ConnCourses Offered in Fall 2017

ANT 112 CC: MATERIAL LEGACIES

Our material pasts, the objects and built environments we create, can endure long after we fade away. This course examines the material legacies of humans, beginning with the corporeal remains of our earliest hominin ancestors, and ending with the deluge of possessions and waste that go hand-in-hand with 21st century hyper-consumerism. Throughout, we apply the analytical lenses of archaeological anthropology to probe the human condition. What does it mean to be human, and are we fundamentally different - biologically, behaviorally - from other bipedal primates? In what ways do we create our material worlds, and how do these material worlds shape our everyday lives? Can the most enduring of human material legacies provide insights into variable expressions of culture that, ultimately, affect how we think about our own futures? Along the way, we explore the concepts, methods, and practices of archaeology: how the material record is formed and transformed; how to read and map geological and cultural strata; the significance of provenience and context; how human behavior and culture can be inferred from objects; and how archaeologists think about and measure time. *A. Graesch*

ANT 114 CC: POWER AND INEQUALITY

Power and Inequality in a Global World

Almost half of the world's population lives in poverty. What are the mechanisms of power that reproduce inequality in different settings around the world? Through examining ethnographies of migration from the Middle East to Europe and from south to north in the Americas; systemic racism in the United States; issues of food access and security; and gender disparities in the workplace, students will identify the means by which power is used to create unequal access to resources in different contexts. Why do we have so much poverty on earth? What factors contribute to wealth gaps? How is poverty structuralized and institutionalized? What realities do people living in poverty face, and how do they deal with them? How do intersectional approaches to race, class, and gender apply? Using an anthropological approach, this course investigates how global economic systems reinforce the growing wealth gap and how cultural practices around race, class, and gender are often used to justify and reify unequal distributions. Students will use a variety of anthropological methods such as participant-observation, interviews, and the collection of visual data to gain first-hand knowledge of issues of inequality in our local community***.*** *R. Black*

ART 104 CC: TIME-BASED DIGITAL ART (also AT 104)

A hands-on introduction to the vibrant world of recorded sounds and moving images as a medium for artistic expression and cultural awareness. In our modern life we are constantly bombarded by electronic media: from GIFs to TVs, from smartphone screens to giant LED billboards. Students will become active media makers, learning to create, manipulate, and more consciously negotiate this torrent of media. Projects range from making sound recordings of our local environment to crafting animations and audio-video mash-ups. Students will examine ways in which these new media connect to drawing, painting, architecture, film, music, and technological culture. *N. Assor*

ART 210 CC: DECODING COLOR

Decoding Color: Factual vs. Actual Color

Bright yellow is one of the easiest colors to detect in human vision, making it a good color choice for humanitarian food parcels. In 2001, cluster bombs dispersing bomblets of this color were dropped in the same areas as food parcels in Afghanistan by the US, resulting in dire consequences. Most color choices we make are not life threatening, but an in-depth study of color coding can increase awareness of how important color is in our world. In this course students will learn about the physical attributes of "factual" color and broaden their understanding of "actual" color in context. Do we all see color the same? In studying "factual" color students will learn how color perception works in the eye and brain. They will gain knowledge of the properties of color,

history of pigments, identification of color and additive/subtractive color systems. Building on this information, students will look closely at "actual" color in context. Considering the psychological and cultural aspects of color, students will analyze and manipulate color through perceptual training and hands-on studio applications. Creative and personal expression is encouraged. This studio-based course will focus on increasing color awareness and build a consensus regarding color perception. *P. Marks*

BIO 118 CC: UNDERSTANDING EVOLUTION

"Nothing in biology makes sense except in the light of evolution" (Theodosius Dobzhansky, 1973). In this course, students will study the nature of science in order to underscore the educational and societal need that we have today to confront the challenges presented by creationism and by the pseudoscience pervasive in our culture. Students will distinguish science from pseudoscience by applying the concepts of genetic change, the origin of species, evidence for evolution, patterns of diversity, phylogenetic relationships, and the evolution of humans. Drawing on information from historical, artistic, mathematical, medical, and literary fields, students will assess the impact of evolution in multiple disciplines. Implications about evolution for medicine and human diversity will enable students to examine ethical issues and understand the value of diversity in our species, Homo sapiens. *P. Barnes*

