

2008 - 2009 IAS Senior Seminar Packet

for BA degree students of Interdisciplinary Arts and Sciences

- PLEASE READ THE INSTRUCTIONS CAREFULLY -

Attached are the senior seminar offerings **for students graduating Summer 2008, Autumn 2008, Winter 2009, or Spring 2009**. Students should pay close attention to the recommended preparation for each course. Relevant coursework completed at UWB (or at a prior four-year institution or community college) should be listed on the sign-up sheet.

Procedures for Sign-Up:

This packet includes a senior seminar sign-up sheet which should be completed and returned to the IAS Program Office by **Monday, April 28, 2008**. **NOTE:** "Anticipated date of graduation" will be verified by the IAS Program Office.

Students should list their top three preferences for a senior seminar. Students who list only one senior seminar run the risk of being placed in a seminar not of their choosing. Careful consideration should be given to seminar choices. Senior seminars are capped at 15 students each, and most senior seminars close out very quickly. **It will be very difficult to switch seminars at a later date.**

If you have questions regarding a particular senior seminar, please contact the professor. **Do not leave the form with a professor. To be properly processed, forms must be submitted to the IAS Program Office (UW1-390).**

Senior seminar faculty will review the sign-up sheets and make decisions regarding admittance to seminars. Though students are not guaranteed their first choice, the committee will make every effort to accommodate student preferences. Students will be notified of their senior seminar **via e-mail (not by phone)** on or before **Friday, May 9, 2008**.

SUMMARY OF 2008-2009 IAS SENIOR SEMINARS BY QUARTER

SUMMER QUARTER 2008

Cross Cultural Images of Women with Professor Leslie Ashbaugh
MW 6:00-8:30 pm (full term)

History Meets Science with Professor Allen Wood
TTH 10:00am - 12:30pm (full term)

AUTUMN 2008	WINTER 2009	SPRING 2009
All seminars are run under BIS 490 Senior Seminar (5 credits), except the Washington D.C. Human Rights Seminar which will run under BIS 403.		
Revisiting the Weather Underground Professor Linda Watts MW 8:45 am - 10:50 am		
Technology and Globalization Professor Steve Collins TTH 8:45am – 10:50 pm		
Beauty and the Beasts Professor David Stokes MW 11:00am – 1:05pm	Buddhism and Culture Professor Michael Gillespie TTH 11:00am-1:05pm	Teaching Evolution Professor Rebecca Price TTH 11:00am–1:05pm
	History Meets Science Professor Alan Wood MW 1:15 pm - 3:20 pm	History and Sociology of Sex Work Professor Kari Lerum MW 1:15pm-3:20pm
Ethnopoetics Professor William Seaburg TTH 5:45pm-7:50pm	Adolescents As Decision Makers Professor Wadiya Udell TTH 5:45pm –7:50pm	Toni Morrison’s <u>Beloved</u> In Cultural Context Professor David Goldstein MW 5:45pm-7:50pm
Tennessee: The Highlander Education and Research Center Professor Diane Gillespie 9/8 OR 9/9: 6:30pm-8:30pm 9/11 -9/15: In TENN 9/22/08–12/1/08: Tuesday 11:00am-1:05pm		Hollywood Goes to War Professor Michael Goldberg F 10:00am-2:00pm
Washington D.C. Human Rights Seminar Professor Bruce Kochis 9/5-9/6: 8:30am – 4:30pm 9/7-9/13: In DC 12/5: Research Paper Due		

CROSS-CULTURAL IMAGES OF WOMEN

Professor Leslie Ashbaugh

Quarter: Summer, 2008
Day/Time: Mon/Wed 6:00 pm – 8:30 pm
Email: lashbaugh@uwb.edu
Phone: (425) 352-3304

Course Description:

Throughout history, images of women have been constructed; by the medical community, missionaries, colonialists, anthropologists, development agencies, world leaders, and by women themselves. In this senior seminar we will examine and trace the history of these images, question the motivations behind many of these constructions, and examine how they differ from women's own unfolding realities on the ground. As this course is really focused on each student's individual research project, with the aid of a common set of readings that provide us with the vocabulary of theory, each student will be expected to choose a research project with the course goals in mind.

