

# Catalog Home

## Welcome to January Term 2025

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.

**Registration for Jan Term on-campus, remote, and hybrid courses will be held on Mon, Oct 7 through Thurs, Oct 10.** Questions regarding registration should be directed to the Registrar's Office at 925.631.4214 or [regoff@stmarys-ca.edu](mailto:regoff@stmarys-ca.edu).

### Please note:

- Courses are listed as in-person or remote, or hybrid. Hybrid courses will require meetings on campus.
- Courses are listed as 1 CU or 3 CU, and levels 100, 200, 300, and 400 (travel courses).
- All first-year students must enroll in a 100-level JAN class and 100-level JAN classes are open to first-year students only.
- 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](mailto: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

### 100 Level (1 Unit)

#### CORE 125 - Introduction to Laboratory Practicum in the Sciences

**Type:** In-Person

**Course Meeting Days & Times:** TTH 1:00 PM - 5:00 PM

**Instructor(s):** Burke, Valerie

**Email:** vab1@stmarys-ca.edu

**Fee:** \$0

**Course Description:** This course is intended for transfer students who have fulfilled the science lecture coursework at another institution but are missing the lab requirement. This application-based science lab course teaches students the foundations of gathering and analysis of empirical data on a topic of natural and physical science. Students will learn how to draw a valid conclusion based on basic experimental research.

#### **Prerequisites & Notes**

This course is only open to transfer students who have completed the lecture portion of the Science requirement in the Core.

Permission of the instructor is required to register.

Credits: 1-CU

### 100 Level (3 Units)

#### JAN 100 - African American Art and Cultural Expression

**Modality:** Remote

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting dates if not specified here.

**Course Materials Fee:** None

**Instructor(s):** King, Jeannine

**Email:** jmking@stmarys-ca.edu

Carrie Mae Weems. Bessie Smith. Spike Lee. Dance Theater of Harlem. Def Poetry Jam. Kendrick Lamar.

This course will provide an introduction to African-American cultural expression in music, drama, art, dance and film. We will explore these genres with attention to historical context and modern references to the past. Some of the issues explored will include: art as an expression of freedom and social justice, authenticity and "selling out," trauma, redemption, beauty and joy.

This course will be fully remote.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 101 - Atlantis and Aliens: Examining History's Biggest Hoaxes, Myths, and Pseudoscientific Claims**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting dates if not specified here.

**Course Materials Fee:** \$75

**Instructor(s):** White, Laura

**Email:** lgw4@stmarys-ca.edu

This course aims to develop critical thinking skills by scrutinizing fantastic or extraordinary scientific claims and fact(oids) across a broad spectrum of media, which includes movies, books, documentaries, social media and the internet. During the class, we will practice skeptically identifying and criticizing outlandish claims regarding ancient cultures, fanciful archaeological finds, and implausible anthropology, including topics such as ancient aliens, lost civilizations, Atlantis, giants, mummy curses, and more! Through this process, we will learn how to look for ulterior motivations and hidden stakeholders behind seemingly silly stories about human history, and we will gain the skills needed to identify and refute bad science, misleading assertions, outright hoaxes, and pseudoscientific claims, both in science and in everyday life.

**Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 102 - Beyond #Cottagecore: Self-Sufficiency as a Sustainable Lifestyle**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students Only

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting dates if not specified here.

**Course Materials Fee:** \$20

**Instructor(s):** Vital, Sarah

**Email:** svital@stmarys-ca.edu

Homesteaders. Preppers. DIYers. #Cottagecore. Many names and many different-- sometimes even questionable-- motivation, but these trends have the same thing in common: a back-to-basic focus on self-sufficiency. In this class, we will survey the various economic, environmental, social, and personal benefits and concerns of self-sufficiency lifestyles. Through diverse readings and robust discussions, we follow how these lifestyles, and the traditional skills inherent in them, can be a means towards personal satisfaction, environmental sustainability, and social equity and justice. A weekly in-class group workshop will allow learning and practicing some very basic traditional skills, such as sewing, mending, gardening, and baking. The final class project will be a poster and oral presentation on a traditional craft of choice.

