

**HMC Humanities, Social Sciences, and The Arts Courses
Spring 2010**
(See the Five-College Catalog for complete course information,
prerequisites and permissions, and course listings from other colleges.)

Course #	Title	Instructor	Days	Time
<u>African Studies</u>				
LIT 155 HM	Post-Apartheid Narratives	Balseiro	M	2:45-5:30 pm
MS 173 HM	Exile in Cinema	Balseiro	W	6:00-8:00 pm
<u>American Studies</u>				
HIST 127 HM	Twentieth-Century US History	Barron	TTH	9:35-10:50am
HIST133 HM 01	Food and American Culture (formerly HIST179 HM)	Barron	T	2:45-5:30 pm
LIT 179A HM	Hyphenated Americans	Balseiro	MW TH	1:15-2:30 pm 9:35-10:50 am
<u>Art</u>				
ART 060 HM	Workshop in Hand-Press Printing	Groves	T	6:00-9:00 pm
<u>Art History</u>				
ARHI 158 HM	Visualizing China: Chinese Art	Tan	MW	2:45-4:00 pm
<p>Explores the political, social and cultural landscape of contemporary China through art (painting, sculpture/installation, photography, performance and videos). Theories of modern and postmodern art will be introduced in the analysis of visual materials.</p>				
<u>Chinese Language</u>				
CHIN 001B HM	Elementary Chinese	Tan	MW TTH	10:00 10:50 am 9:35 10:50 am
<u>Economics</u>				
ECON 054 HM	Principals of Microeconomics	Sullivan	MW	11:00-12:15 pm
ECON 179 HM	Booms, Busts, and Other Economic Behaviors: Views from Institutional Economics	Sullivan	MWF	9:00-9:50 am

Much of contemporary economics is built upon a model of humans as cool-headed rationalists. But this foundational assumption appears to fall short when we seek to explain the prevailing economic crisis and recent bubbles in the housing and technology sectors. In this course, we'll consider what a richer understanding of human behavior might have to offer economic theory by exploring works by three members of the Institutionalist

School: Thorstein Veblen (1857-1929), Wesley Mitchell (1874-1948), and John Kenneth Galbraith (1908-2006). No prior background in economics is presumed or required, but students should be prepared to grapple with healthy doses of ornate late nineteenth-century prose. The course will provide a good basis for future work in economic theory, the history of economic thought, and American economic history.

History

HIST 081 HM	Science and Technology Early Modern World	Wernimont	MW	1:15-2:30 pm
HIST 127 HM	Twentieth-Century US History	Barron	TTH	9:35-10:50am
HIST133 HM	Food and American Culture (formerly HIST179 HM)	Barron	T	2:45-5:30 pm

This course investigates the social and cultural history of food in the United States. In many ways food is the quintessential “dense social fact,” and its production and consumption embody many different layers of meaning. Consequently, one of the main goals of the course is to be able to look at food in a more critical, self-conscious, and theoretically and historically informed way to problematize something that is so prosaic that we often take it for granted.

HIST 179 HM	Special Topics: Explorations in Science, Art and Visual Culture	Tucker	F	9:00 am-12:00 pm
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The place of visual images and image-production in the history of scientific and medical knowledge is a new area of inquiry reflecting growing interest in the changing relations between scientific practice and theory, pictures and truth claims, art and “non-art”, and science and the public. This course explores changing uses of visual media (drawings, etchings, sketches, photographs, diagrams, X Ray images, computer-generated images, film) in the life sciences and medicine from the late pm Renaissance to the present day. Some of the questions we will investigate are: Why do producers of knowledge make and circulate visual images? How are scientific visualizations presented and received? A primary goal of the course is to develop visual skills and critical thinking about the production, uses, and effects of images as knowledge claims in science, medicine, and society.

