived here for generations. Does it make sense to lump them together into one category? Analyzing texts such as historical documents, memoirs, novels, poems, and films, this course examines how group identity/ies have been constructed by and for people of Latin American descent over the past century. Ms. Arrom (History)

USEM 19a Dangerous Beauty

[usem]

What is the relationship of the beautiful to the good? Is our culture's preoccupation with physical beauty—in movies, television, magazines—a principal source of its dilemmas? Or is beauty itself a moral force rather than the handmaiden of sex and violence? These and related questions are pursued in this seminar, using as the principal text the recent study by Elaine Scarry, *On Beauty and Being Just*, in which she argues that the beautiful should be enlisted as a powerful ally in the fight for justice. Mr. Yourgrau (Philosophy)

USEM 19b Political Truths and Modern Fictions

[usem]

Explores a series of modern works of fiction with an eye to the particular insights that they provide into the nature of various political phenomena, e.g., class conflict, violence, and bureaucracy, and to what it is about fiction in general that allows us to think about politics, character and social relationships together. Authors include Conrad, Kafka, Baldwin, Camus, Saramago, Kundera, Voinovich, Lampedusa, al-Shaykh, and Lessing. Ms. Smiley (Philosophy)

USEM 20a From Colonies to Independent State-Decolonization in Comparative Perspective

[usem]

The middle of the 20th century was a time of political, social, and economic upheaval globally. Colonies of European powers embarked on the path to independence, struggling to define new identities. Struggles over power, identity, race, and class characterize the decolonization experience of developing countries. The decolonization experience using (primarily) literature and political writings is examined. The experience of Africa, Asia, and the Caribbean are covered. Texts include Frantz Fanon, *The Wretched of the Earth and A Dying Colonialism*; Jean-Paul Sartre, *Colonialism and Neocolonialism*; speeches of Amílcar Cabral; Edward Said, *Orientalism*; George Orwell, *Burmese Days*; Joseph Conrad, *Heart of Darkness*; VS Naipaul, *A Bend in the River*; Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa*. Where appropriate the course uses films (Indochine, The Battle of Algiers, etc.) to provide a different perspective on decolonization. Ms. Thorne (Politics)

USEM 20b Art and the Asian City: Tokyo, Shanghai, Hong Kong

[usem]

Studies the evolution of the urban environment in three modern Asian cities and its impact on the visual arts. Examines the city as the financial and cultural hub of the nation, as well as the site of clashing cultural identities, personal anxieties, and civic crises. Ms. Wong (Fine Arts)

USEM 21b Language and Identity

[usem]

Explores how who we are is reflected in the language we use and examines the ways in which language influences our perception of ourselves. Topics include the role of metaphor in the expression of identity, issues related to bilingualism, cultural identity, gender, and language. Ms. Chevalier (German, Russian, and Asian Languages and Literature)

USEM 22a Right and Left in Europe from 1900 to the Present

[usem]

Reviews the main political families of 20th-century Europe and their 19th-century ancestries. Using original texts, novels, and documentaries to examine the ideas and followers of each movement, it introduces the participants to analytical tools as well as to modern history. Mr. Jankowski (History)

USEM 23a Opera as Drama

[uswi]

Explores the literary, theatrical, and musical dimensions of opera. The course may be organized in one of several ways, e.g., by historical period, by thematic considerations, by composer or group of composers, by librettist or librettists, or by literary sources. Messrs. Keiler or McGrade (Music)

USEM 24a Classical Myths Told and Retold

[usem]

Surveys several major literary works of the ancient Greeks and Romans in order to study their mythological content, variant myths, and the influence of mythology on Greek art, later literature, and modern film. Ms. Koloski-Ostrow (Classical Studies)

USEM 25b Trials of Truth, Power, and Justice

[uswi]

Engages questions of truth, power, and justice in trials seen in literature, philosophy, history, journalism, political propaganda, and film. Trials purport to assess and adjudicate conflicting claims of truth and falsehood, guilt and innocence, within the constraints of formal principles and according to the dictates of established procedure. Mr. Sheppard (Near Eastern and Judaic Studies)

USEM 26a Property in the Information Age

[usem]

Examines the history and future of such concepts as copyrights, copylefts, patents, licensing, public domain, fair-use, interfaces, caching, framing, work-for-hire, joint tenancy, digital cash, software freedom, upgrades, wares, electronic read-once books and DIVX movies, in a collective effort to understand what, exactly, is the information age doing to the core human idea of property. Mr. Pollack (Computer Science)

USEM 27a Current Ethical Debates

[usem]

Provides students with the analytical skills and theoretical grounding that enable them to articulate and defend their own views about a range of ethical issues raised by current events concerning life, death, and the ethics of free speech. Ms. McGrath (Philosophy)

USEM 27b Coming into One's Own: Sources of the Self in Modern Literature

[usem]

With the collapse of the old imagery of hierarchy and harmony, individuals who have been cut loose from their social moorings require new images and symbols in order to orient themselves in the world. Explores problems of acting in a world where the outward signs denoting inner life are no longer believed to be adequate and where definite limits and fixed principles are missing.

Mr. Teuber (Philosophy)

USEM 28b The Jewish Family: Past and Present

[usem]

Examines the transformation of the Jewish family in four different settings (Europe, America, North Africa, and the Middle East) from medieval to modern times, focusing primarily on the internal dynamics of family life and interaction with majority cultures.

