SIGN 120. Global Awareness Seminar

Section A: The Environment and the Self (Prof. Ann Batenburg)
Many of us consider the environment only when we are walking in the woods or protesting a polluting corporation, but "environment" can be construed in many ways. This class will explore from a global perspective the environment of the body, the mind, the society we keep, as well as nature, and how those environments influence the formation of Self. Perspectives will be explored through fiction and nonfiction readings and movies. Several essays and an environmental autobiography will be required writing.

Section B: Global Voices: Women Writers of the World (Prof. Jo Dulan)
In this course, you will read post-colonial novels by women across the world. If you are not entirely sure what “postcolonial” means, take solace in knowing that you are not alone. Scholars continue to contest its definition and scope. At its most basic, postcolonial literature refers to writing from countries that were formerly part of the British Empire: India, Pakistan, the West Indies, South Africa, Zimbabwe, etc. By the 19th century, the expansion of the European empires resulted in European control of nine-tenths of the entire land surfaces of the globe. Throughout colonial rule, colonized people contested European domination through active and passive resistance. The literature we read will exemplify the vexed position the writer takes as a member of two competing ideologies or worldviews. The writers in this course are somewhat displaced from the mainstream cultures about which they write because of their own class-based, racial, gender, hybrid, or expatriate identities. Keep the following questions in mind: What effects do different contexts such as geography, race, gender, ethnicity, religion, economy, and sexual identity have on writing? How do the writers speak out against not only the burdens of race, gender, and class, but also against a history of colonialism that has silenced and subordinated their indigenous identities?

Section C: Modern Dance -- a Global Passage (Prof. Heidi Godfrey)
This course will examine the historical birth of American Modern Dance through the lens of several "founding Mothers": Doris Humphrey, Katherine Dunham, and Martha Graham. We will then compare that with contemporary modern dance and the creative voices of Mia Michaels, Trisha Brown, and Pina Bausch. Students will have an exciting opportunity to work with Karola Luttringhaus for 2 weeks of the semester. We will discover the global influences and investigate the cross-cultural dynamics of modern dance.

Section D: Beats, Buddhists and Smokey the Bear: The Effect of Japanese “Soft Power” on Western Culture (Prof. Penny Griffin)
The Japanese government believes Japanese culture and artistic prowess has “soft power” possibilities for influence in the current global environment. In this course we will trace aspects of popular culture from their conception in early Japanese history, beginning with the Heian Era (794-1185), to the present day. First we will explore one of Japan’s iconic works of literature and art, Murasaki Shikibu’s Tale of Genji (Genji Monogatari), identifying the historical importance
of the story and its relevance to modern cultural icons. Does the tradition of letter writing in the Heian Court share some of the characteristics of modern text messaging? Valued and sustained for over one thousand years, the Genji tale is fresh and relevant to modern society, from the bamboo screen to the computer screen, Japan is a rich repository of possibilities that inform current Pop Culture in the West. Other topics will include the influence of Zen Buddhism on America’s Beat Generation. Follow Matsuo Basho on his journey along the Narrow Road to the North in 16th century Japan and go On the Road with Jack Kerouac and the Dharma Bums in the 1950’s. We will also examine such topics as graphic novels and comics (manga), animated film (anime), and cell phone novels (keitai shosetsu). Opportunities for writing include standard research papers, diaries, letters, poems and cell phone short stories. Art activities may include working with the flexible brush on calligraphy projects and participating in a Japanese Tea Ceremony (Cha no Yu) in the tradition of the Urasenke School.

Section E- Black Motherhood: A Cross-Cultural Examination (Prof. Krishauna Hines-Gaither)
This course will examine the role of motherhood in Black cultures through depictions in film and literature. Attention will be given to the experiences of Black mothers throughout the African diaspora (Afro-Hispanic, Afro-American, Afro-Caribbean & African). The course will compare the practices of Black mothers both in relation to other Black cultures and in relation to dominant cultures. We will investigate the perception and the portrayal of Black mothers in societies. We will examine the relationship of mother and child and the core values instilled. We will also explore the strategies implored by Black mothers to prepare their offspring for life outside of the home.

