The First Year Seminar
Loyola Marymount University

This signature course of the Core Curriculum is designed to introduce first year students to the spirit of academic excellence and intellectual rigor that guides the community of scholars at Loyola Marymount University.

Students in the First Year Seminar have the opportunity to closely engage with some of the finest faculty and field experts the university has to offer. The following pages include course descriptions for Fall 2015. Students should select seminars based on their academic interests and curiosities in close consultation with their orientation advisors.

Fall 2015 First Year Seminar Course Descriptions

A Critical Approach to Globalization (Prof. Edward Park, Asian Pacific American Studies)
TR 11:20-12:50pm (CRN 44878)
TR 1:00-2:30pm (CRN 45208)
This course provides a critical, interdisciplinary, and comparative examination of globalization. The first half of the course will underscore the history of globalization, tracing the movements of people, goods, and ideas from ancient times to the present. The historical part of the course will highlight the multi-directional nature of globalization as well as the idea that transcontinental movements of people, goods, and ideas have been a defining feature of the human condition. The second half of the course examines Los Angeles as an important site for understanding globalization since the mid-1800s. The transition of Los Angeles from a Mexican outpost to into a world city provides a rich context to engage the major features and elements of contemporary globalization including international migration, global production and trade, cultural and knowledge industries, social and cultural diversity, global inequality and social justice, and environment crisis.

Ancient Greek World (Prof. Katerina Zacharia, Classics and Archaeology)
TR 1:00-2:30pm (CRN 44940)
This course will introduce first year students to the civilization of the ancient Greeks spanning roughly 1,000 years (1500–400 B.C.), from its origins in the late Bronze Age until the Hellenistic period, encompassing the study of archaeology, history, literature, religion, philosophy, and the fine arts. During the second half of the semester, the whole class will become an Athenian Assembly and debate on the Reconciliation Agreement between Athens and Sparta after 31 years of the Peloponnesian War. Students will study primary sources, including Plato’s Republic, and research in depth the functioning of the Athenian assembly, so they may best impersonate the role they will be assigned in the Reacting to the Past ‘The Threshold of Democracy: Athens in 403 BC’ game, and engage in debate through composition of short speeches and improvisation.
Art in the Age of AIDS (Prof. Leon Wiebers, Theatre Arts and Dance)  
TR 11:20-12:50pm (CRN 44865)  
This seminar will examine the AIDS epidemic through theatre, film, art and literature. Using texts such as "The Normal Heart", "Angels in America", "And the Band Played On", and several others, the class will study the artists and their response to AIDS during the first wave period from the early 1980s-90s. Comparing the historical information, the protests of ACT-UP, governmental legislation and popular culture with the artistic work of David Wojnarowicz, Robert Mapplethorpe, Bill T. Jones, Keith Haring and others, the course will focus this investigation of the disease on the often violent personal cum political struggles that forcefully opened the closet door; fuelling massive social change in America and the modern gay movement.

Baseball: American Values, Social Conflicts, and National Identity (Prof. David Sapp, School of Education)  
TR 8:00-9:30am (CRN 46138)  
TR 9:40-11:10am (CRN 45072)  
In this first-year seminar, we will read, reflect, and respond to what researchers, critics, and intellectuals have to say about the role of baseball in American society, particularly in light of relationships among its workers, management, executives, owners of industry, and fans. To understand the role of baseball in our society in all its fascinating complexities, we will critically examine our culture's engagement with "our nation's pastime." To inform our perspective, we will read and discuss others’ points of view, including examples such as Studs Terkel’s oral histories of professional athletes as workers, labor organizer Marvin Miller’s accounts of union development, baseball owner Bill Veeck’s ground-breaking innovations, former baseball star Curt Flood’s arguments about workers’ rights, sportswriter Sam Walker's autobiographical introduction to the ultra-competitive world of fantasy sports, and articles that describe the impact of the Negro Leagues, the history of the women's professional baseball league, and the rise of baseball in Latin America. Drawing from these and other readings, from students' personal interviews, and from our own experiences and ideas, we will write and revise several essays exploring the history, nature, and meaning of baseball in our culture. Opportunities will be presented for students to explore intersecting themes of race, nation of origin, class, gender, disability, power, privilege, and violence as they relate to professional and college sports. Attention will be given to the following themes: idealism and the American dream; democracy and free enterprise; hero worship and patriotism; ethics, corruption, and disillusionment; and narratives of masculine identity. Students do not need to be experts on the topic of baseball to succeed in this course. However, the instructor expects students to engage enthusiastically with the themed readings, assignments, and activities. Intellectual curiosity is required, as is the tenacity to do one's best work.

Black Los Angeles (Prof. Angela James, African American Studies)  
MWF 1:50-2:50pm (CRN 44941)  
MWF 3:00-4:00pm (CRN 44949)  
This course examines the growth and evolution of African American communities in Los Angeles, as well as the "representation" of Black Los Angelenos. We review the central theoretical and substantive issues that have driven research and debate regarding African American communities in Los Angeles. Starting with a focus on "The Great Migration" and the development of Central Avenue, and continuing through riots and rebellions, to contemporary developments on ‘the Shaw’, this course uses interdisciplinary approaches to gain a better understanding of what shapes the social and cultural characteristics of the African American communities in Los Angeles. Accordingly, we explore film, literary, historical and social science accounts of African American communities in Los Angeles.
Throughout the course, writing assignments are used to explore the ways in which race and space combine to create urban communities, and to introduce the full range of tools and methodologies used in the study of African American communities. Please note, the course includes a single, MANDATORY SUNDAY ‘Tour of Black LA’ that is EPIC.

Books about Beasts: Animal Narratives, Human Readers (Prof. Molly Youngkin, English)  
TR 1:00-2:30pm (CRN 44939)  
This course will focus on literary representations of animals, or animal narratives, to show how humans understand their own place in the world and responsibilities to the world. The central questions of the course will be: How are animals represented by humans? According to these representations, what is the relationship between humans and animals? Do animals have rights? What obligations do we have to them? Are they our allies or our competitors? What is the nature of animal consciousness and emotion? Are all animals equal? We will contextualize these central questions by discussing contemporary debates about the animal/human relationship, including the use of animals in scientific research, the role of zoos and wildlife parks in animal preservation, the role of pets in our lives, the ethics of vegetarianism, and other topics of interest to students enrolled in the class. By reading animal narratives in conjunction with discussion of contemporary debates about related topics, we will better understand the complicated relationship between humans and animals and the ethical issues involved in this relationship.