BIO 119 CC: GLOBAL INFECTIONS AND PERSONAL HEALTH

Infectious diseases, caused by harmful microbes (mainly viruses and bacteria), have been affecting humanity throughout history at epidemic and pandemic levels. The course examines the history of infectious diseases, the science underlying them, how the choices we make in our lives affect the spread of global infections, and what our obligations are as global citizens to control this spread. From time to time, we hear about newly emerging and reemerging diseases. Zika, a recent epidemic that emerged in South America, is causing birth defects. The Spanish flu of 1918 cost more lives than both World Wars, yet most Americans did not know about it until 2009, when a milder variant of H1N1 affected a younger population. Will history repeat itself? Will it be another flu virus of which we need to be vigilant or will it be a totally new virus for which we are not prepared? How do these new viruses evolve? Looking at more recent diseases, the world could bring a stop to Ebola spread in Africa, but will we be lucky next time? By investigating these questions, we can come up with an agenda to improve our personal health by paying attention to our riskier behaviors that favor the transmission of infectious disease. Topics include emerging viral infections, antibiotic-resistance, nosocomial infections, and travel advisories and their contribution to global infections. *S. Suriyapperuma*

BOT 115 CC: HOW PLANTS FEED THE WORLD

Have you ever wondered why potatoes sprout in your cupboard? Why do plants even make potatoes in the first place? And is that sweet corn you eat in the summertime genetically modified? Who were the first people to eat corn, anyway? And did you know that cashews are closely related to poison ivy? Students will learn about basic plant biology through the lens of global agriculture, with an emphasis on asking and answering questions. The course explores how different plants are grown around the world to support human nutritional needs and culinary tastes. We will also get our hands dirty – literally – growing plants and visiting local gardens and field sites. This course includes both lecture/discussion meetings and weekly labs. Students will grow their own gardens in the greenhouse and track the development of their plants from seed to fruit through both careful illustration and scientific observation. We will also perform several experiments to learn firsthand how plants grow, what they need to survive, and how they behave in different environments. Field trips to the on-campus Sprout garden and to FRESH New London will provide a hands-on introduction to local small-scale and community farming. On field trips to the Arboretum, we will look for evidence of colonial era farms right here in New London, and talk about how the Mashantucket Pequot raised crops here before the arrival of European colonists. Last but not least, we will learn how to identify members of some of the most important crop families grown around the world. *R. Spicer*

EAS 105 CC: CONTROVERSIES IN EAST ASIA

With the 2020 Tokyo Olympics approaching, the dominance of South Korean technology in an intensely competitive global market, and China's increasing economic presence on the world stage, the East Asian region is becoming pivotal to shaping the world in the 21st century. At the same time, the East Asian region is also enduring some of its greatest dangers, from the Fukushima nuclear disaster, the threat of a nuclear North Korea, and China-led geopolitical disputes throughout the region. In this course, students will acquire the necessary tools for grappling with these issues and other such "controversies" in the East Asian region. Students will build their toolkit through the analysis of literature, film, art and music that deals with topics such as the historical memory of World War II, national identity, disputed territories and political tensions, fascism and communism, and issues of gender and sexuality. Through analyzing these cultural products, students will gain knowledge of and ability to understand and interpret the significance of these issues to the East Asian region, as well as to themselves as Connecticut College students. *M. Chan*

ENG 155 CC: AMERICAN EARTH (also ES 155)

Climate change. Mass extinctions. Whether we are watching big-budget Hollywood disaster films or reading specialized scientific journals, crisis and even apocalypse have become watch-words of our contemporary ecological predicament. How do the categories and narratives that we use to conceptualize environmental issues affect how we respond? Students will engage contemporary ecological crises by investigating how concepts such as nature and sustainability have been imagined by different writers, in different genres, at distinct historical moments. They will learn to recognize and deconstruct some of the most common narrative tropes structuring environmental discourse, such as the pastoral ideal, pollution, wilderness, and apocalypse. As a result, students will be able to analyze and evaluate how narratives about nature shape contemporary conversations about the environment in popular culture and across disciplines. Key environmental concepts will be explored through an interdisciplinary range of course materials, including poetry, short stories, and novels; popular science writing and scientific journalism; nonfictional accounts of climate change; acts of Congress; and films. Authors may include Henry David Thoreau, John Muir, Luther Standing Bear, Octavia Butler, Bill McKibben, Rachel Carson, and Aldo Leopold. *M. Neely*