Ms. Freeze (Near Eastern and Judaic Studies)

USEM 29a From Jewish Shtetl to the New World

[uswi]

Examines the transformation of Jewish life from its roots in Eastern Europe to its transplantation in America. Focuses on social and religious change, culture, family life, politics, and women's experiences.

Ms. Freeze (Near Eastern and Judaic Studies)

USEM 29b Russia, "Herstory": Memory, Identity, and Culture

[uswi]

Explores the life stories of Russian women (especially Russian Orthodox and Jewish) through memoirs, diaries, novels, and films. Focuses on women's family lives, religion, involvement in revolutionary movements and culture, their role in a new Soviet society, and post-Soviet realities.

Ms. Freeze (Near Eastern and Judaic Studies)

USEM 30b Development of Play, Art, and Creativity

[uswi]

Are there relations between intrinsic motivation, play, art, and creativity? In this seminar, these possible relations are explored how creativity develops, especially among artists. Ideas and writings from developmental psychology, theories of creativity, and the visual arts are used.

Mr. Watson (Psychology)

USEM 31a Views of Human Nature

[usem]

What is human nature? Are we inherently good or inherently selfish? Do we come with built-in psychological tendencies, or are we free to shape ourselves? How do biology, context, and culture shape our behavior? Such questions are explored through philosophical, biological, psychological, and anthropological readings.

Ms. McIntosh (Anthropology)

USEM 31b Religion and Society in the Modern Middle East

[usem]

Examines the relation between Islam and society in the Modern Middle East through reading and discussion of the writings of prominent Muslim thinkers and leaders. The focus is on Islam's reaction to modernity and on some social, economic, and political issues facing Islamic societies in our times.

Messrs. Levy or Nakash (Near Eastern and Judaic Studies)

USEM 32b Crime and Punishment in History

[uswi]

Examines how America and other Western political communities have defined, represented, and punished crime. Discusses diverse texts—speeches, court cases, memoirs, novels, and films—to develop a critical historical perspective on such concepts as evil, responsibility, and justice.

Mr. Willrich (History)

USEM 33b Revisioning the Classics: Then and Now

[uswi]

Participants read works from the canon of Western civilization and then analyze how these works have been rewritten artistically and reinterpreted theoretically from a 20th-century perspective. It is hoped that, by listening to the dialogue that takes place across the centuries between major texts, students come to a deeper understanding of some of the political, social, and philosophical ideas that have shaped contemporary thought.

Ms. Ratner (Romance and Comparative Literature)

USEM 34a A Haunted America: American Dreamers as Wanderers, Visionaries, Isolates

[usem]

In Langston Hughes' poem, "Dream Deferred," the question is posed "What happens to a dream deferred?" Examines what happens to the 20th-century dreamer lured, often obsessed, and frequently tormented by the promise of the mythic American dream. The class will map an America haunted by various definitions of the dream, its displacement, its erosions, and its reinventions.

Ms. Whelan (English and American Literature)

USEM 35a Biological Time

[usem]

A broad-ranging discussion of "what does time mean?" for organisms and biological phenomena operating within them. How and why is development so "well-timed?"—such that a given kind of organism is inherently set up to carry out its own distinct gestation period? At the other end of life, how and why are lifespans so tightly regulated? How is it that organisms of a given species experience such similar aging and mortality schedules? What about the intriguing temporal cycles that operate over much shorter timescales—most prominently, daily rhythms of behavior and internally controlled "temporal order" for physiological and biochemical processes?

Mr. Hall (Biology)

USEM 35b Cultural Conflicts Generated by Scientific Milestones

[usem]

Scientific milestones have generated major controversies throughout history. Delves into conflicts generated by Galileo's dethroning of the earth, Darwinian evolution, the development of nuclear bomb power and the potential uses of the genome project and animal cloning.

Ms. White (Biology)

USEM 36a Romanticism in Nineteenth Century Music

[usem]

An exploration of the ideas that inspired 19th-century composers. Music listening is complemented by reading poems, novels, essays, and plays to help gain an understanding and an appreciation of Romantic ideas about nature, love, genius, heroism, the supernatural, nationalism, and (especially) music.

Mr. McGrade (Music)

USEM 36b Drama and Social Issues

[usem]

What are the values and purposes of drama? What drama can tell us about violence and sexuality, about political relationships, and about ourselves is explored, through plays by writers from Sophocles to Calderón to Dorfman.

Ms. Fox (Romance and Comparative Literature)

USEM 37b Art and Memory

[uswi]

Studies works of art and architecture, grounded in the discipline of art history, that either create collective memory, or demonstrate the distillation of memory from landscapes or travel. The curriculum explores the myriad ways artists as diverse as Daniel Libeskind and Maya Lin, Henri Matisse and Giorgio de Chirico, Wassily Kandinsky and Georgia O'Keeffe work with memory and imagination.

Ms. Scott (Fine Arts)

USEM 38a The Portrait of the Artist

[usem]

This seminar focuses on the "Portrait" of the artists from the Renaissance to the 20th century, including self-portraits, images of the studio and models, biography, and the artists' insertion into his works.

Assignments focus on artworks in Boston museums, supplemented by biographical, literary, philosophical, and art historical texts.

Mr. Unglaub (Fine Arts)

USEM 38b World Views

[uswi]

People act in society according to many stimuli, including their world views. These are ways of understanding how the world works or should work. They include propositions that may be religious, secular, economic, psychological, feminist, and more. This course examines many world views and the class works toward having each student define their own world view, however much in process it may be.