Childhood in International Cinema (Prof. Aine O’Healy, Modern Languages and Literatures)  
MW 9:40-11:10am (CRN 47645)  
This seminar introduces students to critical writing through the exploration of international cinema. Our focus is on the representation of childhood in several films produced around the world since the 1940s. In order to engage with these films, drawn from different national contexts and historical periods, students apply the tools of audiovisual analysis to discern the symbolic functions fulfilled by the figure of the child. We will examine how the construction of children in cinema intersects with discourses of nation formation and with the representation of gender, sexuality, ethnicity and social class. The assigned readings, mainly drawn from cinema studies, will guide our explorations and will allow us to place the filmic analyses in a broader context, encompassing issues of globalization, discourses of the border, and discussions about multiculturalism and diversity.

Children of Athena (Prof. Christina Bogdanou, Modern Greek Studies)  
TR 11:20-12:50pm (CRN 44859)  
Fascinated by Greek history and myths and intrigued by Modern Greece and its culture? A literature-based course, The Children of Athena looks at Greek myth, history, literature, and culture as it has evolved from the past to the present. The relationship between myth and history, conflicting cultural identities, war and politics, urbanization and globalization, the changing geopolitical map of Europe will be some of the topics we will explore in our discussions.

Close Relationships: From Just Friends to Fatal Attractions and Everything In Between (Prof. Anna Muraco, Sociology)  
MWF 11:30-12:30pm (CRN 44863)  
This first year seminar course will introduce students to the sociological study of close relationships. In exploring close relationships, the course will focus on friendship and romantic relationships, as well as introduce students to concepts, theories, and methodologies in sociological and social science research. This FYS falls within the Power and Privilege theme, in that we will examine how
differences in social identities and statuses influence the formation and maintenance of social relationships. In particular, we will address how contact and alliance promote justice for historically marginalized populations, while also analyzing the limitations of social relationships to affect social change. As a FYS, in addition to the content of the course, a great deal of attention will be paid to developing skills in written and oral communication, as well as information literacy.

**Community-Based Learning with Non-Profits for Social Change (Prof. Nina Reich, Communication Studies)**
TR 2:40-4:10pm (CRN 45170)
This course focuses on how hands-on community-based learning experiences and skills can act as a vehicle for just social change. Students will choose a social justice issue of their choice, as their class project focus. Students will then be placed with a local not-for-profit community partner and will work between 20 and 40 semester hours alongside members of marginalized communities. The entire course is focused on how to engage in service for just social change in three components: literature on social justice, theories of community-based learning, and case studies of civic engagement.

**Contemplative Practice (Prof. Jane Brucker, Studio Arts)**
R 4:10-7:00pm (CRN 47276)
FYS Contemplative Practice provides a broad cultural, artistic and social understanding of the variety, creativity, process and power of the contemplative experience. A series of interdisciplinary readings and lectures will be supported by weekly meditative practice and an exploration of contemplative experience.

Our primary task concerns the written and oral analysis of fiction and non-fiction works from varied cultural traditions and disciplines related to this topic. Through these varied readings the class will explore the numerous ways one can encounter the numinous or achieve a peaceful state. To truly understand the course readings and to give students access to writing about experience, we must also engage in a practice of related creative, spiritual and meditative exercises. These exercises include but are not limited to learning principles of mind/body coordination and philosophy including yoga and the Alexander Technique, engagement with the arts, including drawing and sound meditations; or exposure to contemplation as a prayer or faith practice such as Vipassana meditation or the Ignation Spiritual Exercises. The professor is the area head for Drawing in the Department of Art and Art History and is a certified teacher of the Alexander Technique and Vinyasa yoga.

**Culture, Art and Society: Modernism (Prof. Damon Willick, Art History)**
TR 9:40-11:10am (CRN 44850)
This course will challenge students to examine the integral role of art and culture in the development of the modern world through a focused discussion of selected canonical works of art. Each week, students will explore a particular theme through a specific work of art or artist; themes might include art and the French Revolution, modern spirituality in abstract paintings of the early-twentieth century, and the relationship of American Abstract expressionism to Cold War politics. Utilizing a discussion-based format, students will learn the critical vocabulary necessary for visual analysis and interpretation while exploring art in relation to its cultural, historical, and theoretical contexts; an examination of the social, religious, political, economic and philosophical influences on the production of art and architecture will be of primary concern. One of the goals of the course is, therefore, to understand how visual culture can be read in relation to historical and theoretical events of its time as well as how art plays a vital role in how people construct their individual and
group identities. In order to utilize the abundant resources of Los Angeles, students will visit at least two local museums or sites throughout the semester.

**Culture, Art and Society: The Shaping of Los Angeles (Prof. Kirstin Noreen, Art and Art History)**
**TR 9:40-11:10am (CRN 45071)**  
**TR 11:20-12:50pm (CRN 44876)**  
Perhaps recognized more for its sun, surf, and stars, Los Angeles is often not immediately identified with culture and art. This course will challenge students to examine the meaning of culture and art in Los Angeles using various themes, such as the role of art collecting, the notion of destination architecture, the manipulation of artistic copies, and the expression of religion in the urban landscape. Students should be aware that this course is not intended as a survey of contemporary Los Angeles art; rather, class discussion will connect sites or objects in Los Angeles to a broader historical continuum to demonstrate cultural, artistic and architectural precedents that have helped to shape Southern California. There will be some mandatory Saturday field trips.

**Economics and Health (Prof. Joseph Earley, Economics)**
**MWF 8:00-9:00am (CRN 44842)**  
Using statistical methodology, this course explores topics in Economics and Health. The topics will include public health and economic issues with reference to diabetes, the obesity pandemic, heart health, mental health and other topical considerations. The goal of the seminar is to provide students with the basic economic and statistical tools to read, write and effectively communicate discussion in these topic areas.

