

New Liberal Arts Courses & QU201/QU301 for Fall 2008

Criminal Justice

CJ 300 Homicide

(3 cr.) This course will examine the sociological aspects of homicide that occur in the United States. The course will begin by defining the different categories of homicide and the legal definitions of the various offenses that are included under the general category of homicide. Students will then study different types of homicides that are committed in the United States by studying the following: Intimate and Family murder, gangland homicides, school violence and hate crime homicides. The students will study victim and offender profiles in an effort to identify trends in homicide crimes and how the trends apply to age, race and socio-economic class. Prerequisite: SO/CJ 283

CJ 343 Forensic Issues in Law Enforcement

(3 cr.) Students will learn the scientific method and its application to the analysis of physical evidence as it impacts law enforcement investigations. Topics include the study of basic methods of documentation, collection and preservation of physical evidence; general schemes for the analysis of chemical and biological evidence; identification and individualization of firearms, fingerprints, imprints, documents hairs, fibers, blood and body fluids, paint, drugs, poisons, and other materials associated with crimes. The course material will be reinforced through the use of actual case studies, hands-on exercises, and class exercises. Prerequisite: CJ/SO 283.



NOTE: The descriptions in this flyer are for courses not included in the catalog. Some are new courses. Some have been offered in the past and are being offered again.

Computer Science

CSC 105 – Introduction to Computer Science

(3 cr.) This course is an introduction to the field of Computer Science. Students will explore the many disciplines that comprise this dynamic field such as Operating Systems, Graphics, Artificial Intelligence, etc. In addition, students will learn about the history of computers and computing. The algorithmic thinking necessary in the creation of computer programs will be covered as students create 3D "movies" by providing instructions to characters in an animation. No prerequisite.

English

EN 213 - The Nature Essay

(3 cr.) This is an upper level writing class focused on the literature and practice of writing about Nature, focusing especially on the Romantics, writers like Emerson and Thoreau, and, coming into the twentieth century, on writers like Annie Dillard and a host of feminist and eco-activist writers who seek to define what it means to be human by exploring our conceptions of Nature. Prerequisite: EN 102.

EN 215 - The Travel Essay

(3 cr.) This advanced writing course provides an historical overview of non-fiction travel writing and its emergence as an area of scholarly interest. Students will explore the ways in which travel writers create narrative personae, construct essays to persuade readers to their perspective, and help compose the identities of the peoples and cultures about whom they write. Emphasis is also on the sustained examination and practice of student writing. Prerequisite: EN 102.

EN 320 Twentieth Century Novel

(3cr.) This novel reading course will concentrate this term on early Twentieth century classic European novels such as Lawrence's *The Rainbow*, Kafka's *The Trial*, Joyce's *Ulysses*, and Mann's *The Magic Mountain*. The class will be asked to familiarize itself with the historical and cultural background, and class discussion will concern itself with how the authors are responsible to their societies and to themselves. We will read and study how the authors tried to make sense of a world in conflict through symbolism, experimentation and style. Prerequisite: Any 200-level EN.

History

HS 215 American Business History

(3 cr.) Students cover American business history from the mercantile era to the decline of *laissez faire*, with particular attention to New England. Topics include America as a developing economy: trade, commerce and the transportation revolution; the Industrial Revolution and the American system of manufacture; the managerial revolution and the growth of labor unrest, Progressivism, the cult of efficiency, and the decline of *laissez faire*. The Depression and New Deal also are covered. Prerequisites: HS 131 or HS 132 or EC 111.

HS 300 The Rise and Fall of the British Empire

(3 cr.) Students analyze the expansion, consolidation, workings and eventual disintegration of the modern British Empire beginning in 1600, with the creation of the English East India Company. The growth of the Empire will be examined in detail, touching on the colonial experiences of India, the West Indies, China, the Middle East, and the African continent. Finally, we will discuss the emergence of nationalism in the colonized regions and the subsequent collapse of empire in the twentieth century. Throughout the course, special emphasis will be placed on how the major colonies were affected by British rule, as well as the contributions that subject peoples and cultures made to the unfolding of colonial history and the trajectory of Empire. Prerequisite: HS 111 or HS 112 or HS 131 or HS 132.

