

# RJ Courses-Spring 2007

## **ATH 111 Human Evolution**

This course introduces students to the scientific concepts, principles, methods and research pertaining to human biological evolution. The course begins with a discussion of evolutionary theory and then applies evolutionary theory to examine: (1) contemporary human biological diversity, (2) the biological and behavioral similarities and differences among humans and nonhuman primates, and (3) the fossil evidence for human evolution.

*Meets general academic requirement S.*

## **ATH 112 Cultural Anthropology (both sections)**

This course introduces students to the concepts, principles, and methods used by cultural anthropologists to understand and explain the diversity of human societies throughout the world. It combines a cross-cultural analysis of different social institutions with the systematic examination of the behavior of individual societies in order to promote a rational understanding of human social and cultural diversity. (RJF Course)

*Meets general academic requirement D.*

## **BIO 215 Genetics**

Study of genetic analysis in the four main branches of genetics: classical genetics, molecular genetics, population genetics, and genomics. Experimental approaches, human genetics, and model systems are emphasized. Topics include mutations, gene interactions, chromosomes, quantitative and evolutionary genetics, gene mapping, gene cloning, and genetic engineering. Three class hours, three laboratory hours, and one recitation hour per week.

*Prerequisite: BIO 152 Principles of Biology III: Molecules & Cells*

### **BUS 365 Leadership**

We examine theories of leadership, including schools of thought that argue it is a trait, a style, a behavior, or a function of context. Consideration is given to what is best for leading individuals, groups, or organizations. The question of whether leadership is needed at all, whether gender makes a difference, or whether it is nothing more than "having a vision", will be explored. The models covered will be applied to readings and films, including, but not limited to, *The Great Gatsby*, *Henry V*, *The Titan*, *The Bridge on the River Kwai*, *Moby Dick*, *All the King's Men*, *Plutarch's Lives*, *The Man Who Would Be King*.

*Prerequisite: BUS 233, 234 Operations & Information Systems and BUS 235, 236 Management and BUS 239, 240 Marketing and ECN 237, 238 Corporation Finance; limited to juniors or seniors*

### **COM 201 Media & Society**

Examines influences of mass media on participatory democracy and its cultural forms. Introduces students to social science approaches to the study of communication phenomena including the logic of inquiry, standards of evidence, and grounds for making claims about communicative behaviors. Explores landmark studies within the discipline. Topics may include: media effects, persuasion, cultivation theory, agenda-setting, and opinion leadership.

*Meets general academic requirement B.*

### **COM 374 Gender, Communication, & Culture**

Examines gendered forms of communication: differences in how women and men are socialized to think, talk, and make sense in American culture; the implications of these differences for communication; the ways race and social class intersect with these differences and the ways commercial mass media both cultivate and undermine gendered forms of communication.

*Prerequisite: COM 101 Introduction to Communication or COM 201, 202 Media & Society recommended but not required.*

### **EDU 370 Urban Ethnography**

The focus of this interdisciplinary course is on the relevance of the qualitative research method of Ethnography for exploring issues pertaining to youth in urban contexts. We will explore the complex relationships among schooling, social structure, and culture through research projects conducted by course participants. Students will be taught methods of data collection and analysis, including how to examine research subjectivities, “gain entry” in the field, manage data, frame assertions, seek confirming and disconfirming evidence, consider diverse audiences for reporting, and try out various narrative styles and voices in their interpretive writing. This course has been relevant to students interested in youth and urban issues across a variety of majors, including Art, Theatre, Dance, Media & Communication, English, Sociology, Psychology, and Spanish & American Studies.

*Meets general academic requirement W.*

### **EST 350 Environmental & Cultural Conservation in Latin America**

In this interdisciplinary course, students will explore real solutions to the delicate problem of environmental and cultural conservation in developing Latin American countries. Each year a particular country (Costa Rica, Guatemala, Ecuador, or Honduras) will serve as a model and ultimate destination for study. Students will meet regularly during the spring semester to develop projects and prepare for the two-week intensive, travel-study program, which will take place in early summer. This preparation will include study of the area’s ecological diversity, political and cultural history, and relevant Spanish vocabulary and conversation skills. In the Latin American country, students will explore a variety of habitats, live in and interact with members of a small community, work with conservation professionals, and conduct independent research projects. The objective of this course is to remove the blinders of specific discipline-based learning and of our own culture to show that if we are to develop lasting solutions, we must consider the environment in relation to the people who live in it.

*Prerequisite: successful completion of the language requirement in Spanish and instructor permission*

*Meets general academic requirement D or S.*

### **HST 104 Intro to History: Radicalism in American History**

This course will examine radicalism in U. S. history from the American Revolution of the 1770s to the radical protests of the 1990s. The movements to be examined will be selected from among the following: revolutionary, republicanism, abolitionism, women's right, the labor movement, environmentalism, anarchism, socialism, communism, civil rights and black power, feminism, the New Left and the emerging radical movements of today.

*Meets general academic requirement H.*

### **PSC 254 Globalization and Social Justice**

Interdependence and globalization have brought the world closer to American citizens. As their lives become more inter-connected with the dynamics of international market and political forces, the traditional distinction between local and global concerns begin to fade. The events of September 11th and the cycles of anti-globalization social mobilization have made us acutely aware that national security or national economic prosperity can no longer be conceived apart from the international context. As issues concerning Americans become more “intermestic”, the avenues and scope for affecting socioeconomic and political transformation also change. The course aims to further student understanding of the complex phenomenon of globalization and its impacts. We will analyze how citizens, as social actors, respond to the new challenges posed by globalization. Students will look at how issues of global socioeconomic and political justice are addressed by various citizen groups, social movements and non-governmental organizations (NGOs) in areas as diverse as human rights, environmental concerns, cultural diversity and economic welfare.

*Meets general academic requirement B.*

### **REL 181 Special Topics: Monotheism: Creating God**

"O sole God, like whom is no other!" The idea of one God was first expressed by the pharaoh Akhenaten who lived between 1352-1336 b.c.e. Over 3000 years later, three major religions are still struggling to understand and incorporate this seemingly simple concept of monotheism. In this course we will explore some of the issues that surround monotheism, and examine how the idea of one God has shaped the development of Judaism, Christianity, and Islam individually and in relation to each other. In doing so we will attempt to gain a better understanding of the nature, role and meaning of the ideas of God in western consciousness and culture.

*Meets general academic requirement R.*

### **THR 302 Theories of the Theatre: Feminist Theories**

This course introduces students to the intellectual viewpoints, critiques, and new questions (and the new objects of study to match the new questions) that have arisen in the late twentieth and early twenty-first centuries feminist theories of the theatre. In order to move through the theoretical models employed by feminist critics in the theatre, we will begin with those key essays in film theory, semiotics, and materialist analysis that contributed to the current body of theoretical feminist material. Reading theories of reception and representation, of race and whiteness, and of unmaking mimesis, students will become familiar with analyses articulated by contemporary scholars. As objects of study upon which to practice these theoretical approaches, the class will read contemporary plays of feminist writers. In addition, as part of our re-reading of canonical works, students will look at texts such as Aristophanes' *Thesmophoriazusae* (*Ladies Day*). Reading theoretical essays as well as scripts, we will explore the complex embodiments of gender as performance. Ultimately, we will apply the materialist theories which integrate psychoanalytic approaches with Foucaultian analysis to reveal, through their re-framing, complex processes of making and experiencing theatrical representation. These critical languages will give us the tools to understand the implications of how plays construct our ideas about gender, race, sexuality, class, and national identity.

*Meets general academic requirement W.*