

Welcome to January Term 2023

January Term at Saint Mary's College offers a curriculum of rigorous, intensive, unique courses outside students' usual realms of inquiry using analytical, focused, immersive, and experiential methods of pedagogy and critique, with the aim of broadening the academic, social, cultural and spiritual life of the College, in accordance with a Lasallian ethic of social justice, civic responsibility, and personal transformation.

Please note:

- Courses are listed as in-person or remote, or hybrid. Hybrid courses will require meetings on campus.
- Courses are listed as full credit, quarter credit, or a travel course. Travel courses are full credit.
- Travel courses carry an additional fee to cover travel costs.
- Travel registration eligibility is approved by the travel course's instructor(s).
- All course fees listed here are approximate. Please check GaelXpress for the current course listing and details.

Questions? Contact janterm@stmarys-ca.edu

About January Term

Since 1970, **January Term** (Jan Term) has offered both students and faculty the opportunity to explore courses and experiences that depart from the constraints of the regular semester. Here, students are encouraged to explore beyond their major, minor, or core requirements. Each year, faculty develop a new curriculum composed of content and approaches designed to stimulate the imagination, and experiment with both subject matter and technique.

Like **Collegiate Seminar**, all undergraduate students and faculty from across the College participate in January Term. Students and faculty are freed from disciplinary constraints to create innovative learning experiences. Students are required to take one full-credit January Term course for each year of full-time attendance. The College offers both on-campus courses and off-campus travel courses throughout the United States and many parts of the globe. Many courses emphasize experiential learning through service, community-based research, and on-site learning relevant to the region.

Each January promises new and innovative opportunities. Since students enroll in only one course, which equals a full semester credit, faculty members expect more and tend to increase the pace of instruction. January Term is designed to suspend the ordinary and engage the extraordinary, nurturing students as lifelong learners.

Course Descriptions

January Term - Quarter Credit

JAN 001 - West African Dance

Lower division

In-Person

TTh, 9:15 AM - 11:15 AM

This course introduces students to the art of West African dancing from Ghana as well as provides the necessary skills and understanding for an appreciation of the artistic, athletic, and social qualities of dance. Throughout the course, students will learn various concepts surrounding dance including music, history of dance, culture, etiquette, and application in social settings as well as stage performances. In addition to being a rich learning experience, this course will bring the dancer out of you.

Core Designation: Creative Practice

Instructor(s): Paul "Pope" Ackah

Email: packah@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: None

Credits: 0.25

JAN 002 - Ramen, Fast Food, Chips. Oh My!: Eating Clean in College?

Lower division

Remote

TTh, 1:15 PM - 2:30 PM

It is no surprise that when googling "What do college students eat?", the lists include packaged foods that are void of micronutrients such as Ramen, mac n' cheese, pizza, chips, and fast food. Research on the topic also indicates that many young adults often eat

breakfast foods such as cereal at all times of day, use coffee as an energy source and/or eat snacks instead of meals. While these foods tend to be convenient and are often marketed as nutritious, this is not always the case, but that does not mean that eating a clean diet requires giving up these foods.

A healthy food lifestyle begins with clean ingredients and knowing which foods help rather than harm one's body. Class demonstrations will show that it is possible to eat nutritionally rich and energizing food while keeping one's budget of time and money in mind. We will learn what it means to eat healthy in theory and in practice with or without dietary restrictions. We will explore time-efficient, budget-conscious food that is from scratch as well as work on individualized meal planning and budgeting resources while exploring topics such as: indicators / signs of food sensitivities, how to read food labels and how to translate unhealthy ingredients which are often disguised.

Demo Recipe Sneak Peek: wholesome breakfasts such as smoothies, overnight chia pudding, overnight oats, energy balls, affordable protein bars, fresh & nourishing 1-pot meals, simple snacks & decadent desserts. Fees will cover costs of recipe demos as well as provide student care packages of nourishing snack foods.

PLEASE NOTE: This course will include the topics of food inclusivity as well as allergy consciousness and therefore foods will be gluten-free. Students who tolerate gluten will be able to use the concepts learned in class as well. This course is appropriate for all eating styles from vegan to paleo.

Instructor(s): Filomena Borges

Email: fborges@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 75

Instructor(s): Filomena Borges

Email: fborges@stmarys-ca.edu

Credits: .25

JAN 003 - Coding is Fun!

Lower division

Quarter credit

Remote

W, 9:15 AM - 11:50 AM

"Everybody should learn to program a computer, because it teaches you how to think"
-- Steve Jobs, 1995

This course is aimed at students who have no or little experience in programming but would like to get a quick introduction to the field.

Programming is a highly creative activity that can be rather fulfilling, but the stigma surrounding it can scare people away. This course is focusing on a series of fun interactive activities that will see the students discover for themselves the basics of computational thinking. The aim of this course is to show that programming can be fun and that anyone can do it. No prior computer programming experience is required.

Prerequisites & Notes

Prerequisites: None

Course Fee: None

Instructor(s): Udayan Das

Email: udd1@stmarys-ca.edu

Credits: .25

JAN 004 - Beginner's Meditation, the Silva Method

Lower Division

Quarter Credit

In-Person

JAN-004-01: TTh 9:15 AM - 10:30 AM

JAN-004-02: TTh 2:45 PM - 4:00 PM

The Silva Method of Meditation and its practice will be taught to understand how the principles of meditation induction, deepening, visualization, positive affirmations, and performance review can aid in self-improvement. Performance enhancement exercises will be offered which students will be able to apply to their interests such as: studies, sports, relating to others, prayer, and wellness development through stress and anxiety reduction. Students will also learn how to select personal goals for self-improvement and actualize them.

Instructor: Br. Camillus Chavez

Email: cchavez@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 0

Credits: .25

JAN 160 - Exploring Art Conservation and Restoration

Upper division

Quarter credit

In-Person

TUES, 3:30 PM - 6:05 PM

This course is designed for all majors, and serves as an introduction to the connection between art history and the science of conservation.

The course investigates artists' materials including pigments, dyes, binders, solvents, and varnishes; methods of cleaning; various technical tools such as microscopic analysis and techniques using x-rays, electromagnetic spectroscopy, ultraviolet, and infrared light. We will discuss examples of restorations gone badly as well as famous pieces restored to their former glory, and the way the science of conservation is strictly intertwined with the discipline of art history.

The course will take place part in the Lab, part in the Art Studio. Students are expected to read, watch the videos and perform all experiments, as well as show their grasp of what type of restoration should or should not be performed. Their final test, the restoration of an object, will demonstrate their creativity and understanding of both techniques and medium.

Instructor(s): Costanza Dopfel

Email: cdopfel@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 120

Credits: .25

JAN 162 - The Psychology of Happiness

Upper division
Quarter credit
Remote
W, 11:20 AM - 1 PM

Students will learn about research-based techniques for improving happiness. The course is divided into 4 one-week segments featuring lectures and in-class discussions and opportunities to share what you have learned from your weekly assignments. There will be readings and videos, the majority of time outside of class will be spent on "happiness practices" that students will try on their own during the week and write about in their happiness journals (to be turned in at the end of the month).

Please be warned that one technique for increasing happiness that we will explore in this class is freestyle dancing. So, be ready for weekly dance breaks during class. You don't have to be a good dancer; you just need to get off your chair and move with the music. The goal of our in-class dance breaks will not be to look good but to feel good!

Instructor(s): Michal Strahilevitz
Email: MS9@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 0

Credits: .25

PERFA 019 - Glee

Lower Division

Quarter Credit

In-Person

TTH, 6:00 PM - 7:00 PM

This auditioned ensemble focuses on developing intermediate-advanced ensemble musicianship and artistry in performance of mostly a cappella choral arrangements in all music styles (classical, pop, jazz, funk, rock, etc.). Study includes vocal technique, diction, movement, rhythmic development, and the discernment of intervals, complex harmonies, and modes. Performs 6-8 times each semester on and off campus, participates in festivals and competitions, and tours regionally and internationally.

Instructor: Michael Blackburn

Email: mgb6@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 35

Credits: .25

PERFA 037 - Selecting a Season

Lower Division

Quarter Credit

In-Person

TBA

Students will be asked to apply critical questions and season-selection criteria to a variety of playscripts: Why this play, now? How does this play speak to our present moment? Can this play be appropriately cast with our student population? Does this play offer sufficient roles for our student cohort, especially women, non-binary, and PoC-identified actors? Can scenery, costumes, and other technical elements necessary for this play be achieved with our existing resources? How well does this play align with our program's learning objectives, and with the mission and vision of the larger institution? Who will be the audience for this play? What marketing challenges might this play pose? The goal of the course is to lead a student-driven process for generating a short list of 3-5 plays for production consideration in the following academic year.

Instructor: TBA

Questions: Deanna Zibello, dlz2@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course fee: None

Credits: .25

PERFA 071 - Tap Dance

Lower Division

Quarter Credit

In-Person

MW, 4:30 PM - 6:30 PM

Beginning through intermediate studio instruction in Tap.

Core Designation: Creative Practice

Instructor: TBA

Questions: Cathy Davalos, cdavalos@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 0

Credits: .25

PERFA 175 - Advanced Modern Dance

Upper Division

Quarter Credit

In-Person

MWF, 9:00 AM - 10:20 AM

Intermediate through advanced studio instruction in Modern Dance.

Instructor: Rogelio Lopez

Email: rl9@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: PERFA 75, 76 or consent of instructor

Course fee: 0

Credits: .25

January Term - Lower Division

JAN 020 - The Selfie: Self-Media in Context and Practice

Lower division

Full credit

Hybrid

MTuThF, 9:15 AM - 11:50 AM

This course examines the rise of "self-media" (Fausing, 2015) through a rigorous, academically-oriented genealogy of visual representations of the self. We will explore the intertwining of self-identity and self-expression from the lenses of visual cultural studies, art history, anthropology, and photographic production, considering faciality and identity as they have been co-articulated through different epochs, arriving at what we today call the "selfie." Through detailed readings of peer-reviewed academic articles from this range of disciplines, and applied theoretical and aesthetic analysis and production, this course examines self-portraits from the renaissance through contemporary social media practices. We focus on a wide range of media practices, while discussing the similarities and the differences between the self-portraits made in the past, and "selfies" photographed today. The critical examination of artistic self-presentation will be coupled with practiced-based projects, turning the lens, brush, screen, etc., inward towards an informed examination of self that draws from academic fine arts studio practice.

Instructor(s): David Benin

Email: djb4@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: \$10.00

Credits: 1

JAN 021 - The Holocaust: Antisemitism Through the Ages and The Rescue of Jews

Lower division

Full credit

Hybrid

MTuWTh, 2:45 PM - 5:20 PM

"I often tell my students that two hideous demons slumber under the floorboards of Western culture: anti-Semitism and anti-Black racism. And they can erupt through those floorboards at any time." Henry Louis Gates Jr.

Though six million Jewish men, women and children were "exterminated" in death camps and killing fields in the Holocaust, White Supremacist groups and websites that espouse Jew-hatred have proliferated in recent years and some deny that the Holocaust ever happened. The purpose of this course is to try to understand the religious roots of anti-Semitism and anti-Judaism that later evolved into racial anti-Semitism and to read the stories of rescuers of Jews. Questions to be considered include how and why Jesus was not perceived to be Jewish, how many Christians denigrated Jews through time, and how Jews, in the Middle Ages, were blamed for such things as the black plague and the killing of children. The Holocaust is a very terrible and dark event to study. There is, however, light that shines through that darkness by individuals and religious who exposed themselves and their families to certain death to save their Jewish brothers and sisters. Why did they do so? We will read heroic stories of Catholic, Protestant, Muslim and non-religious rescuers. Found in every country occupied by the Nazis during WW II, their courage far exceeded their numbers.

Students will follow a particular interest of their choosing, related to Holocaust history, in a final paper.

This course will be conducted as a HYBRID: First week IN-PERSON, Two weeks REMOTE, last week IN-PERSON

Core Designation: The Common Good

Instructor(s): Michael Hadani

Email: mh21@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 25.00

Credits: 1

JAN 022 - Writing and Publishing a Romance Novel

Lower division

Full credit

In-Person

MTuThF, 9:15 AM - 11:50 AM

Many people aspire to write a novel and few ever complete one. In this class, students will write the first three chapters of a romance novel and create a roadmap for completing and publishing it. This process includes writing a summary and a query letter as well as exploring the genre and paths to publication. We'll look at the structure of romance novels, read samples, chat with industry professionals, and watch clips from movies and interviews. Students should come to class ready to write!

Core Designation: Creative Practice

Instructor(s): Rebecca Ahlfeldt

Email: rebeccahunterwriter@gmail.com

Prerequisites & Notes

Prerequisites: None

Course Fee: 20

Credits: 1

JAN 023 - Welcome to the Atomic Age!

Lower division

Full credit

In-Person

MTuThF, 9:15 AM - 11:50 AM

"Welcome to the Atomic Age" is directly concerned with people and events in the years 1945-1962. Measured against the whole of human history, this is practically yesterday-- just 59 to 76 years ago. But the pace of historical development is not experienced in measure of years or even centuries. The Atomic Age, unlike previous, rather nebulous historical periods, began precisely at 5:30 in the morning, August 5, 1945. "We knew," said Robert Oppenheimer, "the world would not be the same. A few people laughed, a few people cried. Most people were silent. I remembered the line from the Hindu scripture, the Bhagavad Gita; Vishnu is trying to persuade the Prince that he should do his duty and, to impress him, takes on his multi-armed form and says, 'Now I am become

Death, the destroyer of worlds.' I suppose we all thought that, one way or another." In the following years great optimism struggled against great pessimism, and from this maelstrom the world you and I inhabit was born.

Instructor(s): Wayne Harter

Email: wharter@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 10

Credits: 1

JAN 024 - French Food and Fashion

Lower division

Full credit

In-Person

MTuThF, 9:15 AM - 11:50 AM

Paris is often named the capital of food and fashion, but its hegemony has recently come under scrutiny. In this course we will take a virtual trip to Paris and Morocco to discover the dishes and outfits of France and French-speaking Northern Africa. We will delve into culinary and colonial history, cook and taste dishes, learn to pair food and wine, and learn about famous French chefs and couturiers. We will also learn about the history of French fashion since the seventeenth century, about legendary fashion houses and iconic outfits. In addition, the course also provides the basic skills to communicate in French. You will learn applicable skills such as how to introduce yourself, count, shop, make phone calls, ask for directions and order food and drinks. This is a highly interactive class where you can fully immerse yourself in French culture and language.

