



**ENGL 150-03****My Monster, Myself**

This section of Roots: Literature will focus on reading and writing about monsters, the monstrous, and monstrosity. Humans have made and remade human identity and existence throughout history, often creating monsters in the process. As Judith Halberstam claims, “Monsters are meaning-making machines,” condensing a multitude of fears and desires. Because of their otherness, monsters ask us to ponder the relationship between self and other, between the dominant culture and its margins, between comfort and alienation, between the human and the non-human, even between mind and body. Monsters challenge us to consider—personally and culturally—the exclusionary aspects of identity formation and to explore the limits of community and sympathy. They offer unique ways of being that can also be alternative ways of seeing.

**ENGL 150-04****What is Man? Literary Explorations of the Human Being**

In this course, which is designed to follow on your study of Greek and Roman literature in Classical Origins of Western Culture, students will read and critically examine important literary texts of the Western cultural tradition beginning with the medieval period and moving chronologically up to the modern age.

**ENGL 150-05****Roots of Literature: Violence and Representation**

What signifying power do we attribute to violence? Do authors incorporate acts of violence into their works to signal a breakdown in communication or a form of communication? This course, as part of the core curriculum, will investigate these and other questions by analyzing landmark texts such ranging from fourteenth century “comedies” to twentieth century novels. Rather than treating violence as a mystifying abstraction, we will strive to explain its nuanced intersection with issues such as class, race, and gender.

**GOVT 150-01 & 04 Roots of Government: America Now!!**

This course is designed to introduce students to the study of government and politics through analyses of the basic concepts of politics, political theories, ideologies, political systems and

institutions. Its primary focus is on the historical evolution of the American political system, as concepts such as liberty, freedom, justice, equality, and power, are explored. How they impact salient public policy issues that confront individuals and society in the American domestic and foreign policy arenas will also be examined. Students will, in addition, analyze public policy challenges, by simulating elected legislators, candidates and citizens of the United States of America in discussion, policy presentations and debate formats as they take sides on contemporary political issues.

### **GOVT 150-02 & 03**

### **The Just Political Society**

What is Justice? What constitutes a just society? These questions are at the heart of every tradition of political philosophy – ancient or modern. And yet there is very little agreement regarding what these concepts are, what they can or should be, and whether the many, the few or the one should have the power to decide. Questions such as: should there be a limit on how much wealth an individual is allowed to accumulate? Should all citizens be granted a minimum amount of what is needed (such as food and/or medical care) to sustain their existence? Or, are we entitled to nothing more than perhaps a fair competitive framework in which to compete for wealth, power, and influence? This course will explore the many differing ideas about what constitutes “Justice.” First we will explore several traditions of political theory, such as utilitarianism, libertarianism and Communitarianism, to see what the proponents of these various philosophies have to say about what justice is. Then we will apply what we have learned to four concrete public policy areas: African-American incarceration, economic inequality, capital punishment, and The Affordable Care Act and subsequent efforts to replace it.

### **HIST 150-01 & 03**

### **Roots: The West and The World**

This course will focus on major trends which have shaped world history in modern times, including the political revolutions of the late 18th century, the industrial transformation, nationalism and imperialism, the First and Second World Wars, and the Cold War. The course is designed to improve verbal, reading, writing, and interpretive skills. Students will understand the material presented in this course, analyze relevant primary documents and secondary sources, and write papers following standard academic conventions.

**HIST 150-02****Slavery and Liberation**

This core course examines practice of slavery and the process of liberation in the Atlantic world (Europe, the Americas and Africa). We will emphasize how and why slavery expanded after 1450, came under assault after 1750, and was eliminated (legally at least) in the twentieth century. Colonization and decolonization, imperialism, two world wars and the exercise of genocide were all part of these intersecting, intertwined histories. Yet, various forms of slavery persist in the contemporary world: this course ends with a consideration of that situation and its causes and consequences.

