

# FIRST YEAR GUIDE

## MONTSERRAT SEMINARS 2018-2019

### CONTEMPORARY CHALLENGES

#### CONTEMPORARY 1: ENCOUNTERING DIFFERENCE

Common Area Designation(s): Cross-Cultural Studies or Historical Studies  
C.I.S. Concentration: Africana Studies

##### ***Africa & the Other*** (fall)

Contemporary western constructions of Africa often portray the continent as the “Other,” signifying Africa’s *difference*, mostly in negative connotations. This idea of the “Other” has an important history with origins in the Victorian era. In this seminar, we will propose that anyone who wants to understand contemporary Africa *needs* to understand the African past and how that past has been (re)constructed over time. To do this, we will begin with a survey of Africa’s complex history of the modern period (1800s-1960s). Our examinations will include important historical debates about Africa’s colonial past, Africans’ experiences during European colonialism, and the legacy of colonialism. Together, we will explore resistance and response to the imposition and entrenchment of colonialism, and the nature of colonial rule as revealed in economic (under)development, ethnicity and conflict, and the environment in the twentieth century.

##### ***Living with Africa*** (spring)

Building on our historical work of the fall, in this seminar we will evaluate the twentieth- and twenty-first- century post-colonial outcomes in Africa. In particular, we will focus our discussions on the challenges (and *promises*) facing present-day sub-Saharan African nations as they grapple with neo-colonialism marked by dependency, political instability, ethnic/resource conflicts, and indebtedness. Most of these challenges are steeped in history, but new and emerging challenges also have complex and contemporary dynamics that are marked by hyper-globalization, climate change, gender/HIV-AIDS, and the new politics of democratization in Africa. Together, we will explore these issues using specific country- and thematic-studies.

#### CONTEMPORARY 2: LIBERTY AND TERROR

Common Area Designation(s): Social Science

##### ***Freedom and Citizenship*** (fall)

What does it mean to be a free citizen? How does a free society reconcile the principle of self-government with the public good? In this seminar, we will explore how different societies define freedom, why some societies become more or less free, and how societies can defend against threats to their freedom without sacrificing it in the process. Together, we will examine historical debates such as capitalism versus socialism, freedom in times of war, and the rights of distinct communities within states. In the process, we will also read texts ranging from Shakespeare’s *Coriolanus* to Philip Roth’s *I Married a Communist*, and watch films such as *Malcolm X* and *Minority Report*.

##### ***Terrorists & Freedom Fighters*** (spring)

A conflict between a state and a terrorist organization is in large part a battle to shape public perception. Each side attempts to represent itself as the guardians of freedom and its adversaries as the terrorists, against whom violence is necessary to achieve a utopian vision of peace and security. In this seminar, we will focus on the two most resonant examples of terrorism in contemporary American society: the professedly Islamic militancy of groups such as Al Qaeda and ISIS, and the ‘homegrown’ terrorists who attack the U.S. government while calling themselves patriots. In addition to studying both cases in detail, we will read works of fiction such as Matt Ruff’s *The Mirage* and watch films such as *Standard Operating Procedure* and *Welcome to Leith*.

#### CONTEMPORARY 3: THE IMPORTANCE OF ENEMIES

Common Area Designation: Historical Studies  
C.I.S. Concentration: Peace and Conflict Studies

##### ***Broken Peace, Total War*** (fall)

In this seminar, we will look at issues relating to ideology and individual experience before and during WWII, investigating how the politics of Nazism and Communism shaped citizens’ ideas of identity, morality, and heroism. Together, we will examine how participants on the European front explained their actions, both at the time and in retrospect. How did participants understand who

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they were fighting against and what they were fighting for? At what point, if ever, did they chose to disobey the rules of their country or come to disagree with the values of their regime? In considering such questions, we will also explore how the remembered experience of this catastrophe of total war continues to shape European identity and frame many of its conflicts today.

### ***Commies, Yanks, and Nukes*** (spring)

The superpower struggle that shaped the world post-1945 involved a competition not only for military might, but also for moral supremacy. During this time, leaders of the U.S. and the USSR each sought to demonstrate, first to their own citizens and then to the world at large, the alleged superiority of their country's social system and the purported failures of their greatest rival. In this seminar, we will explore this clash of values as it played out in the decades after the Second World War, while each country came to define itself in opposition to the other. We will pay particular attention to the development of the nuclear arms race and the way the threat of atomic warfare spilled into the politics and the popular culture of both superpowers.

## CORE HUMAN QUESTIONS

### **CORE 1: DANTE'S JOURNEY: *THE COMEDY***

Common Area Designation(s): Literature

#### ***Down to Hell*** (fall)

In this seminar, we will conduct a close reading of Dante's *Hell*, the first segment of the Italian writer's three-part visionary journey through the underworld. We will pay particular attention to the rich literary, philosophical, theological, and political concerns of the time in which this classical text was created. We will also consider how Dante's *Comedy* relates to our own world: this poem is ultimately about an individual's search for meaning, and his journey is our journey. Additional readings will include Dante's *Vita Nuova*, *On World Government*, and other sources. Selected visual material will complement the texts with an iconography of Dante's world.

#### ***Up to Heaven*** (spring)

In this seminar, we will conduct a close reading of Dante's *Purgatory and Paradise* and the context of their historical and cultural background. Together, we will journey upward with the pilgrim and the poet through *Purgatory*, and encounter the souls of the repented who purify themselves, and get ready to ascend through the heavens to *Paradise*. Together, we will follow Dante and his guides geographically as well as textually, canto by canto and region by region, we will continue to tease out the poem's different levels of meaning. We will consider the relationship between the moral topography of Dante's *Hell* and that of his *Purgatory*, observe the ways in which Dante understood the opposition between vice and virtue, and question the implications of his construction.

### **CORE 2: LITERATURE OF LOST TIME**

Common Area Designation(s): Literature

#### ***Traveling Back to Childhood*** (fall)

Child readers are transported to imaginary worlds like Hogwarts and Narnia. How do literary writers transport readers back to the lost time of childhood? In this seminar, we will study some influential ways that British literature in the past two centuries has famously depicted the child's inner experience. From the "golden age" of iconic fiction written both for and about children – think *Alice in Wonderland* and *Oliver Twist* -- we will encounter everything from romanticized remembrances of childhood innocence to rough and tumble depictions of its troubles. Our study will culminate with the magical childhoods of recent fiction.

