

Spring 2010 Descriptions for Topics Courses

as of 10/08/09

BA 420-A Special Topics: Forensic Accounting

P. Hegarty

This course introduces students to the methodology of fraud examination. In the first half we focus on the elements of fraud and the different types of fraud schemes, including fraudulent financial statements, asset misappropriation, corruption, and money laundering. In the second half of the course we focus on how professionals respond to fraud, with an emphasis on the legal framework, document analysis, interviewing, and report writing. The demand for fraud examiners and forensic accountants continues to grow in both the private and public sectors. Skills developed in this course will help students in multiple professions including forensic accounting, financial accounting, and general business.

BA 420-B Special Topics: International Accounting

G. Blumenthal

This course will start off with an introduction to the nature and scope of international accounting, including issues relative to international trade and foreign direct investment. It will present examples of worldwide accounting diversity and the cultural and socio-economic reasons for this diversity. With this background, the student will be better able to understand the drivers behind the formulation of different accounting standards, and, as a result, understand the standards, themselves. The course will then discuss the arguments for and against global convergence of accounting standards and specifically focus on the IASB/FASB convergence project.

The course will describe the differences between IFRS and U.S. GAAP with respect to recognition, measurement, presentation and disclosure, and it will compare and contrast the relative standards of both.

BA 430-A Special Topics: Advanced Investments

M. Mullen

This course will develop a student's understanding of the investment research and portfolio management process. Emphasis will be on equities but will include fixed income and derivative security analysis as well. The class will simulate a real world management process covering the research and analysis of individual securities, formulation of these securities into portfolios and the use of derivative securities to modify the risk / return profile of the portfolio.

GL 100-A Critical Encounters-Literature

D. Itzkovitz

Please contact instructor for topic and description.

GL 100-B Critical Encounters-Literature: The Subject of Travel Literature

S. Kane

Please contact instructor for description.

GL 100-C Critical Encounters-Literature

TBA Instructor

GL 100-D Critical Encounters-Literature: Extreme Makeovers: Literature of Transformation and the Transformation of Literature

S. Gracombe

Please contact instructor for description.

GL 100-E Critical Encounters-Literature

TBA Instructor

GL 100-F Critical Encounters-Literature: New Worlds: Aliens and Immigrants

L. Scales

Please contact instructor for description.

GL 100-G Critical Encounters-Literature: Introduction to Gothic Literature

E. Scheible

Please contact instructor for description.

GL 100-H Critical Encounters-Literature: Saint Petersburg in Literature and the Performing Arts

J. Golden

Please contact instructor for description.

GL 100-I Critical Encounters-Literature: Violence and Nonviolence

M. Borushko

Please contact instructor for description.

GL 100-J Critical Encounters-Literature

TBA Instructor

GL 100-K Critical Encounters-Literature: The Subject of Travel Literature

S. Kane

Please contact instructor for description.

GL 100-M Critical Encounters-Literature: Violence and Nonviolence

M. Borushko

Please contact instructor for description.

GL 100-N Critical Encounters-Literature: Island Living/Island Leaving

S. Cohen

This seminar will examine the enduring imagery and narratives of islands through a range of literary texts and cultural materials. Why are we fascinated with stories about island survival? What is the significance of the castaway? What makes islands such attractive settings for novels? How do these settings allow authors to sort out a variety of cultural anxieties or social fantasies? We will read some foundational island stories, including Daniel Defoe's Robinson Crusoe, Shakespeare's The Tempest, and Thomas More's Utopia, as well as some novels that revise and question these familiar plots. Finally we will screen episodes of ABC's television series LOST and the Tom Hanks movie Castaway in order to consider how island narratives shape the contemporary cultural imaginary

GL 100-O Critical Encounters-Literature: Being Lazy: Idlers, Loafers, and Slackers in Literature

H. Duncan

Please contact instructor for description.

GL 100-P Critical Encounters-Literature

TBA Instructor

GL 100-Q Critical Encounters-Literature

TBA Instructor

EN 220-A Introductory Topics in Literature: Storytelling in New Media

W. Peek

This course introduces students to the study of narrative and lyric forms, with emphasis on storytelling in visual media: film, television, and graphic novels. We will pay close attention to structure and plotting in order to prepare students for creation of their own visual stories.

