

## THE FYE MENTOR PROGRAM at COLORADO COLLEGE

<http://www.coloradocollege.edu/academics/FYE/peeradvisor/>

### Who are the mentors?

- Sophomores, juniors, and seniors who serve as peer advisors for first-year students
- Successful CC students who want to be resources for incoming students
- CC students chosen by the faculty because of their distinguished academic records

### What can your mentor do for you?

- Answer questions about your FYE course
- Provide academic support throughout your first year at CC
- Serve as a peer advisor during registration (Blocks II and VII)
- Help make connections at CC that support your interests and needs
- Provide assistance as you acclimate to CC
- Answer most CC-related questions or find someone who can  
(There are no dumb questions!!!)

### Where can you find your mentor?

- You will be introduced to your mentor through your FYE course.
- Your mentor will arrange to meet with you individually and plan a group activity.
- You will be given your mentor's phone number.
- Your mentor will explain the best places and times to make contact.

In addition to many informal meetings/events your FYE mentor will organize, you are expected to attend two evening meetings with your FYE mentor and others enrolled in your FYE course (location TBD).

1<sup>st</sup> Meeting:      Wednesday, September 2, 2009      7:00 p.m.

2<sup>nd</sup> Meeting:      Wednesday, March 23, 2010      7:00 p.m.

## ***First Year Experience Courses***

**Fall 2009**

[www.ColoradoCollege.edu/FYE/](http://www.ColoradoCollege.edu/FYE/)

First Year Experience (FYE) courses are intended to provide students with a stimulating introduction to Colorado College, to enhance the research and writing skills important to academic success at the college, and to reinforce in students an excitement about learning and a pleasure in rigorous analysis and creative expression.

These courses are either two-block courses or two linked one-block courses offered at the beginning of the academic year and taught by one or more Colorado College faculty members. FYE courses include a substantial writing component and a research project. The seminar format and class size encourage active student involvement. The courses introduce students to the Colorado College library, the Writing Center and other academic support systems at the college, as well as the honor system. Additionally, all first-year students will have a **student mentor** throughout their first year at CC. Mentors are upper-level students who work with FYE faculty to introduce first-year students to life at the college. Mentors assist first-year students in course selection for Blocks III through VIII and during course pre-registration for the following year. Mentors organize joint activities with other FYE courses and provide opportunities for first-year students to get together in informal settings outside of class.

### **FYE COURSE SELECTION PROCEDURE**

Using the FYE Course Registration Form provided in this section, select **eight** options for your First Year Experience Course from the FYE course descriptions found on the following pages. Read the information in each course description carefully. Review the “Academic Advice for Entering Students” materials at the end of this section before selecting your eight options.

Please note the names of the professors teaching the FYE courses. You are welcome to e-mail them with questions about their courses. You can locate professors’ email addresses at

<http://studentwebs.coloradocollege.edu/dir/EmailAddress.asp>

Although our spring semester ends on May 18, many professors do check e-mail from time to time after that date. Please be patient if you do not hear from professors immediately, as they may be away from campus writing or conducting research. You may contact the Director of First-Year and Sophomore Studies and Advising at [jstockenberg@ColoradoCollege.edu](mailto:jstockenberg@ColoradoCollege.edu) or 1-800-858-7545.

You have 20 points with which to bid on your eight choices. If more students attempt to enroll in a course than the course will hold, those who have placed the greatest number of points on that course will be admitted first (FYE courses are capped at 16 students for a single-instructor course and at 25 students for a team-taught course). Thus, if you feel equally inclined toward your top eight choices, you might put close to equal points (using whole numbers only) on each one. On the other hand, if you greatly prefer one course to the others, you should place extra points on that course but should still select eight in all. We recommend that you do *not* place all of your points on one course. If we are unable to place you in this course, despite your bid of twenty points, we would have no way of knowing the relative weight you assign your other seven choices. You may, however, put “0” points on courses of low priority. Please do *not* list only one or two courses as we have no way of knowing what your other choices might be if there are no spaces available in the one or two courses you listed.

**Be sure to include your name and student ID on the Course Registration Form.**

**Return the Course Registration Form by June 30, 2009 to:**

**Director, First Year & Sophomore Studies & Advising**

**The Colorado College**

**Learning Commons**

**14 East Cache La Poudre Street**

**Colorado Springs, CO 80903**

## FALL SEMESTER 2009 FIRST YEAR EXPERIENCE COURSES

### **Anthropology: AN101/AN103**

Block I: Christina Torres-Rouff, AN101, Introduction to Biological Anthropology

Block II: Esteban Gomez, AN103, Introduction to Archaeology  
*Fulfills one unit of Critical Perspectives: Scientific Investigation*

Students completing this First Year Experience course will receive credit for two required courses in the Anthropology major. We introduce students to the foundations of Anthropology by exploring humanity from numerous viewpoints. Taught by a biological anthropologist and an archaeologist, this course will take multiple perspectives in examining issues about the human past and present.

We will focus on several themes of great importance for humans in both ancient and modern contexts. Students will explore topics including the origins of modern humans, social order and conflict, urbanization, and treatment of the dead from cross-cultural perspectives. All of these will be taught within a framework emphasizing how anthropologists do what they do. We will engage students in discussions demonstrating the holistic approach anthropology takes to the study of humanity. This year's incarnation of the Anthropology FYE will take on the role of Collaborative Anthropology as one of its structuring themes through both blocks by exploring topics such as working with descendent communities, constructing alternative histories, responsibilities and ethical research programs.

At the core of biological anthropology are several issues of relevance for humanity as biological organisms shaped by culture. In this class we will consider the nature and sources of variation in human populations from both contemporary and historical perspectives. Class is framed through a series of recurring issues: the scientific method of investigating the natural world, evolution and adaptation, and the interaction of biology and culture. After introducing the discipline we will focus on ideas of origins, the body as a unit of analysis and social order and conflict. Students will learn about the scientific theory of evolution by means of natural selection and how it applies to all living organisms, including humans. We will come to understand our own status as a primate and explore the physical and behavioral similarities among the living primates. There will be analysis of those traits that make us uniquely human and how they have developed throughout time, including in the cultural record of modern *Homo sapiens*. In each we will study the methodology used by biological anthropologists and the integration of biological anthropology with other subfields of anthropology as well as sister disciplines such as genetics and animal behavior.

Archaeology is concerned with the study of past human societies based primarily on the material culture produced and used by people. This course is an introduction to the methods, theories, goals and some of the "findings" of archaeology, with a primary emphasis on the anthropological archaeology practiced in North America. We will use these basic concepts, methods, and theories to highlight an important goal of contemporary archaeology: the construction of alternative, pluralistic histories using multiple lines of evidence. The course will consider how archaeology can provide a powerful methodology for constructing alternative histories of excluded peoples by examining the material culture of their daily practices. Thus, we will concentrate not so much on the "course of the human past" – what happened when and where – but on the various theories and methods that archaeologists use in order to make their inferences and interpretations, and on how these interpretations can be used to bring into focus many groups and peoples whose pasts have been excluded and/or marginalized.

The course will directly engage students in anthropological practice and teach the methods used by anthropologists in their fieldwork, be it archaeological or biological. We will conduct observations of our primate relatives at local zoos in order to explore the relationship between humans and non-human primates. In class lab work will include analysis of human skeletal remains in order to understand the biocultural nature of the human body. Additional field experiences will occur throughout Colorado, at sites such as Ludlow and Crow Canyon, where students will explore Colorado's ancient and more recent past.

Both archaeological sites are dynamic representations of how anthropologists today are participating in collaborative research teams, and undertaking educational outreach with diverse stakeholders, specifically the Ancestral Pueblo Indians and Euro-American historical societies.