**Education and the Public Good (Prof. Bernadette Musetti, Liberal Studies)**
**MWF 10:20-11:20am (CRN 44852)**  
**MWF 11:30-12:30pm (CRN 44887)**  
This course is an examination of the role of education in the U.S. and the purposes and functions education serves in our society. Students will be asked to consider whether education in the U.S. is the "great equalizer" or if it is more likely to serve as a primary means by which our social, economic, and political systems are reproduced. Students will examine a variety of schools and will be exposed to a diversity of material conditions, educational ideologies, and program models.

**Effective Personal Ethics & Sustainability Management (Prof. Arthur Gross-Schaefer, Marketing & Business)**
**TR 1:00-2:30pm (CRN 44928)**  
**TR 2:40-4:10pm (CRN 44947)**  
It is becoming increasingly obvious that successful professionals develop, apply, and hold on to core values as they journey through their professional and personal lives. This course will clearly and in a very interactive manner promote the core values at Loyola Marymount University of encouragement of learning and the education of the whole person by critical engagement of key issues through the combined lenses of business, ethics, sustainability, and balancing one's priorities. Such tools as how to write personal mission statements, identification and creation of personal values, review and development of personal ethics and sustainable decision models, crafting a sustainable and ethical environment, as well as learning time management tools for balancing priorities all combine in this highly innovative class to provide critical foundational skills. And all this will be accomplished by looking at personal, business, and global issues.
Ego/Alter Ego/World (Prof. Gretchen Gusich, Philosophy)  
MWF 11:30am-12:30pm (CRN 47617)  
What is the world, and how do I experience it? How do I experience other people, and in what ways is that experience different from and the same as my experience of other things? Is the world I experience the same as the world that other people experience? How do scientists experience the world, and what are the differences between their experience and ordinary experience? This course will attempt to answer these questions and many others by introducing students to major themes in Husserlian phenomenology. The course will begin with an investigation of intentionality, which is the phenomenological term used to name the directedness of consciousness. The course will focus on such topics as different activities of intentionality (for example, intuiting, remembering, picturing, imagining, etc.); the natural, scientific, and transcendental attitudes; categorial intuition; the temporal structure of experience; and intersubjectivity.

Faith and Media Creation (Prof. Luis Proenca, Production Film and Television)  
MW 12:40-2:10pm (CRN 47496)  
The Faith and Media Creation course is strongly linked to LMU’s mission and identity. The Faith and Media course component offers a chance for students to explore faith issues and the role that media images play in shaping, reflecting, encountering, and articulating faith issues to a larger audience. The Faith and Media Creation First Year Seminar course allows students to explore critically and reflectively, their own faith experience as well as LMU’s identity as a Catholic and Jesuit institution. At the same time they will be exploring their own faith concerns and commitments and express them through oral, visual and writing presentations.

Gender and Pop Culture (Prof. Stella Oh, Women’s Studies)  
MWF 11:30-12:30pm (CRN 44892)  
This course examines the relationship between gender and popular culture in the United States. This course is highly interdisciplinary and is situated at the intersections of Women’s Studies, media studies, cultural studies, and literary studies. Cultural images help shape our view of the world and our values. This course will investigate gender, race, and sexuality in advertising, film, television, video and music and focus on the ways that popular culture shapes our understanding of individual and collective identities. We will also investigate how media and popular culture demonstrates who has power and who is powerless and how such power is legitimated and naturalized. We will also look at how media and technology shapes cultural memory and multicultural representations.

God in All Sounds (Prof. Paul Humphreys, Music)  
TR 9:40am-11:00am (CRN 47627)  
This course invites students to investigate and compare the ways in which music has agency to mitigate boundaries within and across cultures. A practical framework for discussion emerges from foundational readings, chosen from the literatures of theology, ethnomusicology, and anthropology. Once these terms are established, students engage with representative case studies—through close reading and attentive listening—from which salient issues emerge. Studies might include: communal reconciliation through music in South Africa; resolution of interfaith tension through music in North India; and environmental poetics of music discourse in Oceania. Issues might include: At what level of importance does music contribute to the betterment of human societies? What are optimal modes of engagement for the reception of “other” musics? In what ways can music be seen and heard to establish what Martin Buber has called “the world of relation.”
Graphic Stories (Prof. Alexandra Neel, English)
MWF 11:30-12:30pm (CRN 44890)
Virginia Woolf once wrote “with half a sheet of notepaper we can tell all the stories of all the pictures in the world.” Is this really the case? What can pictures “say” that words cannot? What are images trying to teach us about a particular novel, poem, or document? Pictures have been used as a pedagogical tool in children’s books since the 17th century, but what do we make of their presence in 19th-, 20th-, and 21st-century literature? In this seminar, we will explore the relationship between image and text in illustrated books, ranging from 19th-century illustrated stories and poems to the 21st-century graphic novel. We’ll start in the nineteenth century with Christina Rossetti’s illustrated poem “Goblin Market” and move on to Sidney Paget’s illustrations for Arthur Conan Doyle’s Sherlock Holmes story “A Scandal in Bohemia,” interpreting the multiple, even contradictory roles images play in each of these works. Once students have gained a knowledge of how to read visual images and how to talk about their presence in a particular text, we’ll develop that expertise by looking at graphic novels such as Art Spiegelman’s Maus I: A Survivor’s Tale and Marjane Satrapi’s Persepolis: A Story of a Childhood. If these graphic stories aren’t illustrated reports or fiction, then what are they? Why can’t they simply be written accounts? Or a book of pictures?

Hitting the Road: From The Odyssey to Battlestar Galactica (Prof. Sue Scheilber, Film, TV, and Media Studies)
W 4:20-7:20pm (CRN 47278)
What do The Walking Dead, the video game Skyrim, The Odyssey, The Lord of the Rings, and The Wizard of Oz have in common? They’re all stories about being on the road, and they all use the journey as a way to explore questions about personal identity, ethics and moral responsibility, and social values. In this first year seminar, you will read, watch, play, analyze, discuss, and write about these and similar road stories. While we may not be literally on the road, the class will be a journey of exploration and discovery: intellectual, creative and personal.