Core Designation: Global Perspectives

Instructor(s): Helga Lenart-Cheng

Email: hl4@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: \$80.00

Credits: 1

JAN 025 - Introduction to Japanese Language and Culture

Lower division

Full credit

In-Person

MTuThF, 9:15 AM - 11:50 AM

Have you experienced the flavors of stinky and sticky fermented soybeans, or the texture of chewy and stretchy Mochi? You will love "tasting Fridays" for Japanese foods and drinks, on top of daily Japanese treats. At the end of this course you will be a big fan of Japanese Snacks as much as Anime and Manga!

Demon Slayers, One Piece, or Naruto: these might seem like classics to you, but how about the famous Totoro from Studio Ghibli? You have a great opportunity this January: a chance to begin basic Japanese language and to see into the culture. We enjoy a weekly film review, to deepen your understanding of Anime and live action. You will be able to appreciate new details for the first time.

This introductory course is very ambitious, covering both language and many aspects of culture. Also, it is very interactive with games, activities, songs, taking a field trip to a Japanese restaurant where we will order in Japanese, and sharing awards with prizes at the end. Communicative ability is the focus of the course. You'll make a skit as a group, and have a chance to become a celebrity among the SMC Japanese community.

We will have great fun learning a language most Americans may not recognize, yet is vitally important for both the global economy and to U.S. pop culture. Enjoy seeing strange squiggles become an alphabet; get familiar with distinct Japanese eloquence, where sophisticated communication is purposefully vague, and where the word "no" exists but is rarely used. Say completely foreign sounds, and feel an Eastern culture.

Whatever your major, Japan has something to inspire you!

You have thought one day to try a little Japanese, and this is your chance, your moment, to take that all the way to becoming able to communicate in Japanese. You will be able to read and write two Japanese alphabets (Hiragana and Katakana), as well as count numbers, introduce yourselves, make phone calls, shop, ask and answer directions and locations and order food and drinks. Real conversations with native speakers are arranged to practice communication. Imagine your sense of achievement, reading strange symbols and making basic conversation in just one short month!

Instructor(s): Naoko Uehara

Email: nuehara@stmarys-ca.edu

Prerequisites & Notes

Instructor(s): Naoko Uehara
Email: nuehara@stmarys-ca.edu

Prerequisites: None
Course Fee: \$25.00

Credits: 1

JAN 026 - Dance for Camera

Lower division
Full credit
In-Person
MTuThF, 9:15 AM - 11:50 AM

This course focuses on an overview of the history and current state of the field, with exposure to supporting film, photography, and editing theories and the acquisition and application of basic video production skills for the creation of movement-based video projects.

Students will be given rudimentary tools to film, frame, set up shots, storyboard, design shot lists and set up lists, edit, and export footage in order to create their own Dance For Camera video projects that will be uploaded to Moodle. At the end of the January Term students will have a deeper understanding of Dance For Camera in conceptualization, practice, theory, history, and its current state.

Instructor(s): Jia Wu
Email: jw14@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 5/108
Course Fee: \$50.00

Credits: 1

JAN 027 - Bay Area Racial and Social Justice Movements: Identity and Place-Based Activism

Lower division
Full credit
In-Person
MTuThF, 9:15 AM - 11:50 AM

Through the lenses of power, resistance, and identity, this course provides an introduction to American social movements from the 1950s to the present. The San Francisco Bay Area has been fertile ground for social justice movements for three generations. This is a discussion course about American protest movements that examines the unique role of Bay Area political structures and mobilizing institutions as the basis for four diverse movements. First, we will look at some questions that pertain to all protest movements, such as leadership, mobilization, organization, strategy, and consciousness. Then, using these concepts, we will spend the rest of the course examining racial justice movements in Oakland and San Francisco.

Instructor(s): Corey Cook
Email: cdc13@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 200

Credits: 1

JAN 028 - Moving Towards Difference and Debate: Using Argumentation and Debate to Reimagine the World Together

Lower division

Full credit

In-Person

MTuThF, 12:00 PM - 2:35 PM

The world we live in now isn't working well for most people. We live with ideologies and material conditions that create cyclical processes of racism, classism, sexism, ableism, settler colonization, homophobia, transphobia and copious other problems. Many people want to stop these harms but struggle to imagine what a better world would look like or how it would work. Even when we can imagine a better world, we often trample on other people's imaginations.

In this Jan term, we'll do a deep dive into the 2022-2023 Cross Examination Debate Association (CEDA) topic. Here, you will explore how to create more justice, dignity, or belonging for people who aren't welcome in the world we live in now with arguments focused around this topic. You will co-create (along with authors you research, student clusters in class, and a debate partner) a vision of a better world that doesn't replicate the harmful patterns and practices we often experience and can articulate when to work with other ways of being and knowing and when to reject them.

What should this better world look like? You'll choose among critical theories in antiBlackness, settler colonization, anti-capitalism, and other topic-specific areas. Examples to get you thinking include the need and incommensurability of doing abolition and decolonization at the same time, rethinking the concept of terrorism to challenge

Islamophobia, embracing Patricia Hill Collins' Black feminist thought to create new ways of knowing (epistemologies) through care and connection and so many more. The CEDA topic frames and focuses the research, but you make it come alive with your choice of the justice work you focus on.

Will your idea actually work? Can you hold onto your ideas and support other ways of knowing and being? That's debatable! You'll test your creation in the clash of ideas of debate. Through readings, research, workshops, practice rounds, and an intercollegiate debate tournament, we'll debate it out. Debate isn't about winning; it is about stretching the boundaries of what we imagine is possible.

In addition to our normal class time, you will need to be available the weekend of Jan 20-22 7am to 9pm each day for our intercollegiate tournament.

Core Designation: The Common Good

Instructor(s): Andrea Brown
Email: alb11@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 60

Credits: 1

JAN 029 - Laugh At Me, Please! An Intro to Stand Up Comedy

Lower division
Full credit
In-Person
MTuThF, 12:00 PM - 2:35 PM

Do you like to laugh? Do you enjoy it when other people laugh? And is it extra thrilling when those people are laughing AT YOU? In this course we will learn the fundamentals of stand-up comedy through a variety of mediums: daily readings, daily writing and development of new material both individually and in the community, short videos, guest speakers, and frequent opportunities to stand up with a mic and find the funny. We will explore the history of comedy, learn to dissect and discern comedic approaches, and aim to build a supportive, encouraging, empowering, and inclusive environment. The class will culminate with an open-mic night at the 1927 Pub on the SMC campus where each member will have a 3-minute slot to keep us in stitches.

Instructor(s): Anastasia Chavez
Email: amc59@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 100

Credits: 1

JAN 030 - Meritocracy, Education, and Philosophy

Lower division
Full credit
In-Person
MTuThF, 12:00 PM - 2:35 PM

The course will examine the relation of "merit" to our understanding and practice of education, politics and economics in contemporary America. If we are, or aspire to be, a meritocracy, is a meritocracy just? What is the relation between "merit" and "equality?" How are both related to the "common good?" These philosophical questions may seem abstract, but they shed light on the concrete political and economic tensions in our society between those who have graduated from college and those who have not. Guess which group are the economic "winners" in our society? Guess which group more likely voted for Trump? Is this distribution of income and prestige based upon educational achievement "fair?" Two recent works examine these questions The Tyranny of Merit by Michael Sandel, and The Cult of Smart by Fredrik de Boer. Yet, to fully grasp the larger questions at stake we must go back to the Bible, and the philosophical arguments of Plato, Aristotle, Aquinas, Rousseau and Hegel. To examine the question of merit, particularly in regard to education, is to indirectly examine the nature of being human, and to directly examine our assumptions about justice.

Instructor(s): Patrick Downey
Email: pdowney@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 10

Credits: 1

JAN 032 - Sports Writing: The "I" in Team

Lower division
Full credit
In-Person
MTuThF, 12:00 PM - 2:35 PM

Despite the clichéd phrase, "there is no I in team," a team is a collection of I(s): individuals with needs and goals distinct from, and, at times in conflict with, team goals. In this course, we will use all kinds of sports writing (journalism; creative; scholarly; reflective) to explore the difficulties and reward being an individual on an athletic team, and by extension an individual within a community.

Fear not. To take this class you do not need to be an athlete. We will be exercising our minds and the topics we investigate have far reaching implications. How does one best satisfy and balance individual needs with the needs of a collective (be it a team, family, corporation, theater troupe, class etc.)? What is a "team player?" Are/How are sports a religious activity, a patriotic activity, a selfish or selfless activity? How do we view race, gender, and sexuality through the lens of sports? We will explore these questions in our reading, in our writing, and in our discussions to gain a broader understanding of the place of sport in our own lives and in our society.

Core Designations: Creative Practice and American Diversity

Instructor(s): Mary Volmer
Email: mvolmer@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 30

Credits: 1

JAN 033 - My City Oakland

Lower division
Full credit
In-Person
MTuThF, 12:00 PM - 2:35 PM

From Native American homeland, to Spanish/Mexican Rancho, to American boom town, to industrial and civic showcase, to migrant and immigrant destination, to city of protest, to city in search of revival and respect, to city of new growth, opportunities, and

challenges--Oakland has changed dramatically several times in just two centuries. Today, Oakland is experiencing an unprecedented building boom in the midst of large-scale demographic, political, economic, and cultural change.

This class will explore the story of Oakland: its natural setting; social and racial history; political and civic development; commercial and industrial achievements; architectural heritage; and athletic, educational, arts, and religious aspirations. Getting behind headlines and common (mis)perceptions, students will discover Oakland's storied history, beautiful settings, famous personages, vibrant culture, vigorous debates, deep challenges, and innovative opportunities.

Two classes each week will be field trips to Oakland (all during scheduled class hours). Planned and possible sites include: the Cathedral of Christ the Light, Lake Merritt, City Hall and Downtown, the Oakland Museum of California, Chabot Space & Science Center, Redwood Regional Park, the Crucible, and Mountain View Cemetery. Students are responsible for their own transportation to field trips; most are BART accessible.

Instructor(s): Russell Yee
Email: rmyl@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 50

Credits: 1

JAN 034 - Social Change Playlist

Lower division

Full credit

In-Person

MTuWTh, 2:45 PM - 5:20 PM

What does music have to do with social change? How can a song contribute to political mobilization? What effect can music have on whether we see ourselves as political actors? In this course, we will explore these questions and more. We will learn about the ways that music can promote awareness and action around important socio-political issues including equity education, poverty, civil rights, LGBTQ & gender justice, climate justice, and post-trauma recovery. We will analyze scholarship in each of these areas while simultaneously holding weekly listening sessions to experience the music and engage in dialogue around its meaning.

Core Designation: Community Engagement

Instructor(s): Zahra Ahmed

Email: zga1@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 50

Credits: 1

JAN 036 - Rock and Roll Visual Culture

Lower division

Full credit

In-Person

MTuWTh, 2:45 PM - 5:20 PM

The course examines the intersection of Rock and Roll as a cultural event/site/artifact and visual culture in three different areas: 1-as a sub-genre of popular music and visual media; 2-visual and narrative depictions of social and cultural rebellion and transgression; the formations of the communitas, real one like the Haight-Ashbury in SF and virtual ones like online gatherings; 3-commercialization and marketing of R & R as commodification of "the cool and the rebellious." We will also look at the roots of R & R as a musical genre and in terms of overlapping subcultures across racial and gender identities. The class will assume an expanded definition of Rock that links it to Blues, R&B, Hip-Hop, Reggae, Folk, and C&W. Screenings and readings are also mindful of the global dimensions of R & R and its depiction in cinema. Ultimately, this is a course that is intended to combine seriousness of visual studies with the joy and excitement of Rock and Roll.

Instructor(s): Hossein Khosrowjah

Email: hk12@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 20

Credits: 1

JAN 037 - Feminist Pockets: Garment work, Self-expression, Gender and Environmentalism in Fashion

Lower division

Full credit

In-Person

MTu, 9:15 AM - 12:15 PM, Th, 9:15 AM - 1:15 PM

"Feminist Pockets: Garment work, Self-expression, Gender and Environmentalism in Fashion" takes a commonplace annoyance (tiny pockets in pants marketed to women) as a jumping off point for a study of contemporary issues in fashion and the garment industry. The global garment industry is a pinnacle of labor violations and material waste. At the same time, student organizers, workers in the industry and consumers have achieved some positive reforms, most recently SB-22, which bans piece rate for garment workers in California. The class is organized around four topics:

Week 1: Fashion History: race, gender, kids and clothing

Week 2: The environmental tragedy of fast fashion

Week 3: Student solidarity and garment workers organizing for sweatshop reform

Week 4: Sewing as mutual aid

Each class pairs seminar-style discussion with sewing instruction. Thus, students will acquire and practice sewing skills each day through lessons in hand sewing, machine sewing, mending and embroidery to create, alter and mend garments. Weekly sewing projects allow students to engage in hands-on learning as we discuss garment worker concerns, gender segregation in fashion, waste, and environmental justice related to fashion. The class culminates in a student exhibition of their final projects: a garment designed, altered, or mended by the student that responds to a class topic that has captivated their imagination and instigated further research. Students do not need prior sewing experience to succeed in this class. They should bring a curiosity about sewing, the garment industry, and clothing as self-expression to the class.

Instructor(s): Suzanne Schmidt

Email: scs14@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 100

Credits: 1

JAN 040 - Empires and Barbarians

Lower division

Full credit

In-Person

TTH, 12:00 PM - 2:35 PM, Saturday, 10:00 AM to 3:10 PM

The course examines the notion of the global 'empire' in its cultural, political and economic manifestation, as well as the inevitable resulting definition of the idea of the 'other' as the historical barbarian. We will look at preconceived notions of what a barbarian is from the point of view of imperial cultural institutions; then we will try to switch our perspective and adopt the points of view of Celtic, Germanic and Central European cultures. We will explore the world of the Celts, the Goths and the Vikings, and the way of life of the Huns, the Magyars and the Mongols. We will compare Greek, Roman and Christian understanding of non-Classical civilizations with China's, where the Song dynasty was overrun by Kublai Khan's Mongols.