Recommended Preparation (previous coursework):

For students who have not taken BIS 369 "Women Across Cultures," I will make additional readings available under separate folder in electronic reserves. This group of readings should have been completed prior to the first day of class. In addition, please come to class with a research topic and/or question in hand that you believe to be interesting and appropriate for this course.

Course Requirement/Expectations:

Every student is expected to complete a 20 page research paper. This required research paper must demonstrate that students have mastered college level skills in research, analysis and writing. Students will be required to develop a research topic and compile a working bibliography within the first weeks of the quarter. In addition, daily readings, class meetings, in-class discussion and in-class assignments are required. Students will be asked to present their research in an oral presentation at the end of the quarter.

Course Challenges (unique to the summer schedule):

There is a heavy load of reading and writing in this course. Reading and writing require time, and unfortunately the Summer Quarter system is an abbreviated one at eight weeks. I am very stringent about requiring students to attend all 16 class sessions, and I require (and evaluate) preparedness for each night's workload. If you are willing to be prepared and to contribute, this course is an exemplary experience!

Course Activities:

The primary objectives of this course are to: 1) refine your skills in research, writing, and critical thinking, as evidenced in a scholarly research paper and 2) develop a more complex understanding of how knowledge about others is constructed. The following assignments have been created to facilitate these goals.

(OVER)

Portfolio: (IAS Program Requirement)

A requirement of the senior “exit” course is the completion of the UW Bothell Portfolio. Complete the Portfolio form provided and include artifacts that are meaningful to you—written papers, portfolios, reports on projects and group work, videotapes, oral presentations, etc.

Research Project

A. Research topic/question/method memo

What topic do you want to study? What questions about this topic do you seek to answer? What evidence will you require to help answer your question?

B. Applying Readings to Research

State your revised research question and discuss how two articles assigned for that day are relevant to your question

C. Annotated Bibliography Extension

State your revised research question and discuss how four articles of your choice are relevant to your question.

D. Conceptual outline for literature review

E. 3 page draft of Literature Review (8 sources)

F. First Draft of paper in its entirety

This first draft places an emphasis on your ideas and how they will be organized. Some outline is acceptable.

G. 3 page analysis of the problem you are discussing

H. Rough draft of research paper in its entirety

I. Revision of 3 pages from rough draft (after my comments)

J. Final Presentations

K. Final Draft (18-20 pages and no fewer than 12 sources)

Participation:

Please come prepared to discuss the assigned readings for each class day.

Be responsible for facilitating reading for one class period (with a partner).

Participate in occasional in-class writing assignments.

Participate fully during in-class activities (most notably writing groups).

Questions?

Please do not hesitate to contact the professor if you have any questions regarding this course.

HISTORY MEETS SCIENCE

Professor Alan Wood

Quarter: Summer, 2008
Day/Time: TTH 10:00 am – 12:30 pm
E-mail: awood@uwb.edu
Phone: (425) 352-5226

Course Description:

This seminar will explore ways in which new theories of science that go by such names as complexity theory and systems biology might provide new perspectives for understanding global history. Broadly speaking, systems theory was the product of collaboration between biologists and mathematicians in the 1950s who believed that the conventional method of chopping knowledge up into isolated disciplines, which rarely communicated with one another, blinded us to certain qualities of nature that emerge only when looking at the whole. If the conventional method of studying the world can be described as focusing on separate (disciplinary) dots, systems theory can be described as connecting the dots into larger patterns of meaning. Systems theory, in short, is about relationships. This course will examine the science of systems theory and then explore how those insights can be applied to the global experience of humankind.

These approaches might even form the basis for a new attempt to bridge the yawning gap between the sciences and the humanities that opened up after the scientific revolution.

Course Requirements/Expectations:

There will be three main texts: The Web of Life (Fritjof Capra), Maps of Time (David Christian), and Nonzero (Robert Wright). Students will be expected to write a short one-page essay for each week's reading in those texts, prepare a 15-page research paper, and give a short oral presentation on the research topic covered in the paper.