How People Learn (Prof. Laura Massa, Institutional Assessment)
TR 8:00-9:30am (CRN 44847)
In ‘How People Learn’ students will explore what the sciences of cognitive psychology and educational psychology tell us about the process of learning, and consider how they can use that information to understand and improve their own learning. Topics will include the major theories of learning, memory, and motivation, what we know about how we learn various subjects, evidence-based principles for effective studying, and the role of metacognition in learning.

Ideas to Code: An Introduction to Problem Solving and Programming (Prof. Stephanie August, Electrical Engineering and Computer Science)
TR 11:20-12:50pm (CRN 44857)
MW 2:20-3:50pm (CRN 44945)
I can write a program to do that? Students explore problem solving and computer programming, and how computing empowers discovery and progress in other fields. Relevance of computing to the student, animation, artificial intelligence, and society are emphasized. Students learn to communicate technical ideas to a variety of audiences and reflect on features that distinguish people from sentient robots. Programming projects and writing assignments can be tailored to the student’s major discipline. No prior programming experience is expected.
Identity, Agency & Power: From Freud to Foucault (Prof. Michele Hammers, Communication Studies)
MWF 11:30-12:30pm (CRN 44888)
The goal of the course is to provide students with an overview of significant developments in social theory, with special attention to how concepts that we take for granted -- identity, agency, and power -- intersect and inform each other. By engaging with both academic and popular sources, students in the course will examine questions of identity (what defines an individual? how does identity develop?), agency (what does it mean to have agency? what enables agency? what constrains it? how do we understand its limits?), and power (what are the different forms that power takes?). As the title of the course suggests, students will read selected original works by theorists ranging from Sigmund Freud ("Civilization and Its Discontents") to Michel Foucault ("Discipline and Punish"). Course assignments will focus on the analysis of current events and popular culture texts as a way to sharpen our understanding of course content.

Imaginative Rationality: Philosophical Themes in C.S. Lewis, J.R.R. Tolkien, and Their Intellectual Circle (Prof. Thomas Ward, Philosophy)
TR 11:20-12:50pm (CRN 44881)
TR 1:00-2:30pm (CRN 44938)
This course will introduce you to the philosophical thought of Lewis, Tolkien, some other members of their circle, and some of their intellectual influences, including Dorothy Sayers, Charles Williams, Austin Farrer, G.K. Chesterton, and George MacDonald. We will explore traditional philosophical themes through the fiction and non-fiction of these and other authors. These themes include: the existence of God, the problem of evil, human nature, the possibility of moral knowledge, and the meaningfulness of figurative language. Since we will be examining these philosophical issues through literature (as well as literature about literature), one major question that we will ask throughout the course is this: To what extent can imaginative discourse effectively communicate truth?

Imagining Lincoln (Prof. Carla Bittel, History)
TR 11:20-12:50pm (CRN 44858)
TR 12:00-2:30pm (CRN 47585)
Who was Abraham Lincoln? Thousands of books, countless articles, and several generations of historians have explored this question. Today, we are still looking for answers. Why? This First Year Seminar course explores history's many versions of Lincoln as a case study in historical interpretation and investigation of historical memory. It unpacks the fascination with Lincoln, as Americans search for authentic leaders, construct mythologies, and create meaning about the Civil War. The objectives of the course are twofold. First, students will learn about Lincoln and his times through reading, analyzing and critiquing primary and secondary sources. We will pay special attention to Lincoln’s views on race and slavery, and his handling of southern secession, the Civil War, and emancipation, in order to elucidate broader issues of race, power and privilege. We will also examine Lincoln’s assassination and his legacy in American politics to understand how his memory has been constructed and reshaped over time. Second, students will use Lincoln to contend with different modes of historical analysis and interpretation. They will engage with the problems and potential of biographical writing, in addition to methods in social and cultural history, gender and family history, political and military history, discourse and cultural studies, psychological history and history of sexuality. Finally, we will also examine the visual and material representations of Lincoln, from portraits to photos, from documentaries to Hollywood films, from postage stamps to action figures, to understand how his image has changed over time.
Islam and the Building of America (Prof. Amir Hussain, Theology)
TR 11:20-12:50pm (CRN 44864)
Over the past 15 years my research has examined how American Muslims have lived out their religion in a society in which they are: 1) a minority community, 2) have internal differences in terms of degree of observance, sectarianism (Sunnī and Shi'a), ethnicity (25% are African American, 35% are South Asian, 33% are Middle Eastern), political affiliation, socio-economic status, etc., and 3) have to deal with issues of western modernity (e.g., same-sex marriage). This course turns that research question on its head, and asks not how America has transformed the practices of American Muslims, but how American Muslims have transformed America.

Is Theatre Really Dead? Again!? Your Role as Audience and Critic in Its Vitality (Prof. Charles Erven, Theatre Arts and Dance)
TR 1:00-2:30pm (CRN 44909)
The course seeks to provide freshmen students with opportunities and experiences to develop a sufficiently comprehensive view and understanding of theatre as an art form and its connection to culture, society, and the individual so they may (alone and collectively) become an informed and critical audience capable of engaging, shaping, and sustaining the emergence of relevant theatrical forms in the 21st Century.

Literature and Identity: The Irish Experience (Prof. John Menaghan, English)
MWF 12:40-1:40pm (CRN 44901)
What ish my nation? asks the Irishman Captain MacMorris in Shakespeare’s Henry V. As one critic notes: “Given the agonies of identity that have plagued Irish social and cultural history” this question is “of overwhelming importance in the context of the ongoing violence and tension between the two communities in Northern Ireland, as well as in the context of the often vexed relationship between Ireland and Britain.” This course will use stories, plays, poems and films to explore the vital and complex question of Irish identity.