Modern Languages

ARB 103 Continuing Elementary Arabic

(3 cr.) This course offers a continuation of the study of Modern Standard Arabic. Students further develop their listening comprehension, speaking, reading and writing abilities, and their understanding of the cultures of the Arabic-speaking world. (This is not a UC course.) Prerequisite: ARB 102.

HBR 101 Introduction to Modern Hebrew

(3 cr.) Students will begin to achieve basic proficiency in reading, writing, speaking, and comprehending Modern Hebrew. Learning tools include the text, tapes, videos, and computer materials within the Israeli cultural context. Students will be introduced to the Hebrew alphabet and will use Hebrew script. Students will learn elementary conversational skills and basic Hebrew grammar.



Political Science/ Philosophy

PO 101 Introduction to Political Science: Justice, Politics and Power

(3 cr.) This course presents an introduction to the systematic analysis of power relations, in local, national and global spheres of social life. The course surveys major political ideologies and predominant institutions. Students will explore how dominant institutions process issues of power and justice, and how those issues appear when viewed through the lenses of major political ideologies. No prerequisite.

PO 211 – Introduction to International Relations (Formerly PO 111)

(3 cr.) Students are introduced to the study of politics on the global level. The course focuses on the nature of the international system of nation-states, including the importance of state sovereignty, the political interactions between states, and the causes of war and peace. Additional topics include understanding the domestic bases for foreign policy decisions, the different tools available for state action in the international realm (diplomacy, espionage, military intervention), the increasing importance of international economic relations, and the function and evolution of international law and organizations. Pre-requisite: PO 101.

PO 331 Poverty: Justice/Inequality

(3 cr.) The course will explore theories that explain the reasons why there is such an extreme divide between rich and poor. Making the connection between poverty and other evidence of inequality, we will study hunger, habitat, displaced people, childhood issues, indigenous peoples, conflict and wars, and health issues such as AIDs as both causes and effects of poverty. In addition, we will study the connection between poverty, the established economic system, and globalization. Then we will ask what changes would be required to replace inequality with justice and poverty with a life of dignity. Prerequisites: PO 101 and one 200-level course in Political Science or Sociology.

PO 350: Literature and Politics – American Political Literature

(3 cr.) Our primary line of inquiry will focus on literary constructions of “the state of nature” in the American imagination. Nature is an important concept in American versions of social contract theory but it is in arts and literature where the idea is given life and depth. Who have Americans believed they are, and what effect have those beliefs had on our social and political behavior? We will search for and argue about the best ideas articulated the most beautifully, tracing American political thought in writers including Paine, Emerson, Fitzgerald, Hemingway, Heller, and Hartz. We will study how American literature is relevant to current phenomena (e.g. the

media, elections, authority, activism, love, apathy), how reason is related to the artistic spirit, and more importantly, how art seeks to transcend the limits of abstract reason. Prerequisite: PO 101

PL300A/WS 300D - Philosophy and Gender

(3 cr.) This course provides an opportunity to critically examine some sex/gender issues facing men and women, as well as the philosophical biases and cultural histories that may help to explain them. Since it is often misleading to view such issues apart from such considerations as race, ethnicity, sexual orientation and class, there will be an effort to integrate understanding of these dimensions with those of sex and gender. Finally, the impact of gender on contemporary philosophy, especially theories of knowledge, morality, and politics will be explored. Prerequisite: PL 101 or any 200-level (or higher) philosophy course, or permission of the instructor.

Psychology

PS300 A - Language Development

(3cr.) The goal of this course is to provide a descriptive overview of normal, first (spoken) language acquisition. The primary focus will be the period from birth through early childhood, with special emphasis on the role of parent-infant social interaction in language development (e.g., why do we talk to babies the way we do). Main topics will include the structure and development of various aspects of language (e.g., phonology, morphology, the lexicon, semantics, and discourse), and prelinguistic communicative development. Additional topics that may be covered include transition to literacy (learning to read), atypical language development (e.g., autism, Down Syndrome, sign language). This course will involve observing infants and children at different stages of language development. Prerequisite: PS 308

Something a Bit Different

DR 140 Stagecraft
LE 260 Trial Techniques
PO 231 Elections & Political Parties
SO 255 Sociology of the Family

PS 300 B Advanced Cognitive Psychology

(3 cr.) Building on the foundation of Cognitive Psychology, PS 233, students will study topics such as: applied cognitive psychology; memory and neuropsychology; exceptional memory; metacognition; the role of culture in cognition. Students will zero in on one topic, conduct a study, and write an APA-style report. Prerequisites: Both PS 233 and PS 307.