**A set of linked courses; one grade will be given for each block.**

**Asian Studies: CN/PA101/CN/PA250**

Block I: Hong Jiang, CN101/PA101 Elementary Chinese  
*Meets one unit of CC language requirement*

Block II: Hong Jiang, CN250/PA250 Chinese Language and Culture  
*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

Language opens the door to culture. This course will then pay attention to the relationship between Chinese language and culture; or in other words, the relationship between word and image, poetry and painting. The course begins with the study of Chinese language with emphasis on basic grammar, speaking, and listening comprehension as well as mastery of some 280 Chinese characters for reading and writing (mainly in Block I). Students can continue their language study in Block IV to fulfill the college's language requirement. The second block introduces students to the Chinese concept of Family, Nature, and Self, and how Chinese language and philosophical thinking (Confucianism, Buddhism and Taoism) transformed ways of life for the East. This is an introductory course, which attempts to lead students to study Chinese language and culture in a broader historical, philosophical, and social context.

**A set of linked one-block courses that must be taken together, with a single instructor; separate grades will be given for each block.**

**Asian Studies: JA/PA130 and JA/PA250**

Block I: Joan Ericson, JA/PA130, Japanese Culture  
*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

Block II: Joan Ericson, JA/PA250, Topics in Asian Studies: Contemporary Asian Cultures  
*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

This set of combined courses explores the invention of tradition and contemporary innovations in Asian cultures.

The first block, "Japanese Culture," presents a critical appreciation of popular Japanese icons (Shintoism, Buddhism, samurai, martial arts, haiku poetry, tea ceremony, kabuki theatre, and rice) that scrutinizes how cultural practices and institutions have evolved and been adapted to symbolize Japan, both by Japanese and foreign observers. Through an in-depth examination of innovation in classical and modern cultural dynamics, students acquire the tools to appreciate and appraise how traditions come to be formed in such fields as literary aesthetics (from classical poetry and drama to manga) and artistic artifacts (from calligraphy and gardens to anime).

The second block, "Contemporary Asian Cultures," focuses on the intersection of classical and popular cultural forms with global cultural dynamics that has recast what it means to be Asian. Strategies for interpreting culture that emerged in the American academy (Geertz, Benedict), as well as their post-modern critiques, will be put to the test in examining everyday cultural phenomenon, such as McDonalds in China, Disneyland in Tokyo, MTV in India. We will also study intra-Asian cultural influences (the spread of manga and forms of pop music) as well as the political ramifications of the claims for Asian values and Asian identities.

You will have many hands-on opportunities: calligraphy sessions; cooking Japanese, Chinese, and Indian meals; analyzing aesthetics of gardens across Asia; and evaluating cultural artifacts from Asia at the Denver Art Museum.

**A set of linked one-block courses that must be taken together, with a single instructor; separate grades will be given for each block.**

**Classics: CL115**

Block I: Owen Cramer, Classics 115, An Introduction to Classical Literature and Archaeology: Sounds and Sights of the Greeks and Romans

Block II: Sanjaya Thakur, Classics 115, An Introduction to Classical Literature and Archaeology: Sounds and Sights of the Greeks and Romans

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

Introduction to ancient Greek and Roman cultures through reading of original sources and an examination of material culture. Students will be exposed to literature from various genres (such as epic, dramatic, lyric and philosophical) and consider modern ways of receiving and interpreting them. Texts include Homeric and Virgilian epic, Greek tragedy and comedy, Platonic and Epicurean philosophy, Greek and Roman historians. The second part of the course will focus on the art, architecture and topography that relate to the texts discussed in course. We will explore sites throughout Greece and the Roman Empire, and objects found therein, while examining monumental building and the use of public space. The course will offer an introduction to printed and online sources of information and to college-level writing.

Ancient history is the longest segment of the history of the West, the three millennia from the start of the Bronze Age to Late Antiquity. Within that time, ideas or concepts of ongoing importance, like the Citizen, the Hero, Faith (Opinion), the Soul, Democracy, Empire, Beauty and Tragedy, are established. We will examine these ideas in the literary, rhetorical and philosophic genres they generated with seriousness justifying West in Time credit.

**A two-block course with one instructor in each block; one grade will be given for the course as a whole.**

**Comparative Literature: CO100**

Block I: Lisa B. Hughes, CO100, Introduction to Comparative Literature—Literary Metamorphoses

Block II: William Davis, CO100, Introduction of Comparative Literature—Literary Metamorphoses

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

What is literature? What are genres? How should they be read, interpreted and evaluated? What social and personal functions does writing have? How is writing related to oral tradition? How do writers compare themselves to others (admiration and imitation, rejection, transformation)? Why are so many authors obsessed with the morphic qualities of the human and of language? As the subtitle of this course indicates, we will treat literature as a venue for experiences of transformation and recognition such as Odysseus' return in Homer's *Odyssey*, the origins of the Athenian legal system when the ancient laws of retribution are pushed to their conceptual limits in Aeschylus' *Oresteia*, Shakespeare's exploration of the physical boundaries of civilization in *The Tempest*, Blake's inquiry into the transposition of innocence and experience, Orlando's experience of gender morphing over time in Woolf's *Orlando*, and Gregor Samsa's awakening as a bug in Kafka's *The Metamorphosis*. As the above texts suggest, we will also look at the

morphic capacity of genre itself. This course emphasizes close reading of literary texts as well as critical research, analysis, and writing. CO100 fulfills the entry course requirement for the Comparative Literature major.

**A two-block course with one instructor in each block; one grade will be given for the course as a whole.**

**Drama/Dance: DR/DA100**

Block I: Tom Lindblade, DR/DA100, History of Performance

Block II: Joanne Zerdy, DR/DA100, History of Performance

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

This class surveys performance in Western Tradition, starting with the beginnings of sacred ritual and ending up with cutting-edge performance art. The class will proceed chronologically, thematically, and theoretically, covering Greek theatre and Roman spectacle, the medieval performance tradition of masque and revelry, the combination of Lully's ballets with Moliere's plays, and Renaissance burgeoning of public forms of performance. Further, we will consider the notions of class, genre, industrialization, and expression represented in 19th century traditions of dance and drama, including the birth of realism and revolt against established forms. The late 19th and early 20th centuries, respectively, introduce the elements of technology, reproduction, and multimedia forms as central to the history of performance. As a result, we will consider film, installation, and early performance art as critical additions to performance in general. Creative projects and field trips augment the course.

**A two-block course with one instructor in each block; one grade will be given for the course as a whole.**

**Economics: EC150**

Blocks I & II: Daniel Johnson and Kristina M. Lybecker, EC150, Principles of Economics – Economic Theory into National Policy

*This course as a whole meets two units of Social Science credit.*

Economics is the study of how we make decisions. Many decisions that we face as individuals or as societies are challenging, even uncomfortable to consider, but are necessitated by the simple fact that we are confronted by a scarcity of resources, of time, of skills, or of knowledge. Naturally, different societies have approached their decisions in different ways, resulting in the formation of diverse institutions over time and across regions of the world. Still, there are fundamental concepts of decision-making, some of them formalized mathematical axioms and toolkits, which remain at the bedrock of all such differences. This First Year Experience course uses as its foundation a long-standing two-block course in the Principles of Economics, a course that explores the economics discipline by developing analytical techniques and conceptual approaches. Building upon this understanding of the "fundamental axioms" in the field, several "current challenges" are explored, including: 1) the benefits and costs of technological progress; 2) the impact of international trade and migration; 3) pollution and environmental disruption; 4) poverty and wealth on a community, region, national and international scale; 5) the formulation of tax, welfare and health policy while balancing competing objectives.

