Attached are the senior seminar offerings for students graduating Summer 2009, Autumn 2009, Winter 2010, or Spring 2010. 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 27, 2009. 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 and the sign-up sheet should be returned by the deadline so that your graduation is not delayed.

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 Monday, May 11, 2009.
### SUMMARY OF 2009-2010 IAS SENIOR SEMINARS BY QUARTER

#### SUMMER QUARTER 2009

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

**Multi-Media Storytelling for Social Transformation** with Professor Kari Lerum  
TTH 10:00 AM – 12:30 PM (full term)

<table>
<thead>
<tr>
<th>AUTUMN 2009</th>
<th>WINTER 2010</th>
<th>SPRING 2010</th>
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<td>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.</td>
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| **Empathy: Its Role in Personal and Social Transformation**  
Professor Diane Gillespie  
MW 11:00 AM – 1:05 PM | **Buddhism and Culture**  
Professor Michael Gillespie  
MW 11:00 AM – 1:05 PM | **Sustainability Research for Community Enhancement**  
Professor Robert Turner  
MW 11:00 AM – 1:05 PM |
| **Commercial Sex Work, Sexual Health, & Global Human Rights**  
Professor Kari Lerum  
MW 1:15 – 3:20 PM | **Beauty and the Beasts**  
Professor David Stokes  
MW 1:15 – 3:20 PM | **Culture and Resistance in the Americas**  
Professor Julie Shayne  
MW 1:15 – 3:20 PM |
| **Art and Society in the 20th Century**  
Professor Deborah Caplow  
TTH 8:45 – 10:50 AM | **Arts in Seattle**  
Professor JoLynn Edwards  
TTH 11:00 AM – 1:05 PM | **Revisiting the Weather Underground**  
Professor Linda Watts  
TTH 11:00 AM – 1:05 PM |
| **Adolescents as Decision Makers**  
Professor Wadiya Udell  
TTH 11:00 AM – 1:05 PM |                                                  | **Democracy and Globalization**  
Professor Robert Farkasch  
TTH 1:15 – 3:20 PM |
| **History Meets Science**  
Professor Alan Wood  
TTH 5:45 – 7:50 PM | **Cultural Studies & Critical Praxis**  
Professor Georgia Roberts  
MW 5:45 – 7:50 PM | **Sustainable Development and Conservation**  
Professor Martha Groom  
TTH 5:45 – 7:50 PM |
| **Washington D.C. Human Rights Seminar**  
Professor Bruce Kochis  
9/11-9/12: 8:30 AM – 4:30 PM  
9/13-9/19: In DC  
12/4: Research Paper Due |                                                  |                                                  |
CROSS-CULTURAL IMAGES OF WOMEN

Professor Leslie Ashbaugh

Quarter: Summer 2009
Day/Time: Mon/Wed 6:00pm-8:30pm
Email: lashbaugh@uwb.edu
Phone: (425) 352-3304

NOTE: This seminar is best suited for students in SEB, GST, AMS, CLA.

Recommended preparation (previous coursework):
This course assumes that students have been exposed to the interdisciplinary field of gender studies and/or feminist theory. For students who wish to enroll in this course who have not taken upper division coursework in these fields of inquiry, I have a superb collection of readings available under separate folder in electronic reserves. I recommend that this group of readings be completed prior to the first day of class. Not only are they engaging and informative, but they may also inspire an appropriate research project for the course.

In addition, I recommend that all students make an attempt to arrive in class on the first day with a research topic and/or question in hand that you believe to be interesting and appropriate for this course.

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.

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.
MULTI-MEDIA STORYTELLING FOR SOCIAL TRANSFORMATION

Professor Kari Lerum

Quarter: Summer 2009
Day/Time: TTH 10:00 – 12:30
E-mail: klerum@uwb.edu
Phone: (425) 352-3588

NOTE: This seminar is best suited for students in the SEB, CP, CLA, AMS, IA, GST option(s). Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework):
There are no official prerequisites for this course, but the course is best suited for students who have a critical understanding of culture, social institutions, and social movements, and who have interest in public scholarship (speaking to audiences beyond academia). No previous experience in film or media production required.