The coursework, activities and readings encourage an analysis of how empires construct their cultural identity in opposition to that of the barbarians, and at the same time provide a realistic view of the lives and the challenges of young men and women on either side of the divide had to face in order to survive. Through readings, activities films and presentations we will discover the cultural inheritance of these 'barbaric' tribes and the lasting effect they had on medieval and early modern culture.

Several class activities make the course unique, and at least one day a week an extended class time, equal to two regular classes, is dedicated to hands-on events. This will be a 5-hr class, planned in order to have sufficient time for activities organized by the Mongols cultural group, the Gaesatae Iron Age Celts, the X Roman Legion, and the Vikings of Bjornstadt. Four special lunches will be provided, each reflecting a specific historical culture and geographical environment. Students will eat food from 200 BCE, 200 CE and 900 CE. using cups and bowls purchased with the class fee.

During the visits from the historical re-enactors, besides a lecture and various cultural activities, students will be involved in physical activities, including learning skills in weapon handling, crafts, agility games, and more. Students attending this class should be willing to participate in such activities, which are conducted with the highest degree of safety in mind.

Core Designation: Global Perspectives

Instructor(s): Costanza Dopfel

Email: cdopfel@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 190

Credits: 1

JAN 041 - Your Creative Practice: Exploring Place, History, and Personal Experience

Lower division
Full credit
In-Person
TuWThF, 9:15 AM - 11:50 AM

This multimedia course will focus on the practical aspects of creating digital narratives and will examine the creative process itself. Through class activities, outings, and assignments students will generate personal archives of photos, videos, field recordings, and written materials. Together, we will discuss ideas such as psychogeography, walking as a creative act, narrative development, poetry of place, and creative map making. Students will prepare and present multimedia storytelling projects grounded in their own lives, experiences, and physical landscapes. Your instructors and fellow students will be pounding the tables with joy and exuberance with what you create!

Core Designation: Creative Practice

Instructor(s): Jennifer Kulbeck & Jeremy Rourke
Email: jak12@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 25

Credits: 1

JAN 042 - Ceramics for Beginners: Pottery, Politics, & Place

Lower division
Full credit
In-Person
TWF: 9:30 AM - 12:50 PM

"My thoughts are whirled like a potter's wheel; I know not where I am nor what I do." -
William Shakespeare, Henry VI

Come spin your thoughts this Jan term and reorient your perspective by trying a dizzying new art form full of contradictions. Both folk craft and high art, consumer collectible and

elevated artifact, ceramic work is inherently tied to questions about land and location, people, place, and politics. This course is intended for first-time ceramicists who are ready to dedicate themselves to four intensive weeks of clay work and critical thinking about the cultural histories of ceramics. You'll learn how throwing pottery on the wheel can be both meditative and frustrating, challenging and addictive. We'll investigate how successful potters rely on equal parts physics and chemistry, style and aesthetics, physical strength and muscle memory. Our course will involve critical background readings and final project research, gallery visits, demos by local artists, and most of all, a lot of time spent hand building and throwing pots at Merritt Ceramics in Oakland. Students will learn the basics of clay preparation and throwing, as well as techniques for slab work, trimming, and glazing. Course fees cover clay, glazes, and firing, but not transportation to the Oakland studio. Grades will be based on attendance, participation, written reflection work, a final project and presentation and, of course, your final collection of fired ceramic pieces.

Please Note: Students will need transportation to the Oakland studio, but we will work together to organize public transportation groups and carpools in December.

Instructor(s): Emily Klein
Email: ek7@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 660

Credits: 1

JAN 043 - Discovering Italian Culture and Language in the Bay Area

Lower division
Full credit
Remote
MTuThF, 9:15 AM - 11:50 AM

CULTURE: In this course, students will learn about the people and places of the Little Italy neighborhoods in the Bay Area. They will also learn about Italian cuisine connected with the Italian communities. Students will interact with Italians in the Bay Area and in Italy and virtually visit restaurants, cafes, lounges, and other places where Italians gather in the Bay Area and in Italy.

In addition, students will participate every week in cultural workshops. These workshops are designed to help students learn hands-on about Italian culture including food, coffee shops, and hobbies of Italians in the Bay Area.

Students will make pesto from scratch, learn and make "soffritto," build an interactive map, make Caprese salad, play the card game Scopa, and virtually tour San Francisco and parts of Italy. Students will also learn the basics of the Italian language, with an emphasis on communicating with people in real-life situations.

Instructor(s): Maria Grazia De Angelis Nelson
Email: mdeangel@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: None

Credits: 1

JAN 044 - ABC's of Adulthood

Lower division
Full credit
Remote
MTuThF, 9:15 AM - 11:50 AM

"What are the secrets to a successful career? How do I create a personal brand? How do I make money?" ABCs of Adulthood directly connects theory and practice with project-based learning. Each section is designed so that completed projects will produce a portfolio of guides and strategies to take forward into learners' future lives and careers. We will explore the intersection between structure and agency as it affects personal and professional development. For example, we will study the economics and history of work and wage-earning (with an emphasis on gender and race) in the United States. How can we understand the labor market in the midst of the fourth industrial revolution? What does work mean under capitalism? How can we nurture self-care while negotiating structural inequalities? We will use these, and other tools, to examine learners' potential career paths while identifying industry salary and wage gaps. By setting goals and strategies for salary negotiation, for example, learners will be empowered moving forward in their personal and professional lives.

Instructor(s): Pasha Sabouri
Email: pashasabouri@gmail.com

Prerequisites & Notes

Prerequisites: None
Course Fee: None

Credits: 1

JAN 045 - The Great Silk Road

Lower division

Full credit

Remote

MTuThF, 9:15 AM - 11:50 AM

We are born to explore. When Marco Polo traveled from Italy to China in 1271, they followed what was later called The Silk Road, but there were actually many different "Silk Roads," and they were not merely for silk. For thousands of years, trade and travel, technology, and disease, missionizing and warfare -- connected Europe and China along routes through the Mideast and Central Asia. Alexander the Great and Genghis Kahn; Buddhist, Christian, and Muslim missionaries; Arab, Jewish, Viking, and Italian traders, all crossed the 10,000-mile-plus expanse of Eurasia, along the Silk Road. It was not easy: it took the Polos two years to arrive at their destination.

For at least 2,000 years, the Silk Road connected all the "known" world and served as a primary metaphor for what we call "globalism." That's why today, China calls its "Belt and Road Initiative" the "New Silk Road" and the United Nations is immersed in a decade-long "Silk Road Project." These are physical, economic, and cultural developments, but we can view the Silk Road as a metaphor for our contemporary, internet-connected world. We can even view it as a potent image of exploration and discovery. Our online JanTerm course is an expression of this!

Few Americans seem to have much idea about the old or the new Silk Roads, the complexity of this history, the extraordinary geography of Eurasia, or the nomadic cultures of the steppes. The so-called "stans" which lay at the heart of the Silk Road (Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, Tajikistan, and Afghanistan) are often misunderstood or misrepresented through mainstream media sources or simply unknown to Americans. Throughout the term, we will ask students to consider straddling ideas across the east and west by looking at what is similar and what is different between the past and the present, as well as between the silk road countries and the US. To look at our own region, our homes and cultures, and the world as a whole through diverse lenses from guest speakers from across the Silk Route region, who will share their insights in our class. With the aim to broaden our perspectives on other peoples and places and perhaps thereby see ourselves differently in the process. Almost everything in this course might be very new to you. The only requirement for the course is that you are willing to learn - that you will open your eyes and make a serious effort to expand your horizons. That's what education means: to draw or reach out, to stretch, to grow. In other words, this is a course for explorers, for adventurers.

Instructor(s): Robert Weiner & Tara Pandeya

Email: rw7@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 40

Credits: 1

JAN 046 - Can Comedy Save Our Democracy? Understanding and Making News Satire

Lower division

Full credit

Remote

MTuWTh, 2:45 PM - 5:20 PM

Satire = making fun of something to expose its truth.

This course provides instruction in analyzing and creating satirical broadcast news and digital media. It teaches you how to decode and challenge it as an engaged audience member, as well as prepare it for presentation. Our goal in this course will be to define this genre, explore its evolution, identify its public impact and importance, determine whether it's an agent of journalistic information-dissemination, suggest improvements in areas such as ethics and diversity, and gain experience in creating news satire.

Instructor(s): Keli Dailey

Email: kld5@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 15

Credits: 1

JAN 047 - Check All That Apply: Being Multiracial and Multiethnic in the US

Lower division

Full credit

Remote

MTuWTh, 6:00 PM - 8:35 PM

In this course, we will deeply examine the history and existence of multiracial and multiethnic individuals. Although it wasn't until 2000 that the US Census recognized the importance and existence of multiracial and multiethnic identities, there is in fact a long history of such individuals and families. The new process of "check all that apply" offers multiracial and multiethnic individuals the opportunity to more accurately reflect their racial identity on the US Census. Multiracial researcher, Cynthia Nakashima states, "Mixed-race people, who do not completely 'fit in' to any racial/ethnic groups but who

frequently have ties to more than one, should use their neither/both positionality to resist and destroy the dominant racial/ethnic structure" (in Root, ed. 1996:89).

Nakashima further suggests that the literature surrounding multiraciality can be loosely organized into three categories that dominate much of the discourse:

- 1) Choosing one racial identity over another
- 2) Creation of a shared multiracial identity
- 3) Struggle to dismantle dominant racial classification. Nakashima asserts that these three approaches currently coexist (in Root, ed. 1996).

Using the literature that dominates the field as a starting point, we will delve more deeply into personal stories-understanding the issues at a more complex and critical level, as we consider the significance of socio-historical time and place. Some of the topics that will be discussed include: anti-miscegenation laws, the process by which the US Census adopted the "check all that apply" practice, ethnographies by and about multiracial and multiethnic individuals, and demographics relating to the multiracial and multiethnic population.

Instructor(s): Ynez Wilson Hirst
Email: yhirst@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: None

Credits: 1

JAN 048 - Real Estate Economics, Capital Markets, Investments, Finance and Development

Lower division

Full credit

Hyflex Hybrid

MTuWTh, 6:00pm - 8:35pm

This course will focus on daily responsibilities of real estate research director, acquisition and development director, sales and brokerage agents, the selling-buying-development processes of real property from listing to closing escrow (title). Ethical responsibilities of owning and operating a real estate business. And approaching real estate from a global perspective. Topics include real estate economic analysis (micro-economics), cycle theory, and efficient market theory; yield curves and term structure of interest rates, discount rate determination, Present Value, Net Present Value, Internal Rate of Return, Break-Even Analysis; risk and return analysis for stocks, bonds and cash equivalents; Modern and Post-Modern Real Estate Portfolio Theory (MREPT/PMREPT); Capital-

Arbitrage Asset Pricing Models (CAPM/APT); Commercial and Residential Mortgage-Backed Securities (bond) market analysis and pricing; effects of taxes (Recapture, Capital Gains, 1031 Exchange, etc.); effect of inflation on investment cash-flows (leases) and terminal values (CapX) on returns; and development of real property indices and application of property derivatives for asset-liability analysis and management.

Instructor(s): Lawrence Souza
Email: las20@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 10

Credits: 1

JAN 049 - Great (...but what is Great?) Artists and Art of the 20th and 21st Centuries

Lower division
Full credit
In-Person
MTuThF, 12pm-2:35pm

What is art? Do we know it when we see it? Do you love it anyway? If so, take this course - it will give you the chance to go out into the greater bay area and have a look at some of the most exciting art in the world. This will be an introductory course where you don't need any expertise, just an open mind!

The 20th and 21st centuries have been a remarkable period for many reasons, and one of the most important and uplifting is in the world of art. It is a profound period of acknowledgment and affirmation. In this course we will seek to understand the central movements, trends, and concerns that have come to define contemporary culture, with specific attention to works in the fields of sculpture, fiction, film, painting, and poetry that have been passed over or are otherwise marginalized. We will also examine economic considerations and social trends in art that help define the works and our society.

In this exciting course we will be explicating in detail major works by Clarice Lispector, Pablo Picasso, Virginia Woolf, John Cage, Marina Abramovic, Kara Walker, Tauba Auerbach, and many others.

This will be a short if detailed history of the last hundred years or so of primarily American and European art focusing on canonic, marginalized, and disenfranchised artists and works.

This course also seeks to develop your analytical skills and attentiveness for reading deeply and seeing past the pigments glow and tint. You will learn how to read and enjoy poetry and learn how to look at paintings and sculpture with new insight and

appreciation. We will also explore the vital relationship between how much you know and how much you like.

And it will be fun.

The ability to recognize and be moved by art is a skill that needs to be practiced, not only for the moral evolution of humanity, but for its health and diversity. With such discipline we might improve the condition of the world. Art has restorative powers beyond the page or gesso ground, and the study of art is one of the most satisfying ways to connect with other people and the world around you. This challenging course will explore connections between seemingly disparate modes of aesthetic inquiry to unpack the vitality of the whole.

Instructor(s): Chad Arnold
Email: carnold@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 25

Credits: 1

JAN 050 - On with the Show: The American Musical Unleashed

Lower division

Full credit

In-Person

MTuThF, 9:15am -11:50am

"Let's Go on with the Show!" For over a century, the musical has remained one of the most popular forms of entertainment. What makes this art form so enduring and appealing?

In this course we will trace the development of musical theater as a performing art form, primarily in America. By focusing on specific musicals which students examine through writing and presenting in class, we will look at musical theater from socio-cultural, political, and historical, perspectives. We will address such topics as the impact of COVID-19 on the musical theater, examine the role social media and various streaming services play determining the success of a particular musical, and look at how Broadway goes about the business of casting. We will also trace how various musical styles from jazz to rock and hip-hop have been incorporated into the musical. This course is about developing a greater appreciation for the relationships between different elements of musical theater such as music, drama, dance, and stage design. It is also about actively

watching, listening, and learning to communicate and articulate one's thoughts and impressions creatively, in writing. We will have a live Q&A session, tentatively scheduled for January 22, 2023, with performers from San Francisco Playhouse.