**Field Trip - Policymaking Exploration in Washington, DC:** The analysis of these policy questions will culminate in a week-long trip to Washington, DC to explore how economic theory is expressed in national economic policy. It is our hope that trip will include some of the following institutions, but this list is subject to change given availability as well as scheduling, time and resource constraints: US Capitol,

Federal Reserve Bank, US Department of Justice, Secretary of the Interior Ken Salazar (a CC alum), and the World Bank.

Through supplementary readings, videos, individual and team exercises, speakers, experiments, and the trip to Washington DC, these current challenges to fundamental economic theory will be used to reinforce the objectives common to each FYE course:

- a. consideration of challenging issues
- b. exploration through the critical analysis of texts and other sources of information
- c. expression of ideas orally and in writing
- d. development of research skills and techniques

This course is designed both for students who are fairly certain they plan to major in Economics and those seeking an understanding of economics as a method of inquiry and mode of thinking. Students completing this First Year Experience will receive credit for two blocks that satisfy an initial requirement to be an Economics major.

**A two-block course taught by two instructors; one grade will be given for the course as a whole.**

### **Economics: EC160 and EC110**

Block I: Judy Laux, EC160, Principles of Financial Accounting  
*Meets one unit of Social Science divisional credit.*

Block II: Judy Laux, EC110, Topics in Economics and Business: The Economic Novel  
*Meets one unit of Social Science divisional credit.*

The two linked courses from the Economics and Business curriculum that make up this FYE course offer contrasting perspectives on the allocation of scarce resources in our society.

The first two-thirds of this course will introduce you to the principles of accounting while helping you master the business and economics vocabulary. We will focus on the operating, investing, and financing activities that give rise to accounting data, how these data are reflected in financial statements, and how accounting data are used to make resource allocation decisions. In addition, we will discuss the historical development of accounting and debate the quality of information produced by accounting systems. Upon completing this part of the course, you should know and understand:

- \* the major operating, investing, and financing activities of business firms
- \* how accounting data are accumulated and then reflected in financial statements
- \* the key interrelationships among financial statements
- \* how to analyze and interpret financial statements
- \* the threats to the integrity of financial statements
- \* the strengths as well as the limitations of accounting data

The last part of the course includes a brief look at economic history and economic ideas as revealed in several major novels, including the impact of the Industrial Revolution, the effect of depressions, revolutionary movements, abuses of developing and unrestrained capitalism, problems of modern corporate relations, and the development of the labor movement. We look at how economic ideas (poverty, capitalism, people's reactions to work, the quest for profit, entrepreneurial drive, corruption of power, etc.) are portrayed in novels such as *The Jungle* and *The Grapes of Wrath*. This portion of the course has a writing emphasis component and is designed to help students achieve proficiency in writing critical essays, gain confidence and ability in classroom discussion, and improve critical thinking. Students completing this FYE course will receive credit for one required course in the Economics major.

**A set of linked one-block courses that must be taken together, with a single instructor; separate grades will be given for each block.**

### **English: EN203**

Block I: George Butte, EN 203, Tradition and Change in Literature: The Voyage Out and Back

Block II: Bonnie Nadzam, EN 203, Tradition and Change in Literature: The Voyage Out and Back

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

This course will examine paradigms of voyage in two basic ways: the voyage out (Odysseus into the world) and the voyage back to the interior (Frankenstein's monster: understanding the self, the unconscious). The readings will introduce several master plots and several theoretical frameworks, from voyaging to the Other and the Orient (Said) to navigating the shadows inside the self (Freud's uncanny). The first block will begin with Homer's The Odyssey, and include at least one ancient Greek play, Sir Gawain and the Green Knight, one Shakespeare play, among other texts, and conclude with Shelley's Frankenstein, as a culminating example of both kinds of voyage.

In the second block we will investigate literary journeys with constructions of racial or cultural identity as a principal question or factor. This block will introduce students to the history and experiences of the four major ethno-cultural groups in the United States through examining and analyzing stories of migration and dislocation. This interdisciplinary block is also cross-listed as Race and Ethnic Studies 185, which is one of the two required courses for the Race and Ethnic Studies minor and LAS major. We will study writers such as James Baldwin, Louise Erdrich, Toni Morrison, and Maxine Hong Kingston.

**The course is one two-block class, with a separate instructor for each block and one final grade.**

### **English: EN280**

Block I: Lilian Osaki, EN 280, Topics in English: Introduction to African Literature  
*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

Block II: Rashna B. Singh, EN 280, Topics in English: African Literature in a Postcolonial Context.  
*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

The aim of this course is to introduce students to the study of African Literature and its cultural contexts in relation to specific literary texts. Our concern is with the complexities of defining African Literature, the relationship between African oral and written literature, the relevance of European languages on African cultural productions and the place of women writers in African Literature. In block one our central focus will be on developing a critical and theoretical appreciation of representative literary texts from the continent available in English.

The second block will extend the context and continue the discussion. We will take up new titles and critically examine them in the wider context of postcolonial writing and theory. Important concepts in postcolonial literature, such as the matter of authenticity or the notion of "talking back" will be applied as we read African novelists who are "talking" or writing back to colonial texts, Chinua Achebe to Joseph Conrad and Joyce Cary, for instance. Or the contesting narratives Ngugi Wa Thiong'o and Karen Blixen offer of the white settlement of Kenya. We will also read some of the seminal theoretical writings about colonialism and its effects on the continent and elsewhere, for instance works by Aime Cesaire and Frantz Fanon. This part of the course will also comprise some white South African writers, such as Nadine Gordimer, J.M Coetzee and Andre Brink. Selected films will be screened to complement the written texts. The aim will be to explore the richness of African Literature and to frame it in a social, historical and political context.

**A set of linked one-block courses that must be taken together; separate grades will be given for each block.**

### **Environmental Science: EV128/SO130/EV161**

Block I: Howard Drossman, EV 128, Introduction to Global Climate Change  
*Fulfills one unit of Critical Perspectives: Scientific Investigation*

Block II: Wade Roberts SO 130/EV 161, Environmental Sociology

The first block will be a mathematical and science-based introduction to the contemporary Earth climate system and evidence of near-future changes, focusing on the role of the atmosphere, oceans and land surface. This course includes the use of mathematical models to describe complex systems. Fieldwork will include measurements of carbon cycling and radiation balance. Field and laboratory data analysis and an introduction into complex systems modeling will enhance student analytical skills.

The second block provides an introduction to the sociological perspective on environmental issues, focusing on the social, political, and institutional factors that produce environmental disruption, shape the distribution of impacts, and forestall mitigating reforms. The historical and contemporary forms, strategies, and impacts of environmental movements are also considered.

Topics from both the linked classes will include the role of policy, economics and ethics in mitigating the human impact. The two courses will include the use of geospatial modeling and statistical analysis to explore patterns of environmental inequality. Close reading of scientific articles and texts will be used in a critical examination of popular and peer-reviewed literature. The linked courses will include a substantial writing component consisting of critical reviews of natural and social scientific literature on topics relating to environmental justice and climate change research.

Block I and II satisfy requirements for the Integrated Environmental Science and Environmental Policy majors but not towards the Environmental Chemistry or Environmental Physics majors.

**A set of linked one-block courses that must be taken together, with one instructor in each block; separate grades will be given for each block.**

### **Feminist and Gender Studies: FG110/PY143**

Block I: Eileen Bresnahan, FG110, Introduction to Feminist and Gender Studies  
*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

Block II: Tomi-Ann Roberts, PY143, Psychology of Gender,  
*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

Introduction to the Study of Gender: Theories and Psychology

This course will explore gender as a primary organizing principle of social life and of human consciousness. It brings together two introductory courses in Feminist and Gender Studies (FGS), offering a comprehensive look at gender's historical and contemporary importance to social structure across cultures and at its continuing importance in the individual lives and psychology of women and men in modern societies, attempting to explain the origins, perpetuation, and reproduction of gendered understandings and social differentiation. Issues that intersect with gender - such as race, class, ethnicity, sexuality, and nationality - will as well be considered throughout the course. Students who complete this course will have earned two units of the 5.5 units needed to complete the FGS minor (or of the 11.75 units needed for an FGS major).