GER 272/HIS 272 CC: Berlin

What makes a world city? How did Berlin develop from a provincial capital into a great cultural and political center, a quintessential modern world city? In this course, Berlin will serve as a window through which to examine the major developments in Germany over the last two-and-a-half centuries, including the unification of Germany, two world wars, the rise of the Nazis, and the division of the city during the Cold War. Students will develop an understanding of the evolution of a city by placing the city of Berlin within its historical and cultural contexts while at the same time learning about its physical development. By examining the intense debates over buildings such as the Royal Palace and the Reichstag, museums and monuments, as well as parks, streets, and other urban spaces, students will learn about the new Berlin republic's determination to foster a democratic and inclusive public discourse around contentious and charged issues, and develop the ability to evaluate all kinds of cities in a similar manner. At the end of the course, students will have been exposed to a model of interdisciplinary studies, that is, one example of how the same object of study, here Berlin, may be examined by two different intellectual disciplines in ways that sometimes converge and sometimes diverge. *M. Forster, G. Atherton*

GOV 276 CC: PRESIDENCY: WHITE HOUSE 20500

The man from Independence. Ike. JFK. LBJ. Tricky Dick. Jerry. Jimmy. The Great Communicator. Bush 41. Slick Willie. Dubya. No Drama Obama. As these names suggest, the American public has alternately praised and condemned its chief executives for being imperial and populist, ambitious and inspirational, statesmen and partisans. What remains constant is the deeply engrained expectation that U.S. presidents will be heroic patriarchs, self-made men who dedicate themselves to the national interest. Gender, race, sexuality, and religion are constitutive of the presidency. Whether they are on the campaign trail or in the Oval Office,

candidates and officeholders alike struggle to prove that they are "presidential." Yet presidents do not govern alone. The president is also at the heart of a complex executive bureaucracy. To study the president is to study executive leadership in a rich and complicated organizational, political, partisan context. The questions we will ask and debate include: Who is popularly perceived as having "presidential timber"? Who do presidents nominate and Senators confirm for elite posts in the executive branch? What does this selectivity reveal about the workings of power in the U.S. society and political system? How do presidents set their political agendas? How do presidents make decisions? What are the consequences of these agendas and decisions for voters and constituents? When do presidents lobby Congress? When do presidents pursue litigation in the Supreme Court? What are the consequences of their strategies for the constitutional system of checks-and-balances? *M. Borrelli*

HIS 101 CC: BIG HISTORY

From the Big Bang to the Future of Humanity and the Cosmos

Since the eighteenth century, physicists and astronomers have been piecing together the history of the universe and our solar system; geologists the history of our planet; evolutionary biologists the history of life on Earth; and archaeologists the history of humanity before written records. Realizing this, some historians have breached the walls between history and prehistory, and between the social and natural sciences, to create a continuous narrative account of everything we know about the past: Big History. Using a textbook and an extended theoretical essay written by leading figures in this emerging field, this course focuses on the fundamental forces that have shaped change and continuity across the 13.8 billion years of observable time. By exploring processes and themes common to natural and human history, students will receive basic training for a lifetime practice of situating everything they learn within the complex web of similarities, and differences, between human behavior and natural phenomena. They will also have the tools to develop their own ideas about how best to meet the challenges of the present, and shape the future, for the benefit of humanity and the natural systems upon which all life depends. *F. Paxton*

