Fall 2012 FFC Faculty Information and Course Descriptions
Over 35 different FFC course topics are offered so that you can begin your studies with a class that lets you explore a possible area of major interest or learn about a new academic area. All FFC sections, regardless of specific topic, engage you in the intellectual life of the academy and give you experience with critical inquiry in discussion and written form.

For course section numbers, meeting days, times, and locations, see WebAdvisor. For more information on a particular professor, view the Faculty Profile page.

| Julie Artman, M.F.A., MLIS  
Leatherby Libraries |
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**American Theatre in Contemporary Culture**
In this course, students will explore how theatre reflects challenges and triumphs in contemporary American culture. We will examine, discuss, and analyze pivotal events during the twentieth century through reading selected plays that reveal America's rich theatrical history. Reviewing performances will provide students with direct observational opportunities to expose the issues facing today's theatrical artists, and students will engage in both analytic and creative projects, individually and collaboratively. 3 credits.

| Gordon Babst, Ph.D.  
Associate Professor of Political Science |
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**Globalization, Citizenship, and Consumption**
The course introduces students to the contemporary phenomenon of globalization, analyzes the concept of globalization, and reviews processes of globalization. The course will examine globalization across a range of cultures, settings, and issue areas, with a special focus on globalization's effects on ourselves and other people as world citizens and consumers. 3 credits.

| Julye Bidmead, Ph.D.  
Assistant Professor of Religious Studies |
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**Raiders of the Faux Ark: Archaeology, Ideology, and the Bible**
The Garden of Eden, Noah's Ark, Sodom and Gomorrah, Solomon's Temple, The Ark of the Covenant, Babylon, the Manger of Jesus. Images ripped from the pages of the Bible combined with sensational accounts of "scholars" finding these famous artifacts and locations have dominated the media in the last few years. But what scholarly validation do these claims have? This class explores the fragile intersections between archaeology, biblical studies, and ideology by investigating recent archaeological discoveries in the ancient Near East to understand the use and misuse of archaeological and historical data. 3 credits.
Jim Brown, Ph.D.
Professor of Education

Phone: (714) 997-6884
Office: Reeves Hall 104
Email: Jim Brown

Lies You Learned in School: Difficult Histories and Critical Theory
What have your teachers told you about history? Should history only be the story of modern dominant culture or should it be a search for the truth, including histories that contradict an “American Celebrationist” perspective? This course provides a critical analysis of important social themes (e.g., identity, conformity, and responsibility) linked to key histories (e.g., Holocaust, America in Vietnam, and Apartheid), with an emphasis on learning inquiry and participatory approaches to history. The course is based on the assumption that if citizens in a democracy are to value their rights and take responsibility for their actions, they must know not only the triumphs of history but also the failures and tragedies. As students study the historical development and the lessons of “difficult” histories, and consider post-modern and critical theory, they learn to make the essential connections between history and the moral choices they confront in their own lives. This course is especially designed and recommended for those considering teaching as a career.

3 credits.

Cristina Bruns, Ph.D.
Adjunct Professor of English

Phone: (714) TBD
Office: TBD
Email: Cristina Bruns

What Does Literature Do and Why Does it Matter?
We have all encountered literature in various forms and contexts, whether it's The Odyssey and Romeo and Juliet in school or reading “for fun” like the Harry Potter series. Reading fiction and poetry can entertain us or can at least help us know what most educated people in Western society know, but is that all that it does? In this course we will explore two related questions: What does literature do and why does it matter? Our approach will consist of gathering and analyzing various forms of “data,” from scholarly writings to our own experiences with fiction or poetry, the reports or testimonials of other readers, and our observations about how literature is treated in various social settings. The course will function as a collaborative inquiry, all of us working together to arrive at some answers, informed by students’ contributions through individual research projects (examining a particular text or type of text, or a particular kind of reader, for instance). 3 credits.