The first block will introduce students in an interdisciplinary fashion to the basic concepts, theory, terminology, methods, and questions of the discipline of feminist and gender studies (also often known as

women's studies). These will include sex/gender; patriarchy; masculinity/femininity; violence against women; women's movements, achievements, and resistances; and social construction.

The second block will be an examination of research and theory on psychological gender differences and similarities. The block will explore the ways in which gender is a system of meanings that operate at the individual, interactional, and cultural level to structure people's lives. Special attention will be given to methodological issues around collecting, analyzing and interpreting psychological data about gender.

**A set of linked one-block courses that must be taken together, with one instructor in each block; separate grades will be given for each block.**

### **French: FR159**

Blocks I & II: Alistaire Tallent, FR159, French Civilization: From Caesar to Sarkozy  
*Meets Critical Perspectives: West in Time (2 units).*

#### **French Civilization: From Charlemagne to Chirac**

France is one of America's oldest allies, but how much do we know about who the French are and how they got that way? Why is it acceptable to bring a dog to a Parisian restaurant, but illegal to wear a headscarf in a school? How could a country that glorifies Joan of Arc deny women the right to vote until 1945? How can a people who invented the phrase *bon vivant* still produce such dark and cynical poetry and films?

These and many other cultural questions form the basis for this course, which will explore the historical and cultural development of the French hexagon from Charlemagne's efforts to repel the Muslim invaders and unite the disparate tribes of France (and much of Europe) under his rule, to modern conflicts between the descendants of North African immigrants and members of the ultra-nationalistic Front National. Through a study of historical events and documents we will consider the role of race, religion and gender in the development and the metamorphosis of a French national identity—that is, how the French have come to see themselves. In addition, since works of artistic and creative expression often best present the feelings, desires and anxieties of a people and a time, we will also explore the interplay between artistic expression and historical context. Thus, we will examine significant examples of French literature (in English translation) such as the poetry of Rimbaud and the fiction of Camus, works of French painters like David and Monet, architecture from the Gothic cathedrals to the new national library, music such as the bloody and violent national anthem, *La Marseillaise*, and finally films, from *cinéastes* such as Renoir, Pagnol and Godard. Students will explore the many ways these works both reflected and influenced public reactions to and interpretations of historical events.

The course will be organized chronologically, with Block I covering the period from the fall of the Roman Empire to the French Revolution of 1789, and Block II looking at France from Napoleon to the present day. Students will do close readings of literary and historical texts, write critical essays (based on their own insights and, later, on scholarly research), participate in class discussions, and give group presentations to the class.

The goal of this course is not only to understand the history and culture of an American ally and a major world power, but also to appreciate the complexities of one's own national identity (or identities) and the connections between any work of art and its historical context.

**A two-block course with a single instructor; one grade will be given for the course as a whole.**

## **Film Studies: FS205**

Blocks I & II: Richard Koc, FS205, American Film Noir and its European Connections

The focus of this course is on a particular style of Hollywood film in the 1940s and 50s which was created by both American and European emigré directors. We will begin by investigating the visual and thematic roots of film noir in Expressionism and in early German cinema. Then we will examine films by Fritz Lang, Otto Preminger, Billy Wilder, Robert Siodmak, Edgar G. Ulmer, Jacques Tourneur, John Huston, Howard Hawks, Alfred Hitchcock, Nicholas Ray, Orson Welles, Ida Lupino, Boris Ingster, Edward Dmytryk, Tay Garnett, and Joseph H. Lewis. We will examine the films not only according to technical and aesthetic criteria, but also with an eye to the socio-historic and economic background of their production.

The films' themes range from standard detective stories (with their hard-boiled investigators working for *femme fatale* clients) to psychological thrillers, to exposés of social injustice and international political intrigue. In contrast to the optimism of much Hollywood fare during this era, film noir presents a darker, more critical view of America. We will note that it was the French who first observed and defined this trend in American cinema. For purposes of comparison I hope to screen at least one French film from this era, as well as one from the Italian neo-realist tradition.

The screenplays of the films covered in this course were often adaptations of literary works by authors such as Graham Greene, Ernest Hemingway, James M. Cain, Raymond Chandler, Dashiell Hammett, Maxwell Anderson, Patricia Highsmith, et al. With the two-block format we will have time to read one or two of the original novels, as well as the scripts which were developed from them. This will provide a basis for discussing the different media of film and literature (as vehicles for story-telling, etc.). I also want to touch on other secondary areas, such as sci-fi-noir, noir parodies, neo-noir, noir-in-color, perhaps even Shakespeare-noir. And we will inquire into the reasons for the lasting popularity of film noir and its resonance with cinema goers.

As an initial very accessible introduction to film noir, I will have the students read Foster Hirsch's *Film Noir: The Dark Side of the Screen*. As we delve deeper into the aesthetics and sociology of the genre, we will read selections from the *Film Noir Reader* (edited by Alain Silver and James Ursini), as well as from James Naremore's *More Than Night: Film Noir in its Contexts*, Edward Dimendberg's *Film Noir and the Spaces of Modernity*, and Sheri Chinen Biesen's *Blackout: World War II and the Origins of Film Noir*.

Central objectives of the course are to develop critical film-viewing, reading and thinking skills, and to practice the oral and written articulation of one's ideas. Students will be required to write a fair amount in the course, at first shorter critical responses to the films and the readings, and later in the course a research paper. There will also be a public speaking component to the course in the form of oral class presentations, and in learning to participate in and to lead a group discussion.

**A set of linked one-block courses that must be taken together, with one instructor in each block; separate grades will be given for each block.**

## **General Studies: GS101**

"Freedom and Authority" was the first interdisciplinary course at Colorado College and has been taught here for over 40 years. It is a two-block course focusing on the conflict between individual freedom and the limits imposed on this freedom by the state and its laws, by religious institutions and scriptures, and by attitudes of the society in which we live. As an interdisciplinary course, it studies literary, philosophical, religious, historical, and scientific texts in a thematic context. It focuses on four main themes: personal authority, social authority, political authority, and religious authority. Behind all of these themes are questions: What constitutes personal identity? What are the sources of our individual values and commitments? How much of what we are can be traced to ethnic and cultural background? What should one do when conscience and laws conflict? How does the individual relate to the group? How do authority

and power work to constrain and mold individuals? How do sources of authority legitimate themselves? Through reading, writing, discussion, and critical thinking we will grapple with these and other questions surrounding the human condition.

### **Section 1: GS101-1212, Freedom and Authority**

Block I: Phoebe Lostroh (Biology), GS 101, Freedom and Authority

Block II: Owen Cramer (Classics), GS101, Freedom and Authority

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

Block I of this section will include 19th, 20th and 21st century texts about biology, personal identity, gender, and race; the political and social authority of science; and case studies in freedom, authority, and human health. We will use these topics to address questions such as: What constitutes personal identity? How much of what we are can be traced to ethnic and cultural background? How does the individual relate to the group? How do authority and power work to constrain and mold individuals? How do sources of authority legitimate themselves?

Block II will embed these current issues in an ongoing history of thought and action in the Western world: ideas of the soul and mind in Homeric epic, Platonic philosophy and the Christian appropriation of Hellenistic Judaism; invention of free will and the prehistory and history of Liberal ideas from the Epicureans through Rousseau and Adam Smith to the 21st century; and the promise and challenge of democracy, ancient and modern.