Course description:
*Those who do not have power over the story that dominates their lives, the power to retell it, rethink it, deconstruct it, joke about it, and change it as times change, truly are powerless, because they cannot think new thoughts.*
-Salman Rushdie

*If you tell me, it's an essay. If you show me, it's a story.*
-Barbara Greene

People understand themselves and others through the stories they hear and tell. From Hollywood to CNN to Religious sermons to Facebook, we are all both consumers and creators of stories. This senior seminar will ask students to activate a hybrid or “layered account” (Ronai 1995) model of telling stories; one that approaches a social issue from a variety of perspectives or “layers,” ranging from personal accounts and artistic renditions to statistics and “facts.” The course will ask students to link personal with political/public stories by considering a topic of their choice through 5 “M’s”: me (personal connection to the topic), math (quantitative understandings of the topic), movement (how the topic fits into larger social movements), music (what the topic “sounds” like), and maps (where the topic exists in the material world).

Course requirements/expectations:
In addition to readings for class meetings and in-class participation, students will be led through a series of assignments, one of which will be to create a personal digital story (a 3-5 min. film using personal narration and still images). For the final project, students will produce (alone or in groups) a final multi-media project about their topic. These multi-media projects will explain and “educate,” but also advocate for social change, build empathy and community, and allow for creative expression.
EMPATHY: ITS ROLE IN PERSONAL AND SOCIAL TRANSFORMATION

Professor Diane Gillespie

Quarter: Autumn 2009
Day/Time: MW 11:00am-1:05pm
E-mail: dianegil@u.washington.edu
Phone: (425) 352-5415

NOTE: This seminar is best suited for students in the CP and SEB options. Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework):
Although there are no official prerequisites for this course, you will have an easier time in it if you have some background in psychology and/or education. UWB courses that would be particularly helpful are: BIS 333 Individual and Society (as taught by Dr. Wadiya Udell), Interactive Learning: Theory and Practice, Narrative Psychology, and Introduction to Community Psychology. Students can bring any number of interests to the course, including therapy, education and learning, community organizations, diversity, group dynamics, research dynamics, truth and reconciliation, and development. In education, for example, the Seattle Public School system is piloting The Roots of Empathy program (http://www.rootsofempathy.org/), a rich possibility for student research and study.

Course description:
This senior seminar will focus on empathy in all its dimensions, especially its cognitive and affective ones. We will study empathy first as skill (e.g., listening, engrossment, attunement, presence, discernment). Then we will examine theories about how and why it functions in therapy, socialization (e.g., role playing), social justice movements, education, and politics (e.g., identity politics). The course will also examine significant controversies about empathy: How much of what we call empathy is cognitive, how much affective? Should empathy be used to describe an outcome or process? What is it that we come to know through empathy? Is action necessary for empathy? How is it connected to altruism and compassion? Are there gender differences in empathic capacities? Can we really ever know "the other?" How does one research empathy? We will practice analyzing empathic exchanges in videos and students will be able to conduct research on any aspect of empathy. You will be exposed to several social science research methods for use in collecting data for your project.

Course requirements/expectations:
During the first part of the quarter, we will read background articles on empathy and refine your research questions. Then you will turn to specific literature in the area you will focus on. You will work in a support group to share your thinking about your research project throughout the quarter. Different pieces of the 15 page research paper will be due at different times in the quarter, including an outline and draft of the paper. The sooner you know what your focus will be, the better able you will be to direct your research progress. Please feel free to email me if you have any questions. (I will be away from campus until June 1, but available on email.)
COMMERCIAL SEX WORK, SEXUAL HEALTH, AND GLOBAL HUMAN RIGHTS

Professor Kari Lerum

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

NOTE: This seminar is best suited for students in the SEB, CP, AMS, GST option(s). Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework):
This course is best suited for students who have taken courses in and have a critical understanding of gender, sexuality, culture, and human rights.