Music as Mirror: A Reflection of Mind, Heart, and World (Prof. Michael Miranda, Music)
TR 8:00-9:30am (CRN 44930)
TR 11:20-12:50pm (CRN 44875)
Non-MUSC Majors/Minors Only
Music has long served as one of humanity’s most intimate and spiritual expressions, as well as a perfect place of convergence for cultural and aesthetic values. It’s ability to deeply affect the heart, soul, and mind has been recognized from time immemorial. Within the past thirty years, researchers in both scientific and humanistic disciplines have confirmed that music physically alters our bodies and minds. What gives it this power over us? This will be the central question explored in this course.

We will begin by examining the basic elements of music and their effects. We will then explore how these elements are utilized within a wide variety of musics, beginning with the interplay of music and text, and ending with an exploration of meaning within purely instrumental music. In the third unit of the course, student groups will present music of their own choosing for analysis and discussion. The culminating term paper will focus on the intersection of music and one of several interdisciplinary topics—music and psychology, music and biology, music and anthropology, music and mathematics, music and sociology, music and philosophy. Collaboration and discussion are essential elements of this course. The course assumes no prior musical background or knowledge, just an open heart, mind, and love of listening.
Natural Catastrophes in Historical Perspective (Prof. Nigel Raab, History)
MWF 8:00-9:00am (CRN 44843)
MWF 9:10am-10:10am (CRN 47584)
From the flooding after Katrina in 2005, to the Haitian Earthquake in 2010, to the nuclear disaster at Fukushima in 2011, natural disasters have become regular news items. This course, drawing on the instructor's own research in Soviet disasters, examines natural and man-made disasters from the eighteenth century to the present. Students will explore how the relationship of human beings to the natural world has changed dramatically. From religious explanations of the Lisbon earthquake in the eighteenth century to Soviet confidence about controlling nature in the twentieth-century, students will see how natural disasters, so much more than scientific phenomena, were categorized according to the mores of specific societies. In all these situations, political and economic interest groups tried to steer disasters and the rescue operations to their best advantage. Since the aftermath of disasters encouraged artistic production, such as the artworks that helped Haitian residents heal in 2010, the course shows humans use their creative impulses to confront the often overwhelming power of nature. In addition, since disasters are not confined to a single part of the world, the class has a global dimension as examples will be taken from many continents. Students will be able to critically analyze these competing interests with respect to specific historical disasters and then compare this analysis with their understanding of contemporary natural disasters.

Observing Grief (Prof. Ron Marasco, Theatre Arts)
T 4:30-7:00pm (CRN 47279)
Grief is a profound human experience, a test of the spirit that is inseparable from the deepest love. The subject of grief has inspired not only literature, but also films, sculptures, scientific studies, and countless works of art. This course will explore grief through these works, as well as from a shared personal perspective.

Oceans and Empires (Prof. Kevin McDonald, History)
TR 11:20-12:50pm (CRN 44866))
TR 1:00-2:30pm (CRN 44933)
What does history look like from an oceanic perspective? This seminar will engage students with the historical development of oceanic empires, with a primary focus on overseas European and American expansion, ca. 1450-1850. The course does not aim at comprehensive coverage but instead develops comparative analyses of maritime empires, including European, British, and American case studies, and the history of ocean basins (Indian, Atlantic, Pacific).

Political Shakespeare (Prof. Judy Park, English)
TR 11:20-12:50pm (CRN 44879)
Literary observers and spectators of the theatre in Shakespeare’s time were concerned not simply with the meaning of literary works, but with the possibility of literature to affect its audiences. Monarchs and other figures of authority thought drama to wield such powers of influence that theatres and plays were at once censored and exploited so as to suppress as well as to harness their effects. Underlying the impulse of authority to regulate the theatre was the implicit belief in the political nature of drama and performance, in particular their capacity to subvert or to affirm existing hierarchies and social relations. The potential of drama to enact the opposing forces of repression and insurrection led to such contradictory claims that plays could, on the one hand, instruct subjects to obey their rulers by showing them the ultimate downfall of those that have ventured “tumults, commotions and insurrections” (Apology for Actors) and, on the other, inspire the contempt of subjects for their rulers by making the figure of monarchs appear ridiculous on the stage. How is
drama political, and how do plays reveal the workings of power and authority? We will explore these questions and others through the study of Shakespeare’s plays.

Psychology in Everyday Life (Prof. Ricardo Machón, Psychology)
TR 1:00-2:30pm (CRN 44932)
This course explores the science of psychology and its applications in everyday life experience by critically examining and meaningfully integrating its historical roots. Students will gain a holistic understanding of what it means to be a thinking, feeling, acting, reflecting, and questioning human being in everyday life.

Revolution Girl Style: Punk Feminism Then and Now (Prof. Evelyn McDonnell, English)
TR 11:20-12:50pm (CRN 44873)
Revolution Girl Style will explore the flash point in feminist and musical history that’s generally known as Riot Grrrl. By analyzing the music, art, and writings of such artists as Bikini Kill, Mecca Normal, Bratmobile, the Runaways, Tribe 8, Guerrilla Girls, and Pussy Riot, the course will examine how music can be used for political action, and visa versa. Students will explore the activist and artistic history and context of Riot Grrrl and its global resuscitation in 2012. By crafting their own zines, students will learn how to express themselves politically and creatively. Musicians, artists, and experts will speak about their own involvement with RGS.

Scripture as Script: The Holy Book of LA and the World (Prof. David Sanchez, Theology)
MWF 11:30-12:30pm (CRN 46064)
MWF 12:40-1:40pm (CRN 44903)
Los Angeles is a city of great cultural diversity. This course is designed to explore how this diverse metropolis is inspired and shaped by the sacred scriptures of the world. How is the City of Angels a panoply for the cultural productions that are interpretations of sacred scripture? How has the world of art, music, dance, literary productions and architecture been influenced by the great religious textual traditions of the world? This course is designed to transgress the usual analysis of sacred texts for their religious content and invites students to encounter a textually saturated world. Students will be prompted to enter into the various communities of our city to encounter how sacred texts live beyond the boundaries of their faith communities and manifest themselves in spaces both sacred and profane. Finally, students will be asked to determine how these modern cultural manifestations of sacred texts illuminate our contemporary understanding of those texts.