**A two-block course with one instructor in each block; one grade will be given for the course as a whole.**

### **Section 2: GS101-1222, Freedom and Authority**

Blocks I & II: Dennis McEnerney (Philosophy), GS 101, Freedom and Authority

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

Block I of this section will begin with a brief consideration of differing contemporary perspectives on freedom and authority and then turn to a study of ancient Greek beliefs and practices, with a focus on how the Athenian attempt to balance freedom and authority by means of democratic action may offer a useful critical perspective on modern society and government. The course then will examine the question of whether modern peoples, lacking the traditions of earlier eras, can in fact develop moral perspectives that could frame or inspire meaningful and autonomous lives. Here the focus will be on the cultural and religious forces that offer individuals direction and meaning in their lives. Next, the course will turn to the modern social and economic structures that both promote a sense of individuality and limit actual autonomy.

Block II will begin with a critical examination of enlightened rationality, scientific progress, and technological society. Finally, the course will seek to unpack some dilemmas of governing for freedom, particularly as large-scale quasi-democratic states become absorbed in global orders. Here we will concentrate on developments that corrode critical engagement with others and the broader civil order, and on the ambiguities of power. Our question will be, how can democratic freedom be made substantive in an age of manipulative political marketing, inhumane struggles for power, and elusive global structures?

**GS101-1222 will likely spend 2-3 days away from Colorado Springs, either at the BACA campus or at the Colorado College cabin.**

**A two-block course with one instructor in each block; one grade will be given for the course as a whole.**

### **General Studies: GS204**

Blocks I & II: Keith Kester, GS204, Spirit & Nature, Religion & Science

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

Come and explore the realms of spirit and nature, and within those realms the human spirit and human nature. Examine where good and evil are to be found. Study the parallels and differences between religion and science, between human creativity and creativity in the evolution of life. Discover meaningful relationships between: 1) the natural and the supernatural; 2) natural history and natural theology; 3) immanence and transcendence; 4) the animate and the inanimate; 5) the sacred and the secular. Consider how a person of integrity can be both religious and scientific. Explore our world in both natural and religious settings. Become aware of the diversity of life, and of religions, and look for ways to nurture and protect both diversities. Come away looking at our world and all its components, including the spiritual and the natural, in new and different ways.

The course will trace the evolution of religions, the development of the theory of evolution in 19th century Victorian England by both Charles Darwin and Alfred Russell Wallace and consider the response to the theory in both scientific and religious circles, both then and now. We will explore faith and the plurality of religions through Paul Tillich's Dynamics of Faith and Diana Eck's Encountering God, consider The Sacred Depths of Nature with Ursula Goodenough, reflect on human-human and human-nature interactions and the nature of evil with the aid of Rosemary Reuther's Gaia and God and Lance Morrow's Evil: An Investigation, experience different religious communities, and read and recite nature poetry. Field projects will include exploring 1) bio-diversity in the San Luis Valley, and 2) the geologic history of the Garden of the Gods and Queen's Canyon. We will be participating in two community service learning projects: 1) surveying parts of the newly-developed Cheyenne Mountain State Park for signs of wildlife; 2) studying the effect of prescribed burns on plant diversity in riparian zones at the Baca campus. **Class will be held at the Baca campus (located about 175 miles southwest of campus) for one week during Block I.**

**A two-block course taught by one instructor; one grade will be given for the course as a whole.**

### **Geology: GY130**

Blocks I & II: Henry Fricke and Department, GY130, Geology of the Rockies

*Meets two units of Natural Science credit and one unit of Critical Perspectives: Scientific Inquiry (SI) laboratory/field credit.*

This pairing of geology courses makes full use of the local Rocky Mountain setting as a natural laboratory in which to investigate the record of the Earth's history preserved in the rocks, the dynamic earth processes in effect in the mountain environment, and how human activities relate to these processes. The span of geological time is almost completely represented in the Colorado Front Range, allowing interpretation of the succession of ancient environments that existed here, supporting both marine and terrestrial organisms. The structural architecture and the sedimentary record exposed in Colorado's mountains offer a context for investigation of several cycles of mountain-building activity related to plate tectonic events. A variety of landscapes and land uses in the region make it possible to study different ways in which people relate to their physical environment.

These courses devote time to learning the language of geology and to developing skills for identification of the origins and uses of earth materials that will be used as a basis for field investigation and scientific questioning. Applied field and laboratory exercises may range from study of fossil assemblages for paleoclimate interpretation, to geological mapping of faults and folds on a topographic map base, to measurement of stream flow and stream chemistry for environmental assessment. On a typical day the class will meet for morning lecture and afternoon lab; however, a day might equally well be spent entirely in the

field, for practical experience at deciphering outcrops and embracing real geological problems. In general, the course will involve a considerable amount of time in the field, with local afternoon trips to multi-day excursions.

These geology classes fulfill the prerequisite in the department for all upper-level geology classes and meet the Physical Geology requirement of the Environmental Science major. The class meets goals of the FYE program and emphasizes writing skills in a variety of formats. These formats will include a scientific field notebook; short, precise papers; and a major research paper. Verbal communication skills will be developed through persuasive debate on the outcrop, discussion of the philosophical readings and primary literature, group investigation activities, and research presentations.

**A two-block course with one instructor in each block; one grade will be given for the course as a whole.**

### **History: HY105**

Blocks I: Carol Neel, HY105, Civilization of the West

Block II: Bryant (Tip) Ragan, HY105, Civilization of the West

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

This course will consider the ways in which various ancient, medieval, and modern cultures in the Mediterranean and in Europe have constructed community and identity. Source readings will include major works of literature, seen in the context of, on the one hand, the material culture of village and city life and, on the other, the spiritual and emotional lives of both elites and ordinary people. Class discussion, individual writing assignments, and group research initiatives will alike respond to the question, "How did the people of the past understand participation in society to make their lives meaningful?"

\*This course fulfills the entry requirement for the History, History/Political Science and Classics/History/Politics majors.

**A two-block course with one instructor in each block; one grade will be given for the course as a whole.**

### **History: HY109/PA118**

Blocks I & II: John Williams, HY109/PA118, Civilization in East Asia

*Meets two units of Critical Perspectives: Diverse Cultures & Critiques.*

Civilization in East Asia

"There are no Asians in Asia," wrote historian Ronald Takaki, "only people with national identities, such as Chinese, Japanese, Korean, Indian, Vietnamese, and Filipino." He was referring to the fact that 'Asia' as a word and concept was a Western invention. But who lived in East Asia before the people called 'Chinese,' 'Japanese,' and 'Korean,' and how did they come to identify themselves in this way? How did 'traditional' East Asian societies become 'modern' nation-states? And how have the latter shaped our understanding of the former?

These are the central questions under consideration as we traverse the ages from Neolithic to 21st century East Asia. Block I concerns the formation, development and interaction of East Asian societies before the 15th century. We begin ca. 10,000 BCE, approaching the earliest human settlements and statebuilding efforts from an archeological perspective. Relating this evidence to the written legacy of the states that followed, we examine culture formation and the invention of ethics via the genesis of the Confucian

tradition. The relationship between state formation and the invention of history is the subtext of our consideration of the Han empire, and its implications for societies from the Korean peninsula to the Red River valley in modern day Vietnam. The Han collapse ca. 200 CE leads to discussion of the dynamics of cultural syncretism: How was South Asian Buddhism transformed into an East Asian spiritual tradition? How did the spread of Chinese writing and Chinese-style imperial systems to Korea, Japan and Vietnam shape statebuilding processes there? Tension between nomadic and sedentary civilization is also a feature of premodern East Asian history, and we close Block I with the greatest nomadic empire the world has ever known: the Mongols.