EN 220-B Introductory Topics in Literature: Gender and Literature in the 20th Century

E. Scheible

In this class we will read twentieth-century texts that explore issues of gender and representation. We will move chronologically through the century, but the class will focus mainly on a few specific themes: modernism, the women's movement, the Vietnam war and violence, memoir, and (homo)sexuality. Our goal is to trace and identify the emergence of a discourse on gender that often challenged, but sometimes inspired, the prevailing views of the twentieth century. We will approach the class from the perspective that gender is a constructed category (distinct from sexuality and fluid in its nature) that can be contextualized alongside other tenuous categories of discourse during the century, such as race, class, and nation. Possible authors include: Walt Whitman, Charlotte Perkins Gilman, Zora Neale Hurston, Mary McCarthy, Katherine Anne Porter, Jean Rhys, H.D., James Baldwin, Elizabeth Bishop, Allen Ginsberg, Rita Mae Brown, Susan Sontag, Dorothy

Allison, Jeanette Winterson, Adrienne Rich, Gwendolyn Brooks, Sharon Olds, Alice Walker, Carolyn Forché, Patrick McCabe, David Sedaris, and J.T. Leroy. Possible films include: *Thelma and Louise*, *The Color Purple*, *The Crying Game*, and *The Magdalene Sisters*.

EN 306-A Topics in British Literature: The Romantic Age

M. Borushko

This course offers a comprehensive study of the literature of the Romantic Age in Britain, spanning roughly the years 1789-1832. We will examine the poetry, novels, drama, and nonfiction prose of the period with special attention to its literary inheritance and its historical context. Readings include a selection from the following: Blake, Wordsworth, Coleridge, Keats, P. B. Shelley, Mary Shelley, Byron, Austen, Scott, Hazlitt, and others.

EN 343-A Topics in Creative Writing: Fiction

J. Green

This intensive creative writing workshop is designed to help the beginning and intermediate writer develop his/her voice through a focus on what has come to be known as "flash" or "sudden" fiction. Flash fiction is an exciting, cutting-edge, and increasingly popular genre of very short (1-3 pp.) narrative fiction. By focusing strictly on reading and producing very short forms (flash fiction stories, as well as haiku, 3-line "novels," Twitter stories and prose poems), we will work on the essential elements of the writer's craft, including plot, setting, characterization, dialogue, and narrative tension. Our workshop format will balance spontaneous, energetic writing exercises with careful revision and thoughtful, constructive critiques that will assist each author in realizing the full potential of his/her work. Over the course of the semester, students will work toward the production of a longer final story and will select their own work to publish in the workshop's literary magazine. Readings will include prose by Baudelaire, Joyce, Kawabata, Hemingway, Kafka, Eggers, Wallace, Jin, Munro, Barthelme, and Kincaid, among others.

EN 349-A Topics in Irish Literature: The Importance of Being Irish

G. Piggford, CSC

An engagement with the English-language fiction, poetry, drama, and film of Ireland in the twentieth century, with an emphasis on colonialism, nationalism, partition, and the Troubles. Literary texts include those by Oscar Wilde, W.B. Yeats, James Joyce, Frank O'Connor, Brendan Behan, Samuel Beckett, Eavan Boland, Edna O'Brien, *U2*, and Neil Jordan.

EN 367-A Topics in Nineteenth-Century American Literature: The City in American Literature

L. Scales

Increasingly in the nineteenth century, American life was urban life. This course will consider the ways American literature responded to both the possibilities and the problems of the city as it grew in size, scope, and diversity. Topics will include: representations of urban consciousness; the status of the observer; urban architecture and the space of the city (the skyscraper, the apartment building, the street, the sidewalk, the hotel, the park); city planning, reform movements, and attempts to control urban "problems;" poverty and wealth; race, ethnicity, and constructions of the "alien" and the "other"; and the status of family and community.

EN 371-A Topics in Contemporary Literature: Madness and Insight

J. Green

The 1900 publication of Sigmund Freud's *The Interpretation of Dreams* is commonly acknowledged as one of the watershed moments in the emergence of literary modernism. This course will examine how the ideas of Freud and subsequent psychoanalysts transformed the forms and themes of literary representation. We will begin with several mid- to late-nineteenth century authors, including Gogol, Poe, Baudelaire, Dostoevsky, Gilman and Maupassant, who limned a literary idiom for exploring the complexities of the psyche prior to psychoanalytic theory. We will then turn our attention to post-Freudian authors and the varieties of response to psychoanalytic ideas in literary modernism. Our readings will contend with the major topoi of Freudian psychoanalysis, including hysteria, paranoia, narcissism, fetishism, desire, the Oedipus Complex, the pleasure principle and the death drive, as represented in the work of authors such as Schnitzler, Richardson, Woolf, Kafka, Mann, Conrad, Nabokov, and Pynchon. EN371A is part of the Learning Community course, "Freud and the Modern World," and is linked to EN 390-A, "Freud's Cases," and LC 261-A, "Psychoanalysis and Modern Culture." *EN 371 fulfills the modern literature requirement.*

EN 390-A Topics in Modernism: Reading Freud

D. Itzkovitz

Please contact instructor for description.