HIS 104 CC: U.S. NATIVES AND NEWCOMERS

An Introduction to the History of the United States

This course recasts the traditional survey of United States history through the thematic frame of "natives and newcomers." Narrowly constructed, the concept of "native and newcomers" evokes two familiar topics in US history courses: the encounters between the diverse indigenous peoples of North America with Euro-American settler colonialists and the often hostile relationships between voluntary and involuntary immigrants, including African slaves, and the "nativist" Americans who are empowered to define their status. Less expectedly, the course will use this framework to reframe other critical episodes and issues in the American past, including the American Revolution and early national period; abolitionism and social reform; slavery and emancipation the Civil War and Reconstruction; first, second and third wave feminist movements; industrialization and the labor movement; the Progressive era; the Great Depression and New Deal; Japanese internment in the second world war; the red and lavender scares of the 1950s; the multi-faceted Freedom movements of the 1950s, 60s, and 70s; the Reagan Revolution; and the role of the American military abroad, among others. In sum, the concept of seeing the American past through "natives and newcomers" will redefine American history as a struggle for power in its traditional sense - a battle for control over land, freedom, wealth, citizenship, and political power - and also in its cultural connotation - a battle for control over the meaning and production of American identity. *B. Knapp*

HIS 115 CC: CHINESE PATH TO HAPPINESS (also EAS 115 and PHI 115)

What is the best way to live a more meaningful, fulfilling, and ethical life? How might human society be organized to best encourage human flourishing and peaceful co-existence? Classical Chinese thinkers engaged in on-going debates about these important human questions and the powerful and persuasive answers they proposed remain relevant today as China, the United States, and nations around the world undergo rapid globalization. Students interested in exploring ethical, political, spiritual, and philosophical approaches to living a more meaningful life in this global age marked by the dominance of material and consumer culture are invited

to ponder the answers that classical Chinese thinkers devised in response to these questions of human perennial concern. *S. Queen*

HIS 117 CC: GLOBALIZATION OR EMPIRE?

Does the word "globalization" adequately account for the processes we see in our world today? Whose story is the globalization story? Does this story of globalization apply equally to all societies and peoples? On whose behalf does globalization work and who is left out? Students will consider whether the term "globalization" is too value neutral, implying as it does that places and peoples across the world are coming together in search of harmony and collaboration around common purposes and goals. Students will read both advocates and critics of "globalization discourse" and consider instead whether "empire" is a better name for properly describing the relations of power across the globe, where hierarchy, difference, subordination, and erasure are increasingly produced for the majority of the world's people. Many argue that ever since the 1980s, humans have come increasingly to inhabit an unequally globalizing world. Critics of globalization warn that many more people are being left out than included in the processes of connection. Since the 1970s, inequality, poverty, dispossession, and alienation characterize far more people than ever in the past. People are more mobile, objects and ideas are produced transnationally, borders are traversed and eroding, and technology overcomes numerous communication barriers, but rather than leave the nation-state behind, more borders and boundaries have been constructed in the past few decades to secure exclusive rights for select citizens. Transformations of mobility and reconfigurations of space generate new registers of representations, new identities, new subjectivities, and new structures of power and inequality. Students will take a long view of the past to explore the histories of processes of connection and fragmentation that have shaped the contemporary human experience. *S. Chhabria*

MUS 130 CC: FOUNDATION OF MUSIC THEORY

This course explores the nature of music through an introduction to the field of music theory, considering the complex roles of theorist, performer, listener, composer, and historian. We will grapple with such questions as: how an understanding of rudiments enhances our relationship with music; how musical materials (rhythm, melody, harmony, form) function across genres; how musical meaning and effect are created; why certain types of Western art music occupy a privileged position in music-theoretical discourse; and to what extent the concepts of this course can be brought to bear on other repertoires (popular music and non-Western traditions). Coursework will include an intensive review of the rudiments of music theory (clefs, notation, meter, key signatures, scales, intervals, triads, seventh chords), the development of musicianship skills, exercises in counterpoint and elementary composition, attending concerts, and undertaking primary source readings. The canonical position of Western art music in the study of music will be examined through the application of course topics to musics both within and outside of the traditional canon. In addition, as a ConnCourse, this class will make connections across the liberal arts, addressing questions that may include: how do musical structures display mathematical logic, how can dance choreography reflect musical meter, how might certain musical styles interact with theater and film, and how can a consideration of cognition enhance the study of music theory? *M. Thomas*