Instructor(s): Helena Michelson
Email: hm4@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 25

Credits: 1

JAN 051 - Beginning Choreography and Dance

Lower division

Full credit

In-Person

MTuWTh, 12:00 PM - 3:00 PM

This course delves deeply into exploring the art of choreography and dance movement practice. The dance movement portion of the class will be centered on the lyrical modern dance genre to develop strength, musicality, and performance skills through daily dance practice. The choreographic portion of the class will entail the development of a dance from beginning to end centered on your own movement practice and choice of genre. Through use of structured improvisation and movement assignments, the students will discover ways to generate movement and expand their own movement vocabulary. We will discuss the foundations of choreography, use of choreographic tools, metaphor, music, and theme development. Group discussions will assist in aiding the choreographer toward personal insight and reflection when making choreographic choices. This course will foster individual creativity, expressivity, and confidence. An informal showing of the final work is scheduled for the final day of Jan term. One off-campus event and guest artists' master classes are included in the course and are designed to enhance the overall experience.

Core Designation: Creative Practice

Instructor(s): Catherine Davalos

Email: cdavalos@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 100

Credits: 1

JAN 052 - Mexican Pop Music

Lower Division

Full Credit

In-Person

MTuWTh, 2:45 PM - 5:20 PM

Mexico has a rich and diverse musical tradition that includes a robust and exciting genre of pop music. Mexican pop music is divided into two eras: 1900 to 1980 and 1980 to present day. This course will focus on the most current one of the two. Students do not need any previous musical experience to take this course. Mexican pop artists and the music studied in this course include: Timbiriche, Juan Gabriel, Yuri, Garibaldi, Magneto, Gloria Trevi, Thalía, Selena, Luis Miguel, La Onda Vaselina, Alejandra Guzmán, among many others.

Instructor: Sixto Montesinos

Email: sfm5@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 15

Credits: 1

JAN 053 - The Art of Race: (Re)-Imagining Ethnicity and Identity in Literature, Art & Pop Culture

Lower Division

Full Credit

In-Person

MTThF, 9:15 AM - 11:50 AM

How do writers and artists such as David Mura, Saeed Jones, Harryette Mullen, Beyoncé, Kara Walker, and other historically marginalized creative practitioners, subvert, de-center, and make new notions of race, identity, gender, and sexual orientation? How do they challenge cultural otherness to incite as writer Pankaj Mishra calls "a bolder cartography of the imagination"? In this class, we will explore how writers, musicians, artists, and comedians make stylistic choices of form and content to challenge dominant narratives and put center stage traditionally marginalized voices, neglected histories, and sub-histories. The aim of this course is to discover how art can complicate and challenge some of our greatest public narratives: race and gender; and how these narratives serve as writer Kaitlyn Greenidge says as a "collective and imagined space that exists only as a metaphor, rhetorical argument, figurative language, in short, as a fiction, though that does not mean that [they are] not real."

Reading from diverse authors and viewing other artistic forms, we will consider the many different ways art and pop culture help us understand and challenge identity and politics, and conversely how we can interrogate notions of identity and politics to create art that incites a world awareness.

Core Designation: American Diversity

Instructor: Rashaan Meneses

Email: rm7@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 004

Course Fee: 25

Credits: 1

JAN 054 - Energy Sustainability - Build Passive Solar Home

Lower Division

Full Credit

In-Person

MTuThF, 12:00 PM - 2:35 PM

A passive solar home is a comfortable home that gets at least part of its heating, cooling, and lighting energy from the sun. Sustainable or "green building" design and construction is the opportunity to use resources more efficiently while creating healthier and more energy-efficient homes. There is no magic formula and success comes in the form of leaving a lighter footprint on the environment through energy efficiency and conservation of resources.

In this class, students learn how we generate electricity and power the modern world, and the link to climate change. We investigate the principles of passive solar design as well as renewable sources of energy (photovoltaics, wind, water). The class divvies into groups and each group will create and build a model of their vision of a truly energy-efficient, sustainable home.

Some students may build their own homes someday and remember some of the principles learned in this class. Others will become stewards of sustainable living, and all, hopefully, will develop a keener awareness around the impact of choices they make.

Instructor: Alexandra LaGatta

Email:abl4@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 50

Credits: 1

JAN 055 - JRR Tolkien & The Rings

Lower division

Full credit

In-Person

MTuThF, 9:15 AM - 11:50 AM

This generation of students knows of J.R.R. Tolkien as the inspiration for the film series "The Lord of the Rings" and perhaps even more relevantly as the source for the new Amazon series "Lord of the Rings: The Rings of Power." Both the film and the web series find their source in an unlikely place, the text of J.R.R. Tolkien's novel published in 1954. Yet value can be found in unlikely places. It isn't for nothing that Amazon spent over 200 million dollars for the rights, and is promising total production costs to run over one billion dollars. People are fascinated by the world the book creates. Even if folks haven't seen the films, the memes ripped from particular scenes have become part of the lingua franca of social media culture. Where would we be without that image of Sean Bean, playing Boromir, explaining to the council of Elrond the difficulties of walking into Mordor? It has been used as a stand-in to emphasize the difficulty of tasks ever since. But too rarely do we recognize the depth and breadth of the impact that this fusty Oxford Don has had on the English-speaking world.

In this class, we will take the time to explore the thinkers and writers who influenced Tolkien. This includes sources as varied as the Tridentine Latin Mass, linguistic studies, the British role in World War I, ancient myths, and romantic fantasy writers. We will move into a study of his own works including his academic essays, his major works of fiction, but also trying to glean insights from his personal letters and the lectures he delivered as a professor to his students. Finally, we will take time to consider the impact he has had on the landscape of modern fiction, including the wildly popular Game of Thrones series.

The course will be an immersive experience attempting to draw us as close to Tolkien's ideas as we can, but also attempting to give us a sense of his life and his loves too through reading, discussion, field trips, and guest lectures. Expect to take day-long nature walks, learn how to identify trees, LARP as an Oxford undergraduate, uncover the roots of language, and explore the arcane connection between obscure Catholic rituals and ancient Greek mythology. As Tolkien might say himself: "it is the job that is never started that takes longest to finish." This January we may not learn everything there is to know about Tolkien, but we will make a start.

Instructor(s): Colin Redemer
Email: Cr6@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 004/004C

Course Fee: 111

Credits: 1

JAN 056 - Rwanda Rising: Gender, Leadership and Peacemaking

Lower Division

Full Credit

Remote

MTuThF, 12:00 PM - 2:35 PM

Nearly 25 years ago in 1994, the Rwandan Genocide resulted in the deaths of nearly one million people-approximately 10% of the population. Today, Rwanda is considered a rising society in sub-Saharan Africa. Rwandan women have helped heal their communities through peacemaking and changed their country with transformative leadership. In this course, students will learn about and implement peacemaking and leadership practices that have contributed to the development goals set forth by Rwandans.

Engage with community partners in Rwanda through online conversations. Examine the ways public health organizations are working to increase access to clean water and nutritional food. Learn about the ways politics, education, art, public health, and environmental conservation connect to gender equity. Build community with your peers through leadership and peacemaking practices.

Instructors: Samantha Giordano & Austin Galy

Email: smc6@stmarys-ca.edu, austingaly@sandiego.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 0

Credits: 1

January Term - Upper Division

JAN 100 - Ecofeminism: Women, Land, & Resistance

Upper division

Full credit

Hybrid

MTuThF, 9:15 AM - 11:50 AM

Culturally we are taught that women are akin to nature, that Earth is our mother, that land and fertility are female. With the understanding that Western thought is laden with symbols of nature as woman, we can begin to unravel how the same forces of patriarchy that position man above nature, also position men above women. Ecofeminism is a concept coined in the 1970s that directly connects the destruction of the Earth and the oppression of women, and calls for an ecofeminist approach to healing our relationship with the planet.

Learning from case studies of women-led resistance movements from across the globe, we will ask: How might we apply these practices today to address some of our most pressing social and environmental problems? How can today's ecofeminism reject binary norms and uplift a new radical ecology? How can we transform our approach to food and nutrition, climate change, waterways, and caring for our own bodies in ways that reject patriarchal norms?

Students will address these questions in our month-long scholarly and personal inquiry, while creating their own unique impact through a community engagement project. Our partnership with the SMC Legacy Garden will foster deep engagement with the land and the campus community.

Core Designations: Global Perspectives and Community Engagement

Instructor(s): Kristen Sbrogna

Email: ks13@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: SOC 124 - Justice and Community OR SOC 125 - Gender and Society OR ANTH 125 - Gender and Culture OR ANTH 134 - Issues in Globalization OR GRS01 - Intro to Global and Regional Studies OR JCL 130 - Environmental Justice OR JCL 140 - The Global Community OR TRS 171 - Gender and Religion in American Culture OR TRS 174 - Sustainability, Religion, Spirituality OR POL 135 - Environmental Politics OR equivalent prior coursework or life experience in Women's and Gender Studies and/or Environmental Studies and Sustainability. Contact Professor Sbrogna (ks13).

Course Fee: 35

Credits: 1

JAN 101 - Turning On the Light Bulb: Illuminating, Unleashing and Managing Creativity

Upper division
Full credit
Hybrid
MTuThF, 12:00 PM - 2:35 PM

Creativity abounds in the world around us. We often misconstrue creativity to exist only in certain realms, such as arts or technology. Yet in our everyday life, creativity is crucial in helping to change status quo for the better. Creativity, at its most fundamental, can lead to challenging our current conventions and can incrementally or dramatically improve our way of living. Creativity, in essence, can enhance our personal and professional lives. In a recent study of millennials across the globe, millennials identified creativity as the foremost characteristic that will distinguish future innovators, higher than their ratings for academic ability, technical skills and the ability to challenge. In the same survey, innovation is considered a top three purpose of business and just as important as profits, and 78% believes that innovation is essential for business growth. However, despite the crucial link between creativity and innovation, critical thinking is much developed in the education pathway while creative thinking is less emphasized. That is, creative thinking is often trumped in the classroom by critical thinking.

This Jan Term course focuses on the process of unleashing creativity. This course aims to provide students with a hands-on understanding of how creativity can be injected into everyday problems, and how it can be better facilitated and managed. We will bust the myth of creativity as a mysterious and random process. Through theoretical conceptualizations of creativity and many practical applications involved in fostering creativity and innovation, students will gain knowledge and experience in enhancing their own creativity. This course also aims to develop students' creative thinking skills, hone their idea generation process, and demonstrate ways to stimulate creativity in more meaningful and manageable ways. An understanding of the creative process is not only a necessary prerequisite for successful innovation, but also a basic skill for general management across disciplines. In essence, the course strives to help students better enhance the process of creativity and innovation in their own personal and professional lives.

The structure of the course encourages learning at multiple levels: through in-class lectures, exercises, discussions, small teams carrying out projects, individual assignments, and individual reading, study, and analysis, and a visit to the Bedford Gallery. The assigned readings provide basic concepts, theories, and approaches that identify important issues and describe effective and efficient creativity practices. Lectures and class discussions will review and extend this material. Exercises and case analyses will provide rich examples to anchor and guide class discussions. This course-long project involves developing and producing a creative idea. This team-based project challenges the students to utilize course concepts and experience to help jumpstart individual and team creativity. In-class activities, in combination with individual assignments, study and team projects, are designed to enable students to express their creativity and to develop their creativity mind-set.

Instructor(s): Nancy Lam
Email: nl4@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 60

Credits: 1

JAN 102 - Decolonizing Podcasters in the Era of Surveillance Capitalism

Upper division
Full credit
Hybrid
MTuWTh, 6:00 PM - 8:35 PM

In addition to learning basic podcasting skills, this course seeks to advance students' understanding of podcasting as a space of decolonization across a broad spectrum of social, cultural, and political settings. The course situates contemporary podcasting into broader histories involving the use of radio technology in the service of anti-colonial struggle. Students will investigate the ways in which decolonial podcasters engage in the processes of interrogation and critique, counter-narrative, and action. The course will explore both the promise and vulnerabilities in the podcasting space, and the threat posed by surveillance capitalism and the emerging podcast oligopoly, known as the "the podcaster's' dilemma.

Instructor(s): Nolan Higdon
Email: nrh4@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 10

Credits: 1

JAN 103 - Comic Books & Existenz

Upper division
Full credit
In-Person
MTuThF, 9:15 AM - 11:50 AM

Existenz, says the philosopher Bernard Lonergan, is being oneself. It is, he says, "a becoming aware, a growth in self-consciousness, a heightening of one's self-appropriation." This course is a philosophical study of variations of Existenz through the medium of comic books and graphic novels and the thought of the theologian and philosopher, Bernard Lonergan. It presents students with various modes of art and narratives by which to reflect on the major themes of the 20th century thinker, Lonergan, and his description of being a self in the world. The course will emphasize theological, philosophical, artistic, and de-colonial methods of reflection, and will contain both well-known comic book subjects and lesser-known characters, authors, and artists. Students will discuss human cognition, human history, human freedom, and the world mediated by meaning, refracted through comics stories, class discussion, and self-reflection papers.

Reading List:

Kierkegaard, *The Sickness Unto Death* (excerpts)
Bernard Lonergan, *Collection*
Frantz Fanon, *Black Skin/White Masks* (excerpts)
Marjorie Liu, *Monstress* vol. 1
James Tynion, *Wynd*, vol. 1
Ram V, *These Savage Shores*
Various, *Hellboy: The Complete Short Stories*
Kieron Gillen, *Once & Future*, vol. 1
Brown & Walker, *Bitter Root*, vol. 1
James Tynion, *Something is Killing the Children*, vol. 1

Instructor(s): Anne Carpenter
Email: ac42@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 25

Credits: 1

JAN 105 - The Neo-Slave Narrative in Word and Film

Upper division
Full credit
In-Person
MTuThF, 9:15 AM - 11:50 AM

Inspired by the slave narratives of the Black Atlantic, the first neo-slave narratives that emerged in the twentieth century returned to the scene of slavery by offering new accounts of the journey from enslavement to freedom. Following in the tradition of the slave narrative, contemporary writers and filmmakers have found in the neo-slave narrative a way to tell the untold stories of the millions of slaves who toiled on American soil and a means of confronting the legacy of American slavery.