PS 300H Honors Cognitive Science and Science Fiction

(3 cr.) What does it mean to be human? Can machines fall in love? Can our consciousness be transmitted to another human being or substance? Is language fundamental to communication of thought? If so how would communication with other life forms proceed? These questions have traditionally been the domain of science fiction. However, given advances in technology, scientists are asking these questions with increasing frequency. This course explores the interplay between science and fiction. Each week we will examine a particular question through both science and fiction (book, film, etc) and see to what extent the science coincides with, or deviates from, the fiction. There will be a heavy emphasis on topics in cognitive science—an interdisciplinary science of mind and intelligence encompassing fields such as cognitive psychology, philosophy, linguistics, neuroscience, and artificial intelligence.

PS 358 School Age Development

(3 cr.) Students will learn what psychology research tells us about development in children from 5-14. These domains will be explored: sensory-motor, neurological, cognitive, language, social, and emotion. Students will learn about developmental questions that pertain especially to school-aged children, such as whether IQ can change, and about influences that may be particularly powerful, such as exposure to community violence. The facts of development will be connected to theories of learning, motivation, intelligence, cognition, and cultural psychology, and will also be applied to education. Prerequisite: PS 236

Sociology

SO 200 Images and Power: Masculinities in America

(3 cr.) The purpose of this course is to examine the organization, maintenance, and understandings of popular and historical conceptions of masculinity within the United States. In this vein, our discussion topics and class readings will unravel some of the norms, values, and beliefs that circulate within the realm of masculinities, including the relationship of masculinities from its theoretical roots to the relationship of masculinities and the media, boyhood, work, health, relationships, sexualities, families, and violence. In particular, this course will encourage students to look at representations of race, sexuality, and sites of multiple masculinities that permeate our cultural space. Prerequisite: SO 101

Visual & Performing Arts

DR 360 Acting

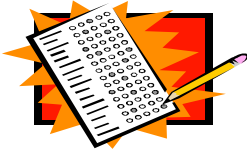
(3 cr.) In this an advanced studio course, student actors use exercises in acting technique to deepen and refine their ability to create reality on stage. The techniques portion of the class consists of exercises and theories drawn from the work and writings of Stanislavski, Strasberg, Meisner, Hagen, Adler, Lewis and Chekhov. Students explore the skills necessary to create a sense of truth on stage, whether working with realistic texts or those drawn from non-realistic and classical theater. Prerequisite: DR 160 or permission of instructor.

MU 210 History of Musical Drama: From Opera to Broadway

(3 cr.) This course is a survey of the history of music in theatrical productions from the beginning of opera in late 16th-century Italy to light opera to modern opera and musicals. Students examine selected works against the background of a changing cultural, aesthetic and political world. Prerequisite: MU 130.

Saturday Liberal Arts Course

Music 140 – Applied Guitar for Generalists



Foreign Language placement tests offered on three dates this fall.

Tests are offered in the following languages: Spanish, French, Italian and German.

You do not need a placement test to take a language you did not study in high school, Chinese, Japanese or Arabic.

NEW LANGUAGE THIS FALL: Hebrew 101- no placement needed for Hebrew.

SEE BELOW FOR PLACEMENT TEST DATES AND DETAILS:

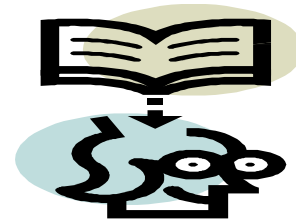
The Modern Language Placement Test in French, German, Italian and Spanish will be administered on:

<u>TO TAKE TEST ON:</u>	<u>SIGN UP NO LATER THAN:</u>
March 31st	March 25th
April 10th	April 7th
April 19th	April 14 th

SEATING IS LIMITED so it is on a “first come, first serve” basis. If you have any questions or concerns, please call **Phyliss Giuliano @ X3464**. Thank you.

You **must** sign up for the specific date and test by e-mailing your student ID #, your name, your QUnetworkID, the test you plan to take and the date on which you plan to take it to phyliss.giuliano@quinnipiac.edu . Please use the following information as a guide.