**HIST 150-04 & 61****Roots: The West and The World: Revolutions**

This course is an introduction to the history of revolutions and revolutionary thought from the late fifteenth century to the present. The first half of the course will focus primarily on revolutionary transformations in Europe/North America in the early modern period, while the second half of the course will focus on revolutions that have taken place across the world throughout the modern era. We will pay particular attention to the way in which Western imperialism and capitalism have shaped modern revolutions, and the way in which revolutions emerge as a response to the interaction between local concerns and global developments.

**LLRN 102-01 Love and War in Ancient Greece: Classical Origins, Modern Retellings**

Through close reading and intensive writing about literary texts from the Classical world, this course examines how cultural wars during the rise and fall of the Ancient Greek empire affected power relationships in the family and in society at large. By studying representations of gender and sexuality in literary, historical, philosophical, and political texts, we will examine the way in which cultural and political crises – such as the Trojan War, the Persian Wars, and the Peloponnesian Wars – are often explored through personal relationships between men and women. This course also investigates the way in which these power dynamics in the culture of Ancient Greece have been adapted and retold in the modern era. In addition to studying Classical pieces of literature that explore conceptions of gender, sexuality, heroism, and love—such as Homer’s *The Odyssey*, and Sophocles’s *Antigone*—we will explore how notions of patriarchy, orientalism, femininity, masculinity, and even “feminism,” have endured and evolved into the modern age. Classical texts will include works by Homer, Euripides, Aristotle, Plato, Sophocles,

and Aristophanes, among others; Modern texts and films will include work by Charles Mee, Margaret Atwood, the Coen brothers, Ang Lee (Yann Martell), Frank Miller (Zach Snyder), Debra Granik, and Sarah Ruhl.

### **LLRN 102-02**

### **Classical Origins of Western Culture**

This roots course aims to develop in students a knowledge and appreciation of Greek and Roman thought and culture, especially its contribution to the culture of the western world, by a careful study of important primary texts from different disciplines in that era. We will develop in students the ability to read, analyze, understand, and respond critically (in oral and written form) to the ideas presented in these texts and to begin to develop in students an awareness and understanding of the different modes of thought, organization, and expression used by different academic disciplines.

### **LLRN 102-03**

### **Classical Origins of Western Civilization**

This course helps students develop critical thinking and writing skills through an introduction to central texts and documents from Ancient Greece that have become foundational narratives for Western civilization. Classes will engage students in an interdisciplinary approach to cultural history, and discussions will pair literary works with relevant contemporary documents from the fields of material culture, the visual arts, political theory, and anthropology. The learning objectives for this course include: strengthening close reading skills, developing strong skills in expository writing, and acquiring a precise vocabulary for literary, artistic, historical, and cultural studies.

### **LLRN 102-61**

### **Classical Origins of Western Culture**

This course will focus primarily on the Ancient Greek contribution to the development of Western Civilization. The Ancient Greeks asked some big questions and provided unique answers: What is the fundamental nature of reality? What makes a person ethical? What is the best form of government or society? What kinds of activities make life worth living? The ways in which they addressed these questions can still speak to us today. We will explore some of the most exciting questions and answers offered by important Greek figures, for example,

Heraclitus, Homer, Plato, Aristotle, Sophocles, and Epictetus (a Greek-Roman Stoic philosopher).

### **MUSC 150-01 & 02                      Roots of the Modern Age: Music**

Over the course of the semester, we will explore music from the medieval period through the 20<sup>th</sup> century, examining the changing attitudes, styles, and composers that define “music” in the Western world (Europe and the United States). In the process, we will approach music as part of a larger network of ideas and thoughts, placing it within the context of philosophical, social, economic, and aesthetic trends throughout history. While exploring these issues, we will also be cultivating critical listening skills and developing a useful vocabulary for discussing the role and function of sound within a historical and contemporary setting. Through the study of primary documents, coursework, lectures, discussions, and other assignments, you will work on developing a variety of skills, including an understanding of specialized vocabulary; an ability to analyze structures and relationships within a musical work; the ability to engage with a musical work using a range of tools, such as aesthetic sensitivity, personal experience, an understanding of social context, and the recognition of a variety of cultural/historical references; familiarity with representative works and composers of Western musical history; and critical thinking skills.