William Cumiford, Ph.D.
Associate Professor of History

Phone: (714) 532-6013
Office: Roosevelt Hall 219
Email: William Cumiford

The Classical Legacy in America
This course focuses on the many ways ancient Greece and Rome contributed to the government, culture, and values of the United States. Beginning with the influence of classical political institutions and continuing
with drama, art, architecture and literature, we'll explore the multi-faceted legacy of the ancients in modern American society. 3 credits.

William D'Alonzo, M.A.
Assistant Professor of Languages

Phone: (714) 997-6843
Office: DeMille Hall 127
Email: William D'Alonzo

Crime Fiction in European Cinema
This course considers European crime-fiction films and examines contemporary European society through films and readings from France, United Kingdom, Sweden, Italy, and other European nations. The course will help students to develop a critical understanding the increasing popularity of this literary/film genre inside and outside the European borders. The students will discuss and analyze stories, themes, and socio-politico-cultural contexts. 3 credits.

Elizabeth Eastman, Ph.D.
Assistant Professor of Political Science

Phone: (714) 532-7770
Office: Roosevelt Hall 207
Email: Elizabeth Eastman

Citizenship and Community
Membership in a community is one of the key aspects of human relationships. Through the study of works from various time periods and cultures, we examine what it means to be a citizen, the citizen's obligations to the larger community, and the many types of communities that people can form. We also explore the numerous challenges that members of a political community—citizens—can experience such as denial of fundamental human rights and external influences that cause the breakdown of traditions and political order and imperil the community or cause it to take on a different form. 3 credits.

Pam Ezell, M.F.A.
Director, Panther Productions

Phone: (714) 289-3129
Office: 633 W. Palm Avenue
Email: Pam Ezell

The Family Drama on Stage
Sibling rivalry, marital strife, parental ambition, alcoholism, and the pressures of running a household—the challenges of family life present playwrights with rich soil for domestic drama. This course will investigate the topic of the family in selected recent—and recently-produced—plays. We will analyze how various playwrights explore the concept of family in both realistic and comedic ways, and will consider why the domestic theme continues to intrigue writers and audiences. We will read plays, see plays, discuss plays and write about plays in this course. The tentative productions we will see include Company "the marriage musical," being produced on campus, The Last of the Haussmans, a new play by Stephen Beresford being broadcast live from the National Theatre in London during October (we will see it if we can in Irvine), and How to Write a New Book for the Bible by Bill Cain at South Coast Repertory. Reading will include Elemeno Pea by Molly Smith Metzler about two competitive sisters, and Tribes by Nina Raine, which just won the Drama Desk Award for best play. We will read and may see Other Desert Citie by Jon Robin Baitz, which is
Reading Women's Lives
This course will examine the lives of American women in the 20th and 21st Centuries through autobiography and memoir. Through close readings of several texts, students will critically analyze themes such as body image, disability, ethnicity, the meaning of home, relationships, and what being a woman in the world means within the context of each woman's story. Each student will act as a biographer to research a notable woman for a collaborative “Book of Women” course project. Different formats, including zines, self portraits, music, diaries, and oral histories will be discussed in addition to our emphasis on published autobiographies and memoirs. 3 credits.

From Bach to Rock: Music and Society
Does music affect society, or are various evolving musical styles simply a continual expression of the subcultures that created them? Changes in social structure and hence in social needs have brought about changes in the function of music; these are the moving forces underlying the growth and development of music as an art throughout history. This course explores the place of music in society and its relation to the life of its time. 3 credits.