#### ***Moving On, Growing Up*** (spring)

In this seminar, we will move on from exploring varied depictions of childhood to focus on one endlessly transformable narrative: the novel of education, formation, and development, traditionally called the *Bildungsroman*. We will pair classic novels about making one's way in the world, such as *Jane Eyre*, with film adaptations and modern coming-of-age narratives in order to understand the shared narrative conventions of the form and its remarkable adaptability to different cultures, eras, and media. Students will undertake a culminating research project comparing vastly different tales of growing up that will hone their independent learning skills.

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### CORE 3: THE FATE OF FREEDOM

Common Area Designation(s): Philosophical Studies

#### ***Rational Conversion*** (fall)

Beginning with the pre-Socratics, in this seminar we will address ancient philosophy as a mode of *conversion*. In particular, we will consider the various ways these thinkers tried to live out the rational, contemplative life—a life that was truly *free*, fully human, or even divine. Our class will focus on texts from Plato, Aristotle, the Stoics, and Epicureans, many of which offer methods for attaining tranquility or harmony of the soul through study of the physical world. We will question these practices, noticing the different ways philosophers understood the movements of the internal world, the soul or life principle, as a microcosm of the external. The semester will lead towards an articulation of the problem of free will, and in particular how it gains importance and takes on a different meaning with the Christian appropriation of ancient philosophy.

#### ***Existential Therapy*** (spring)

In this semester, we will trace the development of Existentialism. Drawing on the development of the problem of freedom from last semester, we will consider the ways in which all-encompassing, anchoring worldviews began to fall apart in the 19<sup>th</sup> Century, and how this fragmentation played out in the philosophical movements that followed, from Romanticism through Psychoanalysis. Reading Kant, Nietzsche, Freud, and Sartre, among others, we will ask: What does freedom mean for us now? Does it still make sense to make parallels between soul and world? Does the language of alienation/fragmentation, freedom/wholeness, still speak to us in the age of advanced technology and institutionalized philosophy? Can we imagine a therapeutic existentialism on the model of ancient philosophical schools?

### CORE 4: UTOPIA AND CATASTROPHE

Common Area Designation(s): Literature

#### ***Home*** (fall)

Both semesters of this course will be framed around the concepts of *utopia* (an imagined place or state of perfection) and *catastrophe* (an event that causes massive destruction). In this seminar, we will explore the question of “home.” Home can be a comforting concept, but also a place of discomfort or damage. What kinds of homes inform our sense of the world? How does the concept of home shift in different historical contexts? We will consider how utopian visions of home (family, nation, environment) are challenged, ruined, or even renovated by ongoing catastrophe (divorce, war, pollution). Authors may include Shakespeare, Jane Austen, Mary Shelley, Charles Dickens, Freud, Tolkien, Toni Morrison, Steven Spielberg, and Junot Díaz.

#### ***Away*** (spring)

In this seminar, we will hit the road, exploring texts that involve various kinds of movement, transport, speed, turning, climbing, falling, displacement, exile. Together, we will consider the ways in which narratives of personal, political, or natural development are challenged by counternarratives of wandering, loss, and distraction. How did shifts in technology and the advent of political modernity change our view of ourselves as bodies, and minds, that can be “moved”? In what ways can movement be generative, or destructive? And why do sports teams lose more when they are “away”? Authors may include Homer, Shakespeare, Olaudah Equiano, Byron, Thoreau, Darwin, Mark Twain, Bram Stoker, Virginia Woolf, Antoni Gaudí, John Ford, Marilynne Robinson, and Alfonso Cuarón.

## DIVINE

### DIVINE 1: CHRISTIANITY AND SOCIAL JUSTICE

Common Area Designation: Studies in Religion

C.I.S. Concentration: Peace and Conflict Studies

#### ***Racism and Inequality*** (fall)

In each semester, Pope Francis will serve as our guide as we reflect on how a politics of mercy might support the creation of a more just, inclusive, and sustainable future. In this seminar, we will examine the issue of structural racism in American history (slavery, Jim

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Crow, mass incarceration, immigration, and mass deportation) and then turn to inequality and global poverty, reflecting on what it means to be a Christian in a world in which 8 people possess as much total wealth as the bottom fifty percent of the global population. We will then explore how the works of mercy—Jesus' instruction to Christians to feed the hungry, shelter the homeless, visit/ransom the prisoner, and welcome the stranger (Matthew 25)—offer a Christian response to these crises. Throughout the semester, we will examine the writings of philosophers, political scientists, economists, and thinkers from the Christian tradition including St. Augustine, Dorothy Day, Martin Luther King, Jr., and Cesar Chavez.

### ***Ecology and Violence*** (spring)

In this seminar, we will turn our examination to the environmental crisis (climate change, ecological deterioration, and animal rights) as a form of structural violence. Together, we will analyze the various ways in which the Christian tradition has responded to other forms of violence, most prominently political violence, war, and peace. We will then explore how the works of mercy—Pope Francis' call for the care of creation—and the peaceable politics of Jesus offer a Christian response to these crises. Throughout the semester, we will examine the writings of environmentalists, peace activists, and thinkers from the Christian tradition including St. Francis of Assisi, Pope Francis, Thomas Merton, and Oscar Romero.

## **DIVINE 2: IDENTITY, DIVERSITY AND COMMUNITY**

Common Area Designation(s): Studies in Religion

### ***Exploring Difference*** (fall)

One of the most important tasks for the human person as a moral being is to come to "know thyself," as the ancient philosophers recommend. But how do we do this? The African ethic of Ubuntu suggests that persons come to know themselves through other persons, that is, through relationship within diverse communities. Our willingness to place ourselves outside the boundary of our "comfort zone" and compassionately encounter difference, disability, and "otherness" may paradoxically lead us to a more honest and merciful knowledge of the self. Through film, readings in theology and literature, and Community-Based Learning (CBL) projects in the Worcester community, we will consider difference and disability and how such encounters with others in their "otherness" bring us to a more challenging and deeper knowledge of ourselves. *This course entails a commitment to a Community-Based Learning component.*

### ***Modifying Technologies*** (spring)

The second half of our seminar will focus on the ways in which advances in modern western reproductive and genetic medicine and technologies challenge our notions of "normal" and "disabled" and how we understand the boundary between them. As these advances bring us the hope of cure as well as more choice and control over our bodies and minds, what might be lost with the diminishment of difference and diversity? With the help of readings in bioethics and social ethics, as well as continued involvement in Community-Based Learning (CBL), we will consider the following question: Can the human community thrive while those who are outside the "norm" are increasingly stigmatized, isolated, and perhaps eliminated? Students will become knowledgeable about medical and genetic technologies that may be used to diminish diversity and reinforce boundaries between "normal" and "disabled." *This course entails a commitment to a Community-Based Learning component.*

## **DIVINE 3: PURSUING HEALTH**

Common Area Designation(s): Studies in Religion

### ***Health as a Personal Project*** (fall)

What does it mean to be healthy and what is the place of illness and disability in a good life? How does stigma influence notions of illness and moral responsibility? What does ethics have to say about dignity (persons created in the image and likeness of God), autonomy, and interdependence in medical contexts that place a high value on independence and control? How is the view of persons as *consumers* of health care shaping approaches to health and well-being? In this seminar, we will draw on sources from Christian ethics, literature, film, and memoir to analyze particular issues including end of life care, reproductive technologies, responses to disabling conditions, and vocations in medicine.