Society and its Discontents (Prof. John Parrish, Political Science)
MWF 11:30-12:30pm (CRN 47495)
Does society as we know it help or hinder the full achievement of human potential? Can we improve society meaningfully by reforming or transforming political institutions and practices? What ethical limits constrain how far we can go in the name of such transformations?

This seminar explores these questions through readings of classic works of moral and political theory by Aristotle, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Edmund Burke, and Karl Marx. The course culminates in a 3-4 week simulation exercise making practical use of these ideas in political argument in meetings of the National Assembly during the French Revolution in 1791.
Sociology of Mental Illness (Prof. Stacy Burns, Sociology)
TR 11:20-12:50pm (CRN 44860)
This course will examine sociological approaches to mental health and illness, including substance abuse. The focus of the course will be more on the history, definitions, societal responses and consequences of conceptualizing and treating mental illness than on the development of individual psychological conditions that we deem to be mental disorders. There will be some discussion of the social factors related to mental disorder and the types of mental health treatment, but we will mostly examine these in the context of the social definitions and responses to what are considered to be psychiatric conditions. We will discuss both classical and contemporary sociological writings on mental health and illness.

The Art of Understanding (Prof. Juan Mah y Busch, English)
MW 8:00-9:30am (CRN 44846)
In this course, to become familiar with and to develop the artistry of your understanding, you learn to meditate. No prior experience is presumed or expected. The artistry of understanding is not found in answers or accuracy. It is in a person’s ability to observe various dimensions of experience, such as the wordless aspect of words, the spatial elements of time, or the quiet spaciousness found in an exhale. In addition to regular meditation, you practice different forms of writing (such as simple description, contemplative writing, critical examination, and library-based research), and you read fiction and philosophical essays that facilitate class discussion. Meditation, writing, and discussion are the foundation of the course, as well as of more artful understandings.

The Best Life (Prof. Brian Treanor, Philosophy)
TR 11:20-12:50pm (CRN 44880)
This course will introduce you to philosophy and philosophical inquiry through a consideration of two related questions: (1) "What is the best life?" and (2) "Why, even when we know what is right or good, do we so frequently do what is wrong or evil?" Thus, we will be considering the best life and our ability to achieve it. Given the theme(s) of this class, the questions that we raise during the course of the semester should not be limited to the academic realm of our classroom. If we accomplish the goals of the course, you should leave this class with the ability to search out, recognize, and address philosophical issues in every human pursuit—and in your own everyday life.

The Catholic Imagination in Catholic Literature (Prof. Susan Abraham, Theology)
TR 11:20-12:50pm (CRN 44856)
TR 1:00-2:30pm (CRN 44862)
This course aims to explore distinctive Catholic themes in twelve masterpieces of Catholic literature. These classical works introduce students to two significant themes in Catholic theology: sacramentality and incarnation. These themes come to light in the classical works’ grappling with the human search for meaning and understanding of pain and suffering in the world, also the reason for thinking theologically in the world. The starting point for the course is that faith and reason are not oppositional paths to the truth. Another important aspect of thinking theologically is that faith and reason ought always to be in service of the world rather than for some personal agenda of individual salvation. Students will first be introduced to a form of reading literature that emphasizes the spiritual before moving to forms of criticism that reflect social or cultural ideas. Since these literary examples provide a nuanced understanding of the religious and spiritual life, students are introduced to the idea of art as best able to explore paradox, ambiguity and moral dilemma. Texts include Augustine’s Confessions, The Cloud of Unknowing, Julian of Norwich’s Revelations of Divine Love, Dante’s
The Event Horizon: Creating the “Indian” in Early Latin America (Prof. Margarita Ochoa, History)
MWF 10:20-11:20am (CRN 44853)
MWF 11:30-12:30pm (CRN 44891)
Do you know how to act your race, ethnicity, class, or gender? How do you define race, ethnicity, class, or gender? By examining the many historical re-creations of the “Indian,” this seminar will examine what it meant to belong to any category of racial/ethnic/class/gender identity.

Columbus’ notorious 1492 expedition across the Atlantic brought not only Europeans to America; it also brought the “Indian.” Disparate native peoples, with different cultures and languages, living in roaming bands and empires, located on islands, in mountains, deserts, and tropical forests would all, after 1492, be called Indians. The origin of the “Indian” lies in this infamous crossing of the Atlantic by Europeans. In this First Year Seminar, we will thus examine how indigenous and European peoples understood, maintained, and dismantled categories of identity in early Latin America. We will begin by looking at indigenous societies before Spanish and Portuguese conquests. We will then examine native strategies for resistance, acculturation, and living simultaneously more than one identity during the centuries that followed the conquests era. We will consider how indigenous as well as non-indigenous peoples used ethnic/racial, class, and gender categories to construct as well as manipulate structures of power, from roughly the 13th through 21st centuries. The central research question of the course is: How, when, and why does an individual or group choose to define itself by any one or more terms of identity?

By delving into questions of race/class/ethnicity/gender, students will be exposed to a field characterized by vibrant scholarly debate on questions of identity, power, justice, and society and will learn how to evaluate often conflicting arguments.

The Fetish in Culture, Literature and Film (Prof. Travis Tanner, English)
TR 1:00-2:30pm (CRN 44931)
TR 2:40-4:10pm (CRN 44855)
What are fetishes and how do they relate to our everyday lives? In brief, fetishes are passionate attachments to objects, places, and people that usually lead to crisis, conflict and upheaval. Yet for all their trouble, fetishes continue to allure us. Why is this? We will begin by reading some philosophical texts that will open the door for us to think about fetishism in different contexts: culture, literature and film. This will enable us to ask probing questions like: In what ways is L.A. a fetishistic city? How do the commercial mishaps in Mark Twain’s Roughing It act as a critique of material greed? Why are we fascinated by Oscar Wilde’s roguish wit? Why is Marlow obsessively drawn to Kurtz in Joseph Conrad’s Heart of Darkness? Why are women the object of the male gaze in films like Hitchcock’s Vertigo (1955)? In this class you will learn how to think critically and how to write clearly about a rich assortment of cultural, literary and filmic materials.
The Holy Land and Jerusalem: Religious History (Prof. Gil Klein, Theological Studies)
MWF 11:30-12:30pm (CRN 46118)
This course examines the territory that came to be known as the Holy Land, focusing in particular on the city of Jerusalem located at its center. In this land and city many of the foundational events in Judaism, Christianity and Islam have taken place. Their history has made them unique religious symbols, which are understood by many as embodying a special kind of sanctity. What makes the Holy Land and Jerusalem sacred? What led people in different periods to give their lives fighting for them? How did they become the objects of longing and the subjects of numerous works of religious art and literature? What is the secret of the persistent hold they still have on the minds of Jews, Christians and Muslims around the world? This course looks at central moments in the religious history of the Holy Land and Jerusalem from ancient times to the present day in an attempt to answer some of these questions. It does so through the critical analysis of religious text, art and architecture, as well as through the investigation of contemporary culture and politics.