We will begin by reading the narratives of former slaves who established the genre of the slave narrative within the constraints of the nineteenth-century literary establishment. We will then turn to contemporary neo-slave narratives that both return to and reinvent the genre of the slave narrative: author Colson Whitehead's Pulitzer Prize-winning *The Underground Railroad*, director Barry Jenkins's award-winning series based on Whitehead's novel, and director Steve McQueen's Oscar-winning film adaptation of Solomon Northup's *Twelve Years a Slave*. Our work will be guided by the questions that have been prompted by the resurgence of the slave narrative in American literature and film. What is the function of the neo-slave narrative in the American imagination? What silences, contradictions and questions do neo-slave narratives attempt to address that slave narratives left unanswered and unresolved? And what can neo-slave narratives tell us about ourselves and our own moment in American history? Please join us as we investigate these and other questions.

Please note: The readings and films of this course contain scenes of racial terror and violence. Students who enroll in this course should be prepared to confront and analyze such scenes and their impact on readers and viewers.

Core Designations: American Diversity and The Common Good

Instructor(s): Kathryn Koo
Email: kkoo@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 5/108 and SEM 001/102
Course Fee: 20

Credits: 1

JAN 106 - Finding Your Infinity Stones

Upper division
Full credit
In-Person
MTuThF, 9:15 AM - 11:50 AM

As characterized in the Marvel Comics and Marvel Cinematic Universe movies, infinity stones are six pure elements of immense power created at the beginning of the universe. These stones help control essential aspects of our existence: Power, Mind, Soul, Space, Reality, and Time. The purpose of this course is to examine information about each of these essential aspects using research and theory from the field of psychology and other social sciences. As each stone grants the user immense amounts of power related to these aspects, the goal in this course is to develop an understanding of how much control we

may or may not have over these elements, and how we can use these 'stones' together to help us navigate through the course of our lives (but not take out half of all life in the universe).

Instructor(s): James McCauley
Email: jbm16@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 10

Credits: 1

JAN 107 - Great Company or Great Stock? How to Make the Investment Connection

Upper division
Full credit
In-Person
MTuThF, 9:15 AM - 11:50 AM

In this course, you will learn the skills to assess a publicly traded company both in respect to what makes a company great competitively and financially and link that to determine if the company's stock is a good investment. In pairs, you will select a company and learn the skills to both assess the company's quality as defined by metrics and the value of its stock price. Finally, you will learn how to make the "pitch" of why an investor should act on your recommendation. The final project and bulk of the grade will be a written stock research report and the conclusions will be presented to the class.

If a student has not taken Accounting 001, Professor's approval will be given by providing proof of enrollment in the Udemy 3.5 hr course in accounting for financial analysis to begin by Dec. 1, 2022.

Instructor(s): Stephen Parlett
Email: stp5@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: Accounting 001 or Professor's approval with proof of enrollment in a Udemy 3.5hr course in accounting for financial analysis by Dec 1.
Course Fee: 10

Credits: 1

JAN 108 - Fencing and Swords in History and Popular Culture

Upper division

Full credit

In-Person

MTuThF, 9:15 AM - 11:50 AM

En Garde! Prepare to enter the world of D'Artagnan, Zorro, and Game of Thrones. This class is two things: a beginning fencing class (that's the easy part), and an exploration of all things fencing, including a medieval duel with 30 people to a side! We will examine the cultural representations of fencing in history and through popular culture; the sociology of fencing in the history of dueling and honor culture; how fencing culture intersects with the culture of sport in contemporary fencing; and the kinesiology of fight choreography. Topics will include fencing and race and gender in the US. There's even a lesson about the relationship between fencing and communism. And through it all, you learn to fence. There will be one field trip on Thursday evening of the second week of Janterm to an SCA swordplay meetup.

Instructor(s): Ellen Rigsby & Carl Thelen

Email: erigsby@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 5/108 or 108; SEM 1/102;

Course Fee: \$100

Credits: 1

JAN 109 - Living in Stalin's Russia: Daily Life in Extraordinary Times, 1928-1953

Upper division

Full credit

In-Person

MTuThF, 9:15 AM - 11:50 AM

As the leader of the Soviet Union from 1928-1953, Joseph Stalin oversaw cataclysmic changes that wiped out old ways of life and established a new society - and in the process, caused the deaths of millions of Soviet citizens. This course looks at these changes through the eyes of those who lived through them - and those who did not survive. What was it like to live in that new world, which offered a bright future for those who conformed to Stalinist ideals - and promised to liquidate enemies (real or imagined) of the state? Lectures will present the historical narrative of these years, and readings will explore the experiences of Soviet citizens in their diaries, memoirs, public autobiographies written for propaganda purposes, and underground literature.

Instructor(s): Dana Sherry

Email: dls6@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: SEM 001/102

Course Fee: 20

Credits: 1

JAN 110 - God and Gangs: Redeeming the Streets and the Sacred

Upper division

Full credit

In-Person

MTuThF, 9:15 AM - 11:50 AM

For many Latin@s gang-life is a forced reality that often functions as alternative communities of not only family life but also that of divine life. For Latino and Latina gangs, brotherhood and sisterhood function as a unified body-much like the body of Christ. The understanding of community and relationality is not unlike that of the church body. The language, rules, rituals, symbols, and structures of gang life parallel that of church doctrines and liturgy. When Latinos and Latinas join gangs, they are "blessed in," learning the necessity of communal life, faithfulness, and service to one another. In their "new communal life" Latin@s invoke the protection of God, the Virgin Mary, and the saints-the sacred is alive in gang life. But how? And where? And when? And wait, what? This course will explore the complexities of Latin@ gang life to determine what, if anything, is disclosed about the mystery of God and how this understanding may lead towards the redemption of the streets, and the sacred. Students with an academic and/or professional interest in sociology, criminology, education, ethnic studies, political science, psychology, theology, and/or ministry may find the course of particular relevance.

Instructor(s): Anthony Suárez-Abraham

Email: as116@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: TRS 097; or TRS 189, which is often taken by transfer students. Or by Permission of the Instructor.

Course Fee: 10

Credits: 1

JAN 111 - Reading and Writing Young Adult Literature

Upper division
Full credit
In-Person
MTuThF, 12:00 PM - 2:35 PM

Welcome to Reading and Writing Young Adult Literature. Over the next four weeks, we will read a small sample of a large, ever-expanding body of work. With the exception of M.T. Anderson's *Feed*, all of the books on our syllabus were published within the last 10 years. They include science fiction, fantasy, realistic fiction, and nonfiction. Together they provide a glimpse into a vibrant, diverse genre.

This is a class about writing as well as reading. Our discussions will focus as much as possible on the writing-techniques, style, devices-in these books rather than on typical English-class questions. You will not have to write a paper on the theme of violence in Tochi Onyebuchi's *Beasts Made of Night*, or compare and contrast that book with M.T. Anderson's science fiction novel, *Feed*. But you will be asked to pay attention to Onyebuchi's and Anderson's writing choices, how they put words together to create characters, how they structure events to create engaging plots; how, in short, they make their writing compelling and believable.

Each class will consist of a mix of brief (10 to 20-minute) lectures or lessons, in-class writing time, small-group discussion and constructive peer writing critique, quizzes, student presentations, and class discussion. If taught online, the course will be nearly 100% synchronous.

Core Designation: Creative Practice

Instructor(s): Deborah Davis
Email: dld7@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 4 and ENG 5/108 or permission of instructor
Course Fee: 30

Credits: 1

JAN 112 - Nightmare Futures

Upper division
Full credit
In-Person
MTuThF, 12:00 PM - 2:35 PM

"I don't try to predict the future. I try to prevent it." -- Ray Bradbury

Since time immemorial people must have been dreaming of the ideal or just society-- or even simply a /better /society. In 1516 an Englishman named Thomas More gave a name to that vision of an ideal or just society--"Utopia"--and the name stuck. In Greek Utopia means "No-Place" and, by virtue of a pun, "Good-Place."

It was left to the twentieth century to translate utopian principles into reality in a really grand way and then to discover their unintended consequences. As Tom Wolfe has observed, the twentieth century was the great age of utopian impulses, with one utopian scheme after another being attempted, each one trying to "go back to zero," to begin again, and to remake humankind.

Our central concern in this course will be the response in fiction to the twentieth century's utopian urge. Science fiction works by projecting trends into the future or imagining possibilities realized in the future. But the part of science fiction that is called "dystopian" follows Ray Bradbury's formula: it "predicts" what it would really like to "prevent." "Dystopias" are "Bad-Places," bad futures that seem to be implied by current trends. "Anti-Utopias," a subset of Dystopias, are supposed utopias which turn out to be, in practice, "Bad-Places," the evil and oppressive consequences of someone else's utopian dream.

We will read and assess a series of nightmare fictions against the backdrop of the nightmarish realities of the twentieth century.

Reading List:

Thomas More, Utopia
Yevgeny Zamyatin, We
Fritz Lang, Metropolis [film]
Aldous Huxley, Brave New World

Instructor(s): Robert Gorsch
Email: rgorsch@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 4 and ENG 5/108, SEM 001/102
Course Fee: 10

Credits: 1

JAN 113 - Finding Our Voices/Hearing Others': Discovering Common Ground Across Differences

Upper division
Full credit

In-Person
MTuThF, 12:00 PM - 2:35 PM

This course is designed to prepare students to create components for and facilitate workshops among their peers on "difficult dialogue" topics - such as racism, sexism, classism, etc. Students who complete this course will be equipped with practical, experiential hands-on training, and skills to challenge prejudice and discrimination, through finding their own voices, as well as listening closely to the voices of others. We will focus on the creation and facilitation of dialogue workshops with an eye toward appreciating, valuing, and learning across differences. The skills learned in this course will also enable us to create dialogues about a variety of issues in the contexts of our lives, both personal and professional, and to live and work successfully and civilly in a diverse world.

Core Designations: American Diversity and The Common Good

Instructor(s): Legacy Lee & Sarah Beth Dempsey
Email: lr12@stmarys-ca.edu, sdd4@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None - However, entry level JCL, Ethnic Studies and/or WAGs courses are very useful.

Course Fee: 50

Credits: 1

JAN 114 - Fences / Neighbors: Art & Literature of the US - Mexico Border

Upper division
Full credit
In-Person
MTuThF, 12:00 PM - 2:35 PM

For decades, and particularly since the implementation of NAFTA and the policy of "prevention through deterrence" in the early 90's, the United States - Mexico border has erupted as a hotbed of violence, militarization, and political theater along the three thousand miles which separate these two nations. Simultaneously, waves of artists, writers, journalists, and filmmakers from the region and from afar, have produced (and continue to produce) critical and creative work which interrogates and criticizes the practices and theories supporting this physical border and the concept of borders in general. This class is an investigation of both the political and artistic history of the borderlands as well as an in-depth look at current affairs and issues which affect the

populations not only of the US or Mexico, but the entire diaspora of forced migration throughout South and Central America and worldwide.

Core Designation: Global Perspectives

Instructor(s): Patrick Newson
Email: pjn2@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 4
Course Fee: 40

Credits: 1

JAN 115 - Exploring Fairy Tales

Upper division
Full credit
In-Person
MTuThF, 12:00 PM - 2:35 PM

Everyone is familiar with fairy tales, but few have taken the time to look at them closely. Investigation reveals these tales to be imaginative creations of surprising richness and cultural significance. In this course, we will explore fairy tales through scholarly approaches practiced by folklorists. Among other approaches, we will consider fairy tales as materials for performance; as entities with specific histories that can be traced across history and geography; as complex structural constructs; as manifestations of fundamental psychological fears, needs, and desires; as cultural artifacts that convey specific understandings of class and gender; and as works of oral literature. The exploration will be conducted through readings of tales and folklore scholarship; daily writing assignments in which students will compare and contrast tales and reflect upon the scholarly texts associated with them; and in-class analysis and discussion of tales and scholarly approaches.

Instructor(s): Steve Tillis
Email: stillis@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: SEM 002/102 or ENG 5/108 or by permission of the instructor
Course Fee: 40

Credits: 1

JAN 116 - Perspectives on Tourism: Myths and Realities

Upper division
Full credit
In-Person

MTuThF, 12:00 PM - 2:35 PM

Tourism is the largest industry in the world and its pursuit intersects with today's most pressing environmental, economic, and cultural issues. In this course, we will consider the social, political, economic, emotional, and environmental effects of tourism on both the guests (tourists) and hosts (people in the place being visited).

Together we will examine questions such as: Why do people travel? How do they choose the places they visit? What impact does tourism have on the places visited? What is it like to live in a locale dominated by tourism? What are the power dynamics in host/guest relationships?

Students will research a local tourist attraction and an international tourist destination of their choice and present this research to the class. We will learn about the theoretical underpinnings of tourism research, read about tourism in the news, look at the relationship between tourism and the arts (visual, written, performing) and participate in a class field trip where we will be tourists together.

Instructor(s): Cynthia Van Gilder
Email: cvangild@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENGL-005 OR ENGL-108 AND ANTH-001, or ANTH-005, or ES-001, or SOC-002, SOC-004, WAGS-001 OR by Permission of Instructor
Course Fee: 150

Credits: 1

JAN 117 - The Wild Women of Memoir

Upper division
Full credit

In-Person

MTuWTh, 12:00 PM - 2:35 PM

As Isabel Allende put it, "Most male authors want to look good in their memoirs and have a place in posterity, while most women know that posterity is what happens when you no longer care." In this class we will be reading about women who, in effect, "no longer cared" and created groundbreaking memoirs that created a stir by bending genres, exploring forbidden sexuality, breaking gender roles or otherwise challenging the status quo.

The structure of the class is two-fold: we'll first read memoir and discuss craft issues the work raises and then attempt to mimic a writer's particular style through in-class freewrites, and three Short Assignments. Your most successful piece will be expanded into one longer Final Assignment.