Course description:
Commercial sex workers have long had the dubious honor of being simultaneously glamorized, pitied, and condemned. Sex work is the cause célèbre for many stakeholders, including some religious leaders, media producers, neighborhood groups, law enforcers, feminist and human rights activists, and public health workers. On several occasions in the United States, the “left” (feminists) and the “right” (conservative Christians) have even united to oppose commodified sexuality (anti-porn ordinances of the 1980s; anti-trafficking movements in the 2000s). Why does the idea of selling sexual services create such uproar? Do individuals ever truly choose to be sex workers, or are they forced into it by social constraints? How do sex workers’ lives reinforce, clash with, and/or subvert social norms around gender, sexuality, and the meaning of work? Does class, race, sex, and nationality make more of an impact on individuals than whether or not they are a “sex worker”? Or is there an intersection between sex work and these important axes of social location? The intent of this course is to (a) understand the political, economic, social, and cultural forces that shape local and global sex industries and life within and around it; (b) examine how these forces impact people’s relationship to sexuality more broadly; and (c) to envision ways to become a productive activist on issues related to sexual health, workers rights, and human rights.

Course requirements/expectations:
There are two main purposes to this senior seminar: 1) to hone and refine your skills in research, writing, and critical thinking, culminating in a scholarly paper (which may include a creative, public scholarship project), and 2) to develop a more complex understanding of how sex work intersects with local and global movements for sexual health and sexual rights.

Seminar participants will conduct an individual research project on a question related to the production and consumption of sexuality. Research projects will begin early in the quarter with ongoing findings regularly reported to the class, culminating in a final paper or project. Additionally, seminar participants team up to lead one hour of class during the quarter.
ART AND SOCIETY IN THE TWENTIETH CENTURY

Professor Deborah Caplow

Quarter: Autumn 2009  
Day/Time: TTh 8:45 – 10:50 am  
E-mail: dcaplow@u.washington.edu  
Phone: (425) 352-3461

NOTE: This seminar is best suited for students in the CLA, IA, and SEB option(s). Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework);
It will be essential to come to this seminar with strong interest in art, art history, politics, history, cultural studies, global studies, gender studies or a combination of these fields. A background in any of these fields is very desirable, either in terms of previous experience (reading, travel, etc.) or coursework at UWB or other colleges.

Course description:
This seminar will focus on social aspects of art in the twentieth century, addressing such issues as gender, race, class, politics and national identity through a variety of thematic approaches. Topics will include art in response to the two world wars, the artistic aftermath of the Russian and Mexican revolutions, art made to combat the rise of fascism, photography and murals of the Depression, images of women in art, art concerning racism, anti-Semitism and poverty, and post-war reactions to consumerism and capitalism. We will examine socially concerned art by well-known artists like Pablo Picasso and Diego Rivera, and art movements such Futurism, Dadaism and Surrealism, Russian Constructivism, the Harlem Renaissance, Mexican Muralism, Social Realism and Pop Art, placing these phenomena in historical and art historical contexts. Students can base their research projects on such diverse topics as artistic reactions to trench warfare in the First World War, the Russian avant-garde experimentation in art, images of the Spanish Civil War, Nazi suppression of modern art, art of the Holocaust, representations of lynchings in the South, Depression-era photography, images concerning gender issues, the bombing of Hiroshima, the Civil Rights Movement, contemporary political art and graffiti.

Course requirements/expectations:
There will be weekly readings, two short papers and reading journals. The final project will be a long research paper or research-based art project accompanied by class presentations. We will be going over drafts of the final project as the quarter progresses.
ADOLESCENTS AS DECISION MAKERS

Professor Wadiya Udell

Quarter: Autumn 2009
Day/Time: TTh 11:00-1:05 pm
Email: wudell@uw.edu
Phone: (425) 352-3672

NOTE: This seminar is best suited for student in the CP, SEB options. Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework):
While there are no official prerequisites for this course, you will have an easier time in it if you have some background in psychology, research methods, policy, education, or public health. This background can take many academic (and non-academic) forms, but coursework in a related field at UWB would be great. Most important, though, is that you think in advance of the start of the course about a research topic and/or question that you will be excited to work on for the quarter.