Section F: Beauty Pageants-Global Perspectives: Gender, Race, Nation, & Body Image (Prof. Gary Ljungquist)
An analysis of the global phenomenon of the beauty pageant in creating cultural constructions of race, gender, and nation. Beginning with the Miss America pageant, the course will assume a global perspective and explore a variety of international and national beauty pageants and their meaning for the construction of national ideals of femininity, masculinity, and national identity. Attention will also be paid to drag contests, body-building competitions, and the “toddlers with tiaras” phenomenon. Perspectives from cultural studies, feminist theory, race and ethnic studies, and queer theory will inform the interrogation of texts and films. Students will contribute to a major collaborative project on the cultural meaning of the beauty pageant.

Section G: Castles, Houseyards and Kumblas: The Worlds of Caribbean Women Writers (Prof. Edyta Oczkowicz)
The novels of contemporary women writers will be our gateways to explore the multilingual, multi-cultural and multi-national worlds of the Caribbean. We will read, discuss, research and write about Caribbean intersections of ethnicity, race, gender, class, religion and politics in the context of a history unique to specific islands and the region as a whole. Oral reports and creative presentations will enhance our communication skills. Analyzing heroines’ unique struggles will open our ears to new voices, our minds to women’s issues from other cultures’ perspectives, and our imaginations to the complexities of human interactions across local and global boundaries. The course is reading and writing intensive.
**Section H: Women's Activism in Global Historical Perspective (Prof. Daniel Prosterman)**

Engage with some of the world’s most important women’s rights activists of the past century. In this class, we will examine the goals and arguments of a diverse array of feminists who challenged systems of oppression in myriad ways. We will compare their experiences and analyze the evolution of global women’s activist networks—some of which continue to challenge patriarchy throughout the world. Readings will incorporate an array of perspectives written by the activists themselves, reflecting important points of difference and commonality across lines of race, nation, culture, class, sexual identity, and political ideology. Our tentative reading list incorporates sources from Iran, Nigeria, England, Japan, Guatemala, the United States, and Vietnam. By creating new histories of activist women, we will also seek to comprehend feminism’s recent global history as well as better understand forms of inequality within our own society today.

**Section I: The Alps: A Cultural History (Prof. Andrew Thomas)**

The first four weeks will be devoted to reading Andrew Beattie's *The Alps: A Cultural History* (Oxford Univ. Press, 2006) in which we will read and discuss the historical evolution of prominent current themes associated with the Alpine regions such as national identity, multiculturalism, environmentalism, eco-tourism and globalization. The remainder of the course will focus on having students develop a major research paper devoted to an Alpine topic of their choice.

**Section J: Christianity: An Introduction to its Global Expressions (Prof. Richard Vinson)**

Students will investigate the story of Christianity by analyzing how cultural differences shaped the practices of Christians from the first century to the present. Focal points for the course will include efforts at setting and maintaining boundaries (ritual, liturgy, creeds, etc.), concepts of the ideal community (asceticism, monasticism, communitarianism, etc.), and expressions of experiences of the sacred (mysticism, charismatic behavior, art, etc.).

**SIGN 130. Transitions: A Changing Culture (Fleer students only)**

**Section A: What’s Love Got to Do With It? (Prof. Janet Zehr)**

Romantic love and marriage fascinate us, structuring the plots of novels and films and sparking the speculations of psychologists and anthropologists. This class will examine love and marriage through various lenses and types of works. We will read fiction from authors as remote in time and place as Jane Austen and Khaled Hosseini; consider marriage from economic and evolutionary perspectives; and examine issues related to love and marriage in contemporary society. The course title is taken from a book by anthropologist Meredith Small, who in turn was inspired by the song made famous by Tina Turner.