### ***Health as a Common Good*** (spring)

What are the implications of claiming access to health care as a human right and a common good? What are some of the social determinants of health and illness? What might solidarity, stewardship, and the option for the poor and vulnerable contribute to medical ethics today? Together, we will explore issues in public health (including controversies around vaccines, communicable and

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infectious diseases, and other epidemics); the roles of markets, governments, and other institutions in providing access to care; the participation of human subjects in research; and environmental justice.

### **DIVINE 4: SCIENCE & RELIGION IN DISPUTE**

Common Area Designation(s): Natural Science or Studies in Religion

#### ***Galileo on Trial*** (fall)

Most Holy Cross students recognize “science” and “religion” as two of humanity’s most powerful institutions. However, most of us have not thought deeply about how we or others interact with these two institutions, or how these two institutions interact with each other. Physicist Ian Barbour has identified four modes in which science and religion commonly interact, or how they have interacted throughout history: conflict, independence, dialogue, and integration. In this semester, we will focus on the first notable and significant disputation between science and religion, the trials of Galileo. After studying some basic background material, we will discuss the trials of Galileo and role-play some of the debates regarding Aristotelianism, the “new cosmology,” and the Catholic Church. Neither prior knowledge of physics nor the use of mathematics beyond basic algebra and geometry are prerequisites for this course.

#### ***Darwin in Debate*** (spring)

In this seminar, we will continue to follow and explore the interaction between science and religion—are they in conflict, independent, in dialogue, or two facets an integrated whole? Together, we will examine second notable and significant case study of science and religion in dispute: Darwin, evolution, creation, and the rise of naturalism. Here we will study and discuss the life, work, and times of Darwin, and role-play the debates of the Royal Society as it argued about whether or not to award him the Copley Medal, the society’s highest award for lifetime achievement in science. We will conclude the year with a discussion of where we and society stand today regarding the issues of science and religion raised so famously in the 17th and 19th centuries.

### **DIVINE 5: THE FREEDOM OF SPEECH**

Common Area Designation(s): Philosophical Studies

#### ***Freedom in Obedience*** (fall)

In this seminar, will look at three philosophers from the ancient, medieval, and early modern periods of Western Philosophy: Socrates, Augustine and Kant. Each author argues for a conception of freedom of speech that is rooted in an idea of obedience. Socrates died rather than give up his pursuit of truth, which required the freedom to speak with his fellow citizens: but he conceived of this pursuit as a way of obeying the Oracle at Delphi, as well as his inner “sign”. Augustine describes the words of his own confession as given to him by God. His concept of his own free speech is thus not that of an original creation, but rather of a kind of listening. Kant describes freedom as obedience to a universal moral law, which he calls the Categorical Imperative, and this leads him to a conception of freedom of speech as the right not to lie. During the course of the semester we will study these three figures in an attempt to understand better where our contemporary notion of the “freedom of speech” comes from historically and philosophically.

#### ***Freedom in Disobedience*** (spring)

Together, we will look at freedom of speech as a form of resistance to an established order, often of outright political or social “disobedience.” We will work up to the current questions facing universities and other institutions in America, of what constitutes *free* speech and how it is possible to reconcile it with so-called *safe* speech. In doing so, we will consider a different contemporary debate – one being carried out in South African newspapers and philosophical journals – about whether white people in South Africa should be *silenced* because of their historical “shame.” Throughout the semester we will draw on materials of different media – reflecting on the different ways in which philosophers, artists, religious leaders, and activists speak up and speak against injustice – using sources from America and from Sub-Saharan Africa, and sticking generally to the theme of racial injustice. We will begin with Thoreau’s essay “Civil Disobedience” and Martin Luther King’s “Letter from a Birmingham Jail,” and reflect on what it takes to speak, and to be heard.

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### GLOBAL SOCIETY

#### GLOBAL 1: ART AND THE OTHER

Common Area Designation(s): Cross-Cultural Studies or Literature

##### *Whose Stories?* (fall)

What does it mean to speak for someone else? When a novelist creates a character who hails from a different identity – nationality, ethnicity, gender, sexual orientation, religion, race, socioeconomic class, time period, etc. – is this an act of empathic imagination or appropriation? Journalists writing about people whose experiences differ from their own can do the story justice only to the degree that they are conscious of their own assumptions. And readers need to ask questions about power and perspective in order to apprehend the stories we read wisely. Through studying the written and performed work of Nam Le, Anna Deavere Smith, Edith Stein, Chris Castellani, 2 Dope Queens and others, we will explore the concepts of cultural appropriation and cultural exchange. Together, we will wrestle with instances in which the human impulse toward expression can result in harmful miscommunication. Along the way, we will bring our curiosity and ethical concerns to the question: Whose stories are these?

##### *Our Stories* (spring)

How do we speak for ourselves? We are consistently encouraged to ‘speak our truth’ and express ourselves, but how do we define and locate the self (or selves) that we wish to express in the first place? Writers and artists often recognize the self within a spectrum of converging contexts. In this seminar, we will read the work of Jamaica Kincaid, Jeanette Winterson, Layli Long Soldier, Dorothy Allison, Percival Everett, and Stephen Graham Jones to explore how these artists articulate identity in relation to region, class, ethnicity, sexual orientation, gender, and the scrutiny and assumptions of potential readers. At the same time, we will examine our role as readers by considering how we interact with, interpret, learn from, or even allow incomprehension in response to another’s experience. Ultimately, we will explore how we define ourselves in relation to our various intersecting communities.