Note: If you cannot remember if you took the placement test, you can see if you took the test already by checking the placement test score on the top of your academic evaluation on WebAdvisor.



SUMMER FUN

Great Courses

Along with beginning courses in Art, Math, Chinese, Spanish, Sociology, Music, Political Science, Psychology and History, we are also offering, including some courses new to summer:

SUMMER SESSION I

June 4 to July 5, 2007

- CN 101 – Introduction to Chinese **NEW**
- DR 160 – Acting **NEW**
- LE 101 – Introduction to the American Legal System
- AR 251 – Studio Art: Drawing
- PS 206 – Intro to Statistics in Psychology
- PS 236 – Child & Adolescent Development
- SO 255 – The Family
- HS 323 – World War II
- SO/GT 305A – Death, Grief & Bereavement
- MA 206 – Statistics for Behavioral Sciences

And for Science majors:

- MA 275 Biostatistics **NEW**
- MA 140 Pre-Calculus

SUMMER SESSION II:

July 9 – August 9, 2007

- CN 101 Elementary Chinese 2 **NEW**
- PS 254 Physio Psychology **NEW**
- PS 272 Abnormal Psychology
- PS 300 Language Development **NEW**
- SO 225 – Social Problems
- SO 241 Racial & Ethnic Groups **NEW**
- SO 300 Drugs and Society
- MA 140 Pre-Calculus



College of Liberal Arts

ONLINE SUMMER COURSES

Take a Quinnipiac Course from home!

100-level courses

CSC 111 – Data Structures & Abstraction
IDD 110 – Design Research & Methods **NEW**
IDD 160 – Digital Design I
IDD 161 – Digital Design II
MA 110 – Contemporary Mathematics
MA 118 – Introductory Calculus
PL 101 – Intro to Philosophy
PO 101 – Introduction to Political Science
SO 101 – Introduction to Sociology

200-level courses

AR 280 – History of Modern Design
IDD 250 – Interactive Narrative Forms
MA 206 – Statistics for Behav. Sciences **NEW**
PL 202 – Logical Reasoning
PS 261 – Social Psychology

300-level courses

HS 344 – Civil War and Reconstruction

Advising Checklist

- Check my campus box for my registration packet. It should arrive by the last week of April.**
- Read through the courses available in the Bulletin or on WebAdvisor.**
- Read the course descriptions in the back of the catalog. (Copies available from Admissions or from any dean in the College of Liberal Arts).**
- Make up three scenarios of course possibilities to discuss with my advisor.**
- Make an appointment with my academic advisor. (If you do not know the name of your advisor, check on WebAdvisor).**

Questions about Liberal Arts?

***Contact Renée Tursi
Assistant Dean
College of Liberal Arts at x3141***

QU 201 Section Descriptions

QU 201 – 01 Beyond the Bionic Man Joan Krieger

Today's heavily science-and technology-oriented society has afforded us the opportunity to reach medical realms we'd only dreamed of, just a generation ago. Yet with this magnanimous feat, comes the intricate union of ethical, legal and social justices. This section of QU201 will allow students to explore our moral duty with regard to quality of life as it relates to the vast bioethical issues that surround our daily lives. We will examine the privilege, the responsibility, the limitation and the consequences of "choices," without the confines of political correctness. Students will be challenged to explore controversial issues of Bioethics, such as assisted-suicide, stem cell research, "medical marijuana," organ donation, "designer babies", the Human Genome Project, etc. through research, contemporary media and their own moral compasses. The course will stimulate discussion leading to final debate projects. Non-health science majors are encouraged to participate.

Kristen Wolfe

QU 201 -02 Animals in America

This course explores the various relationships that exist between humans and animals in America today. Animals have a daily impact in our lives - from the food we eat and the medicines we take, to the entertainment we watch and the domesticated companionship we keep. We will begin exploring our relationships with animals by first reviewing and discussing animal ethics and the Animal Welfare Act. Subsequent weeks will focus on the following topics: Industrial Animal Agriculture (Concentrated Animal Feeding Operations); animals in research (scientific/medical/military/commercial); animals in sports (horse/dog races, rodeos); animals in zoos and circuses; hunting; animal therapy and companion animals (pets). These topics will be defined and discussed in terms of their impact on American Society as a whole, and in terms of the choices individuals may have in regards to these impacts.