Mr. Fellman (Sociology)

USEM 39a On the Road from Homer to Ridley Scott

[usem]

The voyage has always played an important role in European and American literature and culture. Analyzes the theme of the voyage as it occurs in written works and in films, pondering questions about why the trip is made and what the "road" in the trip means. Why, for example, does Odysseus in Homer's *Odyssey* embark on his trip? Or why do the title characters in Ridley Scott's film *Thelma and Louise* set off on theirs?

Mr. Randall (Romance and Comparative Literature)

USEM 40a Language, Logic, and Meaning

[usem]

This seminar introduces the study of meaning in language, and the role that logic plays in thought and reasoning, as well as in our conceptualization of semantics.

Looks at basic concepts of semantics, pragmatics, and language use. Topics include: the meaning of meaning; natural vs. communicative meaning; meaning and intentions; sentences vs. utterances; semantics vs. pragmatics; implied meanings; ambiguity.

Mr. Pustejovsky (Computer Science)

USEM 41a New Ways of Seeing Nature

[uswi]

An introduction to Fractals and Chaos in a non-mathematical manner as a new language to describe and emulate the complexities of nature. The older traditional language of microscopic reductionism is used as a backdrop to illustrate the revolutionary nature of the new language.

Mr. Canter (Physics)

USEM 41b The Romantic Rebellion

[uswi]

During the Romantic period in England the values of the pastoral ideal and individualism were seen by many literary figures of the time to be in peril as a result of the industrial revolution and the creation of the urban consumer society. The ensuing Romantic Rebellion, fought in print and in the streets, is followed from its inception 200 years ago up to the present and beyond.

Mr. Canter (Physics)

USEM 43b Speaking Truth to Power?: The Intellectual and Social Responsibility

[usem]

Study of key 19th- and 20th-century intellectuals and their precursors from classical antiquity and after, in terms of questions of commitment, responsibility, and complicity.

Mr. Sanders (English and American Literature)

USEM 44a I Spy: Ritual, Spectatorship, and Violence

[usem]

Focuses on a central aspect of Western culture: the connection between the I and the eye—the need to watch, to see and be seen; to peek and pry, to be a voyeur, to seek pleasure through watching.

Mr. Mandrell (Romance and Comparative Literature)

USEM 45a Humans, Animals, and the Environment

[usem]

What distinguishes humans from other animals? Are human being part of "nature" or distinct from it? This seminar explores these questions and their ethical implications. Readings include classic and contemporary authors: Darwin, Aldo Leopold, Rachel Carson, Peter Singer, and Bill McKibben.

Ms. Hourdequin (Philosophy)

USEM 45b Philosophy and Everyday Life

[usem]

In this seminar, students are asked to think philosophically about moral problems that confront us in our day-to-day lives (something philosophers rarely do).

Examples include racist/sexist jokes, white lies, gossip, sexual behavior, smoking, gambling, downloading MP3s, mutual responsibilities of parents and children, charity, drug use, modesty, and politeness.

Mr. Samet (Philosophy)

USEM 46a Feast and Famine: Food and Social Relations

[usem]

Food brings together our physical bodies and our capacity for making culture; this has made it a central topic for writers, artists, historians, anthropologists, and others. Examines ways of eating (and not eating) that mediate, express, and exemplify relations among people.

Ms. Ferry (Anthropology)

USEM 47a From Word to Image: Creating the Theatrical Essay

[usem]

What is worth talking about in the theater in these times, post 9/11, in a world filled with massive change and suffering?

Explores the theatrical equivalent of the essay and what it means to write on your own feet using image and sound.

Ms. Krstansky (Theater Arts)

USEM 47b Growing Up and Growing Old: Concepts of Masculinity and the Adult Life Cycle

[usem]

Using Erik Erikson's theory of the life cycle, explores the difficult transitions in adult life and the various roles men play as they mature from adolescence into adulthood and old age is examined. Topics include the creation of the autonomous self; the search for a vocation and success; the patterns of romance, intimacy, and parenthood; the mid-life crisis; old age; and the confrontation with death.

Mr. Holmberg (Theater Arts)

USEM 48b The Rational and Irrational

[usem]

Rationality has often been viewed as humanity's most distinctive and prized possession. Reason is said to elevate us above other living things and to make human existence especially valuable. Critics and detractors, however, have held that there is at bottom a core of irrationality that is indispensable to the meaning of our lives. Explores the scope and limits of human reason from the perspectives of philosophy, psychology, and literature.

Mr. Hirsch (Philosophy)

USEM 49a Text and Subtext

[uswi]

A close study of eight classics of Western literature and film that explore how their surface contents connect with meanings that they convey only indirectly. The literary works to be examined range from Sophocles to Ibsen. Two film classics will be analyzed on the same basis.

Mr. Binion (History)

USEM 49b Communities

[uswi]

What is a community and what does it mean to belong to one? This seminar explores the concept of community in different contexts, including traditional communities, urban communities, virtual communities, small worlds, and social networks. Students will have an opportunity to assess the idea of "the Brandeis community."

Mr. Jacobson (Anthropology)

USEM 50a Jews, Gender, and Art: Ancient Routes to Contemporary America

[uswi]

The relationship between Jews and art, Jews and gender, and gender and art have been studied. What we will do in this course is put all three pieces together, combining Jews, gender and art. Ultimately we will try to answer why Jewish men and women artists have become some of the most important visual artists of 20th-century America. We will visit museums, speak with artists, read art history, consider some sociological theory, and examine other germane readings.