Block II focuses on modernity and nationhood. In order to understand contemporary China, Japan and Korea, we will debate the nature of 'modernity' and its relation to East Asia, examining first 15 th to 18 th century commercial and social transformations that force us either to redefine our understanding of modernity, or locate its East Asian origins before the arrival of the West. We then turn to the impact of Western imperialism in the 19 th century, and its implications for the creation of post-imperial, post-colonial states in the 20 th. Crucial to this discussion is the role of ideology and nationalism as political value systems, and in this connection we will compare the very different trajectories of China and Japan. We close with a look at the post-WWII economic transformation of East Asia: the rise of Japan, the 'Tigers' and finally China, interrogating the notion of an 'East Asian' development model and its implications for the world.

**A two-block course with a single instructor; one grade will be given for the course as a whole.**

### **History: HY120**

Blocks I & II: Bryan Rommel-Ruiz, HY120, The American Past

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

What is American history? Is it an extension of European history? Or a history that is unique unto itself, maybe even exceptional: the historical manifestation of the Hegelian philosophical ideal of human freedom? This course has us search for the meaning of America, from its distant past in medieval England through our current position as global leader. The first part of this class goes to the heart of the course by asking the question of whether colonial American history is an extension of English history or whether it is the pre-history of the United States. In this regard, it asks the question of whether the American Revolution was truly a revolution as a political, social, and cultural break from its European roots, or whether it was an affirmation of an independent society and culture that was moving inevitably towards political independence. The second half of this course picks up the theme of "Searching for America" by looking closely at its formative ideology: liberal democracy. Can a liberal democracy remain stable and prosperous over a large geographic space with a large population? This classic Madisonian question has been put to the test numerous times throughout our national history since 1776, and this class will look at the ways the emergence of the United States as a liberal democracy both affirmed Jeffersonian and Hamiltonian ideas of independence and prosperity and the ways the ideology of Lockian liberalism endured the challenges of racial slavery, geographic expansion, civil war, industrialization, and globalization. Is the United States truly exceptional in its achievement of Lockian liberalism, or can it be a model for modern liberal democracies throughout the world? If so, can we, or should we encourage the development of democratic societies? This last question has been the central idea behind American foreign policy since Woodrow Wilson's presidential administration, and has become more pressing as we remain the most powerful industrial democracy in an age of integrated political, cultural, and economic globalization.

**A two-block course taught by one instructor; one grade will be given for the course as a whole.**

### **Mathematics: MA151**

Blocks I & II: Stefan Erickson & John Watkins, MA151, The World of Numbers: From Euclid to the Information Age.

*Meets one unit of Natural Science divisional credit and two units Critical Perspectives: The West in Time.*

Numbers are as fundamental to humans as are language and music. People have been writing numbers for as long as they have been writing. In this course, we will trace the use of numbers from the ancient civilizations of the Middle East, Egypt, and Mesopotamia, through the axiomatic deductive approach taken by the Greek and Hellenistic civilizations, all the while observing the many influences from around the world from places such as India and medieval Islam, and eventually we will arrive at the end of the twentieth century at the proof of Fermat's Last Theorem.

The way that people think about numbers has evolved over time: natural numbers, prime numbers, rational numbers, Fibonacci numbers, real numbers, complex numbers. Similarly, our ability to calculate has evolved: the Peruvian quipu, the Chinese abacus, the modern microprocessor. In this course we will consider the impact of computers on today's society and the role numbers play in search engines and in web security, and we will see how numbers are endlessly useful and endlessly fascinating.

In our historical journey through the development of the mathematics of numbers, we will consider epistemology (What is truth? How do we know what we know?), the role of mathematics in art and architecture (geometry in both classical and modern architecture, as well as perspective in Renaissance art), and the prominence of mathematics in religion (numerology, calendrical systems). We will read primary sources such as Plato and Aristotle, as well as study contemporary plays and films. Along the way we will also delve into the mathematics of other cultures and make comparisons to the Western tradition. **Class will be held at the Baca Campus for one week during Block II.**

**A two-block course taught by one instructor each block; one grade will be given for the course as a whole.**

#### **MU104**

Blocks I & II: Victoria Levine, MU 104, World Music

*The course as a whole meets two units of Critical Perspectives: Diverse Cultures and Critiques.*

This course explores the role of music in the fascinating cultures of Bali, Native North America, Africa, Ireland, India, and Japan. Students develop an appreciation of the rich and meaningful musical traditions the members of these cultures have developed and learn to interpret music and performance events using interdisciplinary methods. Working with musicians from the cultures represented, students learn to perform songs and instrumental music from Bali, Ireland, and Zimbabwe and perform a public recital of world music on authentic instruments. Students further enhance their musical skills through creative, analytical, and research projects. The course addresses both historic and new musical repertoires, including popular music. No prior musical background is necessary. This course meets the ethnomusicology requirement for the Music minor.

**A two-block course taught by one instructor; one grade will be given for the course as a whole.**

#### **Music: MU227/FE133**

Block I: Michael Grace, MU227/FE133, Emotion and Meaning in the Music of Western Civilization

Block II: Ofer Ben-Amots, MU227/FE133, Emotion and Meaning in the Music of Western Civilization

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

During the history of classical music in Western culture, some composers have focused primarily on the expression of feelings while others have sought to create beauty in the intrinsic meaning of the music itself. In fact, music history is often seen as the swing of a pendulum from periods of intense personal romanticism to ones which exhibit a classical balance between artistic form and expression. This course will focus on periods of radical change in our musical heritage, such as the outburst of romanticism in the early 19<sup>th</sup> Century when the music of Chopin, Berlioz and Liszt seemed to trump that of Mozart and Beethoven, or the emergence of “Modernism” in the early 20<sup>th</sup> Century when the music of Stravinsky and Schoenberg superseded that of Mahler and Debussy. The course will end with living composers who respond to the world as we know it today.

In addition to musical literature, we will examine the political, philosophical and cultural contexts within which the composers worked. We will use music as a window into the lives and cultures of past generations; these experiences often help us understand our own world and our place in history. Students do not need to have prior musical training or experience to participate in this course.

**A two-block course with one instructor in each block; one grade will be given for the course as a whole.**

**Physics: PC123/PC124**

Block I: Dick Hilt, PC123, Scientific Revolutions I: The Copernican Revolution

Block II: Shane Burns, PC124, Scientific Revolutions II: Relativity

*The course as a whole meets Critical Perspectives: The West in Time (2 units) or Scientific Investigation (SI.)*

'Tis all in pieces, all cohaerence gone;/ All just supply, and all Relation:/ Prince, Subject, Father, Sonne, are things forgot,/ For every man alone thinkes he hath got/ To be a Phoenix, and that there can bee/ None of that kinde, of which he is, but hee.' —John Donne, “The First Anniversary,” 1611

In 1543 Copernicus took the Earth from its central position in the world and replaced it with the Sun. By 1611 Galileo had turned his telescope to the heavens and found them as changeable and imperfect as the Earth. Because the structure of the universe was intimately woven together with religion and social structure, these changes in the physical world shook the foundations of our relations with each other and with God. John Donne's poetic response illustrates the disorientation of losing your place in the world. Just what was the world in 1611, and how was it changing? We will read from Aristotle, Copernicus, Galileo and Newton to sample the way thinkers have thought about the heavens from the ancient Greeks to the 18th Century. The class will spend the second week of block 1 at the Baca Campus.

Newton's mechanical universe, with its particles moving through a Euclidian three-dimensional space, exerting forces on each other, and marking time with a universal clock, dominated physical thought for more than two centuries. However, early in the 20th century questions about the propagation of light spurred Einstein to revise our ideas of space and time radically. In his theory, moving clocks tick more slowly than stationary clocks, and moving objects measure short, at least in their direction of motion. Even the sequence in which events occur turns out often to be unsettled. If our instinct about the flow of time is wrong, what does this do to our belief in cause and effect? We will study the physics that drives these questions and then consider some of the impact of physics on the culture of the last century or so.