Mediated Lives
Is saying we have mediated lives in contemporary culture the same as saying our lives are now digital? Is it redundant to separate culture from digital culture? This course surveys the contemporary media landscape, evaluating the use and structure of media, ideas regarding convergence, interactivity, global media cultures and voice. With an emphasis on the image, we will explore the dynamic that exists between life, media, and culture by using critical approaches. Media examples will be sourced from print, digital, electronic, visual, broadcast cases. 3 credits.
Jeanne Gunner, Ph.D.  
Vice Chancellor for Undergraduate Education and Professor of English

Phone: (714) 744-7627  
Office: Memorial Hall 212L  
Email: Jeanne Gunner

Literary Bad Boys
In this course we'll consider how and why bad-boy characters in Western literature become attractive figures through aesthetic treatment. Do they represent liberation from social conventions? Or alter egos, our “secret sharers,” providing safe outlets for aggression? Is the imagination unleashed by experience of the extreme, the forbidden? We'll examine these issues through study of a range of texts and figures that mix corruption with aesthetic, political, and philosophical notions of the good and the beautiful, including iconic detective Phillip Marlowe in Chandler's *The Big Sleep*, Gide's Nietzschean hero in *The Immoralist*, Baudelaire’s poetry of corpses and corrupt senses in *Flowers of Evil*, Oscar Wilde’s infamous *Picture of Dorian Gray*, the killers in Truman Capote's *In Cold Blood*, and contemporary films (*Blue Velvet*, *No Country for Old Men*). Student projects include a study of a bad-boy figure in children’s books, contemporary film, or other medium and a creative/critical treatment of the topic in multimedia form. 3 credits.

Amy Hanson, Ph.D.  
Associate Professor of Human Resources

Phone: (714) 628-7312  
Office: Beckman Hall 307J  
Email: Amy Hanson

The History and Impact of the Surfing Industry
The sport of surfing is currently practiced by about twenty million people worldwide; the U.S. surf industry boasts sales of over $5 billion a year, the global industry $15 billion; and surfing has again become a touchstone of popular culture. This course will explore how surfing developed, over the course of the 20th century, from a benign pastime pursued on a handful of Polynesian islands to a global commercial and cultural force, and will examine the history of surfing informed by current historical scholarship. It will include perspectives from history, economics, physics, marketing, and leadership. Additional topics will cover geography, surf tourism, gender, surf films, surf music, surf art, and social responsibility. 3 credits.

Charles Hughes, D.Phil.  
Associate Professor of Religion and Philosophy

Phone: (714) 997-6952  
Office: Wilkinson Hall 227  
Email: Charles Hughes

The Christ of History and the Jesus of Faith
Jesus Christ has been the dominant religious and cultural figure in Western civilization for two-thousand years. But who was Jesus Christ? Did the leaders of the early apostolic Christian Church work to suppress the truth about Jesus by creating myths about him in order to consolidate and enforce their own authority, or did the apostolic Church fathers instead protect the truth about Jesus by rejecting alternative false views about him? In this class, we will identify and evaluate the historical, philosophical and theological assumptions that inform the positions of important contemporary Jesus scholars so that we can gain a better understanding of what the facts and evidence really are concerning Jesus and the development of early Christianity. 3 credits.
Sailing the Wine-Dark Sea: The Transformative Power of Greek Myth

Thomas Cahill, in his book *Sailing the Wine-Dark Sea: Why the Greeks Matter*, argues for the seminal role Greek ideas, literature, and art played in shaping western culture. This course will explore one of the ways the Greeks “matter”—namely, through their development of a grand array of myths that continue to inform Westerners' views of themselves and others. Through a study of these stories as well as literature and film based on mythic figures or themes, students will analyze Greek myth's social, historical, and psychological role in shaping cultural formations as well as individual identity. Students will develop a deeper understanding of the conscious and unconscious roots of culture, both to celebrate and to critique the transformative power of myth. In addition to our main text, course readings include *The Epic of Gilgamesh*, Homer's *The Odyssey*, Margaret Atwood's *The Penelopiad*, and selections from Joseph Campbell. 3 credits.