Ms. Reinhartz (Sociology/Women's and Gender Studies)

USEM 50b Humor

[usem]

Often thought of as light reading, humor can also be great literature. Humorous works by writers such as Aristophanes, Shakespeare, Moliere, and Mark Twain, among others, are read and discussed.

Mr. Gessel (Mathematics)

USEM 51a Faces: Understanding the Influence of Appearance on Social Perception and Social Development

[usem]

An interdisciplinary examination of the ubiquity, origins, and consequences of using facial appearance to judge psychological attributes. Attention is given to associations between facial appearance and character in literature and the arts, and to biological, social, and psychological analyses of these associations.

Ms. Zebrowitz (Psychology)

USEM 51b Assumed Identities

[usem]

Explores narratives that present protagonists engaged in resolving personal crises through acts of disguise, dissimulation, and discovery of multiple self-identities. Readings from Chretien de Troyes, Dante, Cervantes, Shakespeare, Silone, and Conrad.

Mr. Lansing (Romance and Comparative Literature)

USEM 52a Race and Representation

[usem]

As readers of literature and as viewers of film, do we have shared assumptions about the racial and ethnic identities encoded in the texts we receive? How do we learn to "read" categories such as "white," "ethnic," or "mixed," and how is this related to our status as citizens? Narrative and cinematic strategies in 19th- and 20th-century texts are reviewed, paying close attention to issues of assimilation and marginality, racialized constructions of gender, and the politics of interpretation.

Ms. Smith (African and Afro-American Studies/English and American Literature)

USEM 52b First Person Spiritual

[uswi]

Participants explore constructions of religious identity through autobiographical writing about captivity, conversion, crime, devotion, and losing faith. Compares experiences across different cultural, historical, and political contexts and encourages critical thinking about what it means to forge a public spiritual self.

Ms. Bryant (African and Afro-American Studies)

USEM 53a Between Conflict and Cooperation: Muslims, Christians, and Jews in Medieval Spain

[usem]

An examination of social and intellectual interaction among the three religious communities of medieval Spain focusing on literature, philosophy, and religion (including mysticism). Will study how the interaction of the three faiths helped produce a unique culture.

Mr. Decter (Near Eastern and Judaic Studies)

USEM 53b Common Questions, Different Answers: The Bible and Near Eastern Literature

[uswi]

Archaeological and textual finds of the last one-and-a-half centuries have radically changed how we read the Bible. We now have thousands of previously unknown texts from all over the Near East that provide a new framework for interpretation. Near Eastern literature asks many of the same questions as the Bible. How are the answers the texts give similar to or different from one another?

Mr. Wright (Near Eastern and Judaic Studies)

USEM 54a Ideas of Equality, Systems of Inequality

[usem]

Examines classic and contemporary accounts of equality and inequality in Western and non-Western societies. Influential philosophical texts on equality and inequality are read first, and then these speculative accounts are confronted with empirical evidence from the ancient Near East and from so-called "egalitarian" societies. The origin of an ideology of individual equality in the Western tradition is located and ways that obvious evidence of social inequality is rationalized in contemporary America are examined.

Mr. Parmentier (Anthropology)

USEM 55a Tales of Travel

[usem]

Looks at the way travel creates meaning through writing, images, and film. Examines tales of fictional and non-fictional travelers in order to ponder themes of empire, tourism, national identity, natural history, and scientific imperialism.

Ms. Dávila (Romance and Comparative Literature)

USEM 57a Freedom and Repression

[uswi]

Looks at various models of freedom, as well as at how states engage in repression to preserve systems of privilege. Specific cases examine democracy in the United States, colonialism in Africa, and totalitarianism in Nazi Germany and Stalinist Russia.

Mr. Cunningham (Sociology)

USEM 57b Why Work?

[uswi]

Mankind has always "worked," but the tasks and their material and social significance have evolved, and this evolution is accelerating. Considers how societies in different times and places view work, how different societies parcel out the tasks that individuals perform, how technology and specialization interact, and how work is related to experience beyond the workplace. Why do members of affluent societies work as long and as hard as we do?

Ms. Carter (Economics)

USEM 58a The Secret Life of Things

[usem]

What makes us certain of the difference between inanimate things and living beings? Studies living or life-bearing objects in texts such as *The Aeneid*, Defoe's *Robinson Crusoe*, Shakespeare's *The Tempest*, film such as *Fitzcarraldo*, and in the theoretical writings of Marx and Mauss.

Mr. Plotz (English and American Literature)

USEM 58b Animal Kingdoms

[uswi]

The term "animal kingdom" suggests an analogy between the human and animal worlds. Explores the meaning and significance of the analogy—aesthetically and ideologically—in a wide variety of cultural activities and artifacts with a focus on "high" and "popular" cultures.

Mr. Morrison (English and American Literature)

USEM 59a Majorities and Minorities

[usem]

Explores how political philosophers and practitioners from ancient Greece to the contemporary era have dealt with the problem of reconciling the rights of individuals, majority groups, and minorities in democratic political systems.

Mr. Burg (Politics)

USEM 60b Art and the Bible

[usem]

From prohibition to inspiration, the Bible has had a profound influence on the development of art. Explores the rich and complex relationship between sacred text and image in Jewish, Christian, and Islamic art from antiquity to the present.

Mr. McClendon (Fine Arts)

USEM 61a Illness Narratives

[usem]

How do people make sense of illness and caring for sick people through stories? Beginning with a historical overview of Western medicine, analyzes illness narratives as a coping device and a means to restore one's biography. The different viewpoints of health care providers and patients are linked to the broader structural characteristics of the modern health care system.