#### GLOBAL 2: ART: GLOBAL VISIONS

Common Area Designation(s): Arts

##### *Human Bodies* (fall)

Across the globe, from prehistory to the present, humans have depicted themselves in art. The images are not uniform, but respond to the social and religious values of each society. Different cultures have variously emphasized transcendence of the material world, embraced the brutality of physical force, enforced stereotypes of gender, or stressed other social ideals. In this seminar, we will study sculpture and painting from the Middle East, Asia, Europe, and the United States. We will also explore state-sponsored efforts to censor art – especially images of the human body - as in Nazi Germany. Students will visit the Worcester Art Museum and the Museum of Fine Arts, Boston to see a wide range of works.

##### *The World around Us* (spring)

In Europe, as the age of discovery brought exploration of “new” worlds, interest in depicting landscape as art developed. In the East, landscape had already served for millennia as a part of religious contemplation. In this seminar, we will study European, Middle-Eastern, and Far-Eastern concepts of represented space through works of art from the distant past to the present. We will also address the role that photography and new modes of communication play in transforming our ideas about landscape. Many forms of art, such as contemporary installation, address concerns that range from social marginalization to environmental pollution. As a class, we will collaborate with Holy Cross’ student environmental groups to review possibilities for campus engagement that advocate sustainable ways of living. Part of our work together will be the creation of a temporary art installation that will become a part of the campus environment.

#### GLOBAL 3: CHINESE CULTURE

Common Area Designation(s): Cross-Cultural Studies or Literature

##### *Traditional Chinese Culture* (fall)

China is one of the world’s oldest continuing civilizations, extending back in time more than three thousand years. In order to understand modern China, we need to understand the foundation on which it is built. In this seminar, we will explore that foundation, providing an overview of its history and geography, custom and traditions, food, music, drama, and more, through

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readings, lectures, discussions, video, music, and hands-on workshops. As we learn, we will compare China with the West, looking at differences large and small that lead to different values and different ways of viewing the world. In the process, students will learn to be global citizens capable of viewing events from multiple cultural perspectives.

### ***Encountering the Strange*** (spring)

Since early times, China has witnessed a strong interest in the accounts of the strange. What does the strange mean? How does this kind of writing reflect various concerns of Chinese culture in different historical periods? In this seminar, we will examine representations of the strange in traditional Chinese literary works and their modern cinematic adaptations. Readings consist of both primary texts in English translation and secondary critical works, and several film viewings. Together, we will explore the historical, philosophical, and religious backgrounds of these literary works and pay special attention to recurrent themes, narrative strategies, and literary conventions related to the representation of the strange in traditional China.

### **GLOBAL 4: IDENTITY IN FILM & MEDIA**

Common Area Designation(s): Arts

C.I.S. Concentration: Gender, Sexuality, and Women's Studies

### ***Gender in Film & Media*** (fall)

You are what you watch....or do you watch what you are? Is being male the same thing as being masculine? Does being a girl automatically mean you'll one day be a woman? Most importantly, where do we get those ideas and do we have the power to change them? In this seminar, we will look at a variety of gender representations in film, television, and other media to interrogate these questions. Students will explore developmental theory about masculinity and femininity and apply them analytically to films and television shows such as *Mean Girls*, *Psycho*, *Deadpool* and *Friends*. Our goal is to be able to think critically about the way representations both shape and are shaped by our understanding of gender.

### ***Sexuality in Film & Media*** (spring)

We live in an environment in which Marriage Equality and the popular catch phrase "No Homo" coexist, albeit not in harmony. What does it mean to be Gay, Lesbian, Bisexual, Queer, Questioning or Asexual in 2018? For that matter, how has being straight evolved in relationship to these identities? Furthermore, how do we understand the orientations of Transgender and Intersex people? For close to a decade now, a national program has been promising at-risk GLBTQIA youth that "It Gets Better," and this seminar is going to follow-up on that question by using film, television and media to analyze what progress has been made. Together, we will use a variety of Queer theories to investigate whether these representations reflect or even enact a social or political agenda. Our goal is to develop a critical eye for analyzing dynamic representations of sexuality and orientation.

### **GLOBAL 5: IMAGE AND IDENTITY**

Common Area Designation(s): Arts

### ***Portraying Ourselves*** (fall)

In the past, a self-portrait might have been an oil painting created to mark the acceptance into an artist's guild, today, such an image might be one's best pose made on a Smartphone to share with family and friends around the globe. How have these images changed over time and what might they reveal—or even conceal--about individuals and their world? Who is the person and what are the cultural forces behind these visual productions? In this seminar, we will explore these questions together as we examine a wide range of self-portraits throughout art history and across diverse geographic contexts. Through a variety of exercises, we will sharpen our observation and writing skills to interpret a fuller meaning of self-portraiture and to understand better how the visual arts contribute to the creation of identity and community in a global context.

### ***The Art of Portraying Others*** (spring)

In this seminar, we will move from the self and turn our focus to portraits of *others* and what they reveal about individuals and their worlds. We will examine a wide array of portraits throughout art history and across diverse social and geographic contexts. Visits to the Worcester Art Museum will give us the opportunity to examine original works spread across fifty centuries, from marble sculptures of Roman leaders to some of the finest of European and American portraits by the leading masters, including Frans Hals, Gilbert Stuart, John Singer Sargent, and Alice Neel. Through a variety of exercises, we will learn the challenges that artists have

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encountered to portray their subjects. In the end, we will have a deep appreciation for how this enduring form of representation continues to evolve.

### GLOBAL 6: MENA LIVES IN FILM AND FICTION

Common Area Designation(s): Cross Cultural Studies or Historical Studies

#### ***MENA Lives Film/Fiction*** (fall)

Since 9/11, many North Americans have viewed the Middle East and North Africa (MENA) as a black box or an unexplainable conundrum where violence and anti-Americanism rule. In this seminar, we will examine 20th-century film, fiction, travel accounts, and memoir as prisms through which to understand this largely unknown and feared region of the world. How do Middle Easterners depict their own experiences through film and fiction? Together, we will consider how histories of European imperialism and Third World nationalism have shaped lives in MENA region. How do they write about the relationship of the individual to society in the context of the rapid historical transformation following World War I to the present? We will pay particular attention to how these experiences might be similar or different to those of peoples from the “West”.