**Section B: Women’s Education: A Cross-Cultural Look into the True Costs and Benefits (Prof. Ida Turner Davis)**

When viewed in isolation, one woman’s decision to pursue a college education might be regarded as a strictly personal decision that holds potential only for personal gain. However,
when viewed collectively, and through cross-cultural and global lenses, women’s educational pursuits take on far greater significance. Through scholarly and other readings, this course will examine the range of considerations involved in women’s educational journeys and the spectrum of possibilities which accompany their goal achievement.

**SIGN 210. Service Learning Seminar**  
*Section A: Community and Compassion (Prof. Amy Rio-Anderson)*  
This course will seek to expand our understanding of issues and problems facing the local community, as well as how that reflects issues facing society at large. A minimum requirement of 30 hours of community service will take place with local agencies. Students will integrate their volunteer work with the academic work of the classroom. A special focus will be on critical reflection concerning issues facing our community and society, especially in regards to the nature of compassion, the formation of community, and social responsibility.

*Section B: Women Making a Difference (Prof. Mary Jacobsen)*  
The course involves an investigation of what it means for women to "make a difference". Students will be the primary investigators with the professor serving as facilitator. Class time will be spent in the computer lab and classroom examining and discussing peer-reviewed journal articles, books, and scholarly writings on such topics as altruism, egoism, social change, volunteerism, motivation, moral judgment, social responsibility, intentional action, character, and moral development. To fulfill the service component of the course, students will arrange and complete a formal volunteer experience within the community that is related to their topic of investigation.

**SIGN 350. Senior Interdisciplinary Seminar**  
*Section A: The Digital Divide: How Does Technology Shape Society? (Profs. Heidi Godfrey and Elizabeth Novicki)*  
This course will explore how society has reacted to the influx of technology in terms of gender differences, access, cultural anthropology and history, and global development. Seniors will engage in powerful group work answering this critical question personally, locally, and globally. Students will also be exposed to current technology tools like blogging, website development, podcasting, and multimedia production. Seniors only. Course may be used to substitute for COLL 390.
SPECIAL TOPICS COURSES

BIOL 220. Special Topics in Biology  
Section A: Microbial Pathobiology (Prof. Steve Nohlgren)  
From malaria to MRSA: the little things that “bug” us! Medical, veterinary and plant pathology microbiology, with special emphasis on the diversity of microbial pathogens, including disease-causing bacteria, molds, yeasts, protozoa and viruses; and the relevant topics of infectious diseases, infection, modes of infectious disease transmission, pathogenicity, the epidemiology of infectious disease, and the prevention, prophylaxis and treatment of such diseases. The laboratory portion of the course will include experimental work in our own lab, plus field experiences through visits to regional medical center research labs, clinical diagnostic labs, public health labs, and industrial laboratories. Prerequisite: Biology 235 – Microbiology or permission of the instructor. Not available for credit to students having taken Biology 220 – Special Topics in Biology: Medical Microbiology. Lab required.

Section B: Conservation Biology (Prof. Dane Kuppinger)  
This course will examine human impacts on biological diversity, explore how conservation science can be used to ameliorate these impacts and inform land management decisions, and investigate the interaction between conservation science and public policy and assess the effectiveness of different approaches in reaching conservation goals. No lab.

CHEM 220. Special Topics in Chemistry  
Section A: Environmental Chemistry (Prof. George McKnight)  
An introduction to the chemistry of the environment with special emphasis on the chemical mechanisms of reactions occurring in the atmosphere. Topics to be covered include: the ozone layer and its maintenance; ground-level air pollutants and their effects on the environment; the enhanced greenhouse effect and the molecules that support it; global warming and its relationship to the use of fossil fuels; and alternative sources of energy sources. Four lectures. Prerequisite: CHEM 201 or the equivalent.