Technology and Globalization

Professor Steve Collins

Quarter: Autumn, 2008
Day/Time: TTH 8:45am – 10:50am
E-Mail: swcollins@u.washington.edu
Phone: (425) 352-5356

Course Description:

This seminar will explore the social, economic, political, and technological forces driving contemporary globalization. It develops a conceptual framework for thinking about the causes of globalization and assessing its effects on different industries, social groups, and countries. Of special interest is the role of technology: innovations in transportation, communication, information management, and finance make up the architecture connecting people, organizations, and markets across the globe; more things move faster, and more people are linked through more networks, than ever before. Assigned readings will serve as springboards for discussing how globalization is changing the political and economic geography of the world, the central role of technology, the spread of multinational corporations and their impacts, effects on the environment, and role of governments and other organization in managing globalization's effects.

Recommended Preparation:

This seminar connects most closely with courses in the Global Studies and Science, Technology and the Environment options, especially courses on international politics, history, political economy, environmental history and geography, political institutions and public policy, and the history of science and technology. Students will be especially well prepared if they have had at least one of the following courses: BIS 324 (International Political Economy), BIS 320 (Comparative Political Economy), and BIS 303 (History and Globalization).

Texts (*tentative*):

Peter Dicken - *Global Shift: Reshaping the Global Economic Map in the 21st Century*
Pietra Rivoli - *Travels of a T-Shirt in the Global Economy*

Course Requirements:

- 1) Research paper: This is the most important assignment and will count for at least 60 percent of the grade. Students will develop a topic and research question in consultation with the instructor. Parts of the paper will be submitted over the course of the quarter, culminating in a 15-20 page (double-spaced) final report at quarter's end.
- 2) Oral presentation of the seminar paper: This will count 5-10 percent of the final grade.
- 3) Short weekly written assignments: These will be questions based on the assigned readings and will serve as the basis for class discussion. They will count 10-15 percent of the final grade.
- 4) Class participation: Since this is a seminar, informed participation will be essential. Each student will be assigned to lead at least one class discussion during the quarter. This will count 15-20 percent of the final grade.

REVISITING THE WEATHER UNDERGROUND

Professor Linda Watts

Quarter: Autumn, 2008
Day/Time: MW 8:45am – 10:50am
E-Mail: lwatts@uwb.edu
Phone: (425) 352-3399

Course Description:

Members of this senior seminar will explore the history of the countercultural (anti-war, anti-racist, anti-sexist, anti-imperialist) group known as Weatherman/Weather Underground Organization. We will read both primary and secondary sources, including items including the group's own publications, FBI surveillance files, memoirs, documentaries, and scholarly works. Class members will conduct original research as a means to assess this movement's implications both during the years of its greatest activity (1969-1975)-- and now.

Recommended Preparation:

There are no specific prerequisites for this course. As with all of my classes, however, I ask that those students enrolling bring a seriousness of purpose in terms of the experience of learning, a passion for thoughtful and productive dialogue, and an appetite for intellectual risk-taking. Since we will work intensively with a particular organization as our focus, it's also a good idea to familiarize yourself enough with the group to assess your level of interest in the topic at hand.

What Historical Content Will This Course Ask You to Discover?

- The Organization and its Origins
- The Membership in Profile
- Their Purposes and Methods
- The Order of Events
- Surveillance/Prosecution
- Narratives of Life Underground
- Captures and Resurfacings
- History, Myth and Memory Surrounding Weather Underground
-

What Transferable Historical Skills Will This Course Help You Build?

- Using both primary and secondary sources
- Applying critical methods to historical issues
- Thinking temporally
- Making historical inferences
- Evaluating historical sources
- Engaging conflicts among historical accounts
- Reading/practicing across modes of historical writing (such as description, narrative, exposition, and argument)

(over)

What Translatable Abilities the Course Will Help You Cultivate:

- Public speaking
- Dialogue/discussion
- Analysis/interpretation/critical thinking
- Writing
- Inquiry/posing and refining compelling questions

Should You Take This Course?

There are many ways to meet your degree requirements, so it is important for you to choose each course wisely. Sometimes practical constraints (such as time slot and the like) play a part in your decisions, but these should not trump choices based upon the learning prospect. No course is right for everyone, but only you are positioned to determine which course is most appropriate for you.

You should know from the outset that the way I teach calls upon students to “do something” rather than hear or watch me do something. What this means is that you will need to take responsibility for your own learning; hold yourself accountable for your choices; interact, question, respond, and introspect; deal constructively with complexity, ambiguity, uncertainty, ambivalence, and nuance; contribute to shared inquiry by a community of learners; and be ever receptive to, and resilient in, intellectual risk-taking. Students should be comfortable with readings featuring adult situations or strong/coarse language that is essential to the context.