**A set of linked one-block courses that must be taken together, with one instructor in each block; separate grades will be given for each block.**

**Political Science/Music: PS101/MU227: Great Ideas in Politics and Music**

Block I: Professor Tom Cronin, PS 101, What is Politics?  
*Meets one unit of Social Science divisional credit.*

Block II: Dr. Tania Cronin, MU 227, Topics in Music: Music and Society  
*Meets one unit of humanities divisional credit.*

Block I is an introduction to the great ideas and debates of Western political thought from Plato and Thucydides to Machiavelli, John Locke and Martin Luther King. What is power? What is justice? What is leadership? What is democracy? What is politics? Students will read several plays and original texts, view a few films, and discuss and debate competing theories of how people govern and are governed. This is a writing and discussion-intensive seminar. **Week 3 of Block I will include 4 days at the Baca Campus (away from the CC campus).**

Block II is an introduction to great masterpieces of classical music, from Bach and Beethoven to Steve Reich and Philip Glass. This course does not require any background in music. Students will read and discuss a variety of theories about the political and cultural values expressed in music. How does music reflect the power structures of society? How does music create desire? How are the values of the Enlightenment, or of totalitarianism, or of democracy reflected in music? By the end of the block, students should have a deeper appreciation of selected masterpieces of classical music, as well as the ways in which music and society are connected. This is a writing and listening-intensive course.

**Two one-block courses that must be taken together, with two instructors; separate grades will be assigned for each block.**

### **Political Science: PS103**

Blocks I & II: Eve Grace: PS 103: Western Political Traditions

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

An examination of a number of primary questions, different answers to which have fundamentally but variously shaped political life and values in the West. For example: what is the origin and justification of political rule? what determines its extent and limits? what is the relation between politics and principle? how do we go about accounting for, and defending, our political and moral principles? in particular, what is the foundation, if any, for the principle of justice? is it supported by an account of “human nature?” is there such a nature, and can we determine what it is? Students are placed in the midst of controversy generated by a variety of competing perspectives, ranging in time from ancient Greece through the 20<sup>th</sup> century.

**A two-block course taught by one instructor; one grade will be given for the course as a whole.**

### **Political Science/History: HY200 and PS203**

Blocks I and II: Robert Lee, HY200 & PS203, The Search for Islamic Order: Yesterday and Today

*Meets two units of Critical Perspectives: Diverse Cultures and Critiques.*

Since September 11, 2001, Americans have discovered that it is not easy to speak about Muslims in general or the Islamic world as a whole. Is there an Islamic way of organizing society? What do Islamists mean when they talk about an Islamic state? Why do some Muslims insist that Islam offers a program for political action, while others insist that religious belief has nothing to do with politics? How is it that a single set of revelations passed to Muhammad in the seventh century lends itself to so many interpretations and so many purposes?

In the first block, the course examines the historical development of Muslim society and Islamic orthodoxies. What was the nature of the state Muhammad established in Medina? How did the subsequent Arab Empires reflect and differ from that experience? In what context did scholars construct the legal system of Islam? How did the political order proposed by Shi'ism differ from that characterized by Sunnism? What was the appeal of mysticism in both the Shi'a and Sunni communities? To what extent did

the Ottoman Empire, which brought together a significant portion of the Muslim world from 1300 until 1918, represent a new version of Islamic order?

The second block confronts the questions of order and disorder in the contemporary Muslim Middle East and North Africa, examining the rise of the nation-state; the impact of imperialism, liberalism, and socialism; the blossoming of Islamist movements; the impact of modernism on the position of women in the Muslim world; and the relationship of Islamic doctrine to human rights, democracy, and violence. It will consider the political thought of several prominent Muslim intellectuals, secular, Islamist, and post-Islamist.

**A set of linked one-block courses that must be taken together, with a single instructor; separate grades will be assigned for each block.**

### **Political Science/English: PS115/EN115/GS101**

Block I & II: Tim Fuller & John Simons, PS115/EN115/GS101, Concepts of Freedom from Ancient to Modern Times

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

This interdisciplinary course explores enduring questions in the Western tradition:

What does it mean to be free?

What are the basic ideas of freedom that figure prominently in the Western tradition?

What is freedom for?

Is there a rational use of freedom?

Discussion will spring from readings in ancient, medieval, Renaissance and modern philosophy, politics, religion and literature, and complementary films. Texts to be chosen from among the following philosophers, writers, filmmakers: The King James Bible, Homer, Plato, Aristotle, Sophocles, Shakespeare, Locke, Rousseau, Mary Shelley, Dostoevsky, Camus, Alfred Hitchcock, Ridley Scott, Kazuo Ishiguro.

**A two-block, team taught course; one grade will be given for the course as a whole.**

### **Religion: RE200**

Block I: David Gardiner, RE200, Topics in Religion: Religious Responses to the Challenge of Suffering, Part I

*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

*Meets one unit of Humanities divisional credit.*

Block II: Dan Shaw, RE200, Topics in Religion: Religious Responses to the Challenge of Suffering, Part II

*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

*Meets one unit of Humanities divisional credit.*

This course will examine ways in which various religions provide a context for understanding and transcending suffering. While not a comprehensive survey of world religions, we will explore how Buddhist, Christian, Islamic, Jewish, Daoist and other traditions identify fundamental forms of suffering in life and the methods they present for healing suffering. The course will emphasize the

role of stories in these traditions, both specific tales and legends that convey significant historic and symbolic meaning, and broader meta-narratives that provide a general ethos and worldview.

Key questions we will address include:

How does the understanding of suffering vary from tradition to tradition?

What sorts of language (images, metaphors) are used to express insights into suffering?

What similarities and differences can one detect among the methods proposed in various religious traditions for addressing the challenges of suffering?

How do communal stories about suffering help make sense of an individual's suffering?

How might communal stories of suffering be used in the practice of healing?

Why is there so much emphasis on suffering in our religious traditions?

Course materials will include readings from the scriptures of various traditions and secondary writings by contemporary scholars that examine these questions from various perspectives.

The first block will introduce some theories about how stories (in both the specific and general senses noted) function to provide humans meaning, and will investigate stories about suffering mostly from Eastern traditions. The second block will focus primarily on stories about suffering from within Western traditions.

**A set of linked one-block courses that must be taken together, with one instructor in each block; separate grades will be given for each block.**

**Russian: RS200/RU101**

Blocks I & II Alexei Pavlenko and David Finley, RS200/RU101, Russian and Russian -American Relations

*Fulfills one unit of Critical Perspectives: Diverse Cultures and Critiques, one unit of foreign language requirement.*

This course is an introduction to Russia through the study of the Russian language, literature, and film, as well as an introduction to the history of Russian-American relationship. The questions underlying our investigation are: What were the aspirations and fears on each side that drove the two nations into the Cold War confrontation? And how have these popular sentiments been manifested in literature and film? What are the prospects for Russian-American relations in the second decade of the 21st century? In answering these questions, we will draw broadly on the humanities and social sciences to gain an insight both into Russia itself and its complex relationship with the USA.

In our first block Professor Finley will explore "visions of order": images and perceptions of the other during 19th century historical parallels and contrasts, on to 20th century revolutions, two World Wars, crises of the Cold War, and eventual transformation of the Soviet Union—all legacies and prologue to the uncertain current era of our relationship. With the Cold War at the center of attention, we

shall consider what led to it, its course and nature and consequences. We will examine how this confrontation expanded to engulf all international relations and left us many premises of today's challenges. We will rely on history and social sciences and also see some of their limits.

Concurrently, Professor Pavlenko will introduce the class to the Russian language.