Course description:
This seminar will provide students with the opportunity to research adolescent decision making as it relates to specific areas of adolescent risk behaviors. We will begin with a set of readings that present different (and sometimes conflicting) views of adolescent decision-making. We will also learn about the common pathways towards and influences on various adolescent risk behaviors. From the readings, we will quickly move to an intensive focus on individual research projects. It is important to recognize that the majority of the course will be devoted to your research projects. This is your capstone course. Its substance and content will be generated from the materials, and topics you have chosen (or will very soon choose) to research. Most likely, no single project will address or need to address all of the information reviewed in our seminar. But the seminar as a whole will.

Course requirements/expectations:
In addition to completing readings for class meetings and in-class participation, assignments will include a variety of short writing assignments intended to advance your research, and the final paper assignment itself. In addition, students are expected to facilitate in-class discussions of the readings. Students will complete a series of writing assignments building toward the final paper, and a final research paper exploring the relationship between decision-making and a form of adolescent risk behavior of students’ choosing. The assignments and general research process for this course has been deliberately constructed to maximize student learning of research skills typical in the social and health sciences, and for students to be able to produce a quality paper in 10 weeks (rather short time, but definitely doable for a capstone).
HISTORY MEETS SCIENCE

Professor Alan T. Wood

Quarter: Autumn 2009
Day/Time: TTh 5:45-7:50
E-mail: awood@uwb.edu
Phone: (425) 352-5226

NOTE: This seminar is best suited for students in the STE, GST, SEB, STS options. Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework):
Knowledge of any of the life sciences would be beneficial, but certainly not necessary. Broad interests or classwork in the big issues facing the global community would also be useful.

Course description:
This course 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 complex interactions of multiple parts within a wider 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 a three-page annotated bibliography, a two-page statement of the problem, thesis, and general line of argument of the research topic, an oral presentation of the research topic, weekly readings on three common texts (and discussion in class), and a 15-20 page paper to be turned in on the last day of class.
Quarter: Autumn 2009

Brief Description:

The Washington, D.C. Human Rights Seminar (BIS 403) is part of the human rights emphasis in the Interdisciplinary Arts & Sciences program and will be taught as a senior seminar for the academic year 2009-2010. The course has been a part of the curriculum since 1990 and focuses on the construction of human rights policy at the national and international levels.

For a full week students will engage in intensive seminars and briefings with a variety of institutions and policy makers at a variety of levels in Washington D.C. During the day the group will walk and use Washington’s excellent subway system to visit the Pentagon, the State Department, Congressional offices, and policy institutions of various political orientations.

The students meet on selected days on campus before and after the trip, submit a policy research paper on their selected topic and finalize the seminar with a poster session open to the campus. Please go to the link below for the full course description.

Full Course Description and Application:

http://www.uwb.edu/IAS/ba/requirements/seniorseminar.xhtml

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.
BUDDHISM AND CULTURE

Professor Michael Gillespie

Quarter: Winter 2010  
Day/Time: MW 11:00 – 1:05  
E-mail: mgillespie@uwb.edu  
Phone: (425) 352-5321

NOTE: This seminar is best suited for students in the SEB, CLA, IA, GST, AMS, CP option(s). Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework):
There are no specific prerequisites for this course, though it is an advantage to have an academic interest in questions that can be linked to the study of Buddhism and/or a personal interest in exploring Buddhist practices and philosophical perspectives.

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? What, in general, is happening with Buddhism as it becomes North American?

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 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.

Course Requirements/Expectations:
The course focuses on in-class discussions of our investigations and the completion of a seminar paper or approved project. Students, in consultation with the instructor, will determine specific inquiry questions for papers or projects. 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 prepare to write their final
BEAUTY AND THE BEASTS: COLLABORATIVE RESEARCH ON THE AESTHETICS OF BIOLOGICAL DIVERSITY AND IMPLICATIONS FOR CONSERVATION

Professor David Stokes

Quarter: Winter 2010
Day/Time: MW 1:15 – 3:20
E-mail: dstokes@u.washington.edu
Phone: (425) 352-3665

NOTE: This seminar is best suited for students in the STE, STS, ES, and CLA option(s). Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework):
An understanding of scientific method and an interest in conducting original research. Courses in statistics and science will provide useful experience, but are not essential.