### **Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 103 - Check All That Apply: Being Multiracial and Multiethnic in the US**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Hirst, Ynez Wilson

**Email:** yhirst@stmarys-ca.edu

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).

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.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 104 - Coding is Fun!**

**Modality:** Remote

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 2:45pm - 5:25pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Margitay-Becht, András

**Email:** am17@stmarys-ca.edu

This course is aimed at students who have no experience in programming but would like to get a quick introduction to the field. This course introduces students to the basics of programming, algorithm development, and computational thinking. These are essential skills for a 21st-century professional life and can complement a student's training in other disciplines. Some students may also continue to pursue further study using a CS or DS minor, CS certificate, etc.

Programming is a highly creative activity that can be rather fulfilling, but the stigma surrounding it can scare people away. This course focuses 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.

The course will be offered in a Synchronous Online modality

**Prerequisites & Notes**

**NOT having taken CS-102; NOT having taken CS-121**

Credits: 3-CU

**JAN 106 - Designing the Quest Board Game: Heroes, Heroines, Healers**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$15

**Instructor(s):** Gearhart-Utchen, Jenyth

**Email:** jjg13@stmarys-ca.edu

In this 100% in-person course, we will read quest narratives and create board games based on hero's, heroine's, and healer's journey plot archetypes. Part reading, part writing, and part manufacturing, this interdisciplinary course encourages students to synthesize patterns of thinking and play as they contend with collaborative and competitive game forms. If you are curious how one may translate the Hero's Journey into a game of skill or chance or thrones, this

course is for you. If you wonder how the Heroine resolves feminine seduction and betrayal to overcome obstacles, you should study with us. If you're questioning how play might help a protagonist heal their painful circumstances and become whole, try creating a board game using healing tokens and tiles to aid the protagonist across the finish line.

**Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 107 - Energy Sustainability: Build Passive Solar Home**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$70

**Instructor(s):** LaGatta, Alexandra

**Email:** abl4@stmarys-ca.edu

This is a really fun in-person class where you learn all about energy supply and then use that knowledge to build a model of an energy-efficient home! You will learn why energy efficiency is one of the easiest and most powerful tools we have to combat climate change, environmental destruction, and inflation. We investigate the fossil fuel industry, renewables, and learn the tenets of passive solar design. The class then divides into teams and each team designs and builds a model of their vision of an energy-efficient, passive solar home.

A passive solar home is a comfortable home that gets at least part of its heating, cooling, and lighting energy from the sun. 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.

Come be a part of a team, harness your creativity, and build some magic!

**Prerequisites & Notes**

Must have completed a mathematics course at Saint Mary's, or have Placement Level C

Credits: 3-CU

## **JAN 108 - Experiencing Museums**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$185

**Instructor(s):** Spero, Susan

**Email:** sbs9@stmarys-ca.edu

Museums reflect a community's culture and are places for lifelong learning. In this class you will spend over half of J-Term in local museums exploring exhibitions and talking with museum staff. Through class discussions and written reflection, you will develop your museum literacy skills and improve your visual intelligence. As a part of the course you will compose weekly reflections and participate in class discussions where you can muse and ask questions. For

the main assignment, you will design a museum trip itinerary for a selected U.S. city using the frameworks about museum experience presented throughout the term. Experiencing Museums will expose you to a wide range of cultural offerings within museum world which in turn will give you the confidence to approach museum exhibitions anywhere.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 109 - Experiments in Stop Motion Animation & Video**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$5

**Instructor(s):** Rourke, Jeremy

**Email:** jfr5@stmarys-ca.edu

In this dynamic on-campus course, you will create a series of stop motion animation and video projects. There will be numerous in-class projects, both individual and collaborative, using the campus as our inspiration, studio, and set. You will learn to use a variety of video editing tools (transitions, masks, green screen) and animated forms (claymation, paper cutout, pixilation) to explore the moving image as a unique form of communication. You will learn to use iMovie and Stop Motion Studio to facilitate your creative process. You will also survey a range of contemporary filmmakers and animators to inform and inspire your own creative work.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 110 - Hamilton, Waitress, and Rent Oh My! Deconstructing the Broadway Musical**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 2:45pm - 5:25pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$25

