

# Spring 2005 Course Offerings

## Freshman Colloquia

“Justice and Equality”  
525:100:01 Index # 49509: T,Th – 2

Dr. John J. Gunkel  
(Philosophy)

This course is designed to sharpen critical and analytical abilities through an interdisciplinary investigation of issues and theories of justice and equality. Since the dawn of Classical thought, justice has been almost universally recognized as the hallmark of a “good” society, but few thinkers have been able to agree on the proper answer to the question, “What is justice?” Many have believed that a just society is, at the very least, one that is fundamentally characterized by a equal distribution of goods, but even this is controversial, and, furthermore, there is considerable disagreement regarding what sorts of goods need to be distributed equally among the members of a society and also regarding what would even count as an equal distribution. Readings will address divergent conceptions of justice and equality and will be drawn from current sources in sociology, economics, philosophy, and law, as well as contemporary fiction.

The course roughly will be divided into thirds. The first part of the course will be primarily sociological in nature and will examine existing inequalities in the United States and selected other countries. The second part of the course will focus upon the philosophical dimensions of the topic and specifically focusing upon current theories about what justice is and about what kinds of equality, if any, should be seen as important. The third and final part of the course will look at political, legal, and administrative treatments of these issues as they arise in particular contexts. Special topics that will be considered in this connection include affirmative action admissions policies, access to scarce medical technologies, and government tolerance of or encouragement of the religious, linguistic, and other practices of minority groups.

“Latino Bi-Lingualism In the United States”  
525:100:02 Index #49510: M, W – 2

Dr. Jennifer Austin  
(Classical & Modern Languages)

This course examines Latino bilingualism from an interdisciplinary perspective. Our class discussions will focus on controversial questions regarding the status of Spanish in the US, such as the following: Why do many people support the study of foreign languages in school, but not the maintenance of Spanish in the home? How does the language of a monolingual person differ from that of a bilingual? Does bilingualism influence cognitive development and educational achievement? What characterizes the Spanish spoken in different Latino communities? Is Spanglish a threat to standard Spanish? In exploring these and related issues, students will be encouraged to think critically in their approach to readings, discussions, and writing.

## History and Literature Linked Courses

### **Topics in Legal History and 19<sup>th</sup> Century American Literature**

“Legal History Through Literature”  
512:452:01 Index #54037: M, W – 1

Dr. Jon Lurie  
(History)

Examination of a series of episodes and stories drawn from American History that will help illustrate the way in which the law has affected, or been affected by, American Society. We will examine:

- A) Law and society in Puritan America through The Scarlet letter, (Nathaniel Hawthorne)
- B) Jacksonian America and law through The Pioneers,. (James Fenimore Cooper)

- C) 19th century view on utopianism, perfectionism, etc., through The Birthmark, (Hawthorne)
- D) Mid 19<sup>th</sup> century society and the role of the lawyer through The Devil and Daniel Webster, ( S. V. Bene)
- E) 19<sup>th</sup> century perceived ethical obligations of the lawyer through Bartleby the Scrivener, (Mellville)
- F) 19<sup>th</sup> century role and rule of law, and justice through Billy Budd, (Melville)
- G) 19<sup>th</sup> century law, courts, and the role of the trial through The Tragedy of Pudd'nhead, Wilson (Twain)

“Literature & Law”  
350:335:01 Index #54713: T, Th – 3

Dr. Heywood Ehrlich  
(English)

We will read a selection of classical, European, and American works that depict conflicts in law and legal themes in literature. Our readings will include works such as Sophocles’ “Antigone,” Shakespeare’s “Merchant of Venice,” Arthur Miller’s “The Crucible,” Henry David Thoreau’s “Civil Disobedience,” Charles Dickens’ “Bleak House” (or “Hard Times”), Franz Kafka’s “The Trial,” George Orwell’s “Nineteen Eighty-Four,” Toni Morrison’s “The Bluest Eye,” and Truman Capote’s “In Cold Blood”. In addition, we will compare our readings of works by Hawthorne, Melville, and Twain with those in Prof. Jonathan Lurie’s parallel history course.

### **History & Literature of Democracy**

“Capitalism & Socialism”  
62:510:362:10 Index #54033: M, W – 7

Dr. Jon Cowans  
(History)

The history of Western economic systems and ideologies from the origins of capitalism in early-modern Europe through the rise of socialism in the nineteenth century and social democracy in the twentieth. Topics include the agricultural and industrial revolutions; liberal ideologies and policies of the nineteenth century; Marxism and socialist thought; the Soviet model; the Great Depression; growth of the welfare state after World War II; and the problem of underdevelopment.

“Urban Locations: Dislocations”  
350:337:03 Index #53914: M, W – 2

Dr. Belinda J. Edmondson  
(English)

*TBA.*

### **History & Literature of Race & Ethnicity**

“History of Race and Ethnicity”  
512:388:01 Index #51726: T, Th – 5

Dr. Amy Portwood  
(History)

The United States is one of the most diverse nations in the world. Its unique history of colonization, slavery, expansion, and immigration results in competing narratives of equality, discrimination, violence, assimilation, and opportunity. The purpose of this class is to investigate what African American sociologist and activist W.E.B. DuBois termed “the problem of the color line” for the United States from Reconstruction to the present. We will begin our inquiry by discussing the concept of race itself, its construction, uses, and effectiveness as a social, economic and cultural category. Using both primary and secondary sources we will then pursue a chronological, though by no means comprehensive, survey of major issues in the history of race and ethnicity in the US emphasizing individual experiences, changing conceptions and constructions of race, as well as impacts on domestic and foreign policy. Our investigation will utilize a variety of sources requiring critical readings of documents, scholarly examinations, poetry, music, novels, and food.