Literature Mirrors Society: Manifestations of Social Struggle and Political Repression in Latin American Fiction and Testimony

The struggle for social equality, justice and survival has been present, in various forms, throughout the existence of humanity. During the second half of the twentieth century, Latin America experienced several processes of social struggle that were met with harsh political repressions--kidnapping, torture, disappearances, concentration camps, prison, and exile among them. Latin American literature has expressed, in fiction and non-fiction, poetry and essay, this complex and violent experience. This course will focus on the reading and discussion of fictional and testimonial texts that reflect the Latin American political and social experience. Students will analyze the way in which society can use creative literary elements to collectively deal with and work through the remnants of turbulent historical moments. 3 credits.

Close Reading

My father is fond of saying that “the devil is in the details,” which is his way of saying that little things often turn out to be terribly important. My dad's saying could well be the unofficial motto of this course, for it will focus, from start to finish, on the little things. Content-wise, we will consider a wide range of "texts"--from Plato's philosophical writings to Shakespeare's stageplays to Edgar Allan Poe's short stories to Katie Perry's music videos to Christopher Nolan's feature films. But our objective in each instance will be the same: to attend to and analyze the particulars of each presentation. By asking questions like "What difference does it make to use this word instead of that word?" and "What difference does it make to show this shot instead of that shot?" we will practice a kind of close reading that promises to make meaning of all those devilish details. 3 credits.
Mildred Lewis, M.F.A.
Assistant Professor of English

Phone: (714) 744-7891
Office: DeMille Hall 167
Email: Mildred Lewis

Faith in Popular Culture
How can pop culture help us to understand an increasingly pluralistic world? This course critically examines the representation of faith in pop culture, including narrative and documentary films, music videos, fashion, sports, graphic novels and the blogosphere. The course will integrate the work of critical and contemporary scholars, including Aristotle, Frederic Jameson, Theodor Adorno, Teresa de Lauretis and Frantz Fanon. The class emphasizes critical thinking, digital literacy, and the integration of scholarly and creative work. 3 credits.

Mary Litch, Ph.D.
Director of Academic Technology and Digital Media

Phone: (714) 628-2753
Office: Memorial Hall 311
Email: Mary Litch

New German Cinema
What does the art cinema of Germany in the 1970s and early 1980s tell us about the society that created it? How were Germans of the time understanding their place in history as individuals and as a nation? Through extensive study of films within New German Cinema, we will discover the themes that run through this cinematic movement. This course combines examination of New German Cinema as a window on Germany during the politically-turbulent 1970s with a consideration of the enduring philosophical questions addressed by film in this movement. Coursework will include several multimedia assignments, including a short film group project. In addition to class meetings, students are required to attend two evening screenings per week. 3 credits

Tibor Machan, Ph.D.
R.C. Hoiles Chair in Business Ethics and Free Enterprise

Phone: (714) 997-6704
Office: Beckman Hall 307D
Email: Tibor Machan

History of Political Philosophy
This course will examine the main ideas in political philosophy. We will combine a historical and problems approach studying the views of particular philosophers, starting with some of the key ideas in contemporary politics. Our exploration will center on the views of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Spinoza, Locke, Hume, Marx, Mill, Spencer, Strauss, contemporary Marxists such as Marcuse, Habermas, Mao, et al., Welfare Statists and Libertarians. We will also study the concepts of liberty, order, equality, justice, welfare, rights, order, authority, and community. 3 credits.

Introduction to Philosophy
The objective of this course is to familiarize students with the discipline of philosophy. We will examine the several branches of this field - metaphysics, epistemology, logic, ethics, politics, and aesthetics--as well as briefly touch on various sub-branches, such as ontology, the philosophy of science, the philosophy of mind, value theory, political philosophy, applied ethics, etc. We will discuss some of the outstanding philosophical
problems-- what is the nature of being, what is knowledge, what is truth, is there free will, is there a God, could moral judgments ever be shown to be true, are any values absolute, is justice relative to cultures, how politically important are liberty, order, prosperity, progress, equality and why, and are there stable standards of artistic excellence. 3 credits.