EN 392-A Topics in Postcolonial and Global Literature: Postcolonial London

S. Cohen

During the twentieth century London was transformed from the center of the world's largest empire into an international crossroads. Britain's imperial legacy contributed to making London an international city, a metropolis where former colonial subjects and new members of the Commonwealth migrated. Immigrants have radically changed the cultural fabric of London: its architecture, its music, its districts, its cinema, its public spaces, its cuisine, its commercial districts, and, of course, its literature. This course will study an array of texts that address London's status as a postcolonial city. The former imperial center now faces many of the same issues that characterize former colonial possessions: the challenge of sustaining traditional communities in the face of globalization, the complicated politics of race and class, and the promise and challenge of cosmopolitanism.

EN 422-A Seminar: Fallen Women and Typewriter Girls

S. Gracombe

This Class fulfills the Capstone requirement in English. Prerequisite: EN 300.

In Bram Stoker's *Dracula*, Van Helsing declares of the heroine that she has "a man's brain--a brain that a man should have were he much gifted--and a woman's heart." But what does it mean to have a "man's brain" or "women's heart"? If both body and soul are classified as feminine or masculine, can one ever escape one's gender? Why, as *Dracula's* vampires suggest, are sexual women so often linked to monstrosity and madness? This seminar will explore such questions by examining English novels, poems, paintings, conduct books, political tracts, and medical essays from roughly 1800-1930, along with contemporary theorists of gender like Michel Foucault, Judith Butler, Judith Walkowitz, and Elaine Showalter. In particular, we will focus on why such varied texts repeatedly depict certain female figures: the Fallen Woman, the Angel in the House, the Madwoman in the Attic, the New Woman, and the Typewriter Girl. What accounts for the popularity of these figures? How can we use them to better understand not only nineteenth-century ideas of gender, sexuality, and identity, but also the way such ideas continue to shape our own sense and sensibilities?

Texts will include some of the following: *Vindication of the Rights of Women*, *Pride and Prejudice*, "The Angel in the House," *Jane Eyre*, *The Women of England*, the many Victorian paintings of Ophelia, "The Goblin Market," *The Subjection of Women*, "The Uterine Economy," *Dracula*, *The Woman Who Did*, *Tess of the Durbervilles*, *The Typewriter Girl*, Freud's *Studies on Hysteria*, *She: A Novel of Adventure*, *Mrs. Dalloway*, *Three Guineas*, *The Book of Repulsive Women*.

EN 422-B Seminar: Film Melodrama

R. Goulet

A critical study of texts by North American and European filmmakers who infused new life in a much maligned genre by means of stylistic innovation and social commentary.

GH 100-A Critical Encounters-History: Stories, Myths and Lies in Early Modern Europe

A. Houston

History is, and has always been, more than simply the study of the past; histories are the stories we tell about ourselves as individuals and as communities. In early modern Europe (ca. 1400-1700) people crafted and repeated stories about the early origins of their nations and communities, but with the spread of the printing press and Renaissance scholarship, they also began to study these stories critically. In this course, we will consider how history was used as propaganda in the age of the religious wars, how popular tales and legends contributed to a sense of community and identity, and how individuals crafted the stories of their own lives in memoirs and diaries. Readings include primary sources as well as the work of modern historians, including Robert Darnton, Natalie Davis and Tony Grafton.

GH 100-B Critical Encounters-History: Culture, Society and U.S. Foreign Policy in the 20th Century

M. Dunne

Over the last two decades, historians of U.S. foreign policy have increasingly emphasized a pluralistic approach. Borrowing heavily from fields that had traditionally been outside the scope of historians of American diplomacy and foreign policy, this approach has yielded new insights, and has demonstrated that the social, cultural, and intellectual milieu of an era play a vital role in shaping a nation's foreign policy. Prof. Dunne's sections of GH-100 explore the interplay between U.S. foreign policy and American society in the 20th century, and are designed to cultivate an understanding of the myriad of factors – including gender convictions, political culture, popular thought, and racial ideology – that have influenced U.S. foreign policy formulation over the course of the twentieth century. Although his sections of GH-100 focus on topics related to modern U.S. foreign policy, the course is grounded in broader questions about the discipline of history. Recurring themes in the course include the questions, "What is history?," "What influences and shapes historical events?," and "Who owns history?"