**Instructor(s):** Montesinos, Sixto

**Email:** sfm5@stmarys-ca.edu

This 3-unit 100-level Jan Term course delves into the intricacies of the Broadway musical genre through a comprehensive analysis of three iconic shows: "Hamilton," "Waitress," and "Rent." Students will explore the historical, cultural, and artistic dimensions of these iconic musicals, developing a nuanced understanding of their impact on the theatrical landscape.

**Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 111 - Hands-on STEM Exploration for the Science Inspired**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Pesavento, Jim

**Email:** jjp6@stmarys-ca.edu

This course is intended for first-year students who are inspired by science, yet are currently undecided as to whether a STEM major is right for them. This class aims to highlight the relevance of introductory course content, provide hands-on (in-person) experience, and see the interconnectedness of the STEM disciplines. For instance, topics and hands-on laboratory experiments draw from biology, mathematics, biochemistry and earth and environmental science. With input from the class, the course instructors will facilitate the generation of a hypothesis from a research project in the aforementioned fields, design a set of experiments that attempts to answer the hypothesis, and then analyze the data collected from each experiment.

**Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 113 - Introduction to Magic**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$100

**Instructor(s):** Noquez, Tori

**Email:** vln1@stmarys-ca.edu

Students will learn tricks from several branches of magic such as close-up magic (cards, coins), parlour magic (ropes rings), and mentalism (mind reading). We will cover some basic performance theory as well as the history of famous magicians and various magical effects, and there will be guest speakers/performers visiting the class. The course will culminate with final performances where students will present an act to their classmates.

Beyond her career as a mathematician, Professor Noquez has been performing magic professionally for over a decade. Described by The New York Times as a "math professor by day, conjurer by night," she has shared her magic all over the country and her act has been featured on national television. She is very excited to be bringing her expertise to this Jan Term course!

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 114 - Japanese in the Bay Area: Culture, History, and Language**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$30

**Instructor(s):** Uehara, Naoko

**Email:** nuehara@stmarys-ca.edu

Ramen, Manga, Anime, Shohei Ohtani, J-Pop and more! Japanese culture has long been part of your life and continues to grow in global popularity. We can experience Japan without the long plane flight!

Our own Bay Area is blessed with rich links to Japan. The course includes excursions to two Japantowns, of the three remaining in the US. SF Japantown is the oldest, the largest and we'll walk the historical record and order authentic cuisine in Japanese. In San Jose Japantown, we will visit The Japanese American Museum for the WWII incarceration exhibit, as well as Japanese book and art stores. Learn enough language to communicate during travel or study abroad and deepen your connection to Japanese culture.

Also, students will experience the taste of culture as well. Daily tasting of Japanese snacks and on Tasting Tuesdays unique foods like natto (fermented soybeans), umeboshi (pickled plums), and at least four different kinds of Japanese teas.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 116 - Sports Writing: The "I" in Team**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$30.00

**Instructor(s):** Volmer, Mary

**Email:** mvolmer@stmarys-ca.edu

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 rewards of 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, campus, 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 and more in our reading, in our writing, and in our discussions. Our goal is to gain a broader understanding of the place of sport in our own lives and in our society.