Course description:
Explores the connections between life forms and human aesthetics in a collaborative research format. Students and 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 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 the opportunity to contribute 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.

Course requirements/expectations:
Curiosity about, and a desire for greater understanding of, the diversity of life and human responses to it.

Time and motivation to do a large amount of careful reading, including primary scientific research articles.

Willingness to devote the effort and time necessary to produce high-quality writing.

Initiative and ability to accomplish tasks independently.

Ability to collaborate and work as part of a team.
ARTS IN SEATTLE

Professor JoLynn Edwards

Quarter:     Winter 2010
Day/Time:  TTh 11:00 – 1:05
E-mail:        jolynn@u.washington.edu
Phone:        (425) 352-5358

NOTE:  This seminar is best suited for students in the CLA, IA, and AMS option(s). Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework):
Arts and humanities courses especially involving close reading of texts, literary, visual, and performative. They might include history of dance or other performance courses, classes on poetics, arts practice courses, art history, or comparative and interdisciplinary arts.

Course description:
This class will examine the visual and performing arts in the Seattle area through visits to local museums and theatre spaces. These experiences will be set against a group of readings on the arts and their audience in America. We will study the background for specific winter 2010 events in class (reading plays, discussing dance and visual arts content).

Course requirements/expectations:
Students will be required to attend at least three arts events and to write up critiques for each one. Each student will embark on an individual research project and give periodic updates to research in class, culminating in a 10-minute class presentation and 10-page academic paper. These research topics will be chosen in consultation with the professor and should focus on current issues in American performing or visual arts.
CULTURAL STUDIES & CRITICAL PRAXIS

Professor Georgia M. Roberts

Quarter: Winter 2010
Day/Time: MW 5:45 – 7:50
Email: gmr2@u.washington.edu
Phone: (425) 352-3460

NOTE: This seminar is best suited for students in the AMS, CLA, SEB, GST & IA options. Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework): I will not assume students have a background in any particular area, but ideally participants should have some basic knowledge of cultural studies terminologies and/or the critical study of race, gender and class. Students will also be expected to attend one off-campus visit to a reading group at a men’s correctional facility and will need to complete a criminal background check at the beginning of the quarter in order to participate (see below).

Course description: We will begin with a set of readings that are intended to introduce the history and field of cultural studies, including key words and concepts. As a way into the themes of the course we will look at two essays by theorist Stuart Hall. We will split into four groups and research the major thinkers and ideas presented in these writings. As a class, we will concentrate our efforts on the early history of the Birmingham Center for Cultural Studies – paying particular attention to its roots in adult education as well as the Center’s early formations of “praxis” (theory and practice). This introductory work and our initial class discussions should also serve as an adequate basis for proposing your individual research topics.

Course requirements/expectations:
In addition to readings for class meetings and in-class participation, assignments will include participation in research groups, an in-class presentation of your research findings, and a 1-2pp paper proposal (due the second week of class) outlining your particular research interest for a final 12-15pp research paper.

In addition to the expectations outlined above, students will also be required to read the 2009-2010 UW Common Book, Dreams of My Father by President Obama and attend one session of a monthly reading group held at a men’s correctional facility in Aberdeen, WA. Taking what we’ve learned about cultural studies, adult education and critical praxis, we will develop a set of questions and topics to discuss with the reading group. The trip will take place the first week of March and is required. We will travel to Aberdeen as a group and stay overnight: students should budget accordingly.
SUSTAINABILITY RESEARCH FOR COMMUNITY ENHANCEMENT

Professor Robert Turner

Quarter: Spring 2010
Day/Time: MW 11:00 – 1:05
E-mail: Rturner@uwb.edu
Phone: (425) 352-3613

NOTE: This seminar is best suited for students in the Environmental Studies, SEB, GST, STS, and Community Psychology option(s). Other students who have the recommended preparation and a keen interest are encouraged to apply.

Recommended Preparation:
Successful completion of at least one course focused on the principles and/or practices of sustainability.