REL 198 CC: RELIGIOUS PRACTICES/ECOLOGY

What do the Saami in Sweden share with inhabitants of the mangroves of Bangladesh? In many sites around the world global demand for natural resources, such as inexpensive shrimp or paper products, compete with indigenous religious communities' practices and their relations with the natural environment. Students examine the ethical dimensions of humans' interactions with the environment, the philosophy of deep ecology, and the impacts felt by indigenous religious communities. Through the study of religious traditions, news stories, scientific studies on environmental destruction, and historical records, students explore different indigenous religious communities' responses to the following questions: What is "nature" and why do we value it? What cosmological dimensions relate humans to nature? How do traditions and teachings support or challenge the idea of nature as simply a utilitarian resource? We will also examine how deep ecology has informed new practices among Christians and Muslims. *S. Uddin*

SPA 125 CC: HISPANIC IDENTITIES (IN SPANISH)

How do people explore, imagine, and distinguish themselves as Hispanic? The goal of this interdisciplinary course is for students to compare and contrast Spain, Latin America, Latino cultures, the global and local, to understand how Hispanic identity is constructed from inside and outside. Students will debate the trope of identity by engaging with a variety of genres and social media including diaries, portraits, blogs, short stories, websites, poetry, music, novel and performance. Popular cultural pieces addressing machismo, mestizaje, and salsa (culture), for example, contest elite foundational narratives of nation, race, environment, style, and social class (Culture). Connecting to the world around us, students cultivate active learning through problem-based activities and collaborative writing projects. *J. Kushigian*

STA 121 CC: SOCIAL STATISTICS THROUGH SOCIAL JUSTICE

How problematic is racial profiling in America? What does it mean to be "below the poverty line"? Are some countries "happier" than others? If so, how do we know? These social justice and social policy questions are often examined using quantitative data. The importance of data in public discourse around these issues gives statistics the power to change society. With great power, however, comes great responsibility. This course is not about simply using data related to topical news items to learn statistical techniques. It is about how the responsible use of statistics can help us understand and address the most important questions facing society. To that end, the course begins with the study of the philosophical underpinnings of the question, "what makes a society just?" Through the original works of Aristotle, Rawls, Dworkin, and others, students will be introduced to traditional approaches for framing social justice questions. Students will develop statistical techniques in exploratory data analysis, experimental design, sampling, and regression using data aimed at addressing social policy and social justice questions. Students will combine their knowledge of the philosophy of justice with statistical techniques to address issues of social justice in the world around them. *J. Madura*

THE 235 CC: O'NEILL: THEATER REVOLUTIONARY (also AMS 235)

Eugene O'Neill, the revolutionary of the American theater, won four Pulitzer Prizes and is the only American playwright to have been awarded the Nobel Prize for literature. He is credited with creating a new American theater, a theater of realism, a style that is common place today. Prior to O'Neill's entrance into the theater world, American theater companies were producing melodramas and spectacles that revolved around high society. O'Neill broke tradition by writing plays that depicted the working class in realistic settings and situations. O'Neill was an innovator and an artist who took risks and challenged himself and American society; paving the way for the next generations of great American playwrights, including Arthur Miller, Tennessee Williams, Edward Albee, and Tony Kushner. This course explores the question of how the world around us influences an individual's creative journey. Does that individual maintain the status quo or revolt against it? We will explore O'Neill's plays in cultural, historical, and biographical contexts and see how New London, O'Neill's boyhood home, influenced and is portrayed in his work. During the course we will visiting the Charles W. Morgan at Mystic Seaport Museum, while we study O'Neill's play that is set aboard a whaling ship. We will also tour New London and visit locations that are relevant to O'Neill's life and hold a class session at the Monte Cristo Cottage, which is the setting for O'Neill's greatest play, Long Day's Journey into Night. In addition to the museum visits, students will utilize the primary documents that are in the Sheaffer-O'Neill Collection in at the Linda Lear Center for Collections and Archives in Shain Library. The collection includes letters, interviews, and photographs that give great insight into Eugene O'Neill, his work, and the American theater. *R. Richter*