Linda Lindroth

QU 201 – 03 1967-1968

In this section of QU201 entitled 1967, we will examine film, music and art, civil rights and political issues, as well as individual people who made an impact. We will look for the development of common threads in communities one being how a generation in 1967 helped

to call attention to an unwinnable war in Vietnam, issues of civil rights, and changes in American culture and education. Students will research relationships between what happened 40 years ago and what is happening today.

Cheryl Szetela

QU 201 – 04 Presidential Politics

Students will address the dominant domestic issues of the 2008 presidential campaign, i.e. immigration, health care, the environment, and the economy. Throughout the course, students will examine each of these issues and the corresponding positions of each of the presidential candidates. While closely following the course of the primaries, students will ascertain the influence of these issues and of the political process upon various communities within our nation. Students will gain knowledge of the role of the pluralistic national community upon the political process as the field of presidential aspirant's narrows to the final nominees by the end of the semester.

Anita Visentin-Perito

QU 201 – 06 Moral and Ethical Decisions in the Law

This course explores how America's legal system copes with moral ambiguity and controversial ethical questions. It analyzes major cases involving fundamental and controversial rights (right to privacy, abortion, capital punishment, freedom of speech, the right to marry, the right to die, racism). The course evaluates legal decisions and assesses various approaches to fundamental ethical dilemmas and the impact of law in contemporary society.

John Gourlie

QU 201 – 07 E Pluribus Unum

All sections will share the initial four weeks of materials as a common experience. Very briefly, these readings identify or illustrate issues relevant to a discussion of national community. Beyond the shared materials, the seminar focuses on various arenas of national experience: Racial/Minority Experience, Popular Culture (Music, Sports), Political Crisis (9-11, Terrorism, Iraq War), the Natural Environment (Global Warming), and Health (Agricultural Policy, American Diet, Obesity). Each of these arenas generates the kind of personal experience that contributes to the matrix of our national civilization. Each forms a basis for a shared community, for a commonality of experience. Yet each arena offers such broad possibilities that an individual might choose uniquely, and thus define him/herself as distinct from the majority. Through a series of readings and films, we

will explore how both community and individuality arise within such arenas of life expression.

Susan Fowler

QU 201 – 08 Religion and Politics in Public Life

What are the moral dimensions of contemporary social issues such as war, poverty, and health care, civil rights? and what makes them *moral* issues? Does a person of faith have a moral duty to act to shape public policy? how does faith impact one's civic duties as a member of a pluralistic democracy? And what should be the role of religion in addressing issues which have both a moral and political dimension? This section explores how personal religion and public citizenship intersect, and looks at options for what could or should be the response of an informed and faithful citizenry in the domain of our common civic life.

Joseph Cooper

QU 201-09 Medical Moments: Dealing and Healing in Law, Literature and Film

Evacuation orders have been given, with hurricane winds and flood waters threatening: You have thirty patients in your care, but you can only safely take ten patients with you, along with the rest of the nursing-home staff. What would you do? There is serum for only forty inoculations: Already, a hundred patients are lined up. What do you do? A patient comes to you, desperate, and on the verge of dire, self-destructive actions. She asks you to do something that might be unlawful under pending state law. What would you do? Readings include: actual case law, Bernard Shaw's "The Doctor's Dilemma," and John Irving's "The Cider House Rules."

Jill McKeon

QU201 – 10 Digital Community and National Identity

The Internet has seen a dramatic rise in social networking software and digital communities. Students will investigate the role of computer-mediated communication and the Internet in establishing, confirming, or even undermining the notion of national identity. The course will involve research into current and historical notions of online communities, and will include a participatory component as we learn about the many forms of digital society.

John Morra

QU 201 – 11 The ESPNization of America

This seminar is designed to initiate the study of the cultural phenomena ESPN and its influences on the

American Culture and our Social Institutions. Specifically, the class will study how ESPN has changed the way our pluralistic American Community views sports, mass media and popular culture and has served as a unifying factor. The seminar will focus on the manner in which sports are marketed through Cable Television, Radio, the Internet, Magazines and other forms of Mass Media, with the hallmark being ESPN. With the advent of 24 hour sports media; youth, college students and adults are bombarded with constant information about players, teams and off-field issues. This course will examine these issues from Psychological, Sociological, Social Psychological, Organizational, Economic, and Political perspectives.