Mr. Timmermans (Sociology)

USEM 61b Stigmatized Identities

[uswi]

Society creates stigmas that can stain one's reputation. Examines sources and forms of stigmatization and managing stigmatized identities, focusing on deviance, disabilities, and the Hollywood "blacklist." Investigates stigma through text, film, and firsthand interviews.

Mr. Conrad (Sociology)

USEM 62a Children's Literature and the Construction of Childhood

[usem]

Whether children's literature has sought to civilize or to subvert, to moralize or to enchant, it has formed a bedrock for the adult sensibility. Childhood reading reflects the unresolved complexity of the experience of childhood itself as well as larger cultural shifts in values and beliefs.

Ms. Miller (German, Russian, and Asian Languages and Literature)

USEM 62b How Science is Really Done

[usem]

Science is seen by many as the "culture of our times," yet popular misconceptions about science abound. Examines a variety of discoveries to learn how scientists actually go about their work and whether there exists, in fact, a "scientific method." Ways in which science as a creative activity is linked to pursuits in the humanities are explored. A genuine interest in science is required.

Ms. Cohen (Biology)

USEM 63b The Name of This Course Has Two Mistakes!

[usem]

Figured it out? You will by the end of the course! Covers in outline form a mathematical proof of certain limitations of what we can express in precise formal languages. For students interested in mathematical and logical problems.

Mr. Berger (Philosophy)

USEM 64b Madness in Western Civilization

[usem]

Explores the meaning of "madness" in Western civilization—how its definition changed over time, how societies have sought to address the problems it raises, and how it has been reflected in literature, art, and law.

Mr. Freeze (History)

USEM 65a Critique of Erotic Reason

[uswi]

Perhaps the most prominent literary theme of the last two centuries is love, (especially of the romantic and erotic variety) and marriage. It has amounted to a secular metaphysics of the post-religious age. But is the novel of love still possible in our demystified world? Does it belong to an era and a way of life that has receded into the past? Explores a few classics of this genre together with some philosophical essays from Plato to the present. Works by Jane Austen, Goethe, Stendhal, Flaubert, Musil, Schnitzler, Kundera, Jeanette Winterson, and others.

Mr. Dowden (German, Russian, and Asian Languages and Literature)

USEM 66b History of Utopia

[usem]

What might a better world look like? How do people in different cultures imagine the ideal life? Students read the original *Utopia* (by Englishman Thomas More), together with several 20th-century utopian novels, and an American work of their choice.

Ms. Irr (English and American Literature)

USEM 67a Politics as Seen through Fiction

[usem]

How modern fiction helps us understand the dilemmas of politics, the tensions between ideas and actions, social change, leaders and followers, societies in transition and decay, revolution, law, bureaucracy, and ethnicity. Koestler, Twain, Sartre, Oz, Solzhenitsyn, Kafka, and Greene are read. Format is a highly interactive seminar with several short writing assignments.

Mr. Levin (Politics)

USEM 68b The Art of Living

[uswi]

How ought I to live my life? This seminar approaches this question by examining still powerful ancient religious, philosophical, and literary models, as well as the profound challenges posed to them by modern thought and art.

Mr. Powelstock (German, Russian, and Asian Languages and Literature)

USEM 69a Human Movement and the Sense of Self

[usem]

This seminar explores what human movement is and how it reflects and governs who we are. If you couldn't move, how would you experience yourself in the world, and how would others experience you? What can we learn from problems encountered in space flight about our limits of adaptability? What can we learn about volition from robotic prostheses directly interfaced to the human brain? Questions like these are analyzed through the reading of classical and current texts in neuroscience, psychology, and philosophy, as well as through practical exercises and experimental demonstrations.

Mr. DiZio (Psychology)

USEM 70a Desire and the Wrong Dream: American Identity in Modern Drama

[usem]

Dramatically explore the social evolution of American identity in theatrical works of the 20th century from O'Neill's *The Hairy Ape* (1921) to the musical *Hair* (1968).

Examines themes of family, gender, class, race, and the "American Dream."

Mr. Edmiston (Theater Arts)

USEM 71b Right and Society

[usem]

Explores theories of the best society, the nature of public and private obligation, the authority of law, and the nature of justice. Focuses on a handful of key texts from the classical and modern periods and examines their different visions of the nature of public duty and public life and their different theories of the role of political life in human destiny.

Mr. Burt (English and American Literature)

USEM 72a War and Memory

[uswi]

Explores how wars and other violent conflicts are remembered (and repressed or "forgotten") in the short term and in the long term. Examines personal and "collective memory" and considers the many different genres and forms in which memories of trauma and loss may be encoded, including oral reminiscences, fiction, poetry, memorabilia, monuments, and memorials. Uses case studies and various theoretical models to make sense of the management and representation of traumatic memory.

Ms. Schattschneider (Anthropology)

USEM 73a Thinking about Infinity

[uswi]

Explores the attempts of the finite human mind to think about infinity. Readings in mathematics, history of science, philosophy, literature, and art, including Euclid, Plato, Cantor, Poincare, Einstein, Pascal, Kant, Hegel, Wordsworth, Shelley, Joyce, Beckett, Leonardo, Michaelangelo, and Raphael.