COMM 220. Special Topics in Communication  
Section A: Media Criticism (Prof. Dykers)  
An introduction to methods to analyze current media structure, content and effects. We’ll examine new media, including Web-based streaming media and social media, in comparison to “old” media, including television and film. We focus on meanings, pleasures, and practices associated with producing and consuming media content. You will analyze media messages using a variety of perspectives in order to step back from how we usually think about media. Methods explored will include semiotics, cultivation theory, narrative theory, feminist theories, cultural studies and media ecology. Background readings, current criticism, reflection journals and analysis projects required. One credit. Meets requirement for COMM majors & minors as a 200-level analysis & interpretation course.
FREN 250. Special Topics in French  
Section A: Women in French Film and Culture (Prof. Ljungquist)  
Using film as a primary source, this course will analyze traditional and radical representations of women in French culture. The course will be organized into representations of women in several types of French film: classics, heritage film, depictions of colonial and wartime France, gangster films, the New Wave, feminist cinema, radical visions of women. Students will contribute research on the wide variety of women’s contributions to French society and culture. Special emphasis on French feminism and films directed by women. Taught in English. French majors/minors will submit written work in French. Cross listed with WMST 220 section A.

PHED 163. Special Topics in Physical Education (1st half of semester)  
Section A: Team PE Games (Cawley)  
This course is designed to introduce students to a variety of team games traditionally played in Physical Education classes. Students will participate in games which include but are not limited to kickball, dodgeball, and ultimate frisbee. In addition, students will learn the rules, history, and organization of these team sports. They will also gain an understanding of the importance of maintaining a healthy and active lifestyle.

Section B: Cardio Bellydance Fitness (Rieco)  
This course is designed to learn the basic moves of the Art of Raks Sharki (bellydance) as a means to develop cardiovascular fitness. Students will learn how to isolate different body muscle groups with dynamic exercise and understand the different rhythms in bellydance. They will also gain an understanding of the importance of maintaining a healthy and active lifestyle.

Section C: Hoopdio: Hula Hoop Cardio (Casey)  
This course is designed to bring together a unique combination of hula hooping and cardiovascular fitness. Hooping for fitness with larger, heavier "modern" size hoops is a fun and exciting way to exercise for all fitness levels. In this class, students will enjoy a playful, yet intense core and full body workout. They will also gain an understanding of the importance of maintaining a healthy and active lifestyle.

Section D: Training for Triathlon (Vaughn)  
This course is designed to provide students with an introduction to the fastest growing sport in the United States. Triathlon is a sport that consists of swimming, biking, and running. By taking this course, students will not only learn more about the sport, but they will also learn how to put a training plan together that will allow them to complete a sprint distance triathlon.

PHED 263. Special Topics in Physical Education (2nd half of semester)  
Section A: Yogic Lifestyle for Weight Loss (Gallagher)  
Yogic Lifestyle for Weight Loss is an introductory course in learning the principles of a full yogic lifestyle to maintain a healthy mind/body relationship with food and body image. The course will include instruction for positive thinking, energy work, healthy diet choices, breathing exercises and meditation for relieving stress and stressed induced eating. The yoga poses are specifically designed for those who are trying to lose weight. With the completion of the course,
each student will have the ability to continue safely and knowledgeably in their own home practice.

**PHIL 210. Individual Philosophers**  
*Section A: Martha Nussbaum (Prof. Rushing)*  
Seminar on contemporary American female philosopher Martha Nussbaum.

**PSYC 282. Special Topics in Psychology**  
*Section A: Positive Psychology (Prof. Ersoff)*  
Psychology as a discipline has traditionally focused on what goes awry. In contrast, the emerging field of positive psychology examines how we thrive. Instead of fear, anger or sadness, a positive psychologist might study joy, contentment or one’s sense of satisfaction. This is not a self-help course for folks who wish to be happier. Instead it is a survey of recent scientific research in an attempt to objectively illuminate the psychological experience of what is good in our lives.  
Prerequisite: PSYC010 or permission of the instructor

**RELI 205. Biblical Topics**  
*Section A: Paul and his Followers (Prof. Vinson)*  
This course will examine the life and letters of Paul and their impact on the development of early Christianity, as well as letters from Paul's followers, imitators, and interpreters.

**SOCI 310. Special Topics in Sociology**  
*Section A: Women and Reproduction (Prof. Terry Smith)*  
This course examines human reproduction from a sociological perspective. It considers a woman's reproductive life from menarche through menopause with an emphasis on pregnancy and childbirth. It includes a critical analysis of obstetrical care in the United States today.  
Satisfies Salem Signature women’s studies requirement. Cross listed with WMST 220 section C.