Course Requirements:

Students will be graded on the self-assessment/degree portfolio, participation, writing assignments, an in-class presentation, and peer response postings.

Course Texts:

You might also be interested to know that I have placed a book order through the University Book Store for the following required course texts:

Berger, Dan. Outlaws of America: The Weather Underground and the Politics of Solidarity. Oakland, CA: AK Press, 2006.

Dohn, Bernardine, Bill Ayers, and Jeff Jones, eds. Sing a Battle Song: The Revolutionary Poetry, Statements, and Communiqués of the Weather Underground, 1970-1974. New York: Seven Stories Press, 2006.

Gordon, Neil. The Company You Keep. New York: Viking, 2003.

While these will not be the only readings we will complete, they are the book-length pieces anticipated. I am sharing this information with you now for two main reasons: (1) some students like to do comparison shopping for course texts, in which case advance notice can be helpful, and (2) it can be advantageous to get a head start on course readings.

Note: If you have questions or wish further information, please contact the instructor.

BEAUTY AND THE BEASTS: COLLABORATIVE RESEARCH ON THE AESTHETICS OF BIOLOGICAL DIVERSITY AND IMPLICATIONS FOR CONSERVATION

Professor David Stokes

Quarter: Autumn, 2008
Day/Time: M, W 11:00am-1:05pm
E-mail: dstokes@uwb.edu
Phone: (425) 352-3665

Course Description:

Explores the connections between life forms and human aesthetics in a collaborative research format. Students and the instructor will work together to investigate the aesthetic appeal of different life forms for people, and consider the implications for conservation of biodiversity. In addition to class readings and discussion, each student will pursue a focused research question addressing a specific aspect of the general topic area using any of several possible methodologies, from library and web research to surveys. The results of these focused research efforts will be synthesized, leading to an opportunity for contribution to the wider body of knowledge on this subject. The ultimate goal of the course is to produce a preliminary draft of a publishable research paper that will contribute significantly to the understanding of human biodiversity preferences.

Recommended Preparation:

Senior standing or permission of instructor.

Course Requirements/Expectations:

The student must have a curiosity about the diversity of life and human responses to it. Students will need to be prepared to commit time and motivation in order to do a large amount of careful reading, including primary scientific research articles. In and outside of class you will need to possess the capacity to take the initiative, accomplish work independently and collaboratively, as part of a team.

ETHNOPOETICS

Professor William Seaburg

Quarter: Autumn, 2008
Day/Time: T,TH 5:45pm-7:50pm
E-mail: Seaburg@u.washington.edu
Phone: (425) 352-5267

Course Description:

This course will concern itself with the analysis and interpretation of oral performances “in which speaking, chanting, or singing voices give shape to proverbs, riddles, curses, laments, praises, prayers, prophecies, public announcements, and narratives” from a range of Native American as well as other languages and cultures (Tedlock 1992). We will also be concerned with the problematics of written representations of orally performed texts, the complicated process of turning sound recordings into typescripts. This course will explore the poetics of texts from ‘everyday life,’ including conversations and personal experience narratives, in addition to more traditional oral genres. We will look at the work of poets, translators, literary scholars, discourse analysts, folklorists, ethnomusicologists, and anthropologists in an eclectic view of what ethnopoetics is and how it is done.

Course Requirements/Expectations:

There will be exercises in the ‘scripting’ of sound recordings as well as narratives that have already been textualized in a prose format. The term grade will be based on the exercises, class presentations, and a final paper. Useful preparation for this course would be BIS 301 Narrative Forms or BIS 451 Northwest Indian Myths and Tales.

BIS 403 WASHINGTON, D.C. HUMAN RIGHTS SEMINAR

Professor Bruce Kochis

Quarter: Autumn, 2008

Course Description and Application:

<http://www.uwb.edu/IAS/ba/seniorseminar/>

Recommended Preparation:

At least one course in human rights.

Contact:

Please contact Bruce Kochis (bkochis@u.washington.edu) if you have questions regarding this seminar.