Mr. Flesch (English and American Literature)

USEM 74a The Race for the Poles

[usem]

Why go to the North or South Poles? They were uninhabited, located on constantly moving pack ice, and had little commercial value. How did American and British explorers claim and document empty landscape? Polar narratives describe abstract qualities such as heroism and manhood while also using the language of scientific precision. Discusses how these two modes of thought balance against each other in explorers' accounts (Frederick Cook, Robert Peary, Matthew Henson, Josephine Diebitsch-Peary, Ernest Shackleton), fiction (Edgar Allan Poe, Frank Norris), and documents from the controversy about whether Cooke or Peary reached the Pole first. We will use what we have learned to think about the first lunar landing and some of the history of the United States' space program.

Ms. Chu (English and American Literature)

USEM 74b Women's Biography and Society

[uswi]

Through the biographies of women intellectuals, controversial political activists, and "ordinary" women, this seminar investigates the relationship between women's everyday lives, history, and the sex/gender system.

Ms. Hansen (Sociology)

USEM 75a United States and Africa

[uswi]

The first Africans arrived in what is now the United States before the Pilgrims landed in Massachusetts. This seminar analyzes how cultures and people interact in the creation of race and nation. Africa has influenced American economics, speech, and music (from spirituals to hip-hop). The United States itself has had "Back to Africa Movements," and elements of the American Civil Rights struggle were used by various African leaders. Some see Africa as an idyllic "Mother-land" free from the evils of the West. Others see it as the home of AIDS, famine, and civil war. However, Africa is not a country, but a continent. How do we comprehend its diversity? How do Africans see us? A range of materials is used, including Olaudah Equiano's *Narrative*, Manthia Diawara's *In Search of Africa*, Richard Wright's *Black Power*, Marcus Garvey's *Philosophy and Opinions* and Keith Richburg's *Out of America* and Steven Spielberg's film *Amistad*.

Mr. Sundiata (African and Afro-American Studies/History)

USEM 76a Law and the Search for Authority

[usem]

Examines how societies seek to justify their basic legal rules. Readings drawn from political, historical, and philosophical works that search for ultimate legal principles in written constitutions, totalitarian authority, custom and tradition, or the fallible capacities of human reason.

Mr. Gaskins (American Studies)

USEM 77a Where the Idea of the Computer Came From

[usem]

Where did the idea of the computer come from? Examines its cultural, non-engineering roots in philosophy, logic, and mathematics: algorithms, undecidability, games, mechanical intelligence and the mind, and precursor ideas of desktop publishing and Internet technology. Readings include historical documents as well as fiction. A willingness to think abstractly and mathematically is an informal prerequisite.

Mr. Mairson (Computer Science)

USEM 78a Twentieth-Century Global Literature

[usem]

Introduces students to novels, plays, short stories, and poems from around the world. The major objective is to stimulate the students' desire to learn about issues of identity, culture, social differences, alienation, and otherness through a comparative approach to global literature.

Mr. Sanchez (Romance and Comparative Literature)

USEM 78b Jews and Gender

[usem]

A look at the construction of Jewish sexuality in literature, films, illustrations, caricatures, and posters in the last 150 years as a response to modern theories of race, ethnicity, and nationality.

Mr. Peleg (Near Eastern and Judaic Studies)

USEM 79a Environment as Modern Myth: Books, Movies, and Marketplace

[usem]

What role does the natural environment play in our vision of the world? Is it a warm and welcoming womb; a savage, fearsome force; a worldly embodiment of a higher power; a precious resource needing protection from man's destruction; a convenient source of images for product marketing? Explores these divergent images as portrayed in fiction and non-fiction, film, and popular culture; and analyzes the relationship between these concepts and our treatment of the natural world.

Ms. Goldin (American Studies/Legal Studies)

USEM 80a Alienation, Isolation, and Difference in Cultural Studies

[usem]

Discusses how we characterize the many meanings of the term "alien." Whether it be as a monster from a science fiction movie, or an immigrant to America, or a new college student, our ideas about the strange and foreign are also a reflection of our own self-identity.

Ms. Davé (American Studies)

USEM 81a The Subversiveness of Asking "Why?"

[usem]

It is common to wonder why people behave as they do. Less common is consideration of the implications of even supposing that the question might be answerable. Considers causal accounts of human actions, and consequences for notions of responsibility and punishment.

Ms. Herzfeld (Chemistry)

USEM 81b Monsters and Messiahs: The Scientist in Theater and Film

[usem]

Scientists are sometimes pictured as villains, as saviors, or as ordinary people. In this course we examine how portrayals of scientists in plays and films color our views of science and its practitioners. In this seminar students read and see plays and films in which science plays a role. Seeks to understand how one sorts myth from reality in viewing how the scientist is represented in these genres. This course is designed for a mixed audience of science and non-science students.

Mr. Epstein (Chemistry), Mr. Hill (Theater Arts), and Mr. Petsko (Biochemistry/Chemistry)

USEM 82b War in World History

[uswi]

How has war affected the course of world history? How different does war look across the ages? How has technological innovation influenced the conduct of war and the evolution of societies? These broad questions are addressed.

Mr. Art (Politics)

USEM 83a Critical Thinking

[usem]

Learn how to identify, construct, analyze, and evaluate arguments, as well as the common traps and false assumptions that lead to shoddy thinking. Primary objectives are to develop the ability to distinguish good arguments from bad arguments and the ability to reason well.