Clara Magliola, M.A.
Instructor of Sociology

Phone: (714) 997-6621
Office: Roosevelt Hall 200
Email: Clara Magliola

Feminist Art: Theory and Practice
From Botticelli to Maxim magazine, perhaps nothing has been more favored as an artistic subject—more glorified, nor more reviled—than the female body. The “canon” of Western art as well as much contemporary visual culture systematically casts women as muses and objects, rather than as artists themselves. This course focuses on and derives its spirit from the Women’s Art Movement of the 1970s in the US and utilizes feminist theory to rupture the “canon,” to interrogate contemporary art, culture and politics, to explore social activism and the revolutionary power of art and feminism. 3 credits

Barney McGrane, Ph.D.
Professor of Sociology

Phone: (714) 997-6564
Office: Roosevelt Hall 216
Email: Barney McGrane

Self and Society: The Social Construction of Reality
Where does society end and my self begin? Am I me or am I society? Why do I feel so pressured and “stressed” about what others think of me? Why do I care so much about my image in the human opinion, my reflection in society? Am I truly an individual or have I been deeply programmed and trained to want to be an individual? This course will be an examination, on both a critical scientific and a personal, experiential level, of “self” and “society.” We will make use of sociology with its focus on the primacy of social relations as well as psychology with its focus on the individual psyche, paying particular attention to the intersection of these ways of seeing human life. 3 credits

Geraldine McNenny, Ph.D.
Associate Professor of Education

Phone: (714) 744-7936
Office: Reeves Hall 104
Email: Geraldine McNenny

Imagining a Sustainable Future
Imagining a sustainable future as a course invites you to consider what it means to live sustainably from multiple perspectives, from the food we eat and the water we drink, to the energy sources we rely on and the transportation systems we use to trade and work together, to the very structure of the cities and towns we construct and inhabit. For your final project, you will be asked to envision, research, and design your own sustainable solutions, in whatever area you choose. This FFC section will have a multimedia emphasis as well. 3 credits.
Ancient Religious and Modern Values
Among the most compelling of all the questions in human life are questions posed by religious texts: What is the purpose of human life? Does God, or do gods, exist? Is any one religion true, and what is truth? Is this life all there is, or is there life beyond death? This course examines classic primary religious texts in order to address fundamental questions and enduring values within the Judeo-Christian-Islamic family of religions, along with ancient Middle Eastern and Greco-Roman religions. Thus the course provides the occasion to study and evaluate religions and religious values that have shaped our lives and influenced our culture. 3 credits.

Kevin O’Leary, Ph.D.
Adjunct Professor of Political Science

The Age of Oil and After
Is the transition from fossil fuels to alternative energy possible? Inevitable? The history of the last 100 years can be viewed through the lens of the epic quest for oil, money and power. Spanning continents and World Wars, with drama from Texas to the Middle East, the passionate pursuit of liquid gold powered the industrial economy of the past century and is filled with stories of tycoons, statesmen, heroes and rogues. As the world shifts from fossil fuels and grapples with climate change, energy questions continue to dominate how we will live our lives. This course asks students to consider how societies change and develop new habits and examines the connection between economic and political power in the American system. 3 credits.

Thomas Paine, Edmund Burke and Modern Political Argument
This course explores how the French Revolution gave birth to modern political argument and the left-right divide. British statesman Edmund Burke penned the conservative response to the bloodshed in Paris in his Reflections on the Revolution in France. Thomas Paine, who earlier sparked the American Revolution with Common Sense, responded with The Rights of Man. Burke remains a touchstone for conservative thought while Paine championed universal human rights. Students will examine how political arguments are constructed, consider the importance of conviction and passion to great writing, trace the legacy of Burke and Paine to contemporary debates and ponder the roots of political ideologies. 3 credits.