Course Description:
Sustainability has become an increasingly popular objective and buzzword in politics, policy, environmental science, business, and advertising. It would seem that everyone wants it, but there is very little agreement as to just what it is or how to achieve it. As this nascent sustainability movement gains momentum and impacts the human enterprise, there is a great need for scholarly research that delves into the why, what, and how of sustainability. This seminar will provide you with the opportunity to conduct research on a specific topic of your choosing that relates to sustainability. You may also work with a community partner on a project of mutual interest. In general, we are going to apply the “think globally, act locally” perspective to learning about sustainability research and defining projects. We will engage in readings, both supplied for you and by you, which will help us to identify global sustainability issues and what is lacking in the scholarly sustainability discourse. Meanwhile, we will also interact with representatives of local organizations to learn what they are doing to promote sustainability on the community level and how some focused research could help them.

Course Requirements/Expectations:
Along with practicing how to tackle sustainability problems in a scholarly way, the primary objectives of this course are to refine your skills in research, writing, and critical thinking. You will submit the evidence of your abilities in these areas in a 15-20 page scholarly research paper and a learning portfolio. You will also be expected to participate fully during in-class activities and out of class collaborations. In addition, each student will be responsible for facilitating one class discussion during the quarter.
CULTURE AND RESISTANCE IN THE AMERICAS

Professor Julie Shayne

Quarter: Spring 2010
Day/Time: MW 1:15 – 3:20
E-mail: jshayne@u.washington.edu
Phone: (425) 352-3266

NOTE: This seminar is best suited for students in the AMS, CLA, GST, and IA option(s). Other students who have the recommended preparation are encouraged to apply.

Course description:
This course will address the various ways Latin Americans and Caribbeans in and outside of their homelands use culture to articulate resistance. We will look at the rich history of political cultural production in the region used by social movements as voices of resistance and opposition. For example, Chilean women used embroidered folk art to protest against a military regime; Salvadoran religious leaders used Catholic teachings to articulate Marxism; guerrillas in the region used rebel radio stations to deliver their revolutionary message; Afro-Caribbean Hip Hop and Reggae, and the Chilean New Song Movement use their lyrics and instruments to convey hidden histories of repression and articulate powerful messages of resistance; Latin American film makers write and direct feature films and documentaries to record and archive political histories typically overlooked by the mainstream; fiction writers in the diaspora use the novel to commit their personal and political struggles to the literary archives and give voice to the marginalized. There are countless other examples and students will be encouraged to pursue any of them, pending my approval. You will be responsible for producing a final project, research paper or cultural production of your own, as your culminating product.

Recommended preparation (previous coursework):
The most important way to prepare for this course is to think seriously about a topic you will enjoy researching the entire quarter. Your topic should use a specific case to answer our common question: How do Latin Americans and Caribbeans in and outside of their homelands use culture to articulate resistance? Think about topics that piqued your interest throughout your IAS studies, connected to Latin America and the Caribbean or not. My job will be to help you place your topic in the Latin American and Caribbean context. There are no formal perquisites but students who took and enjoyed any of the following classes will likely be a good fit for this course: Conflict and Connection in the Americas; Women and Politics in Latin America; Mexican Art and Culture; Bigger Than Hip Hop; Art, Politics and Social Change; Caribbean Music; Culture and Resistance, and Africa on Film.

Course requirements/expectations:
This course will be writing, reading, and research intensive: We will typically read 30+ pages per class session. Your research project will be broken down into several smaller assignments:
1) Proposal 2) Library workshops 3) Annotated bibliography 4) Literature review 5) Outline 6) Rough draft/Work in progress 7) Final project
You will also have a few short writing assignments connected to the assigned readings
REVISITING THE WEATHER UNDERGROUND

Professor Linda Watts

Quarter: Spring 2010
Time: T/Th 11-1:05
E-mail: lwatts@uw.edu
Phone: (425) 352-3399

NOTE: This seminar is suited for students in any BIS option.

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.

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.