We'll start halfway through the 20th century, reading shorter works by Grace Paley, Tilly Olsen, excerpts from Maya Angelou's *I Know Why the Caged Bird Sings* and Maxine Hong Kingston's seminal *Woman Warrior*. More contemporary works include Lidia Yunkovich's *The Chronology of Water*, shorter works like Sarah Manguso's *The Guardians* and Maggie Nelson's *Bluets*, along with essays by Roxane Gay, JoAnn Beard, Abigail Thomas, Rebecca Solnit and Isabel Allende. Craft-wise, we'll analyze how these writers turn their experiences into page-turners, the eternal debate between truth versus what David Sedaris calls "true-ish" details, and the pros and cons of sharing the most intimate details of one's physical and mental lives versus a more distanced narrative approach. Excerpts from Mary Karr's *The Art of Memoir* will serve as a guide to both analyzing and writing personal essays.

Guest speaker: Gina Frangello, author of the memoir *Blow Your House Down*, and four novels.

This is a rigorous class for those who love reading and writing.

Trigger warning: descriptions of sexual violence, psychological abuse and explicit sex scenes.

Instructor(s): Joanne Furio

Email: jf14@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 5/108

Course Fee: 15

Credits: 1

JAN 119 - There's Always a Lighthouse: The Case For Literary Merit in Video Games

Upper division
Full credit
In-Person
MTuWTh, 6:00 PM - 8:35 PM

It all started with a plumber named Mario. Since the dawn of arcades in the late 1970s, the world has developed a fascination with video games. This interactive medium transformed the way people interacted with computers, and their market value caused them to evolve steadily from a simple, mindless objective of jumping over blocks, to a complex, character-driven narrative that challenged the player not just in skill, but often on a deeper and more emotional level. Games like BioShock, Red Dead Redemption, The Elder Scrolls: Skyrim, and Dragon Age offered players massive, sweeping narratives to influence and become immersed in. Video games inspired a new direction for storytelling. But what makes these stories different from all the other stories we have read over the course of history? Can we compare "The Last of Us" to Mary Shelley's Frankenstein, or Cormac McCarthy's The Road? Better yet, should we? In this class, we will explore the evolution of story in video games by examining some of the most compelling games in the medium. We will draw parallels between "classic" interpretations of literature and modern video games that are breaking new ground in storytelling. We will also trace the evolution of key characteristics of storytelling, like character development, motivation, and gender roles. Gaming continues to evolve and make its case as a valid art form in a world still skeptical of its merits. In this class, we will work to support that case.

Instructor(s): Erin-Clare FitzPatrick
Email: ef3@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 05/108 and SEM 001/102 or by permission of Instructor
Course Fee: 100

Credits: 1

JAN 120 - Capoeira: The Brazilian Art of Resistance

Upper division
Full credit
In-Person
MTuWTh 9:00 AM - 11:45 AM

This course will give students an understanding of Capoeira, a Brazilian martial Martial Art that disguises itself as a dance form. Capoeira was developed as a "fight" and a form of resistance by enslaved Africans in Brazil during the 16th Century and still lives on through many rodas around the world today. As far as the theoretical portion of this

course, students will learn Brazilian history, but more specifically, Afro Brazilian history and culture, as well as the terminology for the basic Capoeira movements: the kicks, dodges, the songs, and so forth. Another aspect of this course will be the actual learning of the movements and the Capoeira Circle, or "game" (jogo), which is popularly known as the "fight" with a local Capoeira Instructor - In other words, students will have daily Capoeira lessons. Students should approach this course as a Cultural investigation into the historical and cultural roots of Capoeira, as well as a Physical Activity beginner course, therefore previous martial arts or dance experience is not necessary or required.

Capoeira is ultimately a Brazilian art form that combines elements of martial arts, dance, and music. Practitioners of the "sport" are often referred to as "fighters that dance" or "dancers that fight". While it is essentially a martial art that uses movements closely associated with Karate, (such as the kicks), the practice of capoeira focuses on being able to improvise movements with a partner keeping a constant flow and actually avoiding contact, while still feigning it. So there is no touching in Capoeira. In Capoeira Circles, the equivalent of sparring is called "playing", as partners are usually testing each other's skills and creating a "dialogue" through movements while avoiding actual harm. During this beginner Capoeira Course, students will develop these skills, which require body and space awareness, movement, strategy, and harmony. Additionally, by the end of the semester, students will also have the opportunity to make their own "Berimbau" - the Brazilian musical instrument typically played during Capoeira Rodas.

Instructor(s): Samantha Nogueira Joyce
Email: snj2@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 335

Credits: 1

JAN 121 - Introduction to Green Chemistry

Upper division
Full credit
In-Person
MTuWTh, 10:00 AM - 12:35 PM

Green Chemistry is the design of chemical products and processes that reduce or eliminate the generation of hazardous substances. This course will navigate the history behind the green chemistry movement and its twelve principles, how to evaluate reactions and processes using green chemistry metrics, and the impact of green chemistry in our scientific mindset.

Instructor(s): Elizabeth Valentin
Email: emv14@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: CHEM 8, or permission from the instructor.
Course Fee: 50

Credits: 1

JAN 122 - Eco-Drama for Young Audiences: Theatre and Environmental Literacy

Upper division

Full credit

M-Th, 1-4 pm, with a variable schedule for week four (performance week)

Students enrolled in this course will work on a theatre project designed to bring theatre, music, movement, and environmental literacy to schoolchildren in the East Bay. Students enrolled in the class as performers and crew members will have the opportunity to experience theatrical collaboration and to create awareness about ecology and sustainability through drama. Level of experience and interests will determine a given student's role. Those interested in performance will work on acting, singing, movement and choreography, puppetry, and/or music performance. Those who are interested in the technical aspects of theater will work on producing, lighting, sound, costumes, videography, editing, and publicity. The culmination of the course will be several live performances for visiting schoolchildren in the final week of Jan Term. Course participants will also create and lead enrichment workshops for their young audience members on basic concepts of environmental literacy. Students in this course will work on an original script, titled Earthchild and the Waking Up, a mythic story of a young person becoming aware of the ecological crisis and summoning the will to take action.

Core Designations: Creative Practice, Community Engagement, and The Common Good.

Instructor(s): Daniel Larlham & Danielle Ferguson
Email: dl15@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 50

Credits: 1

JAN 123 - A Lasallian Education for All: Universal Design of Learning in Secondary Schools

Upper division

Full credit

In-Person

TuTh 4:15 PM - 6:45 PM | Additional 10 hours will be spent at the school site.

This course offers students from any major the opportunity to explore the field of education from administration, leadership, athletics, counseling and various content areas in the secondary setting. The guiding principles for this course are derived from Universal Design for Learning. Students will learn about the structures of running a school, experience building relationships with adolescents, and understand what it means to create an inclusive classroom environment where all students can learn no matter their unique learning challenges.

In addition to weekly fieldwork at a local middle or high school, students meet to discuss their experiences, respond to readings, and produce a culminating project.

Instructor(s): Alta "Joy" Broughton

Email: ajb2@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: 5

Credits: 1

JAN 125 - Understanding Jazz Essentials: Ragtime to Bebop

Upper division

Full credit

Remote

MTuThF, 9:15 AM - 11:50 AM

This course will lead listeners through a chronological survey of major styles and artists in American jazz from the mid-nineteenth century to the 1960s, tracing the relationship between the music and the historical context that gave birth to this art form. In addition to attending class lectures, students will purchase and access electronic reading and listening materials from *Jazz: Essential Listening*, 2nd ed. (Deveaux & Giddins), which includes a comprehensive playlist, interactive listening guides, and jazz elements tutorials. Coursework will also provide skills in "how to listen to jazz" by helping students define and recognize primary musical elements and learn how to recognize individual instrumentation. Special attention will be given to important figures in the history of jazz

such as Bessie Smith, Louis Armstrong, Duke Ellington, Dizzy Gillespie, Charlie Parker, John Coltrane, and Miles Davis, in addition to influential vocalists such as Billie Holiday, Ella Fitzgerald, and Sarah Vaughan. We will also be investigating the link between jazz and social justice, tracing significant contributions to Civil Rights by jazz musicians. In a final, collaborative project, students will compose and share with the class a small-group Google slides presentation on a historically pivotal jazz musician (to be assigned). My goals are to help students increase their understanding, appreciation, and enjoyment of this great American art form, to sharpen students' listening skills and their ability to communicate clearly and intelligently about music, and to draw connections between the historical legacy of jazz and what continues to evolve from and within the jazz idiom in music today. Note: This course will be conducted online. If in-person field trips are acceptable and appropriate, student outings to hear live jazz may be integrated into the course curriculum.

Instructor(s): Victoria "Torbie" Phillips

Email: vphillip@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: Some music background is desirable, but not required

Course Fee: None

Credits: 1

JAN 126 - Story Telling In a Digital World

Upper division

Full credit

Remote

MTuThF, 9:15am to 11:50am

We make sense of life and our world through telling our stories and listening to others' stories. In this experiential course, we will craft, tell and listen to the personal stories of participants, as a way for them to learn to create compelling and effective narratives. We will participate in improv theater exercises, watch data-driven stories and use personal and public data sets to conduct research on topics of interest to the participants, in order to produce four distinct personal stories, one per week of the course. Students will learn various techniques and tools to select and present stories visually, using images, text, video, and narrative. The course requires self-learning of technology and software packages such as iMovie, WeVideo, Canva, Powtoon, etc. This is a creative one, requiring self-discipline and the ability to structure your work to deliver quality stories in a timely manner. You will leave the course with a portfolio of 4 digital stories, each with a different purpose - a descriptive story, a perspective i.e. an opinion piece, a data-based argument story, and a final project based on your choice of topic and format.

Instructor(s): Jyoti Bachani
Email: jb19@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: Good computer skills including Powerpoint, Excel, photo-editing, and iMovie.

Course Fee: 50

Credits: 1

JAN 127 - The Evolution & Role of Cacao in the Food, Drug & Beauty Industries

Upper division

Full credit

Remote

MTuWTh, 2:45 PM - 5:20 PM

Are you a chocolate enthusiast? Would you like to deepen your knowledge of chocolate, develop your tasting palate and practice pairing it with other foods, drinks, and ingredients with confidence? While chocolate is often associated with decadent Valentine's Day confections as well as with a cozy winter beverage, cacao is far more culturally complex than its contemporary media depictions. From its origins in Mesoamerica as a sacred drink or the "food of the gods", to its contemporary uses in the food, cosmetic and pharmaceutical industries, *Theobroma cacao* affects contemporary life in more ways than the average consumer knows.

In this course, we will study chocolate history from Mesoamerica to its contemporary global presence exploring its relationships to religion, economics, medicine, and beauty. We will specifically delve into the contemporary food industry's relationship to cacao and chocolate as well as cacao's relationship to the beauty industry (globally worth \$700+ billion) which advertises a healthy look but fails to publicize that its products can toxify the human body harming consumer health and the planet.

We will examine and experiment with alternatives to unhealthy foods and products through our readings and class workshops. There will be in-class chocolate tastings of cacao components, chocolates, and confections while focusing on local, organic, non-GMO, and fair-trade products whenever possible. We will actively avoid high fructose corn syrup, harmful ingredients, and well-known commercial brands. In addition to chocolate tastings, we will explore topics including nutrition and personal health from a holistic perspective as well as the FDA's role in the food and personal care industries.

Students will learn how to mold chocolates, use chocolate confectionery equipment, and how to make chocolate from scratch as well as experiment with edible projects such as

nut butter cups, fondue, hot chocolate, chocolate tea, pecan caramel turtles, candy bars, peppermint bark, flavored chocolate, chocolate chip cookies, and baked goods. Non-edible projects will include personal care products using cacao butter, cacao powder, and/or chocolate essential oil, and other kitchen ingredients such as moisturizer, lip balm, deodorant, essential oil perfume, and more!

At the end of this course, you will have not only satisfied your chocolate curiosity, learned how to savor chocolate, and how to use cacao in various ways, but you will also have gained an awareness of cacao's larger historical and contemporary role in culture, economy and the planet's well-being.

PLEASE NOTE: Food inclusivity, as well as allergy consciousness, will be a topic covered therefore the course is appropriate for all eating styles from vegan to paleo. While foods and ingredients will be gluten-free, students who tolerate gluten will be able to use the concepts learned in class.

Instructor(s): Filomena Borges
Email: fborges@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 5/108 & SEM 002/102

Course Fee: 150

Credits: 1

JAN 128 - Creative Geniuses or Hard Workers: Innovation Insights from South Korea

Upper division

Full credit

Remote

MTuWTh, 6:00 PM - 8:35 PM

South Korea is currently ranked as one of the world's most innovative countries, beating out countries like Japan and the USA (<https://www.bloomberg.com/news/articles/2021-02-03/south-korea-leads-world-in-innovation-u-s-drops-out-of-top-10>).

This Course, "Creative Geniuses or Hard Workers: Innovation Insights from South Korea", is designed to raise awareness of the culture of Creativity and Innovation in South Korea. Special attention is placed on what makes Korean culture so innovative - are they highly creative people or is it rooted in a hardworking Asian culture? As nations increasingly aim to become "creative economies" (Florida, 2002), we look at the role of national culture in Korea's best-known creative industries, namely electronics, beauty, and entertainment, to more deeply understand the local and global business contexts that

have made companies like Samsung, Hyundai, Paris Baguette and BTS, some of the most innovative in the world. We will also compare and contrast Korea and other nations (China, Japan and USA) on innovation, to better understand how national systems of innovation are created.

Core Designation: Global Perspectives

Instructor(s): Xiaotian Zhang & Yung-Jae Lee
Email: xz4@stmays-ca.edu

Prerequisites & Notes

Prerequisites: ENG 5/108 and SEM 002/102
Course Fee: 200

Credits: 1

JAN 129 - The Science of Happiness and Well-Being

Upper division
Full credit
Remote
MTH, 6:15 PM -9:30 PM

In this class, you will learn about research-based techniques for increasing happiness and well-being. The course features lectures, in-class discussions and opportunities to share what you have learned from your weekly assignments. There will be readings and videos assigned as well as homework. However, the majority of time outside of class will be spent carrying out a variety of happiness exercises and reflecting upon the effects of your experiences in written assignments. There will also be opportunities to discuss and share what you learn with others in the class.