Note: If you have questions or wish further information, please contact the instructor

**BIS 490 TENNESSEE:
THE HIGHLANDER EDUCATION AND RESEARCH CENTER**

Professor Diane Gillespie

Quarter: Autumn, 2008

Course Description and Application:

<http://www.uwb.edu/IAS/ba/seniorseminar/>

Recommended Preparation:

Student interested in this senior seminar should enroll in BIS 435 Interactive Learning: Theory and Practice, as this course prepares students for examining education as a tool for social transformation. We will read and discuss the history of Highlander (available from Highlander's on-line bookstore). Those that have not taken BIS 435 will also need to read We Make the Road by Walking by Miles Horton and Paulo Freire. Students can sign up for discussion of these books on one of two dates: Monday Sept. 8th OR Tuesday Sept. 9th from 6:30pm-8:30pm. Questions for these sessions will be available on Blackboard in early August.

Contact:

Please contact Diane Gillespie (dianegil@u.washington.edu) if you have questions regarding this seminar.

BUDDHISM AND CULTURE

Professor Mike Gillespie

Quarter: Winter, 2009

Day/Time: TTh 11:00 am - 1:05 pm

E-mail: mgillespie@uwb.edu

Phone: (425) 352-5321

Course Description:

What is Buddhism? A religion? A philosophy? A way of life? Why is this approach, originally so rooted in Asian cultures, attracting so many contemporary North American followers? Is it really possible for someone born in Snohomish County (for instance) to become a Buddhist? Is it possible to adapt (or transplant? or translate?) a core of practices from one culture to another? What difficulties does one run into when one tries? When would such an effort be “authentic,” and when not? Can one legitimately transplant a core of spiritual tradition while moving it to a different ethnic, cultural, and linguistic context? Such questions as these have often arisen, as Buddhism has become more and more to seem a viable way of life for people not born into its traditions. The course will examine such questions as these by exploring basic Buddhist interpretations of human experience, some of the varieties of Buddhism, and some selected writings of contemporary Buddhist practitioners. For their writing projects, students will be encouraged to explore how Buddhist views, insights, and practices have opened up interesting cross-cultural interpretations (and problems) in regard to many dimensions of culture. Some likely topics might include: theories of psychology, issues of gender and spirituality, orientations toward ethics, social and political issues, the importance of the arts, responses to environmental crises, and philosophical views of knowledge and reality, among others.

Recommended Preparation:

Fairly open, but some course work bearing on cross-cultural interpretation, textual criticism, historical study of religion, contemporary North American culture, or philosophical exploration of ethics and values would be most helpful.

Course Requirements/Expectations:

The course focuses on in-class discussions of our investigations and the completion of a seminar paper. Students, in consultation with the instructor, will determine specific topics for papers. Throughout the course, students will complete some brief discussion activities (usually based around short papers) designed to help them do two things: to explore and achieve understanding of key concepts, practices, and interpretive issues in Buddhism, and to enable them to write their seminar paper. As we move through the course, students will write sections of their paper and complete an outline and rough draft of the whole paper before submitting it in final form. (Short writing activities and drafts are all graded, so attendance is important for successful completion of the seminar.)

HISTORY MEETS SCIENCE

Professor Alan Wood

Quarter: Winter, 2009
Day/Time: MW 1:15pm - 3:20pm
E-mail: awood@uwb.edu
Phone: (425) 352-5226

Course Description:

This seminar will explore ways in which new theories of science that go by such names as complexity theory and systems biology might provide new perspectives for understanding global history. Broadly speaking, systems theory was the product of collaboration between biologists and mathematicians in the 1950s who believed that the conventional method of chopping knowledge up into isolated disciplines, which rarely communicated with one another, blinded us to certain qualities of nature that emerge only when looking at the whole. If the conventional method of studying the world can be described as focusing on separate (disciplinary) dots, systems theory can be described as connecting the dots into larger patterns of meaning. Systems theory, in short, is about relationships. This course will examine the science of systems theory and then explore how those insights can be applied to the global experience of humankind.

These approaches might even form the basis for a new attempt to bridge the yawning gap between the sciences and the humanities that opened up after the scientific revolution.

Course Requirements/Expectations:

There will be three main texts: The Web of Life (Fritjof Capra), Maps of Time (David Christian), and Nonzero (Robert Wright). Students will be expected to write a short one-page essay for each week's reading in those texts, prepare a 15-page research paper, and give a short oral presentation on the research topic covered in the paper.