#### ***Gender/Marginals in MENA*** (spring)

In this seminar, we will continue to explore film and fiction in a comparative Middle East and North Africa (MENA)/The West framework. We will focus in particular on issues of gender and minorities/marginalized members of MENA societies in order to consider how gender and sexuality might affect artistic expression. We will also investigate how MENA authors and filmmakers portray experiences of the marginalized in MENA societies (such as, the poor, peasants, ethnic and religious minorities, etc.). How might our readings, viewing, and discussion illuminate the relationship between literary production and the discipline of History, between text and context? Readings and films include *The Story of Zahra*, *For Bread Alone*, *The Bamboo Stalk*, *The Corpse Washer*, and *Ali Zaoua: Prince of the Streets*.

### GLOBAL 7: MUSIC, POLITICS, AND CULTURE

Common Area Designation(s): Arts

C.I.S. Concentration: Africana Studies

#### ***Civil Rights: Blues to Beyoncé*** (fall)

This seminar will focus on themes central to the African American, and by extension the American experience in music of the 20th and 21st centuries. Together, we will consider the social and political roots of the Blues and Jazz, and study the struggle for racial justice and civil rights as reflected in the music of Billie Holiday, Nina Simone, Kendrick Lamar and Beyoncé. The central question for this seminar will be: what effect did the the struggle for equality by African Americans have on the aesthetics and origins of Jazz and Hip Hop and on the symbolic meanings that are attached to these art forms? Special “hands-on” workshops and concerts will be an important element of this course. Students will pursue innovative projects that combine writing, music, and media.

#### ***Histories, Myth - Performance*** (spring)

Composers, choreographers, and librettists, working individually or collectively, create works that communicate important social, political, spiritual, or personal values to their audiences. In this seminar, we will focus on several large-scale works inspired by myth, historical events, or literature. Together, we will explore how an initial idea, when transformed into a work of art, sometimes transcends the initial inspiration, and elicits powerful responses from an audience. We will study Igor Stravinsky’s *Oedipus Rex*, Lin Manuel-Miranda’s *Hamilton* and Charles Gounod’s *Romeo and Juliet* among other works. Films, visits to museums in Boston and Worcester, and concerts will be an important component of this seminar.

### GLOBAL 8: TRUTH, FICTION, AND IDENTITY

Common Area Designation(s): Arts or Literature

#### ***Self and the Other*** (fall)

The experience of love and connection has always provided fertile ground for artists and writers. What does it mean to truly know another? Does knowing one’s self require knowledge of the Other? In this seminar, we will explore numerous forms of artistic creation from the Hispanic world including poetry, fiction, theater, film, visual art, and performance. Primary sources will inspire us



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to delve into the themes of love, conflict, and alienation, communion, and loneliness. A sampling of texts includes works by Lorca and the Generation of '27 in Spain, Neruda, Paz, Lope de Vega, Petrarch, and others. Performance and improvisation will have a central role in the course. *No previous acting experience is required.*

### ***Self and Society*** (spring)

In this seminar, Spanish novels from different periods will provide the scaffolding for the consideration of the meaning of Self, self-expression, and the nature of identity. Our intellectual inquiry will center on universal questions such as the nature of truth versus fiction, madness versus sanity, and self versus society. Texts include works such as the picaresque novel *Lazarillo de Tormes* and *Don Quixote* by Miguel de Cervantes, as well as post-Civil War novels by Laforet and Rodoreda. Performance and improvisation will have a central role in the course. *No previous acting experience is required.*

## NATURAL WORLD

### **NATURAL 1: BETTER LIVING**

Common Area Designation(s): Philosophical Studies

#### ***Living, Naturally*** (fall)

“Acting natural” sounds good, but it is easier said than done. Our relationship to nature—our own nature, and nature itself—is not always a comfortable one. Nor is it entirely clear what “acting natural” really means, or what counts as “natural.” Ancient Greek philosophers thought that living in accordance with nature was the key to a virtuous and happy life. Modern ways of thinking differ, suggesting that “nature” is something that needs to be overcome, or controlled, if we are to live free and well-ordered lives. We may pretend to love nature, but we generally seek happiness by “artificial” or technological means. This raises a number of questions: Does nature interfere with our freedom, or is it the very source of that freedom? Is being free the same as “going wild”? Is there a tension between living a “natural” life and living an ethical life in society? Does “going back to nature” make us more, or less, human? *Can* we “go back”? Can we really leave nature behind? These are some of the things we will wonder about in our seminar as we explore philosophical, literary, and artistic sources from the ancient and modern worlds. Readings include selections from Plato, Aristotle, Descartes, Kant, Thoreau, and Freud.

#### ***Living with Technology*** (spring)

What does it mean to “act natural” in a world where technological advances blur the lines between what is natural and what is artificial? Advances in biotechnology have changed how we can control our health, our bodies, and the world around us in ways that can affect future generations. Is this a blessing or a curse, or a combination of both? Together, we will examine contemporary issues using a bioethical perspective to discern how to live a “moral life” when confronted with complex choices, often asking if we can and, if so, if we should. Can we edit our genomes or those of other species? Can we extend life and enhance performance with drugs? Can we make better crops to confront hunger? Can we learn about human health by experimenting in animal models? Can we assist the infertile in their quest for offspring? If the answers are yes, should we? Our discussions will draw on readings from Plato and Aristotle from the fall as well as selections from Immanuel Kant, John Stuart Mill, and John Rawls.

### **NATURAL 2: ENVIRONMENTAL JUSTICE**

Common Area Designation(s): Philosophical Studies

#### ***Justice in Theory*** (fall)

We certainly have a problem: the way we live is damaging the environment, but we need that environment if we are going to keep living satisfying lives. This problem seems to require government action, but ... what should the government do? Should we just worry about existing people? What about future people? Or also about animals, or ecosystems, or “the environment itself,” whatever that is? And how do we even begin to answer those questions in meaningful and respectful ways? In this seminar, we will study two political theories (liberalism and conservatism) and four theories of the environment (anthropocentrism, sentiocentrism, biocentrism, and ecocentrism) to see how other people have answered those questions. In the process, we will work on developing our own answers to these pressing questions.

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## MONTSERRAT SEMINARS 2018-2019

### ***Justice in Practice*** (spring)

The U.S. has one of the most extensive environmental regimes in the world, with more laws and more extensive regulation than almost any other nation. With that, we've certainly made progress toward protecting our environment -- or at least some parts of it - the last 50 years or so. And yet we still have so many environmental problems. What can we *do*? In this seminar, we will look at two further political theories (green theory and capabilities) and three examples of what "we" can do, talking about the costs and benefits of each: government regulation, business innovation, and grassroots protest movements. In the end, each of these options leads us back to a slightly different question: what can *we* do? Us, you, and me -- what can *we* do? It is a question worth asking and answering.