## **History & Literature of the Modern Middle East**

“History of Iran”  
510:337:01 Index #54027: M, W – 2

Dr. Peter Golden  
(History)

A history of Iran from ancient times to the present with particular emphasis on the forces that have shaped Modern Iran. The course begins with the origins of the Iranian peoples, their migrations, early states, especially the Achaemenid state, the Parthians, the Sasanids. It then takes up the Arab conquest and Islamization of Iran and the shaping of Islamo-Iranian culture. Emphasis is then placed on the role of the Safavids in introducing Shi'ism as the state religion and the subsequent transformation of elements of Persian culture. The Qajars and Pahlavi dynasties are then discussed with particular emphasis on modernization and Iran's encounters with the West.

“Arabic Literature in English Translation”  
074:312:02 Index #53946: T, Th – 5

Prof. Kennedy-Day  
(Classical & Modern Languages)

The theme of this class will be the narrative story-telling in the classical Arabic tradition. We will look at the different kinds of narratives employed in pre-Islamic poetry, the Qur'an, and Sufi poetry, as well as legal, autobiographical, and historical narratives. Students will be encouraged to understand and consider why these forms were used and what the social momentum for such narratives was. Who is the narrator, what is the point of view?

Each society has its own forces and institutions, in Arabic Literature many of the original forces grew out of the development of Islam as a cultural, as well as a religious, institution.

## **Topic Seminars – Sciences**

“Neurological Tales: Neuroscience and the Mind”  
525:250:01 Index #49511: T - 5, 6

Dr. Ralph Siegel  
(CMBN -Neuroscience)

This course will consist of an introduction to neuroscience using studies by the neurologist Oliver Sacks as a starting point. Various readings will be taken from the Sack's oeuvre that deal with the effects of damage to the brain on the functions of the mind. Readings will be taken from:

*Migraine*  
*A Foot to Stand on*  
*Awakenings*  
*The Man Who Mistook His Wife For a Hat*  
*Anthropologist on Mars*  
*Islands of the Colorblind*

Background readings will be taken from general neuroscience textbooks and research articles. The course will emphasize an understanding of how the brain functions through lectures, these readings, and writing of short essays on the various topics covered.

“Biological and Sociological Investigations of Race”  
525:250:02 Index #54331: T - 6:00-9:00 PM

Dr. Jeffrey D. Kidder  
(Urban Education)

Objective: To give students a scientific understanding of the concept of race as it is applied to Homo sapiens, and an understanding of the sociological ramifications and implications of the scientific evidence.

Synopsis: This course is designed to give you a biological understanding of the concept of race, and particularly the relevance of its application to humans. Through lectures, multimedia presentations, hands-on activities, and laboratory investigations you will gain an understanding of genetics, adaptation, and evolution that will allow you to consider race in a scientific context. With this background, we will then explore the compelling mitochondrial DNA and Y chromosome evidence for human origins and migration. We will also consider sociological issues concerning race including: intelligence, athletics, health, and eugenics.

### **Topic Seminars - Social Sciences**

“Asian American Studies”  
525:254:01 Index #52012: T, Th – 5

Dr. Jamie Lew  
(Urban Education)

This course examines historical and contemporary experiences of Asian Americans in the United States. In the context of theoretical debates grounded in history, sociology, anthropology, literature, film and media studies, and gender studies, this course critically analyzes how Asian American identities - race, ethnicity, political, and gender - are constructed and contested. It explores how issues such as U.S.-Asia relations, immigration laws and policies, colonialism, and transnationalism are integrally linked to economic, social, and cultural development of Asian American communities.

### **Economics**

“Honors Econ - Macro”  
220:102:03 Index #47995: W, F – 3

Dr. Douglas Coate  
(Economics)

Major issues confronting the American economy; the nature of our private enterprise system, the role of government, the influence of the banking system, the problem of controlling inflation and deflation, and the requisites for a high level of national income and employment and a rising standard of living.

### **Capstone Course**

“Reinventing Downtown”  
525:498:02 Index #48554: M-5, W-4

Dr. Elizabeth Strom  
(Political Science)

Across America, central cities are showing new signs of life. Whereas once “downtowns” were primarily sites of production, however, today’s city centers are being revitalized with projects aimed at consumers. Most important among them are cultural facilities, convention centers and professional sports venues.

This course will examine the changing fortunes of downtown. During the Fall semester we will look at the factors shaping urban centers over the past century. In the Spring semester, we will explore current trends in downtown development, with particular focus on the development of cultural projects, sports venues, and other efforts to encourage people to consider downtowns as “places to play”. In addition to completing assigned readings, students will each become experts in an urban downtown of their choosing. Each student will write two papers on their chosen city: the Fall semester paper will examine that city’s historical development, and the Spring semester paper will focus on the city’s current efforts to redevelop its central area. The course will also feature visits from downtown redevelopment practitioners, and visits to downtown centers in and near Newark.

Woven throughout the class will be an on-going discussion of how one does research. We will learn how a researcher defines a question, generates a hypothesis, locates and gathers data (information), and uses the data to address his or her hypothesis. The two research papers will offer opportunities to carry out these research strategies.

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