#### **Prerequisites & Notes**

None

Credits: 3-CU

### **JAN 117 - Taylor Swift as Mirrorball: Reflections of Ourselves & Culture**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Noble, Megan

**Email:** [mjn6@stmarys-ca.edu](mailto:mjn6@stmarys-ca.edu)

"Taylor Swift as Mirrorball: Reflections of Ourselves & Culture" is a course that analyzes how the Nashville-raised artist and icon operates as a temperature gauge for the culture at large. Contrary to what Swift implies on her 2022 release, *Midnights*, the reason why so many fade, but she's "still here" is not a phenomenon that can be solely attributed to 'karma.' Together, we'll think critically about the nuances of what Swift represents in our culture by analyzing her relationship to girlhood, whiteness, feminism, and fandom. We will learn how to read and analyze critical theory, cultural criticism, music journalism, and personal essays in multimedia forms. To aid our discoveries, we will research, write, and generate three distinct products of different genres - mirroring the genre literacy and shifts of Swift herself. Our class will be a community of writers and thinkers. Through the workshop, we will participate in a lot of thinking, reading, writing, rewriting, listening, and discussing with one another. Lastly, familiarity with Swift's music is preferred, but not required.

#### **Prerequisites & Notes**

None

Credits: 3-CU

### **JAN 119 - The Art of Race**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$25.00

**Instructor(s):** Meneses, Rashaan

**Email:** rm7@stmarys-ca.edu

How do writers and artists such as Danez Smith, Judy Baca, 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.

#### **Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 120 - The Case for Literary Merit in Video Games**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 6:00pm - 8:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$100

**Instructor(s):** FitzPatrick, Clare

**Email:** ef3@stmarys-ca.edu

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 in-person 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.

#### **Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 122 - Time and Time-Timekeeping**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Hamm, Elizabeth

**Email:** elizabeth.hamm@stmarys-ca.edu

In this course we will explore how time is and has been measured, how have different time-reckoning technologies have shaped the human experience of time, and what are we measuring when we measure time. Drawing on historical, philosophical, and creative explorations of time, we will begin by studying some of the most intuitive ways time is reckoned: day-and-night periods, lunar periods, and solar periods. We will examine the history of time-measurement and particular technologies such as sundials, clepsydra, calendars, astrolabes, and early mechanical clocks. Different time-reckoning technologies had varied effects on society and we will explore the impact of these technologies both historically and today. Additionally, we will engage with philosophical discussions about time by Aristotle, Augustine, and Newton. Finally, we will study a few special topics in the history of timekeeping, such as the role of time-measurement in the industrial revolution, the use of timepieces in the eighteenth century to solve the "longitude problem", and historical and contemporary debates around daylight savings time. Along the way, we will think about how we each personally understand and experience time. At different points in the term, students will be asked to keep a quantitative time journal, a qualitative time journal, and participate in a "clock fast," where they will avoid time-pieces altogether and reflect on their experience. This class will meet in person.

### **Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 124 - Welcome to the Atomic Age!**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Harter, Wayne

Email: wharter@stmarys-ca.edu

In this course, we study events in the years 1945-1962, a time when expert predictions by scientists and celebrated public figures were reported on the nightly news and became a staple feature of popular monthly magazines. What must it have been like to live when fantastic inventions and new adventures, when staggering achievements in health and happiness were said to be just around the corner?

A short 17 years after the Atomic Future began, however, the "new light on the frontier" was looking more like the fire of an all-consuming holocaust. The final, insane ambition of Dr. Strangelove.

The course is taught in the mode of seminar. Careful analysis and discussion of things Americans read in weekly

magazines, watched on TV and at the cinema, listened to on radio, and imagined through popular art provides us insight to living the wild hopes and terrible fears of the Atomic Age!

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 125 - West African Dance, Drumming, and Culture**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$25

**Instructor(s):** Ackah, Paul

**Email:** packah@stmarys-ca.edu

This course introduces students to Ghana through dance, music, food, and celebrations. Students will learn about the music, history of dance, culture, etiquette, and traditions important to the Ghanaian people. First, students will learn the necessary skills and understanding for an appreciation of the artistic, athletic, and social qualities of dance. Next, they will learn the rhythms that accompany specific movements, and we will learn to accompany each other when dancing. Finally, we will learn the aspects of community, family and respect that are inherent in Ghanaian culture. We will end the term with a community celebration of our dancing and drumming.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 126 - Writing and Publishing a Romance Novel**