Frederico Pacchioni, Ph.D.
Associate Professor of Languages

The Italian American Experience
This course focuses on the experience of immigration and assimilation into the United States through the
Italian-American case study. Students will be asked to analyze literary and cinematographic texts within their cultural and historical context in order to understand the nature of mainstream images of Italian-Americans as well as of the Italian-American perspective. Assignments will aim at mastering a range of interpretative approaches related to complex issues such as stereotyping, inter-ethnic relationships, nostalgia, and roles tied to class, ideology and gender. Moreover, students will be asked to expand the knowledge and critical skills developed during the semester by preparing and presenting a collaborative research project on the Italian American history and culture of Southern California. 3 credits.

Jana Remy, Ph.D.
Adjunct Professor of History

An Environmental History of the American West
This course will examine the ever-changing relationship between humans and the lands of the American West, from the frontier era to the present day. We will discuss the ways in which early settlers understood and exploited natural resources and what the consequences are for those of us who now inhabit the West. Our approach will be wide-ranging, from studying Native Americans, farmers, and Silicon-valley executives, to naturalists, Mormons, and oilmen. Our geographic focus will also be a moving target, as we explore how the definition of the "West" has changed over time. This class will use web-based tools for collaboration and for visualizing western landscapes. 3 credits.

Sarah Robblee, M.A.
Lecturer, English Department

Ethics in Technical Communication
Technical communicators, and sometimes users of technical communication, often find themselves in the midst of ethical dilemmas in which they are balancing roles, responsibilities, audiences, purposes, and cultural norms. These dilemmas might include miscommunication from a user manual that results in injury or fatality to the user, or the misuse of confidential client information. After first discussing what constitutes technical communication, we will dive into some ethical theory, and then spend the majority of our course deconstructing ethical cases. Most of these ethical cases are real, some of which you probably remember hearing about on the news. In addition to pulling apart the ethical dilemmas of situations revolving around technical communication, we will look at the technical documents relevant to these cases, and company codes of conduct to identify underlying values and how they play a part in these cases. 3 credits.

Jessica Sternfeld, Ph.D.
Assistant Professor of Music

Musicals and Cultural Messages
Musicals, both on stage and on screen, have always been perceived as lighthearted fun. But they also tackle social and political issues – like war or prejudice – in ways that both reflect and shape their cultural context. What sorts of lessons do musicals contain? Can a musical shape culture, make people change
## How do musicals teach their lessons – through music, lyrics, plot, casting, advertising? In this course we'll study recent musicals on stage and on film, focusing on works that have social or political issues as central themes, likely including *Rent; Jesus Christ Superstar; South Park: Bigger, Longer, and Uncut; Into the Woods; Chicago*; and more we'll choose together. We'll watch the musicals, read criticism and scholarship about them, write about them, and engage in discussions in class and online. Students will also have the opportunity to study a musical of their own choosing, sharing their insights in class or in writing. 3 credits.

### Doug Sweet, M.A.
**Director, Writing Center**

Phone: (714) 744-7060  
Office: DeMille Hall 133  
Email: [Doug Sweet](mailto:Doug.Sweet@somewhere.edu)

### Humanity Against Itself: From Ethnic Cleansing to Global Warming

Students examine acts of genocides throughout history to examine how these disparate events share historical roots and developmental patterns. Our overarching question is whether human social organization, as such, contains seeds of its own destruction in its structural/conceptual operations. Students will continue research for the “History of Genocide” project already created by previous FFC classes as we move from physical to electronic display of the mural. This will be a writing-intensive course for those who want to strengthen and broaden their experience with academic discourse, offering a rhetorical approach to university-level writing. 3 credits.

### The Ideologies of Class

Students in this course will explore the history of class as a social category in U.S. culture. In particular, we'll examine how issues of class are represented in different historical periods of our development. How do attitudes about class help define social positions? What are the cultural stories we tell ourselves about social stratification? In what ways can learning about the history of class in the U.S. inform students' understanding of their own multiple cultural values? 3 credits.