### **NATURAL 3: ENVIRONMENTAL MATHEMATICS**

Common Area Designation(s): Mathematical Science

### ***Modeling the Environment*** (fall)

If we continue to use fossil fuels to generate energy for transportation, what effects can we expect to see from the pollution they generate? Are there realistic alternatives to those fuels? Our ability to develop answers to such questions and to understand the political, economic, and social issues involved depends on understanding quantitative information. Mathematical models--equations of various sorts capturing the relationships between variables involved in a complex situation--are fundamental for understanding the potential consequences of choices we make. In this seminar, we will introduce a number of basic techniques for constructing models and explore the ways they are applied to environmental issues. *Students in this course should have a strong competence in high school algebra and an aptitude for analytical thinking.*

### ***Analyzing Environmental Data*** (spring)

Are we experiencing global climate change? Does a high-fat diet lead to increased risk of certain cancers? Statistical thinking is one method humans have developed to discern underlying patterns in quantitative information. Statistics form an ever-growing component of our public debate on issues in the environment, human health, and politics. In this seminar, we will learn some basic tools of statistical inference (that is, the process of inferring the presence of a general pattern from the data contained in a smaller sample) and how and why those tools actually work. In the process, we will develop an appreciation of the power and the limitations of statistical thinking and learn to analyze claims backed by statistics. *Students in this course should have a strong competence in high school algebra and an aptitude for analytical thinking.*

### **NATURAL 4: NATURE IN THE CITY**

Common Area Designation(s): Literature

### ***River Stories/The Blackstone*** (fall)

Are we separate from nature? Are we superior to nature? Is nature in the city as well as the suburbs? Holy Cross and its neighborhood offer a historic gateway to such questions. At the foot of campus is the Middle River--part of the mighty Blackstone that powered the industrial revolution--and yet many do not know it is there. In this seminar, we will explore the new Middle River Park, just out our back gates, to uncover the great story the river tells from its geological past to its urban present, and to learn how human and nature's energies combined to form the place we see today. Together, we will study famous rivers in history and literature, including Mark Twain's colorful tales of life on the Mississippi, to think more about the meaning of waterways on which so much of American life did and still does depend.

### ***City Stories/Worcester*** (spring)

In this seminar, we follow the Blackstone into Worcester, the city that grew out of the river. Through short field trips, we will learn to read the city's landscape--its topography, buildings, streets, parks, and airspace to see how they too connect to the river's history. Works of notable inhabitants, including several major American poets, early suffragist Abby Kelley (whose house was a stop on the Underground Railroad), and even western scalp-hunter Samuel Chamberlain, will help connect Worcester's story to the larger world. We will read the gritty poems of Mary Fell that portray the history of European immigrants to the neighborhood that grew up around the city's Blackstone Canal and the decay its old mill buildings saw in the late 20<sup>th</sup> century. We will walk the streets near our campus that Fell describes, now being gentrified into loft condominiums and some of the best cafes around. River development, commercial decay, and cultural restoration--these themes pervade the American landscape today, including perhaps your own town. The goal of our year is to write our own history of how nature and humans combine to make the landscape we live in at Holy Cross.

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## MONTSERRAT SEMINARS 2018-2019

### **NATURAL 5: THE SCIENCE AND ART OF COLOR**

Common Area Designation(s): Natural Science or Arts

#### ***Exploring Newton's Rainbow*** (fall)

Did color exist before animals could see? Why do leaves change color in the fall? If flamingos are pink because of their diet of shrimp, could we feed them blueberries to turn them blue? The natural world is rich in color and we experience that color daily without questioning (or fully understanding) its origin. Beginning with a discussion of Newton's rainbow and culminating in an understanding of the chemistry of modern paints, this seminar will explore the evolution of color from a scientific perspective. We will explore the measurable physical properties of light, the chemical structures of pigments and dyes, and the ways in which biological systems use these things provide an objective introduction to the science of color.

#### ***Goethe and the "Waking Eye"***(spring)

Contrary to Newton's scientific study of color, poet Johann Wolfgang von Goethe considered color a visual phenomenon happening to the eye. His theory, which laid the foundation for artistic explorations of color, described color as something perceived psychologically and emotionally. This idea will serve as the touchstone for this studio-based seminar. Together, will we tap into the expressive and perceptual properties of color through hands-on creative projects that explore its psychological, spiritual, and symbolic potential. We will learn how perception of color is not absolute, but relative to its surroundings. With this in mind, we will even question cultural biases about color. Deepening our understanding of color will ultimately deepen our perception of the natural world.

### **NATURAL 6: WILDERNESS AND ENVIRONMENTALISM**

Common Area Designation(s): Historical Studies or Social Science

#### ***The Idea of Wilderness*** (fall)

Wilderness, whether understood as a concept in the imagination or as the reality of a resource-rich hinterland available for exploitation, is central to the American experience. In this seminar, we will trace the incorporation of wild, ostensibly unsettled lands into the expanding American republic from the first European settlements to 1940. Together, we will explore evolving religious and cultural attitudes toward nature, wild lands, and settlement, as well as the progressive displacement of the original inhabitants and the destruction of the Indian way of life.

#### ***The Last Wilderness*** (spring)

In this seminar, we will examine how an expansive environmental movement emerged in the United States after World War II, as well as issues related to quality of life, species preservation, and the effects of human activity on the natural world. The growing appreciation for the remaining wild lands culminated in the 1964 Wilderness Act that ensured significant tracts of land would be preserved in their natural condition. Together, we will consider how the national parks movement affected the lives of Native Americans living on lands designated to be preserved as wilderness. While the focus of this seminar is largely on the history of North American wilderness and its connection to environmentalism, a gripping narrative of contemporary wilderness in the larger world will be part of the second semester's readings. John Vaillant's *The Tiger* offers an extraordinary study of the fraught interactions between humans and the Siberian tiger in Russia's Far East.