One technique for increasing happiness that we will explore in this class is freestyle dancing. So, you can expect dance breaks during class. You don't have to be a good dancer. You just need to get off your chair and move with the music.

Instructor(s): Michal Strahilevitz
Email: ms9@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 0

Credits: 1

JAN 130 - The Science of Cooking

Upper division

Full credit

Remote

TWTH, 5:00 PM - 8:30 PM

Cooking represents one of the earliest forms of scientific inquiry. Through curious observation, followed by careful and repeated experimentation, our recipes have evolved over hundreds of years. But what is the science behind cooking? What molecular changes drive culinary successes (or failures)?

In this course, we will reflect on past culinary traditions and critically evaluate the ethical, legal, biological, and political ramifications of current agricultural transformations. We then learn about the science of cooking and apply it while we design and create our own meals through inquiry-driven, hands-on experimentation. We will capitalize on our interdisciplinary understanding of culinary science to shape a new vision of cooking and eating, thereby strengthening our present and future roles as nurturing family members, responsible community members, thoughtful consumers, and productive citizens.

All students who harbor a genuine enthusiasm for the science of cooking are welcome. A basic understanding of cooking practices is recommended.

Instructor(s): Neeraj "Jay" Chugh

Email: nchugh@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None

Course Fee: None. Students will need to purchase equipment and perishable items in order to cook during the course.

Credits: 1

JAN 132 - STEM Education for a More Just World

Upper division

Full credit

Hybrid

TuTh 11 AM-3 PM

"This course engages a sociohistorical analysis of inequities in U.S. K-12 STEM education alongside the struggle to make STEM education more equitable and just. We begin by exploring our own K-12 STEM schooling experiences in relation to our intersecting social identities, acknowledging that how we interrogate our lived experiences shape our perspectives on schooling. We will center on issues of power, access, and agency in STEM education, examining the historical and present-day status quo of STEM education. We will read and analyze a variety of critical and culturally relevant lessons, units, and projects in STEM education that explicitly strive to challenge inequities and empower students as change agents. Together, we will envision STEM classrooms as humanizing, inclusive spaces by visiting local classrooms and meeting STEM teachers. Furthermore, we will examine strategies for family and community engagement in STEM learning. Finally, we will investigate current efforts around the country to make education more equitable and just, particularly the work of teacher-activists shaping STEM education. At the end of the course, as blossoming STEM education scholars and future professionals (whether that be in a STEM industry, medicine, teaching, etc.), students of the class will be able to formulate a theory of change for how K-12 STEM education can be more equitable and just."

Core Designation: Community Engagement

This course includes in-classroom experience outside of the class meeting time.

Instructor(s): Mary Raygoza and Vidya Chandrasekaran
Email: mcr13@stmarys-ca.edu, vc5@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 5/108

Course fee: 10

Credits: 1

JAN 135 - The African-American Experience Through Films

Upper division

Full credit

In-Person

MTuWTh, 4:00 PM - 6:35 PM

Historical and contemporary representations of African Americans in film can often present contradictions and controversies. From D.W. Griffith's *The Birth of a Nation* to Ryan Coogler's *Black Panther*, African American identity in films has been formed and fractured both by the complicated historical perspectives both within and outside the African American community. Also contributing to these often-time problematic representations, are those in control of the larger industrial-creative system of Hollywood/American filmmaking. This class will discuss all aspects of representation including actors, producers, directors, marketing strategies, & corporate sponsorship.

This course is an exploration of the history and consequences surrounding images of African Americans in American cinema. Through shared inquiry, applied learning, foundational readings, the viewing of feature-length films, and insightful and lively class discussions, you will understand, critique, and come to your own perceptions of what constitutes valid, positive or negative media representations. As such, you will grapple with questions like What are the origins of stereotypical depictions and biased representations? And how have they changed over time? What do films that depict African Americas say about the state of race relations at this time or at the time of their production? How have African American depictions impacted cultural, economic, social, and political thought? What are some intended and unintended consequences of depicting a cultural group in the current manner?

Core Designation: American Diversity

Instructor(s): Calvin Monroe
Email: ctm7@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: SEM 001 or SEM 102, ENG 4
Course Fee: 20

Credits: 1

JAN 136 - Sex and Politics in Iranian Cinema

Upper Division

Full Credit

Hybrid

MTuWTh, 9:15 AM - 11:50 AM

What if the fundamentals of democracy as they are known to you were shaken by new rules and regulations that challenged freedom of expression? This course explores this often taken-for-granted human right in the light of the moving image and in the context of Iranian cinema after the 1979 revolution -one that has been praised internationally since the onset of the New Wave movement marked by Dariush Mehrjoui's *Gav*.

In *Sex and Politics in Iranian Cinema*, students will be able to engage in critical thinking skills, make connections to the world, to Iranian culture, broaden their world perspectives and engage in an end-of-course collaborative and creative project writing, crafting and filming a scene for a final showcase. The outcome of this course can be used in their portfolio to either apply to film school or future job-seeking efforts in media and advertising, if so desired.

Additionally, students interested in integrating languages other than English (particularly Persian on this course), are welcome to do so and even use subtitles in their final project.

Core Designation: Global Perspectives

Instructor: Anahita Ghazi Bayat

Email: ag15@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: TBA

Course Fee: 0

Credits: 1

January Term - Travel

JAN 171 - Culture and Coral Reefs in Sri Lanka

Upper division

Full credit

Travel

Students in this course will initially examine the history and culture and land environments of Sri Lanka by traveling over the course of 18 days to locations of special interest around this beautiful and diverse island nation. We will visit, sacred and historical sites, a major festival, ancient cities, locations of importance to the economy and three national parks. Each national park has amazing biodiversity, including, wild

elephants, leopards, and so much more. The last week we will explore the lovely coral reefs off the northwest coast of Sri Lanka. Divers will get 1st preference to enter the class because diving is the best way to truly understand reef life, but snorklers will be allowed. We will return to Saint Mary's and share our new insights with the SMC community.

Instructor(s): Carla Bossard
Email: cbossard@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: Any college level course in science, sociology, history, anthropology, mathematics or permission of instructor.
Course Fee: 4050

Credits: 1

JAN 174 - Lasallian Service Internship I (Local)

Upper division
Full credit
Travel (Local)

Lasallian Service Internship - LSI - has been a tradition at Saint Mary's College since 1985. The goal of the course is to provide opportunities for students to engage reflectively with organizations that directly serve economically poor and marginalized populations, actively participate in community with each other and their assigned organization, and explore these experiences through the lens of the Lasallian tradition and faith/spirituality.

Each student enrolled in the LSI I course is matched with one of several local organizations (including a preschool, middle schools, a high school, a senior center, free dining room, and social service agencies), and prepares for their engagement experience through 1-2 orientations in the fall, and a week of class meetings and assignments the first week of Jan Term. A one day group immersion experience may be included in that first week.

For the remaining three weeks of Jan Term, students spend approximately 30-35 hours per week at their assigned organization. Students meet at least weekly with their on-site supervisor, complete weekly readings and reflections, and meet as a group once a week for a potluck dinner and discussion. A final paper captures students' experiences and significant learnings connecting the course content with those experiences.

Core Designations: Community Engagement & The Common Good

Instructor(s): Carrie Davis
Email: cak6@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: None
Course Fee: 180 (No deposit is required)

Credits: 1

JAN 175 - Positive Psychology of Scandinavia

Upper division
Full credit
Travel

This course is designed to explore the research methods, principles, techniques, and theories of Positive Psychology as they apply to the tasks and strategies of life in Denmark and Sweden. Scandinavian countries are consistently ranked as the happiest countries in the world. The focus of this course will be to discover what it is about these societies that lead their citizens to be so happy. Two themes will guide our activities: (1) the general principles of positive psychology and (2) cultural differences in their application. In examining the food, culture, architecture, business practices and daily life in these countries, we will explore the basis for their very high life satisfaction ratings, as well as examine current societal challenges taking place in Denmark and Sweden in order to consider the ways in which a happy place does not equate to a perfect place. Activities will include an exploration of "Hygge," the Danish concept of "coziness/contentment" and "arbejdsglæde," the Scandinavian concept of happiness at work. We will also travel north of the arctic circle to experience the darkness of Swedish winter and the winter sports and activities that are integral to it. We will also experience awe at the stark natural beauty of the region. Weather permitting, we will also see the Northern Lights from one of the best vantage points in the world.

Instructor(s): Emily Hause & Makenzie O'Neil
Email: eh1@stmarys-ca.edu, mjo6@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 005/108
Course Fee: 4800

Credits: 1

JAN 176 - Ancient Greek Athletics: Gael Odyssey

Upper division
Full credit
Travel

Sport occupies an undeniably serious place in the modern world. Consider the importance of football to Brazilians, ice hockey to Canadians, and rugby to New Zealanders. These contemporary sporting phenomena clearly transcend the category of simple physical contests. Anthropologist Clifford Geertz labels this type of human activity "deep play" and asserts that it reveals a great deal about its host culture. In the United States, the World Series and Super Bowl are considered among the most "American" of occasions, are deeply meaningful for their participants, and communicate much about our national beliefs and values. The mass and widespread appeal of sport is obvious: the Tour de France and Wimbledon are essentially French and English affairs but annually attract hundreds of millions of television viewers from around the world who have never seriously competed in either sport nor visited the United Kingdom or France. A select few sporting events have assumed the mantle of global festival. The summer Olympics seem especially important: once every four years many thousands of elite athletes who have devoted their lives to a sport gather for a short, intense period of competition that commands the rapt attention of billions of people from Australia to Zambia.

Investigating why sport resonates so deeply with so many people and exploring what it reveals about its host cultures will be at the core of this January Term travel course. Our attempt to fully understand this compelling and complex phenomenon requires us to trace it back to its beginnings as a highly organized social institution. Thus, our focus will be on the sportive activity imbedded in the ancient culture of Greece. We will journey to the Mediterranean Basin to examine in situ the heroic athletics of the Hellenes. We seek more than the results of competitions concluded over two millennia ago: our aim is to know why the Greeks were so passionate about their sport and expended so much time, physical and emotional energy, and money upon it.

During this travel course we seek to bring to life events that occurred as many as 3000 years ago and at the end of our journey we should have a response to Homer's question: "What greater glory attends a man, while he's alive, than what he wins with his racing feet and striving hands?" (Odyssey, Book VIII, line 170) and know why we modern humans are so drawn to our own sport spectacles.

Instructor(s): Deane Lamont
Email: dlamont@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: Attendance at a pre-registration meeting in September and two later fall informational meetings, Completed Seminar 1 and 2 or Seminar 102 (by the end of Fall 2022), proof of a current passport (through August 2023), Initial work during the fall semester

Course Fee: 4600

Credits: 1

JAN 177 - History of Science: London and Paris

Upper division

Full credit

Travel

This course presents the history of science (from Copernicus to the late 20th century) and includes travel to London and Paris to visit many sites related to science and its history. The readings mostly focus on the history of science, while the on-campus classes will focus on the history of science. In other words, the readings give a popular account of the history of science for a lay audience, and the class periods will delve into the relevant scientific concepts. While visiting London and Paris we will see many places and artifacts important to the history of science.

Instructor(s): Mark Lingwood

Email: mdl4@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: SEM 00/102, ENG 5/108, College science course (or strong high school science course) or Permission of Instructor

Course Fee: 3650

Credits: 1

JAN 178 - Endangered Australia: Wildlife and Culture

Upper division

Full credit

Travel

Australia is one of the most important nations on Earth for biodiversity, as it is home to more species than any other developed country. Most of Australia's wildlife is found nowhere else in the world, making its conservation even more important. Sadly, however, Australia is facing an extinction crisis. It has the planet's worst mammal extinction rate and a high proportion of their surviving animals and plants (over 1,700 species) are listed as endangered! To add to the pressures on the wildlife and environment, Australia has recently suffered a trifecta of the worst wildfires in its recorded history, making efforts to assist with wildlife conservation even more critical.

Over the centuries, Indigenous Australians (Aboriginals) have suffered a similar fate as the wildlife. They have been brutally mistreated and forced out of their native lands where they had lived for millennia. Currently, however, a quiet revolution is growing where Aboriginals are fighting to preserve their culture and the natural environment through work with conservation programs throughout the country. This symbiotic relationship is helping bring Aboriginals back to their native lands while playing a critical role in the wildlife conservation movement.

The mission of this course is to survey and participate in Australian wildlife conservation efforts and to develop an understanding of the relationship it shares with Aboriginal culture. We will visit and volunteer with several community-based wildlife conservation programs, Aboriginal sites, and national parks in order to gain a first-hand appreciation of the relationship between these two cultures and to contribute to their success. Conservation professionals, scientists, and Aboriginal leaders will provide us first-hand education on the effects that habitat damage, over-exploitation, pollution, invasive species, and climate change are having on native species and ecosystems.

Core Designation: Global Perspectives and Community Engagement

Instructor(s): Derek Marks
Email: dwm1@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: One or more courses in environmental science (EES), biology (BIO), anthropology (ANTH) or, attendance at an informational meeting (details below), and permission of the instructor.

Course Fee: 5600

Credits: 1

JAN 179 - Religion and Culture in India

Upper division
Full credit
Travel

India's long and rich history of religious diversity is both well known and highly complex. During our month in India, we'll study a host of religious traditions (Hinduism, Islam, Buddhism, Sikhism, Jainism, Parsi, and Christianity) within a wide variety of their historical and cultural settings. Our study will examine both individual traditions and the complex history of their interaction. We'll also examine how religions interact with

political, social, and economic systems as well as look at examples of religious pluralism in historic and contemporary settings. Finally, we'll study some educational institutions and policies that shape an Indian outlook.

Our study will take us from some of the world's largest metropolises-Mumbai (aka Bombay) and New Delhi-to remote Himalayan villages-McLeod Ganj-to cities, towns, and villages in between. In Mumbai we'll study Parsis with their dramatic Towers of Silence, which are used in lieu of burial or cremation. Our travels will also lead us to south western India, to the relaxed coastal setting of Goa, a state heavily influenced by 15th century Catholic Portuguese settlers, to investigate the forms of Christianity spawned by these colonists and their interaction with Indian religious and cultural forces. And, we'll have the opportunity to see the "incorruptible body" of Saint Francis Xavier (1506-1552, co-founder of the Jesuit order) whose remains are on display in a glass coffin in the Basilica of Bom Jesus in Old Goa.