Peggy Bloomer

QU201 – 12 Global Community

Students gain an understanding of the major themes and concepts that structure life in the cultures of pluralistic American community. Students investigate the interaction of people, ideas, science and technology, political, economic and social movements. Course material is drawn from a variety of disciplinary perspectives, including media, ethics, letters and literature, fine arts, religion, economics, business, science and technology.

Betsy Rosenblum

QU 201 – 13 Baby Boomers and Beyond

The Baby Boomer generation is perhaps the most interesting and certainly the largest and most vocal in American history. The course will focus on the influence of this generation on all aspects of our society and the impact that Baby Boomers are having on changing the perception of what being "older" means, now and for the future. Students will experience the evolution of the Baby Boomer from post World War II to the present by exploring events such as the civil rights, anti-war, sexual and women's liberation movements; the technology explosion, Woodstock, the current "anti-aging campaign, health care, and trends for the future. Classes are designed to be participatory. Students are encouraged to engage in discussion with the use of critical thinking and listening skills.

Constance Cranos

QU 201 – 14 Leadership in America

McCain? Hillary? Barack? Who will be the next President? Come examine America through the lens of what promises to be one of the most interesting elections in history. This class is open to anyone who's curious about what's going on in America and wants to learn about the political process by watching it unfold. We'll follow the election process - examining the candidates, their positions, and how geography, demography and the media inform and shape the political process. No prior knowledge is required -- All you need is an interest in the topic of leadership and willingness to follow and discuss the 2008 election.

Honors:

Sharon Kleinman

QU 201H – 01 Women and Men in American Popular Culture

In this interdisciplinary seminar we will explore how gender roles are communicated, reinforced, and transgressed in contemporary American popular culture. We will read and discuss articles and books from diverse disciplinary perspectives, analyze contemporary American films and documentaries, conduct research projects, and present research findings. Topics covered will include: the social construction of gender from psychological, medical, sociological, and historical perspectives, and portrayals of femininity and masculinity in the American mass media, with an emphasis on portrayals in film. Some of the questions that we will address include: What do we learn about gender roles from the American mass media? How do other elements of identity—race, ethnicity, and socioeconomic status, for example—intersect with gender to impact interpersonal communication dynamics in American culture?

The Baby Boomer generation is perhaps the most interesting and certainly the largest and most vocal in American history. The course will focus on the influence of this generation on all aspects of our society and the impact that Baby Boomers are having on changing the perception of what being "older" means, now and for the future. Students will experience the evolution of the Baby Boomer from post World War II to the present by exploring events such as the civil rights, anti-war, sexual and women's liberation movements; the technology explosion, Woodstock, the current "anti-aging campaign, health care, and trends for the future. Classes are designed to be participatory. Students are encouraged to

engage in discussion with the use of critical thinking and listening skills.

QU 301 Section Descriptions

David Ives

QU 301- 01 The Indigenous World

On September 13, 2007, the United Nations General Assembly adopted a Declaration of the Rights of Indigenous People after twenty years of negotiations. The United Nations passed this Declaration because it still was “concerned that indigenous people have suffered from historic injustices as a result of their colonization and dispossession of their lands, territories, and resources, thus preventing them from, in particular, their right to development according to their own needs and interests.” The Declaration goes on to say that “respect for indigenous knowledge, cultures, and traditional practices contributes to sustainable and equitable development and proper management of the environment.

It is in this light that this course will:

- Learn about the historical and current state of affairs for indigenous people worldwide with a special emphasis on the indigenous peoples of the Americas.
- Analyze the nature of colonialism and its benefits and harm to both indigenous people and to their colonizers.
- Investigate the knowledge, culture, and traditional practices of indigenous people that have benefited humankind and could lead to improved management of resources, the environment, and sustainable development.
- Generate and evaluate strategies to promote the rights of indigenous people around the world.

Our approach will be interdisciplinary, drawing on the work of the United Nations, influential policy reports and think tanks, and works on indigenous history and culture by prominent scholars in those fields. In addition to several core texts, films and documentaries on the indigenous community will be shown along with classroom guest lecturers and attendance at required events outside the classroom. Students will be encouraged to think critically about the readings, participate in active classroom discussions, and demonstrate informed creativity in their writings.