### **NATURAL 7: WRITING/READING PLACE**

Common Area Designation(s): Literature

#### ***13 Ways of Writing Nature*** (fall)

In this seminar, we will strike out on a ramble through contemporary creative nonfiction nature writing. Together, we will explore how writers create the world on the page and use adventure as a means of discovery. Students will learn to read as writers, paying close attention to the choices writers make to produce certain effects in their essays and books. Students will also practice bringing together their emotional side (How does this make me feel?) with their analytical side (What formal choices has the writer made that could explain the way I'm feeling?). Weekly creative nonfiction assignments and adventures in the field will give students

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opportunities to experiment with their writing and help them build towards drafting a longer essay that we will workshop at the end of the semester.

### ***The Myth of the Frontier*** (spring)

Since America's beginnings, the frontier has shaped our national identity and values. Frederick Jackson Turner claimed that westward expansion defined the American character because the wilderness forced pioneers to leave behind their old ways: "It takes him from the railroad car and puts in the birch canoe...Little by little he transforms the wilderness, but the outcome is not the old Europe...here is a new product that is American." In this seminar, we will read writers who critique the myth of the American frontier and examine the impact of our conquest on Native American. We will also explore how the story of westward expansion changes depending upon the gender or ethnicity of the person recounting it.

### **NATURAL 8: (UN)NATURAL FOOD IN AMERICA**

Common Area Designation(s): Historical Studies

### ***The Rise of Modern Food*** (fall)

In this seminar, we will explore together America's transformation from a nation of farmers to one of industrial food giants. Along the way we will examine debates over diet and the meanings of "natural," "modern," and "pure" food through primary and secondary sources. Readings will include the biblically-based arguments of the first vegetarians of the nineteenth century, Upton Sinclair's 1905 exposé *The Jungle*, a history of modern milk production, and food advertisements that have attempted to convince consumers that one product is more "natural" than a competitor's offering. We will investigate together how the history of American food production and consumption reflect much larger questions of gender, class, race, environment, and so much more than what's on your dinner plate.

### ***A More Natural Food System*** (spring)

The American system makes a lot of inexpensive food. But there are high hidden costs to this abundance, such as the plight of immigrant laborers or manure run-off from farms in Iowa slowly suffocating sea life in the Gulf of Mexico. In the spirit of a Jesuit commitment to forming "women and men for others," our seminar discussions will explore alternative visions for what a more "natural" or harmonious food system might look like. We will make special use of contacts in greater Worcester and meet with representatives from local businesses and nonprofits who are leading the way. The semester will culminate in small group projects that offer one way we might make our food system better for all involved.

## **SELF**

### **SELF 1: BIOLOGY OF AGING**

Common Area Designation(s): Natural Science

### ***Understanding Aging*** (fall)

We all age, but why? And how? In this seminar, we will explore the different evolutionary, physiological, and molecular theories of aging and how they apply to modern human societies. We will also consider the diseases of age, including Alzheimer's disease, cancer, and type 2 diabetes. Aging and diseases of age are influenced by both genetic and environmental factors, and we will consider how to evaluate risk. Together, we will discuss how scientists conduct studies on aging and analyze how citizens make health care choices based on media reports of scientific discoveries.

### ***Combating Aging*** (spring)

We all age, but why? And what can we do about it? In this seminar, we will evaluate the therapies that are being developed to combat aging, and the research that led to those discoveries. Scientists study aging using people that age slowly (centenarians), people that age rapidly (progeric diseases), or non-human model organisms. Each of these systems has led to fundamental changes in the way we understand aging and the diseases of age. We will also consider the business of science, and how research funding and pharmaceutical profit margins drive discovery. Each student will choose a topic in the Biology of Aging for a research paper and presentation.

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### SELF 2: CAN YOU KEEP A SECRET?

Common Area Designation(s): Mathematical Science

#### ***Ciphers and Heroes*** (fall)

How are secret codes constructed? What weaknesses allow them to be cracked by clever analysts? Welcome to cryptology, the scientific study of encoding and decoding secret messages. In this seminar, we will explore the mathematics of encryption, while investigating the development, strengths, and weaknesses of historically significant cryptosystems, including the nomenclator used by Mary Queen of Scots in her quest to dethrone her cousin Elizabeth, and most thrillingly, the ENIGMA machine used during World War II. Along the way, we will delve into the lives of code creators and the clever analysts who cracked the codes, including the Polish and British heroes who cracked the seemingly unbreakable ENIGMA. *Students in this course should have a strong competence in high school algebra, and an aptitude for analytical thinking.*

#### ***Privacy in the Digital Age*** (spring)

How does Amazon.com keep your payment information secure when you order online? Does the nature of social media influence the way you present yourself and interact with others online? Is there a divide between your actual self, and your digital self? Secure electronic communication is vital to modern society in many ways, and cryptosystems are at the heart of this. These mathematical systems rely on the stunning development of public key cryptography, a concept born in the computer revolution of the 1970s. In this seminar, we will focus on these modern cryptosystems, the visionaries who created them, and the advances in computing that make them secure. We will also examine the significant impact that electronic communication has on the self. *Students in this course should have a strong competence in high school algebra, and an aptitude for analytical thinking.*

### SELF 3: COMPETITION & CONFLICT

Common Area Designation(s): Social Science

#### ***Competition*** (fall)

What factors influence the complex psychological experience of an athlete in performance? In this seminar, we will explore the field of sports psychology and all emotional, cognitive, behavioral, and social phenomena related to the fields of performance, competition, exercise, and training. Drawing on scientific literature, memoirs, and non-fiction, we will consider the lived-experience of the athlete in performance, as well as the therapeutic intervention techniques that can be deployed with athletes to reduce anxiety, increase motivation, conceptualize emotions, and energize the body in performance. We will conclude our discussion with a bio-psycho-social examination of the athlete's career transition, looking closely at the effects of head trauma, the loss of identity, the loss of interpersonal structures, and the experiential shifts that may occur as athletes navigate retirement.

#### ***Conflict*** (spring)

What factors influence the complex psychological experience of military identity? In this seminar, we will turn our attention to the field of military psychology to examine the emotional, cognitive, behavioral, and social phenomena related to the fields of war, combat, training, and deployment. Drawing on scientific literature, memoirs, and non-fiction, we will consider the lived-experience of the soldier in war, as well as therapeutic intervention techniques that can be deployed with soldiers to reduce anxiety, increase motivation, conceptualize emotions, and energize the body in performance. We will conclude our discussion with a bio-psycho-social examination of the soldier's career transition, looking closely at the effects of trauma, the loss of identity, the loss of interpersonal structures, and the experiential shifts that may occur as soldiers navigate a return to civilian life and society.