GH 100-C Critical Encounters-History: Culture, Society and U.S. Foreign Policy in the 20th Century

M. Dunne

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GH 100-D Critical Encounters-History: Culture, Society and U.S. Foreign Policy in the 20th Century

M. Dunne

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GH 100-E Critical Encounters-History: The Vietnam War in History and Memory

S. Maddock

This course will examine the Vietnam War in history and memory, with a focus on how Americans have commemorated and remembered this controversial war. We will conclude by comparing and contrasting the history and memory of the Vietnam War with the larger Cold War culture that spawned it. At the heart of our exploration of this issue stands the question of how history and memory complement, complicate, and contest each other.

GH 100-F Critical Encounters-History: The Vietnam War in History and Memory

S. Maddock

This course will examine the Vietnam War in history and memory, with a focus on how Americans have commemorated and remembered this controversial war. We will conclude by comparing and contrasting the history and memory of the Vietnam War with the larger Cold War culture that spawned it. At the heart of our exploration of this issue stands the question of how history and memory complement, complicate, and contest each other.

GH 100-G Critical Encounters-History: History as Debate & Controversy: Cases from Early American History and World War II in East Asia

J. James Lee

As an introduction to history, this course presents history as debate and controversy rather than mere memorization of facts. Through discussions of case studies and aspects of history writing, we will explore how history writing and historical interpretations are not only inherently subjective but change over time as "the times" change. In doing so, we will consider how the writing of history addresses the claims of both those who write history and those who consume and use it. This course challenges students to raise questions about their own beliefs and values and to understand why history is relevant to the concerns of both current and future generations. We will emerge in the end with an attempt to answer the following questions: "What is history?"; "What is a historian?"; and "Who owns history?" This course also aims to teach basic skills necessary for success in college and beyond, such as reading, writing, research and critical thinking. Case studies are drawn from early American history (Kennewick Man) and controversies over memory of World War II in East Asia (Atomic bombing of Hiroshima, the Nanjing Massacre, and Comfort Women).

GH 100-H Critical Encounters-History: Creating Identities in Modern America: Race, Class & Gender

N. Earls

Please contact instructor for description.

GH 100-I Critical Encounters-History: Crosscurrents and Connections: Encounters in the Atlantic World

E. McCarron

In this course we will view early America through the lens of migration and Atlantic history: exploring the intersections and linkages between Old World and New, and the experience and voices of those who crossed the Atlantic up to the nineteenth century. Readings will include historical monographs as well as primary sources such as emigrant accounts, letters, and travel narratives.

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GH 100-K Critical Encounters-History: A Global History of the Declaration of Independence

L. Brekke-Aloise

This course explores the ideals of liberty and equality articulated in the Declaration of Independence and the intellectual, political, and social currents at work in the eighteenth-century Atlantic World that influenced it. We examine closely the political struggle at the center of the Declaration's creation, and subsequent revisions and ratification of the document. We analyze how the lofty claims of liberty and equality clashed with the historic reality of social conflict, slavery, women's subordination, Native American dispossession and colonialism, and we consider how different groups used democratic political institutions and the promises enshrined in the Declaration for their own political and social advancement.

GH 100-M Critical Encounters-History: A Global History of the Declaration of Independence

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GH 100-N Critical Encounters-History: Digital History: New York, New York

E. Belanger

This course will examine the development of the 19th century New York from an historical perspective. It will trace the rise of modern urban culture in the years between 1840 and 1920, focusing such topics as the nation's first amusement park, immigrant women's activism in the labor movement, the emergence of youth advice books for a city full of strangers and the gangs of New York. The course is also designed to introduce students to the craft of digital history. Through a series of four digital history projects, students are exposed to the philosophy and practice of the emerging field of history and new media.

GH 100-O Critical Encounters-History: Creating Identities in Modern America: Race, Class & Gender

N. Earls

Please contact instructor for description.