### Walter Tschacher, Ph.D.
**Professor of Languages**

Phone: (714) 628-7276  
Office: DeMille Hall 125  
Email: [Walter Tschacher](mailto:Walter.Tschacher@somewhere.edu)

### From Socrates to Freud

From classical Athens to fin-de-siècle Vienna, cities have provided the context in which writers and artists have addressed questions fundamental to humanity. This course examines select texts and works of art central to the classical, Renaissance, and modern, exploring the interaction between text and context and between individual and society. 3 credits.

### Justine Van Meter, Ph.D.
**Assistant Professor of English**

Phone: (714) 997-6750  
Office: DeMille Hall 134  
Email: [Justine Van Meter](mailto:Justine.VanMeter@somewhere.edu)

### Beauties, Beasts, and the Construction of Western Culture

Through the study of the origins and transformations of Western myths and fairy tales, in particular, we will explore how storytelling shapes our sense of ourselves and others. We will investigate how social values and expectations are reflected in or constructed by these tales. We will also explore whom the authors of
these tales were addressing and what political, historical, and social realities were influencing and guiding their writings. Inevitably, we will ask why and how the recurring motifs within the tales have endured and why and how contemporary authors have subverted or reinforced the themes and lessons of the traditional tales. Above all, we will address how these tales have influenced - and continue to influence - how we understand and define our individual and collective selves as well as those who are other to us. Be prepared: the land of Disney may be near, but our explorations will prove that there is more to these tales than magic castles, sleeping beauties, and singing teacups.

Carolyn Vieira-Martinez, Ph.D.
Assistant Professor of History

Imagining Africa
In this class we survey how Europeans and Americans redefined “Africa” and “Africans” after 1500, and how those changes shaped experience. The historical conversation was neither monolithic nor hegemonic, yet significant in consequences for the world today. Furthermore, Africans used the dialogue to alter the shape of non-African traditions. Students will learn the history of relations between Africa and the west, the ideas of “Africa” and “Africans” that developed, and their influence on contemporary relations. 3 credits.

Bart Wilson, Ph.D.
Professor of Economics and Law

Humanomics: Exchange and the Human Condition
What makes a rich nation rich? What makes a good person good? And what do these questions have to do with one another? While exploring these and other questions about markets and ethics, students will challenge the perception of economics as distinct from the humanities. This course combines an economic inquiry into the human propensity to exchange with the cultural interpretation of the human condition in the HBO television show The Wire. The instructional methods include Socratic roundtable discussions of readings, laboratory experiments, journaling, focused free writes, and five expository papers. 3 credits.

Rangsook Yoon, Assistant Professor of Art History

Exotica A to Z in Early Modern Europe: Representations of Curiosities, Foreigners, and Faraway Lands
What does art have to do with armadillos, ostrich eggs, nautilus shells, tulips, rhinoceroses, and zebras? Is it possible to learn early modern European history by studying Chinese porcelain, oriental rugs, and Aztec manuscripts? Here, to answer these questions, the key term is globalization. The period between 1450 and 1650 is often called the Age of Discovery due to European exploration and colonization of the Americas, as well as the increasing contact and trade with other parts of the globe. The meeting between Europe and other cultures, and the subsequent impact on the lives of the Europeans can be tangibly measured by investigating material objects and all types of animal species that were brought to the ‘Old
World'. A variety of crafted objects, exotic birds, flora and fauna from Asia, Africa, and the 'New World' were collected and exhibited as curiosities. These items were also sold as commodities, utilized for creative purposes in the visual and literary arts, marveled at as signs of God's wonder, and studied for a variety of scientific and pseudo-scientific purposes. Exploring the material and visual culture during the Age of Discovery will allow us to glimpse into Europeans' minds and lives as reflected by the objects they collected and consumed. In addition, we will examine how different cultures from faraway lands were represented in order to understand the nascent ethnography of the time. Classes will be comprised of lectures, student presentations, discussion sessions, and field trips to museums. 3 credits.