### SELF 4: DEATH & SOCIETY

Common Area Designation: Social Science

#### ***Making Sense of Mortality*** (fall)

Students in this class will address the question, how do we make sense of death? Together, we will consider how historical, cultural, and institutional conditions shape people's understandings of mortality, while also using death as a way to understand what it means to live in the 21st-century United States. Specific topics include: demographic changes and the transformation of aging and dying in the contemporary West; the question of whether or not we live in a "death-denying" society; end-of-life dilemmas posed by advanced medical technologies; and what it is like to die across borders or far from your home.

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### ***Caring for Our Dead and Dying*** (spring)

This seminar will ask students to consider how we care for people at the end of life and in death as we examine the roles of professional caregivers and learn about alternatives to mainstream models of care. We will use end-of-life caregiving as an opportunity to explore themes related to industrialized medicine, intimacy, authenticity, emotional labor, and inequality in post-modern American life. Topics include: doctors and nurses, home care aids, physician-assisted suicide, death midwives/end-of-life doulas, clergy, and funeral directors. Ideal for students considering a career in the health professions, this seminar includes care-related volunteer work. *This course entails a commitment to a Community-Based Learning component.*

### **SELF 5: FAITH & SPIRIT IN U.S. HISTORY**

Common Area Designation(s): Historical Studies

### ***Restless Souls*** (fall)

Many Americans today consider themselves "more spiritual than religious." But what do they mean? How have religious traditions historically shaped the individual's quest for spiritual meaning? This seminar will explore the spiritual lives of Americans from the colonial period through the nineteenth century. In the texts of personal writings, sermons, artwork, novels, and speeches, we will understand the "seekers" who both defined and defied the social and religious norms of their day. Along the way, we will examine how various religious communities and individuals struggled to transplant and renew traditional practices and beliefs in the "new world," particularly as they competed for followers in an increasingly diverse and complex "marketplace" of religious movements and ideas.

### ***Righteous Lives*** (spring)

As we continue to explore the history of religious belief and practice in America, we will shift our focus to modern America. How did new innovations in science and technology affect individuals' understanding of the divine? How did new sources of self-identity arising from consumerism, mass politics, and social activism in the mid-twentieth century affect commitments to traditional sources of knowledge, belief, and moral wisdom? What explains the proliferation of "nones" (non-religiously-affiliated) among a younger generation in the twenty-first century? Students projects will explore these and other questions. Individual research papers may examine a particular individual or religious movement as it reflected significant social, cultural, and political currents of the twentieth century.

### **SELF 6: GENDER IN EVERYDAY LIFE**

Common Area Designation(s): Social Science

CIS Concentration(s): Gender, Sexuality, and Women's Studies

### ***Defining Gender*** (fall)

What is gender? How does gender develop throughout our lifetime? What is gender normativity and why does gender have such a powerful impact on our everyday lives? How do the borders between genders become constructed? In this seminar, we will explore these questions and more, attending to the ways that gender shapes us and is shaped by us. Drawing primarily on sociological studies of gender, students will learn to think critically about gender in their own lives and understand the impact that gender has on their conception of self. We will explore topics such as masculinity, femininity, understanding how the social world impacts our notions of what is (and is not) biological, and gender in childhood and in popular culture.

### ***Redefining Gender*** (spring)

Gender is a powerful social construct. But how do people challenge gender normativity in everyday life? In this seminar, we will consider the countless ways that people challenge gender expectations and work to shift the norms associated with masculinity and femininity and, in some cases, deconstruct the borders altogether. Through the use of social scientific research, non-fiction, and historical accounts, we will explore ongoing questions such as: how do women in leadership positions respond to gender-based stereotypes? How do stay-at-home dads negotiate expectations of being a breadwinner? What do we learn about gender from people who are gender nonconforming or who transition their gender? What has feminism contributed to these conversations? What are the cumulative effects of various challenges against societal gender norms?

### **SELF 7: GENDER, HEALTH, AND RIGHTS**

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Common Area Designation(s): Social Science or Cross-Cultural Studies

C.I.S. Concentration: Africana Studies and Gender, Sexuality & Women's Studies

### **Pathologies** (fall)

How do *selves* navigate various “pathologies” in their social, cultural and economic worlds? In this seminar, we will focus on two key pathologies, namely, gender inequalities and extreme poverty, and examine how these shape the lived realities of gendered, racialized and classed *selves* in the Global South. Together, we will explore how these pathologies affect the health and wellbeing of individual and collective *selves*, by focusing on the HIV/AIDS epidemic, maternal and child mortality and mental health, among others. By the end of the fall semester, students will be familiar with key anthropological and feminist concepts as they pertain to gender and socio-economic inequalities at local, national, and global levels.

### **Power** (spring)

In this seminar, we will turn our focus to the concept of “power” and the efforts that individual and collective *selves* have employed in an attempt to address the two key pathologies that we discussed in the fall, namely, gender inequalities and extreme poverty. We will critically examine various “development”, “human rights” and “public health” interventions that have been implemented in the global south as a way of giving “power” back to gendered, racialized and classed *selves*. Course material will focus on the efforts of individual and collective *selves* working to redress pathologies at local, national and global levels. By the end of the spring semester, students will have deepened their familiarity with key anthropological and feminist perspectives as they pertain to “power” and agency.

## **SELF 8: THE SCIENCE OF HAPPINESS**

Common Area Designation(s): Social Science

### **Self Discovery** (fall)

Influenced by Aristotle, John Locke coined the term “pursuit of happiness”. Thomas Jefferson never explained his use of this phrase as stated in the *Declaration of Independence*. The Social Sciences, however, have plenty to say about it, and “Positive Psychology” in particular makes a large contribution to this area of inquiry. Positive psychology concerns itself with the use of psychological theory, research and clinical techniques toward understanding resilient and adaptive, creative, positive, and emotionally fulfilling aspects of human behavior. As you pursue your own independence at the beginning of your college career, you will explore in this seminar what the science of happiness has to say about your own pursuit of happiness as you declare your independence.

### **Flourishing** (spring)

So, what is the good life anyway? Who is capable of achieving it? What are the factors that sustain it? How can you achieve it for yourself? How do you know if you’re living it? We all have opinions about these matters, but psychologists approach these questions scientifically, based on objectively verifiable evidence. Through the lens of Positive Psychology, students will tackle these compelling and life-enriching questions as you reflect on your own adjustment to college life, a Community Based Learning project requiring 2 hours/week on site, and exposure to those with serious life issues. *This course entails a commitment to a Community-Based Learning component.*