The Literary World of the Inklings (Prof. Aimee Ross-Kilroy, English)
MWF 10:20-11:20am (CRN 44854)
Narnia and Middle Earth are bywords in our culture. In this class, we will meet the authors of these works and delve beneath the surface of their very popular creations. J.R.R. Tolkein, C.S. Lewis and their colleagues met regularly at a pub called the Bird and Baby, called themselves the Inklings, and talked about everything from the rise of fascism to Arthurian romance. They also wrote works that both transcended and transformed the way we look at literature. Their use of mythopoesis—the deliberate creation of myth—deeply influenced twentieth century writers, and engaged with and challenged the literary status quo established by the British Modernists. In this course, we will consider the role of literature in shaping culture, what makes a literary work popular, the interaction of history and imagination, and the myth of the Inklings themselves.

The Politics of Authoritarianism (Prof. Feryal Cherif, Political Science)
MWF 1:50-2:50pm (CRN 47497)
What are authoritarian regimes? How do leaders develop and cultivate legitimacy in autocratic states? How do they build, consolidate, and sustain power? While it is common to explain democratic deficits in some regions by pointing to specific national or religious cultures, political leaders, across countries, draw on many of the same strategies and tools to stay in power. What strategies are authoritarian leaders most likely to employ? Why are some more successful at staying in office than others? This course examines how authoritarian leaders develop legitimacy (e.g., symbolic politics) and strengthen their political tenure (e.g., exploiting social cleavages, distributing patronage, and institutionalizing patrimonial rule). It also examines the broader implications non-democratic institutions have on citizen behavior (e.g., low trust in governments, incentives to vote for patronage rather than policy).

The Politics of the Veil (Prof. Najwa al-Qattan, History)
MWF 10:20-11:20am (CRN 44851)
MWF 11:30-12:30pm (CRN 44882)
This course looks at the practices and debates surrounding veiling and the veil in a variety of modern historical settings, including Egypt, Algeria, Turkey, Iran, and France. The veil has become a concrete and powerful symbol both in Muslim societies and in the West. It has also been a much contested symbol (and practice) among individuals, communities and states. This diversity of attitudes to and perspectives on veiling offers an excellent opportunity for the study of society and culture. In focusing on the sociocultural and political forces that have historically been associated
with veiling (and unveiling), the course will engage students on topics that include religious/cultural "traditions" pertaining to the veil; Orientalism (and Orientalist art) and the veil; colonial, fundamentalist, and nationalist discourses on gender and veiling.

The West and the American Imagination (Prof. K.J. Peters)
TR 1:00-2:30pm (CRN 44935)
The Westward Imagination examines American westward expansion driven by the entwined concepts of continentalism and Manifest Destiny. These two concepts provided justification for massive land acquisitions, war, the decimation of first nations peoples, the importation of foreign labor forces, and the expansion of slavery. Symbolically, westward expansion relocated American energies, social identity, and the American imagination from the eastern seaboard, across the mid-west, to the west coast. Using westward expansion as a lens, this course examines the human expression of the evolving American imagination in novels, short stories, poems, and Film. The horizon of this course will begin with the founding of these concepts (1818-1823) and will be focused by three critical questions: (1) What impelled continentalism and the westward pursuit of destiny? (2) How were American sensibilities, ambitions, and institutions changed in the movement west? (3) Are contemporary manifestations of westward expansion and manifest destiny still discoverable in the American imagination?

Women and Minorities in Science (Prof. Martina Ramirez, History)
MWF 12:40-1:30pm (CRN 44899)
For the lay public, the image which first comes to mind when they hear the word 'scientist' is almost always a white middle-aged male in a lab coat, with thick eyeglasses, wild hair, and a slightly rumpled look. While the scientific workforce is more diverse now than in the 1950's when this stereotype was first documented, and while noted minority and women scientists are among the ranks of contemporary public intellectuals, this stereotype is alive and well in the 21st century. This course will try to get at the source of this stereotype and determine how and why science as an enterprise has often seemed so remote and inaccessible, especially for minorities and women. Specifically, students will focus on the discouragements and obstacles facing those traditionally underrepresented in scientific careers, while highlighting the accomplishments and achievements of pioneers/trailblazers (minorities and women) in science. Students will delve into their lives exploring the personal, professional and psychological dimensions of attainment and achievement. Such understanding will provide a context for discussing the variety of contemporary programs designed to attract minorities and women to careers in science. The course will conclude by exploring the relationship between self and community for minority and women scientists who have "made it". Minority and women students in science must learn to formulate a career/life path that addresses these issues, while meeting such practical needs as earning a living, having time for a personal life, and maintaining a sense of self-confidence and esteem. Hopefully, this course will aid in their efforts to do so.

Your Future in the Global Marketplace (Prof. Charles Vance, Management)
MWF 11:30-12:30pm (CRN 44895)
MWF 12:40-1:40pm (CRN 44904)
This course addresses personal, professional, and societal imperatives surrounding global career competence and related ongoing developments associated with the dynamic and pervasive process of globalization. In optimizing their preparation for future career success within the context of increasing globalization, students examine current forces contributing to globalization and developing worldwide trends, including increasing global entrepreneurship, more porous national borders supporting increased global trade and migration, and innovations in technology and
telecommunications. The dark side of globalization also is examined, and students discuss their important responsibilities and opportunities for asserting moral leadership in influencing how their future organizations contribute to sustainability and exert a positive impact upon global society. In addition, through online research and field interviews with local and international contacts, students explore and begin to develop personal career strategies while at college and beyond (e.g., study abroad, international internships, international humanitarian service, expatriate assignments) for building critical global career competencies.