ADOLESCENTS AS DECISION MAKERS

Professor Wadiya Udell

Quarter: Winter, 2009
Day/Time: TTH 5:45pm –7:50pm
E-mail: wudell@uwb.edu
Phone: (425) 352-3672

Course Description:

Adolescents' social and health decisions have led many to question their competency as decision makers. As a result, considerable effort and expense have been devoted to developing and implementing a wide-range of programs to improve adolescent decision-making. Attempts to decrease adolescent risk behaviors and improve adolescents' decision-making have focused on various factors, including cognitive, social, physiological and emotional.

This course assumes an integrated approach to examining adolescent decision-making and adolescent risk. In addition to learning about differing (and sometimes conflicting) views of adolescent decision making, students will also learn about the common pathways and influences on adolescent risk behavior.

Course Requirements/Expectations:

Students will complete a series of response papers based on the readings, and a final research paper exploring the relationship between decision-making and a form of adolescent risk behavior. The teaching method includes interactive group discussions. Students will participate by taking turns leading group discussions, discussing aspects of their research project, and presenting their final paper to the group.

HOLLYWOOD GOES TO WAR

Professor Michael Goldberg

Quarter: Spring, 2009
Day/Time: F 10:00am–2:00pm
E-mail: mlg@u.washington.edu
Phone: (425) 352-5362

Course Description:

Mainstream Hollywood films are a powerful cultural force, shaping perceptions of everything from gender roles to work to politics and beyond. In this class, we will be examining how Hollywood has presented the subject of the United States at war from 1945 to the present by comparing historians' understanding of specific wars and military conflicts to the messages in individual films. Hollywood films have served as official propaganda (during World War II) and unofficial propaganda (for example, *Top Gun*, which was used as a recruiting tool by the Navy), as burlesque critique (*M*A*S*H*), and as tragic commentary (*Platoon*). Students will have the opportunity to hone their film interpretation skills during the first half of the course while learning advanced research skills. In the second half of the course, students will research a specific war and topic and compare their findings with their formal analysis of a chosen film.

Recommended Preparation:

BIS 349, "Hollywood Cinema and Genre," BIS 347, "America Documentary Films," BIS 360, "Film Literature and Consumer Culture, or some other course in formalist film analysis (narrative, mise en scene, cinematography, editing, sound) will provide valuable preparation to this course. Students who come to the course with no background in formalist film analysis will be greatly disadvantaged. Some knowledge of the historical time period is useful but not required.

Topic:

With America currently involved in two wars (officially), this topic has special relevance for understanding today's politics and culture. Students interested in historical studies, cinema studies, popular culture and media studies, military studies and peace studies, should be well served by this course.

TEACHING EVOLUTION

Professor Rebecca Price

Quarter: Spring, 2009
Day/Time: TTH 11:00am –1:05pm
E-mail: becca.price@uwb.edu
Phone: (425) 352-3666

Course Description:

One reason that Americans struggle with evolution is because it has hardly been taught in primary and secondary education. The problem became a negative feedback loop: so many teachers never studied evolution, so it is challenging for them to teach the subject effectively. The purpose of this seminar is to break this negative loop through partnerships with specific classes. You will work in a team composed of your peers and a teacher to identify areas of evolution that you will address in the classroom. Your team will assess the misconceptions that students have about evolution, and then you will develop activities that are tailored specifically to address your students' confusion.

Recommended Preparation:

You should have a working knowledge of the basics of evolution, especially the five major mechanisms of evolution (natural selection, sexual selection, migration, genetic drift, and mutation). Contact the professor if you have any questions about your level of preparedness.

Course Requirements/Expectations:

You will write a 20 page research paper that presents, evaluates and justifies the learning module you have developed. Your research will draw on educational literature about teaching evolution specifically, but also teaching science in general. This research paper will demonstrate your mastery of college-level skills in research, analysis and writing.

Expect to spend about half of your class meetings at your partner school.

As with all senior seminars in this program, you will also complete a portfolio in which you reflect on the work you've completed in IAS, contemplating our learning goals of shared and collaborative leadership, interdisciplinary research, oral and written communication, and critical thinking.

Course Readings

- Selected readings from the educational literature, about one per class day.
- Any book from an approved list that is written for a popular audience to explain evolution.

Questions?

Please do not hesitate to contact the professor if you have any questions regarding this course.