Our second block will draw on language, literature and film to introduce American students to Russian culture in greater depth. What's to be done? Who is to blame? What is the Russian soul? These are the "cursed" questions over which the Russian writers, film directors, artists and intellectuals, intelligentsia, have been debating since the beginning of the 19th century. Why and how do these questions relate to us today? Russian culture has been perceived by the West as the Other and often simultaneously as a repository of the West's most cherished values. From Christianity to Marxism to post-modernism, Russian history and art has embodied crucial conflicts which characterize contemporary consciousness. In spite of the Bolshevik Revolution and Cold War, much of the European and American intellectual landscape has been shaped by Russian writers, film directors, artists and composers. Some of the most defining trends in 20th century European cultural history are inconceivable without Tolstoy, Dostoevsky, Chekhov, Mayakovsky, Eisenstein, Tarkovsky, Nabokov and others. In this block we shall integrate study of the Russian language with the great tradition of Russian literature and film, on the premise that each discipline infuses and cross-fertilizes the other. Taken together, we hope the two blocks of our course will illuminate an important intercultural relationship and also demonstrate how multiple academic disciplines may be integrated to achieve a greater understanding.

**A set of linked one-block courses that must be taken together, with a single instructor; separate grades will be given for each block.**

**Sociology: SO100/SO113**

Block I: Kathy Giuffre, SO 100, Thinking Sociologically  
Meets one unit of Social Science divisional credit.

Block II: Sandra Wong, SO113, Racial Inequality  
Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.

The first block will explore sociological thinking in general, with a focus on understanding inequality. Basic theory, methods, and an introduction to the terminology and themes in the field will be covered, culminating in a final paper summarizing original student research involving data collection and sociological analysis.

The second block examines the meaning and social significance of race in U.S. society. We will apply concepts and ideas critical to thinking sociologically. We will also study patterns of social and economic inequality, the impact of prejudice, discrimination and policies on individual opportunities and group relations, the experiences of racial and ethnic groups in historical and contemporary contexts, and the construction of racial and ethnic identities over time.

**A set of linked one-block courses that must be taken together, with a single instructor; separate grades will be given for each block.**

**Sociology: SO100/SO235**

Block I: Gail Murphy-Geiss, SO100, Thinking Sociologically  
*Meets one unit of Social Science divisional credit.*

Block II: Gail Murphy-Geiss, SO235, Sociology of Family  
*Meets one unit of Critical Perspectives: Diverse Cultures and Critiques.*

### **Family and Social Change**

This course will look at family structures and relationships over time and across cultures with continued focus on the wider social contexts, especially industrialization, feminism, race, class, sexual orientation, and technology. What is family? How have our definitions changed? What social factors influence those changes? What are the current issues related to family and what lies ahead? Is the family in decline or undergoing social change?

The first block will explore sociological thinking in general, including basic theory, methods, and an introduction to the terminology and themes in the field. The goal will be to provide the tools and set the context for deeper sociological analysis.

The second block will focus specifically on sociology of family, especially the cutting edge issues of our time, such as same-sex marriage, surrogate motherhood/sperm & egg donation, and international adoption. There will also be significant attention to domestic violence. Assignments will include classic and contemporary readings, debates over controversial issues, as well as data collection in local family courts.

**A set of linked one-block courses that must be taken together, with a single instructor; separate grades will be given for each block.**

### **Spanish: SP304/SP305**

Block I: Salvatore Bizzarro, SP304, Cultural Context & Oral Practice  
*Meets one unit of Humanities divisional credit.*

Block II: Salvatore Bizzarro, SP305, Cultural Context & Written Expression  
*Meets one unit of Humanities divisional credit.*

Prerequisite: At least four years of high school Spanish, or AP grade of 4 or 5

Although using different approaches, the first course emphasizing speaking and the second emphasizing writing, these two courses are a language and area program. Spanish 304 begins with oral comprehension and encourages the student to speak as closely to a native speaker as possible. We shall make use of the internet as well as newspapers and magazines, while reading literature that addresses machismo, the battle of the sexes, capital punishment, abortion, religion, astrology, and the differences between the Latin world and the United States, as well as other topics that make the news. The materials used will be practical, the controversial approach simple and, hopefully, interesting, as students acquire a greater understanding of the language they have studied and its cultural aspects. Spanish 304 will lay the foundation for advanced study of the language that will begin in Block 2 with Spanish 305.

Spanish 305 will be more of a writing course. While the conversation and the oral practice will continue as an integral part of the two-block offerings, advanced composition is a primary requirement through the study of Hispanic literary texts and taking into account that our studying of an area or region is more cultural than geographic. Students will be encouraged to write papers in Spanish that present arguments and positions aimed at persuading and analyzing, while gathering and interpreting others' points of views. In both courses we will be studying grammar inductively – i.e. we shall speak first and then learn why we are speaking in a certain grammatical context, with each class reviewing the usage of a particular grammatical point informally presented in the material and the text used. Grammar and vocabulary will be woven into exercises whenever possible, as we shall make exclusive use of Spanish to avoid translations and English in the classroom.

Thus, this First Year Experience in Spanish language and culture will depart somewhat from the Spanish you have learned traditionally in the classroom, will challenge you to speak and write about topics of concern in contemporary times, and is intended for students who have successfully completed the equivalent of four or more years of high school Spanish.

**A set of linked one-block courses that must be taken together, with a single instructor; separate grades will be given for each block.**

**Studies in the Humanities- HS120**

Block I: Susan Ashley and Re Evitt, Identity and Self in Renaissance History, Literature, and Art

Block II: Michael Grace and Dick Hilt, The Worlds of Music and Science in the Middle Ages, Renaissance, and early Baroque.

*The course as a whole meets Critical Perspectives: The West in Time (2 units).*

Block I- Identity and Self in Renaissance History, Literature, and Art

During this block, we will examine the Renaissance through the lenses of history, literature, and art. We will focus on the question of identity: specifically, how people saw themselves and acted in the context of family, neighborhood, state, and cosmos. Philosophical and literary texts as well as painting, architecture, and sculpture will illuminate changing notions of the self from the 13th through the 16th centuries.

Authors and artists the class considers include: Dante, Giotto, Petrarch, Chaucer, Fra Angelico, Machiavelli, Michelangelo, Luther, Shakespeare, Raphael, and Bruegel.

Block II-, The Worlds of Music and Science in the Middle Ages, Renaissance, and early Baroque.

During the Middle Ages and the Renaissance, music was considered a “mathematical” art. Its principles were best understood through number, which served as link between music and the order of the universe which it sought to represent, or to “mirror.” On the other hand, music has always been an art in which composers and performers attempt to reflect their cultures and to express human feelings and move the hearts of their listeners without regard for number or mathematics. We will examine music from these two perspectives at important phases of its development, including 1) the Gothic Era of the 12th Century, 2) the era known as the *Ars nova* in the 13th Century, 3) the emergence of Humanism in the 15th Century, 4) the High Renaissance and Mannerism in the 16th Century, and 5) finally the dawn of a modern world in the early Baroque. We will relate music to readings as well as art history studied in Blocks 1 and 2.

During each of these historical eras our scientific world view was also developing. In the middle of the 16th Century Copernicus argued that the Sun rather than the Earth was the center of the universe, and by the early 17th Century, Galileo used his telescope to see the moons of Jupiter, the mountains on our Moon, and Saturn’s “ears” (rings). The science we take for granted today was new and exciting (or threatening) then. We will explore some of the ways the “new science” influenced the literature and life of the Renaissance. During our week at the Baca Campus, we will see for ourselves astronomical phenomena that won Galileo a position at the Medici court and later led to his conflict with the church. Throughout the block, we will look for intersections between science, music, and literature.

**The course will spend the second week of Block 2 at CC's Baca Campus in the San Luis Valley.**

**A two-block course with two instructors in each block; with separate grades given for each block.**