Mr. Petsko (Biochemistry/Chemistry)

USEM 83b Science in Art

[usem]

How do we know whether that painting or that sculpture is "genuine?" Usually it's because we take the word of the museum or of the art dealer. But many works of art are discredited every day as new methods are applied to determine the "fine structure" of a particular artifact. Art objects are looked at critically, from the point of view of the conservator, who has to determine a piece's value before it is bought or is displayed.

Ms. Ringe (Chemistry/Biochemistry)

USEM 84a Philosopher's Choice

[usem]

The students determine the issues they want to discuss, which are selected from the readings, but the instructor chooses the readings. Everyone in the class will bring only their own experience, instead of any expertise, to the material in the readings. Readings will include works by Ryszard Kapuscinski, Philip Roth, Ckournos, Ben Rogers, Jeffrey Toobin, Bob Woodward, Thomas Mann, Alan Dershowitz, Saul Bellow, John Updike, Homer, and Virginia Woolf.

Mr. Greenberg (Philosophy)

USEM 84b The American Immigrant Experience

[uswi]

The story of America, from colonial days to our day, is the story of immigration. Explores that story using letters, memoirs, fiction, and film. Through these sources, selected immigrants are accompanied as they leave home, journey to a new land, secure a job, interact with a new culture, and clash with their Americanized children.

Mr. Sarna (Near Eastern and Judaic Studies)

USEM 85b Breaking the Rules: Deviance and Non-Conformity in Pre-Modern Europe

[uswi]

Explores the ways in which "deviant" behavior was defined and punished by some, but also justified and even celebrated by others in pre-modern Europe. Topics include vagrancy, popular uprisings, witchcraft, religious heresy, and the status of women.

Mr. Sreenivasan (History)

USEM 86b The Art of Seeing Things**Invisible**

[usem]

Our world is largely a creation of vision's capacities. To learn what vision could tell us about ourselves and about other life forms, a variety of perspectives on vision from psychology, art, biology, speculative fiction, comparative zoology, philosophy, and computer science is explored.

Mr. Sekuler (Psychology)

USEM 87a Be a Mensch! Write!

[uswi]

Creativity, memory, emancipation: from fairy tales passed on orally to globally communicated cyberfables, humans all over the world create, interpret, and critique stories to leave their indelible mark. Investigates the meaning of reading and writing in Homer's *Odyssey*, Virginia Woolf's *A Room of One's Own*, Bernhard Schlink's *The Reader*, and others.

Ms. von Mering (German, Russian, and Asian Languages and Literature)

USEM 87b Seeking Justice: Jews and Germans

[uswi]

The relationship between Jews and Germans is defined by the most horrific crime against humanity, the Holocaust. How could a modern civilized nation like Germany perpetrate the Nazi crimes? What led to Hitler's success and how have Jews and Germans overcome a history of injustice since 1945?

Ms. von Mering (German, Russian, and Asian Languages and Literature)

USEM 88a Confessions and Meditations

[uswi]

Studies four great works of self-reflection and self-examination: Augustine's *Confessions*, Marcus Aurelius' *Meditations*, Rousseau's *Confessions*, and Thoreau's *Walden*. Considers such questions as: What has spurred the writer on to self-examination? Why do they write? What do they defend, and what do they question, in their own lives? What solutions do they propose? How do they think they (and perhaps we too) should live?

Ms. Quinney (English and American Literature)

USEM 88b Free Will

[usem]

Explores the debates over free will and the limits of human choice that have pervaded literary, philosophical, and religious writing since ancient times. Readings include selections from the Hebrew Bible and the New Testament; Augustine, Luther, Calvin; Shakespeare; Milton; Locke; Edwards; Dostoevsky; Kafka; Beckett.

Ms. Targoff (English and American Literature)

USEM 89b College 101

[usem]

This seminar studies one of the most important institutions in modern America: the university. Students examine the current organization and orientation of higher education in historical and sociological perspective, using non-fiction accounts, memoirs, and fiction about the college experience.

Mr. Engerman (History)

University Writing

The writing requirement is satisfied by completing one of the following options:

Option I: One University Seminar in Humanistic Inquiries Plus Writing (USEM+W) course taken in the first year, plus two writing-intensive courses. The USEM+W course has a fourth hour of instruction focusing on composition that is closely linked, thematically and stylistically, to the academic disciplines that define the context and content of the course.

Option II: One University Writing Seminar (UWS) taken in the first year, plus one writing-intensive course, in addition to a University Seminar in Humanistic Inquiries (also taken in the first year). The UWS is a full-credit course specifically dedicated to writing as a subject in its own right; it treats writing as a multifaceted art and gives students an opportunity to study and experiment with a broad range of writing styles.

All first-year students will thus complete either a USEM+W or a UWS course. Both courses place special emphasis on forms of argumentation. Other areas of attention include critical reading, essay structure, revising, research skills, and proper documentation.

Writing-intensive courses are upper-level courses that are offered in departments throughout the University. Normally taken in a student's second or third year, these courses are based in a specific academic discipline and require frequent or regular attention to writing and instruction in the skills of academic writing.

The list of courses that satisfy the writing-intensive requirement changes each year. The following list should be considered preliminary, courses that satisfy the requirement in a particular semester are designated "wi" in the *Schedule of Classes* for that semester. When there is a conflict between this *Bulletin* and the *Schedule of Classes* regarding the designation of a course as writing intensive, then the information in the *Schedule of Classes* takes precedence. To find classes offered in a semester that are designated as "wi," search for the attribute of "genr/wi." Consult with the director of University writing if in doubt about whether a course satisfies the requirement in a specific semester.