Course Grading in Brief:
Self-Assessment/Degree Portfolio, 10%
Class Contributions (includes one facilitation) 20%
Writing Assignments (4 major pieces, for a total of) 50%
In-Class Presentation, 10%
Peer Response Postings, 10%

If you have any questions or wish additional information, please do not hesitate to contact the instructor.
DEMOCRACY AND GLOBALIZATION

Professor Robert Farkasch

Quarter: Spring 2010
Day/Time: TTH 1:15 – 3:20
E-mail: teemu@comcast.net
Phone: (360) 540-0301 Cell number

NOTE: This seminar is best suited for students in the AMS, ES, GST and SEB options. Other students who have the recommended preparation are encouraged to apply.

Recommended preparation (previous coursework):
Although there are no official prerequisites for this course, you will have an easier time in it if you have some background in political science, economics or sociology.

Course description:
This seminar is about the relationship between democracy and the nation-state seen in the light of globalization. It is often said that modern democracy builds on certain conditions, i.e. that democracy can be understood in terms of state sovereignty, that democracy is based on a common national identity and that democracy presupposes a distinction between politics and economy (state and civil society). The aim of this seminar is to critically discuss these conditions from the perspective of globalization. Is it possible to understand democracy in territorial terms? Is a common national identity a necessary condition for democracy? Among the central foci of this class will be: debating the strengths and weaknesses of various definitions of democracy, and assessing the conditions which promote or, conversely, create difficulties for, both the emergence of democracy and its consolidation. An additional major concern will be to assess whether there are more effective and less effective ways to adapt authoritarian polities to democracy.

Course requirements/expectations:
There will be a final exam, a seminar presentation, a seminar paper and a short respondent piece.
SUSTAINABLE DEVELOPMENT AND CONSERVATION

Professor Martha Groom

Quarter: Spring 2010
Day/Time: TTH 5:45 – 10:05
E-mail: groom@u.washingtonl.edu
Phone: (425) 352-5410

NOTE: This seminar is best suited for students in the ES, GST, SEB, STE, and STS options. It is also suited for students who possess a human rights background. Other students who have the recommended preparation are encouraged to apply.

Recommended preparation:
While there are no prerequisites for this course, some background in sustainability studies, development studies, human rights, ecology and/or conservation biology will be helpful. This background can take the form of coursework or non-academic work/life experience. Please think in advance about potential research topics or questions that you would enjoy exploring in depth for a quarter.

Course description:
This seminar explores the intersection between development efforts to enhance and sustain human livelihoods while conserving wild species and ecosystems. Efforts of this nature have been a focus of study and practice for decades, but there many are thought to have failed either people or wild nature. Yet, ultimately a viable, equitable standard of human well-being must also sustain ecosystem services at the very least and, many of us would also add, a great diversity of wild species. The goal in this course is for each person to develop a study of how improvements to the human condition can be achieved along with conservation of wild nature. We will begin by exploring and critiquing some case studies of integrated conservation and development projects and related development/conservation projects. Our goal in this portion of the course is to develop understanding of what types of questions can add insight in this field and to develop some shared vocabulary around the core concepts in these fields. The remainder of our seminar will involve the development of your own research projects.

Course requirements/expectations:
This is a course with high expectations for your engagement and participation in-class and online. I will place you into research clusters that will support each of you in your individual research. You may also elect to do a joint research project. In addition to in-class and online participation, you will be expected to complete any required readings and short online reading responses, as well as several short presentation assignments designed to advance your research. Each student will have responsibility to facilitate discussion at least once during the term. Because this senior seminar will require each student to complete a research project within the span of ten weeks, each of you will need to develop a research topic and set of initial readings during the first weeks of the quarter (if not before). I invite you to develop collaborative research projects with other students, or proceed individually. The first set of readings will be available at the start of winter quarter, and I encourage you to begin exploring your potential research topics in advance of Spring Quarter.
2009-2010 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 27, 2009, to ensure that your graduation date is not delayed. (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 Monday, May 11, 2009. 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. ______________________________________
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Choice #2
Why do you want to take this seminar? List any courses that you have taken that prepare you for this seminar. ______________________________________
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Choice #3
Why do you want to take this seminar? List any courses that you have taken that prepare you for this seminar. ______________________________________
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