Reserved for Special Programs and Learning Communities

Biotechnology and Ethical Issues (Prof. Carl Urbinati, Biology)
TR 1:00-2:30pm (CRN 44937)
Honors Program Only
Is humanity gaining too much control over human evolution? Advances in biotechnology have created the ability or potential to cure disease, extend lifespan and synthesize novel life forms. This course analyzes the scientific foundations of biotechnology issues that have an ethical component. Students will explore several topics, including: ethics in biomedical research, stem cell therapy, gene therapy, clinical trials, bioterrorism, access to medical technology. Readings from primary research literature, relevant texts and books and examination of lectures from internationally-renown scientists and ethicists will inform collegial discussion and exploration of the future of life.

Fairy Tales (Prof. Kelly Younger, English)
MWF 11:30-12:30pm (CRN 44898)
Honors Program Only
This course is an in-depth seminar in the great fairy tale tradition and the classic fairy tale canon with focus on culture, art, and society. We will explore the rich and diverse fairy tale genre through the binaries of Vanity & Humility; Gluttony & Temperance; Envy & Kindness; Sloth & Diligence; Deceit & Honesty; Greed & Charity; Lust & Chastity; Once upon and time & Happily ever after.

Health Psychology: Mind & Body (Prof. Maire Ford, Psychology)
MWF 11:30-12:30pm (CRN 44883)
Honors Program Only
This course explores the mind-body connection using a biopsychosocial perspective. Specifically, this course will explore the biological, psychological and social factors that contribute to health and illness. Topics include, but are not limited to, the history of health psychology, behavioral, social, and biological determinants of health and illness, factors associated with health promoting/compromising behaviors, the prevention and treatment of illness, and coping with illness. An overriding course goal is to inform students about the way psychologists conduct research, communicate research findings, and apply psychological knowledge. Lectures, writing assignments and other course materials are designed to (a) increase students’ basic understanding of foundational concepts, theories and findings, in the area of health psychology (b) increase students’ understanding of the scientific method and its use in psychology, (c) help students learn to think critically about psychological information obtained from research, the general public, and the media, (d) increase students’ basic research, writing, communication, and critical thinking skills, (e) increase
students’ interest in learning about human behavior and experience, and (f) increase students’ self-awareness and social awareness as they learn to apply their knowledge of the field of health psychology to social and personal problems.

**LEAPIN (Prof. James Landry, Chemistry)**
MW 2:20-3:35pm (CRN 44943)  
LEAP Program Only  
In this course the focus will be on integrating course material from the biology, chemistry and mathematics courses into reading, writing and speaking opportunities for the students. It is critically important for students entering the sciences to become fluent in the language and culture of the scientific community. However, the standard science curriculum often encourages compartmentalization of acquired knowledge and skills. The most important academic goal for the LEAP program is the integration of the scientific content and the integration of that content with language skills.

**Principles of Scientific Reasoning (Prof. David Berube, Physics)**
F 4:00-6:30pm (CRN 47299)  
ACCESS Program Only  
An introduction to mathematical and scientific reasoning with emphasis on inductive and deductive arguments, the scientific method, as well communication and critical thinking skills in mathematics and the sciences. Enrollment limited to students participating in the ACCESS program.

**Strange Loops (Prof. Brad Stone, Philosophy)**
TR 1:00-2:30pm (CRN 44936)  
Honors Program Only  
"I am a strange loop," Douglas Hofstadter writes. The author of GODEL, ESCHER, BACH presents a marvellous, interdisciplinary exploration of how information is exchanged across philosophical, mathematical, literary, artistic, and musical lines. Godel's famous sentence G: "I am a theorem that cannot be proven." comes from an (otherwise) non-reflective language of mathematics. In the strange loop of Godel's incompleteness theorem lies a similarity to J. S. Bach's infinite-while-finite fugues and M. C. Escher's infinite tessellations and circles. Recursion appears everywhere, allowing the infinite to be finitely expressed.

This course systematically reads GODEL, ESCHER, BACH, a book that is extremely challenging yet a perfect springboard for students to begin to ponder big questions and tackle large problems.

**The Art of Understanding (Prof. Juan Mah y Busch, English)**
MW 9:40-11:10am (CRN 44849)  
First to Go Program Only  
In this course, to become familiar with and to develop the artistry of your understanding, you learn to meditate. No prior experience is presumed or expected. The artistry of understanding is not found in answers or accuracy. It is in a person’s ability to observe various dimensions of experience, such as the wordless aspect of words, the spatial elements of time, or the quiet spaciousness found in an exhale. In addition to regular meditation, you practice different forms of writing (such as simple description, contemplative writing, critical examination, and library-based research), and you read fiction and philosophical essays that facilitate class discussion. Meditation, writing, and discussion are the foundation of the course, as well as of more artful understandings.
The Politics of Authoritarianism (Prof. Feryal Cherif, Political Science)
MWF 12:40-1:40pm (CRN 44929)
POLS Learning Community Only
What are authoritarian regimes? How do leaders develop and cultivate legitimacy in autocratic states? How do they build, consolidate, and sustain power? While it is common to explain democratic deficits in some regions by pointing to specific national or religious cultures, political leaders, across countries, draw on many of the same strategies and tools to stay in power. What strategies are authoritarian leaders most likely to employ? Why are some more successful at staying in office than others? This course examines how authoritarian leaders develop legitimacy (e.g., symbolic politics) and strengthen their political tenure (e.g., exploiting social cleavages, distributing patronage, and institutionalizing patrimonial rule). It also examines the broader implications non-democratic institutions have on citizen behavior (e.g., low trust in governments, incentives to vote for patronage rather than policy).