Basuli Deb

QU301- 02 Nomadism, Human Rights, and the Refugee Narrative

Refugee narratives embrace a range of storytelling from those which recount the lives of internally displaced populations and people fleeing the nation to those that relate the predicament of people rendered stateless when territories are transferred as regimes collapse. As the trope of flight defines these narratives of displacement, migrancy, and temporary shelters, the paradigm of the nation-state along with its attendant category of citizenship come to a crisis, and the human rights claims of the homeless are foregrounded. The border-shifting post-national thrust of such narratives is evident in genocide testimonies. On the other hand, the historical violence of colonialism and neo-imperialism have also propelled a phenomenon of postcolonial nomadism retold from locales of violent intersections of the secular nation-state and the cultural claims of immigrants who are driven out of their homelands by the unequal global distribution of resources. These postcolonial junctures particularly render visible how women become both the site of contest between such opposing claims and the site of struggle for human rights from the interstices of such contests. This seminar is an invitation to make meaningful interventions in this topic.

Luis Arata

QU301- 03 Globalization: Interaction and Innovation.

This section of QU301 will study through selected readings how globalization is a source of interaction and potential innovation. In addition to addressing the common questions of the course that ask students to examine their place in and responsibilities to the global community, this course will explore consequences from globalization that emerge from interactions among cultures that were otherwise hardly in contact. This will allow us to reflect on mechanisms, problems, and benefits of global interactions. Among the benefits, we will examine closely how globalization enhances the potential for innovation.

Maureen Schorr

QU301 – 04 Health and Wellness in Our Global Community

Students completing this course will have a comprehensive understanding of the factors that both promote wellness and foster disease in communities and populations across the globe. Students will demonstrate through discussion, case study, critical inquiry, web postings, data analysis, writing and other formal assessment a command of:

- The definition of health and wellness from each student’s own personal perspective;
- Define health and wellness for the human condition in general and in some specific populations in particular.
- Demonstrate the ability to analyze evidence-based data reflecting health status.
- Demonstrate an informed understanding of how disease, disability and social instability affect regional and global progress;
- Articulate the role of philanthropic and nongovernmental organizations, ministries and individuals in promoting health on a global scale.
- Asses the possible personal impact of poor health conditions across the globe.
- Name the three major health issues and possible health promotion solutions affecting each of the following regions:
 - Africa
 - Europe
 - South America
 - North America
 - Asia

Caleb Rosado

QU 301- 05 Global Race Relations

This course addresses the issues of race and ethnicity in the social, political, and economic lives of groups in nations other than the U.S. It explores the factors that influence a given nation’s treatment of members of various racial and ethnic groups. The course explores the challenges that sociopolitical change brings to nations, ethnic groups, and people movements. The approach is a critical analysis of international studies of racial/ethnic conflict, which also examines social theories of race, religion, and revolution in an attempt to explain human social interaction in a multicultural world society. The

course utilizes the comparative-historical method and a human development theoretical perspective bolstered by structural power for the maintenance of dominance/subordination among groups. The course also addresses levels of consciousness and the operational values systems that serve as the substrate of the spiral forces that shape human nature, create race/ethnic/gender divides in a global context, and drive social change. The course presents a framework for reducing global racial and ethnic tensions through visionary leadership. The nation areas that will serve as the focus of the course will be: Africa, Asia, the Middle East, and Latin America.

Honors:

Jill Fehleison

QU 301 Honors: The Global Colonial Legacy in Fact, Fiction, and Film.

This section of QU301 will study the global legacy of colonialism through history, literature, documentaries, and movies. In addition to addressing the common questions of the course that ask students to examine their place in and responsibilities to the global community, this course will explore modern implications of primarily nineteenth century colonialism around the world and delve into what responsibilities wealthy nations like the United States have toward the emerging world. After World War II many regions of Asia and Africa received their independence from their Western colonizers but former colonies remain closely tied to Western nations. Students will be asked to investigate problems faced by many regions around the globe, who have struggled to maintain self-government since decolonization gave them independence, and offer possible ways to solve or at least alleviate the problems through actions by governments, aid agencies, and individuals. Through this course students will engage in the global community and discover ways to be responsible global citizens.