*Section B: Gender and Crime (Prof. Kimya Dennis)*  
This course will examine the issue of gender as it relates to crime and deviance. It will explore gender inequality, sociological and criminological theory, and the historical neglect of gender in theory and research. We will explore the impact of gender on crimes committed by both women and men including rape and sexual assault, violence in the family, and other forms of violence. Gender in the criminal justice system will also be examined through the experiences of females and males in correctional institutions.  
Satisfies Salem Signature women’s studies requirement. Cross listed with WMST 220 section D.

**SPAN 250. Special Topics in Spanish**  
*Section A: Medical Spanish (Prof. Yoon)*  
Introduction to the study of the Spanish language used in health services. Practice in both oral and written forms of communication, with emphasis on their applications to common situations encountered in hospitals.  
Satisfies Salem Signature service learning requirement (substitutes for SIGN 210).

**WMST 220: Special Topics in Women’s Studies**  
*Section A: Women in French Film and Culture (Prof. Gary Ljungquist)*
Satisfies Salem Signature women’s studies requirement. Cross listed with FREN 250. See course description above.

**Section B: AIDS: Gender, Sexuality, Creativity (Prof. Gary Ljungquist)**
An exploration of the cultural meanings of the AIDS/HIV pandemic with special emphasis on the creative responses to AIDS/HIV disease in literature, the visual arts, film, and community organizing. The course will be organized into three specific segments: the impact on gay men, the impact on women, and the globalization of AIDS/HIV. This course may fulfill the Salem Signature service learning requirement (substitutes for SIGN 210) as well as the women’s studies requirement.

**Section C: Women and Reproduction (Prof. Terry Smith)**
Satisfies Salem Signature women’s studies requirement. Cross listed with SOCI 310 section A. See course description above.

**Section D: Gender and Crime (Prof. Kimya Dennis)**
Satisfies Salem Signature women’s studies requirement. Cross listed with SOCI 310 section B. See course description above.
COLLEGE HONORS COURSES

**HONR 210. Interdisciplinary Honors Seminar**  
*Section A: Medicinal Plants (Prof. Nita Eskew)*

This interdisciplinary Honors course will introduce students to how plants have influenced human health for millennia and continue to do so today. The primary objective is to examine the biochemical characteristics of medicinal plants. Students will develop an awareness of the effect of herbs, spices and medicinal plants on the development of human history and culture. In the class we will examine the commercial exploitation and current uses of these plants in modern society, and consider current issues and conflicts in the use of herbal medicines vs. modern pharmaceutical medicines. This course will include the study of Salem’s own history of growing and using medicinal plants through study of the medicinal gardens in Old Salem and Bethabara. This class will be open to students from all disciplines, and will draw strength from multiple points of view that students will bring to the subject. Prerequisite: CHEM110.  
*Special note: this class is not designed to teach anyone to become a practitioner of medicine or pharmacy which requires specific technical knowledge. The purpose of this course is to promote understanding of concepts associated with the biochemistry of medicinal plants. Information in this course does not substitute for medical advice.*

**HONR 220. Disciplinary Honors Seminar**  
*Section A: Harlem Renaissance (Prof. Jo Dulan)*

This course will conduct an in-depth exploration of the pivotal period in African American (i.e., American) social, cultural, musical, print and literary history known as the Harlem Renaissance. Enabled by the Great Migration, the Harlem Renaissance of the 1920s witnessed an efflorescence of African American arts and letters. Focusing on literature, visual arts, and music, we will not only interrogate what was a self-consciously created artistic movement, but also pose questions about the relationship between artistic accomplishment and socio-political changes. Themes to be explored include racial passing and primitivism, white patronage and black artistry, black arts and modernism, racial identity and gender, as well as identity and geographical/psychological place (e.g., the rural South versus the urban North versus the Caribbean versus Africa).  
Satisfies Salem Signature women’s studies requirement. Approved toward the women’s studies major and minor.