GH 100-P Critical Encounters-History: Stories, Myths and Lies in Early Modern Europe

A. Houston

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GH 100-Q Critical Encounters-History: Fact or fiction? American history and literature, 1776 - Present

T. Gernes

This writing-intensive seminar explores American history and culture through the comparative study of "literary" and "historical" texts. Selective pairings and case studies from the distant and more recent American past, and from both classic and popular texts and documents, will draw students into discussion and debate about a variety of questions, including: What is history? What constitutes historical evidence? What is historical truth? What is a primary source? Who owns history? Can fact and fiction be easily distinguished? How is history used to illuminate, persuade, entertain, argue, confess, reveal, distort,

or conceal? In addition to frequent, brief writing assignments, students will propose and execute a focused research project employing primary and secondary sources.

HS 360-A European Seminar: The Ancient Historians

B. Knowlton

This seminar will cover some of the most significant events and developments of ancient Greek and Roman history by way of close and critical readings of some of the most important ancient historians. That most, though not all, of these historians are themselves ancients will allow us to consider not only the ancient history but also ancient and modern historiography. We will read selections from Herodotus, Thucydides, and Polybius; Livy, Tacitus, and Gibbon. This being a seminar, the main written work of the course will be a 15-20 page paper on one of the ancient historians.

MA 399-A Topics in Mathematics: Complex Analysis

N. Esty

This course will provide an introduction to complex analysis, including the complex number system, analytic functions of complex variables, and their geometric and mapping properties. Students will learn contour integration, Cauchy's theorem, and power series representations. We will also cover residues and poles, and their applications to integration. Time permitting, we may do conformal maps and applications.

MA 399-B Topics in Mathematics: Linear Algebra II

C. Carlos

This course starts at the beginning of the subject, with no prerequisites other than an interest in mathematics itself and basic skills in reasoning, communication and problem-solving. The goal of the course is to develop the ability to understand and analyze the fundamental objects of Linear Algebra through a study of their definitions, properties and relationships, with nearly no reliance on computational methods and matrix algebra. Topics include: vectors, vector spaces, linear transformations, kernels, dimension and eigenvalues and the text will be the now classic *Linear Algebra Done Right* by Sheldon Axler.

PS 357-A Special Topics in Politics: Education Policy and Politics

W. Ewell

This course provides students an in-depth look at the political dynamics and policy challenges involved in American education reform. After a brief overview of the shape, history, and purpose of the American school system, the course will consider a variety of conflicting perspectives on why it has proven so difficult to improve America's school systems. This course will also examine the political and policy debates over specific school reforms such as standards and testing, equalization of school finance, school choice, and the No Child Left Behind Act.

PS 357-B Special Topics in Politics: Introduction to Research Methods

W. Ewell

This course provides an introduction to the methods that political scientists use to answer questions. Students will learn analytical tools to critically evaluate and conduct research. The course will cover research design, hypothesis formulation, and various qualitative and quantitative methods for collecting and analyzing data. Students will also construct a research design for a political science topic of interest to them.

PS 357-C Special Topics in Politics: Americans and the World

P. Ubertaccio

American politics is often approached from a narrow, country-specific perspective with very little understanding of how the features of American government and politics compare to those elsewhere. Americans are also notoriously ignorant about affairs around the world. This course will study the features--institutional and cultural--of the American system in comparative perspective. To what extent is America different — and if different, why? What does a comparative perspective tell us about the sources of American politics, its institutions, and how Americans think, or don't think, about other people and governments?

PS 357-D Special Topics in Politics: Cultural Conflict

J. Moore

This course will examine definitions of culture and conflict, and issues at the intersection of the two, including common causes of cultural conflict and its intractable nature, and models and tools for addressing it. Students will gain a deeper understanding of what culture 'is', what conflict 'is', and be prepared to recognize cultural conflict and positively address it in their professional and personal lives. It will also increase students awareness of divided societies around the world and the inter-cultural issues they face. This will be achieved through assigned readings, simulation exercises, small group work, and case studies.

RS 347-A Topics in Religious Approaches to Moral Issues: Consumerism, Ecology, and the Sacred
D. Sander

This course is an opportunity to investigate the often hidden ties between ecology, every-day life and religion. Are there moral and spiritual stakes in the kind of breakfast we eat, our footwear choices, our ideas about a career? Does our daily experience of “things”, “stuff” and “nature” have a global and/or cosmic significance, rooted in the mysteries of human religiosity? In trying to answer these questions, we will explore the surprising ways in which different religious traditions have imagined the world around us, and our relationship to it.