HISTORY AND SOCIOLOGY OF SEX WORK

Professor Kari Lerum

Quarter: Spring, 2009
Day/Time: MW 1:15pm – 3:20pm
E-Mail: klerum@uwb.edu
Phone: (425) 352-3588

Course Description:

“People are interested in prostitutes; prostitutes are interesting people” (Shannon Bell). Sex workers (especially “prostitutes”) have long had the dubious honor of being simultaneously celebrated and vilified, glamorized and pitied, glorified and condemned. Who are these people called sex workers? How do their lives reinforce, clash with, and/or subvert central social norms? What institutions shape their lives, and how are these institutions reflecting larger political, economic, and cultural forces? This course will address these questions and more. Specific topics will include: history and politics of sex work laws, pornography debates and the Feminist “sex wars,” ethics of studying sex work, issues of exoticizing/othering, girl trafficking and mail-order brides, labor issues (emotional labor, economic exploitation, sexual harassment), sexual commodification, violence against sex workers, and sex work activism and culture. The overall goal of the course is to provide a map of the political, economic, social, and cultural landscapes that define the sex industry (past and present), as well as to situate this map within broader American and global economies and cultures.

Course Requirements/Expectations:

Seminar participants will conduct an individual research project on a question related to the sex industry, the lives of sex workers, and/or an external institution that impacts sex workers. Research projects will begin early in the quarter with ongoing findings regularly reported to the class, culminating in a final paper and oral presentation. Additionally, seminar participants will be responsible for leading one hour of class during the quarter. Those planning on taking this course should set up a pre-course appointment with me to discuss your writing and research strengths and weaknesses.

TONI MORRISON'S BELOVED IN CULTURAL CONTEXT

Professor David S. Goldstein

Quarter: Spring 2009

Day/Time: M/W 5:45-7:50 p.m.

E-mail: davidgs@u.washington.edu

Phone: (425) 352-3204

Course Description:

Toni Morrison's masterpiece novel, Beloved, helped her win the Nobel Prize for Literature in 1993. Taking an American studies approach to the novel, we will analyze its prodigious aesthetic accomplishments as well as study it in its historical and cultural context.

To provide that context, we will explore and analyze primary and secondary documents, discovering the ways in which those texts can deepen our understanding of the novel.

Assembling those documents and our own analyses of them and their connections to the novel, we will produce a companion text for academic publication. This senior seminar is thereby an opportunity to contribute to an academic publication—a valuable experience for graduating seniors applying for jobs or graduate school programs.

Recommended Preparation (previous coursework):

Coursework in history, literature, or both would be helpful preparation for this course. Experience with academic research techniques, such as are taught in BIS 300 and in most concentration core courses, is strongly recommended.

Course Expectations:

Be ready to read a lot, discuss a lot, write a lot, and learn a lot. Building on the thinking of others before us, we will individually and collectively produce our own knowledge about Toni Morrison, Beloved, and the historical and cultural worlds from which Beloved draws and upon which it comments.

2008-2009 IAS SENIOR SEMINAR SIGN-UP SHEET
- Please print legibly -

NAME: _____ DATE: _____

SIGNATURE: _____ EMAIL: _____

ANTICIPATED QTR/YR OF GRADUATION: _____
(will be verified by the IAS program office)

INSTRUCTIONS: Please review the senior seminars in this packet and indicate your top three choices. *Students who list only one seminar run the risk of being placed in a seminar not of their choosing.* Please submit your completed senior seminar sign-up sheet to the IAS Program Office (UW1-390) **by Monday, April 28, 2008.** (Do NOT leave it with a professor.) A faculty committee will review sign-up sheets. Students will be notified **via e-mail (not by phone)** of their senior seminar on or before **Friday, May 9, 2008.** You are not guaranteed your first choice, but the committee will make every effort to accommodate your preferences. **If you have questions about any particular seminar, please contact the professor.**

Senior Seminar Preferences (please list title and professor):

Choice #1 _____

Why do you want to take this seminar? List any courses that you have taken that prepare you for this seminar.

Choice #2 _____

Why do you want to take this seminar? List any courses that you have taken that prepare you for this seminar.

Choice #3 _____

Why do you want to take this seminar? List any courses that you have taken that prepare you for this seminar.

Are there any other factors that you would like the committee to take into consideration?