Our study will also take us north to investigate exquisite examples of Islamic Mogul architecture and religious syncretism, seen most dramatically in the Taj Mahal in Agra, as well as in striking examples in a number of Rajasthani cities. We'll also enjoy a camel ride in the desert and a leopard safari and overnight stay in the Jawai nature preserve, visiting Jawai, India. In New Delhi, we'll tour the famous Islamic mosque, the Jama Masjid, as well as the vast Hindu Swami Narayan temple complex, and include stops at important sites in the life of Mahatma Gandhi. An investigation of Tibetan Buddhism in "Little Lhasa" (home of the Tibetan Government in Exile) located in the hill station of McLeod Ganj in the foothills of the Himalayas and a visit Sikhism's Golden Temple in Amritsar will round out our stay in the far north.

Our trip east includes Varanasi (aka "Benares"), Hinduism's most sacred city, which will provide the opportunity for a boat ride on the sacred river Ganges and a visit to Bodhgaya (the site at which the historical Buddha is said to have realized the true nature of reality and won enlightenment) as well as a number of other important Buddhist pilgrimage sites.

We'll move between extremes not only in religious and cultural configurations but also in terms of geography and climate as well. Please note that the itinerary is tentative and locations are subject to change. This trip is recommended for hearty travelers with intrepid curiosity and a real sense of adventure.

Core Designation: Global Perspectives

Instructor(s): Norris Palmer
Email: npalmer@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: Successful completion of a college-level course in theology or religious studies. English 005/108

Course Fee: 4600

Credits: 1

JAN 180 - Decadence in Venice

Upper division

Full credit

Travel

We will try to understand decadence, and why Venice was a symbol for decadence, from a number of angles. We will try to understand cultural aspects of Venice through works of visual art and literature that made it a symbol of decadence, as well as consider the physical decay of Venice and its place in today's environmental crisis. Finally, we will look at how Venice is looking to become a better city by limiting tourist decadence.

In the novel *Death in Venice*, Thomas Mann suggested the oppressive problem of decadence for modern culture. What Mann called decadence at the beginning of the 20th century has perhaps become normal life for us today, such that we are no longer aware of modern decadence as a falling away from anything. Can we recover this awareness? What is "decadence", and is there a way to find meaning in the midst of a decadent culture, or is it really something to avoid? And why is Venice the symbol for decadence?

It is understandable that Mann chose Venice as the setting for his book. After Venice's empire began to slip away in the 1400's, the city has been forever sinking and its elegant buildings rotting. Its decadence has long been part of its appeal. Since the days of the grand tour (16th-19th century), a lady or a gentleman from Northern Europe on their way to get an education in Rome would make sure to stop in Venice, as much for its loose living as for its scenery. Its foggy canals, courtesans, and gothic shadows made it the passionate, romantic alternative to classical harmony and clarity. Its un-classical art was typified by a hazy picturesque or by excessive, voluptuous color. As the enlightenment gained ground, Venice was an escape. Once a center for rationalism, liberty, and commerce, it became the city of sentimentalism and idleness. In the early 20th century its elegant cafes became the place for modernists to reflect on the incoherence they detected in European humanism. Venice continues to be the world capital of contemporary art.

At the same time, Venice has always also been in physical decline. The salty moisture in the air, and the annual flooding known as *acqua alta* eats away at the buildings as the city slowly falls ever deeper into the sea. This year its submerged piazzas called attention to

rising sea levels across the globe. Despite desperate attempts to save it, Venice lives on borrowed time. The coronavirus essentially shut down Venice's tourist business and brought to the fore new questions. Why did Venetians (or anyone) want hordes of tourists rushing through their city? Might the city not be a better place if they could get rid of cruise ships and crowds of people taking selfies in front of gondolas? Could they survive without it?

We will study our theme through a combination of (1) seminars on three classic texts, plus one opera, and a major recent book in urban studies (the readings are short so as to allow us time to see Venice), (2) excursions with preparatory lectures that explore the art, architecture, history and culture of Venice, (3) exploration of the lagoon of Venice and its natural environs by boat. We will explore both Venice and Padua, as well as some islands in the lagoon.

Instructor(s): Gabriel Pihás & Br. Charles Hilken
Email: gdp2@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: By permission of instructor
Course Fee: 4875

Credits: 1

JAN 181 - Engaging Christian Art: France and Italy

Upper division
Full credit
Travel

What shape should a church have, and how should it be decorated? What symbols or scenes from the Bible would you feature, and how would you portray Jesus? What do your answers to these questions say about your understanding of Jesus and theology? Attempting to answer these questions will take us deep into the study of Christian art and situate you as dialogue partners with some of the world's most famous artists.

In this course we will study buildings, paintings, and sculptures in Italy that artists over the centuries have created to embody their understanding of the Christian faith. We'll situate the works in various eras of art and architecture, ask what they reveal about how the artists understood the gospel, and consider the influence of these works on our understanding of the Christian faith.

Our primary "texts" will include some of the most famous churches and museums in the world: the Basilica of St. Francis in Assisi, the Uffizi in Florence, St. Peter's and the Sistine Chapel in Vatican City, and the Borghese Galleries in Rome. We will go from studying the earliest Christian art in the catacombs to the beginnings of the Italian

Renaissance in Assisi in Florence, to the High Renaissance masterpieces of Michelangelo and Raphael, to the flowering of the Baroque in Rome. We will also spend days studying the art and cathedrals in the wonderful medieval cities of Siena and Orvieto.

Interested? Come to the information sessions and learn more about what it is like to explore these cities - including sampling their gastronomical delights and perhaps trying our hands at making some pasta dishes too.

Instructor(s): Tom Poundstone
Email: tpoundst@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: Grade of B or higher in either TRS 097 or TRS 189, attendance at pre-registration meeting; Permission of Instructor
Course Fee: 4900

Credits: 1

JAN 182 - Globalized Mexico

Upper division
Full credit
Travel

In this course, students will analyze changes that have occurred in Mexico that have put in doubt the national project initiated by the Mexican Revolution as they travel to visit famous archeological sites such as Teotihuacan, the colonial cities of Puebla and Taxco as well as the postmodern metropolis of Mexico City, where students will visit the Museums of Anthropology, National History, and Frida Kahlo. The base city is Cuernavaca where students will attend classes at Universidad Internacional Monday through Friday from 10:00 am to 2:00 pm. During the first two hours of each day, Prof. Ramirez will lead seminar-type discussions in English. We will discuss the post-revolutionary politics that helped to define the national project and its nationalism that created a Mexican identity that had its heyday during the mid-twentieth century and has lately been transformed by the forces of globalization in both in urban and rural areas.

We will specifically focus on Mexican identity during the NAFTA years; the cultural transformation of rural communities, in particular traditional indigenous groups. From 12:00 p.m. to 2:00 p.m. all students will attend language courses according to their level. Once a week, students volunteer at a nearby school where they will work with indigenous children. With the exception of two afternoon trips, excursions will take place on weekends. All students will be housed in pairs with Mexican families who provide room and board. Four meetings scheduled prior to leaving on the trip are considered part of the course.

Reading List:

- Christina A. Sue, "Land of the Cosmic Race: Race Mixture, Racism, and Blackness in Mexico"
- Jorge Castañeda, "Mañana Forever: Mexico and the Mexicans"
- Nestor García Canclini, "Citizens and Consumers: Globalization and Multicultural Conflicts"

Instructor(s): Alvaro Ramirez
Email: aramirez@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: Students who enroll in this course must be in good academic standing at the time of enrollment. First-year students are ineligible for this course.

Course Fee: 2550

Credits: 1

JAN 183 - Spain: Identities Evolving through Art, Architecture and Culture

Upper division
Full credit
Travel

The course is a travel course through Spain. We explore the question of cultural identity-- and how it changes-- through the study of history, art, and architecture. We visit about 10 cities and do walking tours, trips to museums, and trips to architectural sites (buildings, churches, etc.). We will have discussions about what we see and experience, and discuss concepts of cultural identity. Is there such a thing as a national identity? How is it determined? Can it change?

Spain is a very vibrant country, with centuries of different cultures that have come and left their imprint, beginning with the Greeks and Romans and up through the 20th century. It is a country known for its rich and varied history, its magnificent art and architecture, and also for its active atmosphere and cultural past-times, from food to dance to sports to music. We will be getting a taste of all of this as we study it!

Instructor(s): Molly Metherd & Maria Luisa Ruiz
Email: mmetherd@stmarys-ca.edu, mlruiz@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 005/108, SEM 002/102

Course Fee: 4800 (approximate)

Credits: 1

JAN 184 - The Web of Life on the Island of the Gods: Nature and Culture in Bali

Upper division

Full credit

Travel

This course studies the nexus of nature and culture in Bali, where the two realms overlap, mirror, and infuse each other in intriguing ways to sustain people and their environments alike. We'll survey the interconnections emerging from Bali's holistic metaphysics, manifest in effigies of the goddess Dewi Sri that punctuate the island's famous rice terraces; in religious beliefs about spirits animating the landscape; in a sacred cave; in shadow puppet performances that bring daily experiences into conversation with ancient myths; in complex irrigation works managed ingeniously by subaks, organizations overseen by priests; and in musical forms inspired by the wildlife of the island. Magic mediates between people and nature in Bali, but we'll learn how the island's rapid yet inflected modernization is (incompletely) replacing the mysterious with modern science and economics. We'll attend throughout to the challenges and opportunities created by tourism. Students will blog and journal their intellectual and emotional responses during the course.

Talks by local experts in religion, ecology, food, the arts, and shamanism will augment lectures and readings. Performances, rituals, ceremonies, discussions with farmers, hikes through riparian corridors and agroecosystems, and a visit to Bali's national park, including rainforests and two snorkeling trips, will ground our understandings. We'll settle in five locations: a retreat near Tampaksiring; a peaceful high mountain valley of Sideman; the mountain village of Munduk, known for its performing arts and cocoa, coffee, and clove plantations; the seaside town of Pemuteran, near Bali's national park and major coral reefs; and Ubud, an artistic and cultural center. We'll tour East Bali Poverty Project's village sites. The trip will include significant walking and hiking, up to 6-8 miles on peak days. Participants must be willing to tolerate hot tropical weather and occasional physically uncomfortable conditions.

This course also presents a special opportunity this year: By luck, both Balinese high holidays of Galungan and Kuningan will take place during our trip, providing an opportunity to witness these major celebrations, which only occasionally take place during January because they rotate throughout the year.

Core Designation: Global Perspectives and The Common Good.

Instructor(s): Ken Worthy & Becca Brunner

Email: kaw9@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: (a) experience studying a foreign language or culture OR (b) significant prior international travel experience

Course Fee: 3775

Credits: 1

JAN 185 - The Place of the University: Oxford

Upper division

Full credit

Travel

As more and more of life moves online, contemporary higher education faces an important, live question: what is the purpose and meaning of place? This phenomenon could be addressed as related to work (why have offices?), to the homelessness crisis (what is a home?), but as we at Saint Mary's are all gathered around the particular place of our College we will study this problem as it relates to higher education. Is the physical nature of higher education-its buildings, human proximity to fellow students and professors, etc. essential to the goals of higher education, or of secondary importance and consideration? To investigate this topic we will read from "self educated" authors and authors who emerge from traditional institutions. Most of our research will focus on a single case study: the University of Oxford.

Oxford is one of the oldest Universities in the world, in continuous operation since the eleventh century. Across disciplines, Oxford boasts leading thinkers who have made historic impact. Could these leaders have emerged just as well from the local public library, or from a basement with a high-speed wifi connection? By reading about the history of higher education in Oxford, influential works by eminent Oxford scholars, educational theorists, and studying the city and the more than 40 individual Colleges, we will hope to answer these timely questions. It is our hope that these learnings will guide us even as we return to the place of our own College and homes and future jobs, concerning why these physical places exist, their enduring importance today, and how we can better engage there together.

Instructor(s): Colin Redemer & Gary Vanderpol

Email: Cr6@stmarys-ca.edu

Prerequisites & Notes

Prerequisites: ENG 005 (B or better), SEM 002 or 102 and 103 (B or better). At least one of: AH 190, or AH 193, or ART 176 or ATC 117, or ATC 180 or PHIL 111 course (B or better) or by or permission of instructor. And to have filled out a google form questionnaire which asks students to read a poem and reflect on it, talk about the liberal arts relative to the material arts, and think about a building.
Course Fee: 4200

Credits: 1

JAN 186 - Puerto Rico Se Levanta: Direct Hurricane Relief

In September 2022, Hurricane Fiona struck the island of Puerto Rico, though that population was still reeling from the impact of Hurricane Maria in 2017. A group of students from SMC joined post-Maria relief efforts in January of 2019, helping to rebuild parts of the island that had not yet received support or aid.

This January, a new group of students will return to some of those communities and will add new sites to our work in direct hurricane relief, including mucking/clearing/gutting homes, restoring greenspaces and natural areas, and rebuilding wherever we can identify sites that are ready for that activity. Throughout our stay, we will document our experiences through journaling, photography, videography, and blogging.

This course is considered a domestic travel course so it is open to all class levels (including first year students). We will hold informational meetings this week on Wednesday (11/2) and Thursday (11/3) evenings at 7pm by Zoom. Next week there will be an additional info meeting on Monday (11/7) at 7pm. Registration and full payment (\$2550) will need to occur by next Friday, November 11, and our first preparatory retreat will be that weekend (11/12-13).

If you are currently registered in a travel course for Jan Term, you may not switch to this course. If you are currently registered in an on-campus course, you may switch to this travel course. The course involves an application procedure that will be explained in the informational meetings, so if you are interested, be sure to attend a meeting or reach out directly to Professor Anderson.

Instructors: Shawny Anderson & Jesse Wheeler

Email: sanderso@stmarys-ca.edu.

Prerequisites & Notes

Prerequisites: ENGL 004 or 004C or their equivalents

Course Fee: \$2250

Credits: 1