HIST 183 HM	Science and Technology: American Culture	Olson	W	2:45-5:30 pm
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An exploration of the ways in which science and technology have shaped the American landscape and mindscape as well as the reciprocal ways in which American contexts have directed scientific and technological developments. Covers the colonial and early modern period during which the “inventory sciences,” including botany and geology were pursued for their presumed economic benefits and during which enlightenment scientific ideas helped to shape our governmental institutions. Discussion also includes the 19th and early 20th centuries, which saw the spread of railroads, electrification and automobiles and an obsession with evolution, efficiency and eugenics. Concludes with recent themes connected with military technologies, including the atomic bomb, energy sources, environmental issues and biotechnology.

Humanities

HUM 179 HM	Special Topics: Arts and Culture of India	Alves	T	1:15-2:30 pm
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This course gives students a unique opportunity to experience the arts and culture of India in the ancient center of the arts Varanasi (Benaras), North India. During the spring semester, Prof. Alves and Kumar will conduct a once-a-week class to prepare students for this experience, providing background on the history, society, religion, arts, and language of India and Varanasi in particular. In July, students and faculty will travel to Varanasi for a three-week period of intensive study in an area of concentration chosen by the student. They will engage in the guru-shishya parampara (the one-to-one master-disciple) system of learning, and their study will culminate in class projects and public performances. The course will also include weekend excursions to sites of historical and artistic significance. This course will be not a mechanical introduction to artistic performance, but a holistic learning of the art as well as philosophy, pedagogical tradition, performance structures, and lifestyle practices that surround the it. This course will count as four units of credit for Harvey Mudd students, or as a full course for students from other colleges.

Integrative Experience

HIST 179 HM	Special Topics: Explorations in Science, Art and Visual Culture	Tucker	F	9:00 am-12:00 pm
RLST 184 HM	Science and Religion	Olson/Cave	F	1:15-4:00 pm
STS 001 HM	Intro to Science, Technology and Society	De Laet	MW	2:45-4:00 pm

Literature

LIT 110 HM	Shakespeare	Groves	F	1:15-4:00pm
LIT 155 HM	Post-Apartheid Narratives	Balseiro	M	2:45-5:30 pm
LIT 179A HM	Hyphenated Americans	Balseiro	MW	1:15-2:30 pm

This seminar focuses on the experiences of immigrants in the United States and Americans of diverse ethnic backgrounds. The course will weave together critical theory and works of fiction that treat the lives of immigrants or minority groups in the United States with ethnographic examinations of such contemporary issues as bilingual education, the conditions of migrant workers and children as cultural and linguistic interpreters for their parents. The intentionally broad and interdisciplinary nature of the course will enable us to explore cultural identities, socio-economic status and gender-specifics roles.

LIT 179B HM	Special Topics: Milton: Nature, Knowledge, Divinity	Wernimont	T	2:45-5:30 pm
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Media Studies

MS 050 HM	Language of Film	Mayeri	TTH	4:15-6:15 pm
MS 127 HM	Harmony of Sound and Light	Alves	MW	1:15-2:30 pm

MS 170 HM	Digital Cinema: Experience Animation	Mayeri	TTH	1:15-2:30 pm
		Prereq: MS049, or MS050 permission		
MS 173 HM	Exile in Cinema	Balseiro	W TTH	6:00-8:00 pm 9:35-10:50am
<u>Music</u>				
MUS 049 HM	American Gamelan Ensemble	Alves	T	4:15-5:30 pm
MUS 081 JM	Great Works of Western Music	Kamm	TTH	2:45-4:00pm
MUS 084 HM	Jazz Improvization	Keller	W	8:30-10:00 pm
HUM 179 HM	Special Topics: Arts and Culture of India	Alves	T	1:15-2:30 pm
<u>Philosophy</u>				
PHIL 130 HM	Political Philosophy	Wright	MW	11:00 am-12:15 pm
<u>Psychology</u>				
PSYC 167B JT	Applied Social Psych Research (formerly PSYC179 JT)	Mashek, Omoto, Marcus-Newhall	F	1:15 pm-4:00 pm

This class will bring together students and faculty members at various stages of academic and professional development, as well as community collaborators, to pursue theoretically and practically relevant research in applied settings. This class is divided into three phases (Project Development, Implementation, and Dissemination) and is intended as a full-year (2-semester) class. Prerequisites: Psychology 52; Psychology 167A is a prerequisite to Psychology167B. Instructor permission required.