Courses of Instruction

COMP 1a Composition

Prerequisite: Placement by the director of University writing. Successful completion of this course does NOT satisfy the first-year writing requirement.

A course in the fundamentals of writing, required as a prerequisite to the first-year writing requirement for selected students identified by the director of University writing. Several sections offered in the fall semester and one section in the spring semester.
Staff

UWS ##a and ##b University Writing Seminar

Four semester hour credits.

A course in college writing, with stress on writing sound, argumentative essays that demonstrate mechanical and stylistic expertise. This course satisfies Option II of the first-year writing requirement. Offered every semester.
Staff

Writing Intensive Courses

AAAS 79b

Afro-American Literature of the Twentieth Century

AAAS 123a

Third World Ideologies

AAAS 125b

Caribbean Women and Globalization: Sexuality, Citizenship, Work

AAAS 126b

Political Economy of the Third World

AAAS 145b

What is Race?

AAAS 158a

Theories of Development and Underdevelopment

AMST 100a

Classic Texts in American Culture to 1900

AMST 168b

Religions in America

ANTH 83a

Anthropological Inquiry

ANTH 131b

Latin America in Ethnographic Perspective

ANTH 144a

The Anthropology of Gender

BIOL 17b

Conservation Biology

BIOL 18a

General Biology Laboratory

BIOL 160b

Human Reproductive and Developmental Biology

CHIN 105a

Advanced Conversation and Composition I

CHIN 105b

Advanced Conversation and Composition II

CLAS 115b

Topics in Greek and Roman History

CLAS 166a

Medieval Literature: A Millennium of God, Sex, and Death

COML 165a

Reading, Writing, and Teaching across Cultures

ECON 8b

The Global Economy

ECS 100a

European Cultural Studies Proseminar: Modernism

ECS 100b

European Cultural Studies Proseminar: Making of European Modernity

- ED 100b**
Exploring Teaching (Secondary)
- ENG 19b**
The Autobiographical Imagination
- ENG 26a**
Detection and Analysis: Deciphering Theories of Madness
- ENG 39a**
Poetry: Beginner's Ear
- ENG 109b**
Directed Writing: Short Fiction
- ENG 119a**
Directed Writing: Fiction
- ENG 129a**
Writing Workshop
- ENG 129b**
Understanding the Screenplay: A Workshop
- ENG 137a**
Primal Pictures
- ENG 144b**
The Body as Text
- ENG 181a**
Making Sex, Performing Gender
- FA 174b**
Post-Impressionism and Symbolism
1880-1910
- FA 175b**
Avant-Garde Art in the Twentieth Century
- FA 197b**
Methods and Approaches in the History of Art
- FREN 106b**
The Art of Composition
- FREN 113a**
French Fiction
- FREN 122b**
The Renaissance
- GER 105a**
Learning Language through Literature-
Learning Literature through Language
- HBRW 123a**
Introduction to Modern Hebrew Literature I
- HBRW 123b**
Introduction to Modern Hebrew
Literature II
- HBRW 143a**
Advanced Survey of Hebrew and Israeli
Literature I
- HBRW 143b**
Advanced Survey of Hebrew and Israeli
Literature II
- HBRW 146a**
The Voices of Jerusalem
- HBRW 161b**
Israel Today: Advanced Conversation and
Writing
- HBRW 164b**
Israeli Theater
- HBRW 166b**
Portrait of the Israeli Woman
- HBRW 170a**
Israeli Cinema
- HIST 51a**
History of the United States: 1607-1865
- HIST 123b**
Reformation Europe (1400-1600)
- HIST 142a**
Crime, Deviance, and Confinement in
Modern Europe
- HIST 146a**
Romantic Europe, 1798-1848
- HIST 147a**
Imperial Russia
- HIST 147b**
Twentieth-Century Russia
- HIST 152b**
Salem, 1692
- HIST 157a**
Americans at Work: American Labor
History
- HIST 164b**
The American Century: The U.S. and the
World, 1945 to the Present
- HIST 169a**
Thought and Culture in Modern America
- HIST 170a**
Italian Films, Italian Histories
- ITAL 105a**
Italian Conversation and Composition
- JOUR 107b**
Media and Public Policy
- JOUR 112b**
Literary Journalism: The Art of Feature
Writing
- LGLS 132b**
Environmental Law and Policy
- MATH 23b**
Introduction to Proofs
- NEJS 75a**
Introduction to Yiddish Literature
- NEJS 75b**
Classic Yiddish Fiction
- NEJS 111a**
The Hebrew Bible/Old Testament
- NEJS 140a**
History of the Jews from the Maccabees to
1497
- NEJS 176a**
Seminar in American Jewish Fiction: Philip
Roth and Cynthia Ozick
- PHIL 1a**
Introduction to Philosophy
- PHIL 22b**
Philosophy of Law
- PHIL 110a**
The Good Life or How Should I Live?
- PHIL 113b**
Aesthetics: Painting, Photography, and Film
- PHIL 123b**
Topics in Biomedical Ethics: Mental Illness
- PHYS 39a**
Advanced Physics Laboratory
- PSYC 52a**
Research Methods in Psychology
- PSYC 131b**
Seminar in Health Psychology
- RECS 130a**
The Russian Novel
- RUS 110a**
Russian Language for Russian Speakers
- SOC 107a**
Global Apartheid and Global Social
Movements
- SPAN 106b**
Spanish Composition, Grammar, and
Stylistics
- THA 150a**
The American Drama since 1945