### **MUSC 150-03 & 04                      Roots of the Modern Age: Music**

This course will emphasize critical listening skills by studying selected definitions of music, various styles and traditions from across the globe, and Western (US and European) classical music structures and compositional forms. Through the course of the semester we will be exploring several musical genres and styles from the Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20<sup>th</sup> century time periods, as well as ideas and styles from popular and world music of today. This being the case, the class will cover material diachronically and synchronically, incorporating aspects of philosophy, literature, history, and politics and their influence on the music of that particular culture, subculture, and specific time period. All of these objectives are rather secondary to the primary goal of being able to articulate thoughts and ideas concerning sound (music vs. noise) in our day-to-day world and how sound influences people of the past and by consequence us today. This class is not a ‘music’ course per se, but a cultural history course that uses music (i.e., the life and works of composers/artists, genres,

instruments, musical forms, and performance theories) to understand each socio-political era including our own.

### **PHIL 150-01 TBD**

### **PHIL 150-02 & 03**

### **Roots: Philosophy & Literature**

This course is guided by two fundamental assumptions: first, all great literary works are inherently philosophical; second, great works of literature and great works of philosophy can complement one another in such a way as to deepen our understanding of both. By comparing and contrasting literary works, e.g., Tolstoy's *The Death of Ivan Ilyich*, Sophocles' *Antigone*, and Sartre's *No Exit*, with philosophical ones, e.g., Plato's *Apology*, Kierkegaard's *Fear and Trembling*, and Sartre's *The Humanism of Existentialism*, we will explore such fundamental philosophical themes as self-knowledge, personal identity, and freedom.

### **PHIL 150-61 & 62 TBD**

### **PSYC 150-01, 02, 03, 04**

This course provides an explanation and critical examination of selected concepts in the broad field of psychology. Students will examine the logic and methods of social science research and engage in analysis of contemporary social issues from the perspective of the discipline of psychology. Students will develop an awareness of learning paradigms and memory, gain an understanding of major personality theories and several psychological disorders; gain an understanding of human development through the lifespan; and learn about how social aspects shape our existence.

### **SOC 150-01 & 02**

### **Roots: Health and Society**

Our Roots courses provide an explanation and critical examination of selected concepts in the social sciences. Students examine the logic and methods of social science research and engage in analysis of contemporary social issues from the perspectives of the disciplines of sociology and anthropology. This particular course examines many important topics in health and health care.

Specific issues addressed will include the social determinants of health (particularly class and race), causes of death, latest research on health and illness, the current state of medical care, modern health care systems, and more.

**SOC 150-03 Roots: Comparative Culture and Society: The US and Palestine.**

This course will evaluate issues of class, status and power with a focus on race, religion, ethnicity, and conflict in the US and Palestine. We will study the development of the US and Palestine through the lens of C. Wright Mills, considering history and biography, examining the ways in which race, ethno racial domination, and inequality have evolved and how one might evaluate and make sense of these issues. Race, ethno racism, culture, conflict and the state will be considered as we come to understand how class, status, power, and politics operate in the US and in Palestine. To do this we will construct a comparative sociology of the US and Palestine, looking for similarities between our respective pasts and our present realities.

**SOC 150-04 Roots: Sociology**

This course explores the origins of sociology and anthropology and the basic methods developed for understanding social groups of all kinds. Students practice ethnographic research skills on campus and around the city. The readings provide examples of research on topics of current interest, including race, gender, the world of paid and unpaid work, and the dynamics of social class.