PSYC 179	Developmental Psychology	Looney	TTH	2:45-4:00 pm
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Course Description: This course is designed to introduce students to the theoretical and empirical underpinnings of human growth and development. Students will be provided with an overview of the key concepts and theories underlying the field of developmental psychology. Specifically, they will learn about and discuss issues related to the physical, social, cognitive, emotional, and psychological changes that occur during the various stages of the lifespan.

Religious Studies

RLST 105 HM	Religion American Culture: Toleration	Dyson	TTH	1:15-2:30 pm
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This introductory-level course explores American religious history from pre-colonial indigenous civilizations through the present, focusing on three related issues – diversity, toleration, and pluralism. We will consider how religions have shaped or been shaped by encounters between immigrants, citizens, indigenous peoples, tourists, and, occasionally, government agents. Putting these encounters in historical context, we will look closely at how

groups and individuals have claimed territory, negotiated meaning, understood each other, and created institutions as they met one another in the American landscape. At these sites of contact, we will also attend carefully to questions of power, translation, and the changing definitions of religion itself.

RLST 147 HM World/Transnational Religions Dyson TH 2:45-5:30pm

This upper-level seminar explores what happens to religious practices and communities when they are transplanted to new terrain: for example, in the establishment of “old world” religious enclaves in the United States, New Age adoptions of “foreign” practices, American understandings of world religions, or the exportation of American or Americanized religion to other countries through missionaries, media, or returning immigrants. Considering exchange, conflict, adaptation and innovation as multi-directional, and always historically and politically informed, we will look at several historic and contemporary instances of religious border crossings.

RLST 184 HM Science and Religion Olson/Cave W 2:45-5:30 pm

Science, Technology, and Society

HIST 081 HM Science and Technology Wernimont MW 1:15-2:30 pm
Early Modern World

HIST 179 HM Special Topics: Explorations in Tucker F 9:00 am-12:00 pm
Science, Art and Visual Culture

HIST 183 HM Science and Technology: Olson W 2:45-5:30 pm
American Culture

LIT 179B HM Special Topics: Milton: Wernimont T 2:45 -5:30 pm
Nature, Knowledge, Divinity

RLST 184 HM Science and Religion Olson/Cave W 2:45-5:30 pm

STS 001 HM Introduction to Science, Technology, De Laet MW 2:45-4:00 pm
And Society

STS 179 HM Thinking About Knowing De Laet MW 1:15-2:30 pm

We all know that the moon is a clump of stone that revolves around the earth. But how do we know that it is not made of green cheese? What are the knowledges and apparatuses that inform us, with a degree of certainty, that it is made of stone, revolves, and (recently) that there is water on it; that it is not made of green cheese? Similarly, we know that Hamlet killed his uncle – and that William Shakespeare invented Hamlet, the uncle, and the murderous family tale all at once. And we know that while Claudius – the uncle – may have been a capable king, he was a pretty lousy human being. But what kind of knowings are those? And how are they – if they are – different from our knowing about the moon? What do we know, what can we know, and how do or can we know it? We approach these questions by investigating (and writing about) two realms of understanding: what and how do we know in science; and what kinds of truths can we find in various textual genres? But here is the catch... Though the realms of science and text are usually considered separate, and their methods of understanding different, here we explore them together; figuring out how to usefully make the truths from both realms speak to each other, and how to arrive at truthful narrative in the papers we write and the arguments we construe – in

science and elsewhere. This seminar is writing intensive (though less so than Hum 1), and aims to help you develop three sets of writing skills, crucial to all academic thinking and writing, to do with causality, projection/extrapolation, and proof. Open to first-years and sophomores only.