**Modality:** In-person

**Level:** Lower Division (100 Level): For First-Year Students ONLY

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$20

**Instructor(s):** Ahlfeldt, Rebecca

**Email:** raa12@stmarys-ca.edu

Many people aspire to write a novel, but few actually meet their goal. In this course, students will begin a romance novel and revise this beginning for submission or self-publication. To do this, we'll explore the genre and the structure of romance novels, read and analyze popular romance novels, watch movies and interview, and discuss other romance-related texts. The in-class activities are specifically designed to help students build their "writing muscles" and improve their focus. By the end of this course, students will complete and polish the first three chapters of a romance novel, a query letter, and a book synopsis. Each student will leave this class with a personal roadmap to finishing their book as well as a list of avenues for publication, according to their goals.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 128 - Can Comedy Save Our Democracy? Understanding and Making Comedy News**

**Modality:** Hybrid

*This means some class sessions will be entirely in-person or entirely on Zoom. Students must be on campus for in-person sessions.*

**Level:** Lower Division (100 Level)

**Course Times:** 12:00 PM -2:40 PM

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$35

**Instructor(s):** Dailey, Keli

**Email:** kld5@stmarys-ca.edu

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.

Course learning outcomes:

- Describe the influence of comedians at the intersections of art and activism and from diverse groups to political engagement worldwide.
- Interpret the intersection of comedy and social justice in the U.S. and abroad.
- Create works of topical and informative comedy that punches up!

**Prerequisites & Notes**

None

Credits: 3-CU

**200 Level (3 Units)****JAN 200 - Banned in the USA: Books Some Consider Too Dangerous to Read**

**Modality:** In-person

**Level:** Lower Division (200 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$20

**Instructor(s):** Furio, Joanne  
**Email:** jf14@stmarys-ca.edu

Book banning is nothing new. Books have been banned in ancient Rome and Egypt, in Nazi Germany and in the U.S. before it was even a country. But recent events and the subsequent culture wars they've created have led to the banning of books at an unprecedented rate, more than 3,000 per school year, according to PEN America. The most challenged books are written by or about people of color or a member of the LGBTQIA+ community.

In this in-person class we'll look into book banning's history and newly enacted state laws, as well as a landmark 1982 U.S. Supreme Court case on the legalities of bans. We'll also read books that have been deemed dangerous enough to be pulled from library shelves: the YA book *The Hate You Give* by Angie Thomas; graphic novels *Gender Queer* by Maia Kobabe and *Flamer* by Mike Curato; classics like Tony Morrison's *The Bluest Eye* and Ray Bradbury's dystopian novel on banning books, *Fahrenheit 451*; and myriad picture books we'll examine in class.

#### **Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 202 - Choice: Can Video Games Teach Empathy?**

**Modality:** In-person

**Level:** Lower Division (200 Level)

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** See below

**IMPORTANT NOTE:** Since not all games are available on all consoles, you will need either a Windows computer (not a Mac) or a Playstation 4 or 5 to play all three games. *Students will be responsible for purchasing the games on their own.*

**Instructor(s):** Lee, Aaron

**Email:** atl8@stmarys-ca.edu

Choose carefully. This action will have consequences. Storytelling is constantly evolving, taking the form of oral storytelling, writing, drama, films, and, most recently, video games. Each medium can convey a story in a specialized way. Modern video games offer a characteristic that no other medium has been able to provide: the ability of player choice. With choice, the player influences the outcome. The player becomes both a participant and an author. Narrative-based games center on this feature: there is no "game-over" screen or opportunity to try again with these games. Instead, players witness the consequences of their actions and choices, providing a unique experience for every player. These games place you in the shoes of a complete character--e.g., a Latino teenager on the run from the police ("*Life is Strange 2*"), a group of students desperately trying to survive based on incomplete information ("*The Quarry*") or an android who gains sentience and wants to be human ("*Detroit: Become Human*"). The player is not a blank avatar. In this class, we explore whether narrative-based games can effectively allow players to feel the experiences and emotions of individuals with unique life experiences unlike their own. Together, we will play through these three narrative-based games and use readings from psychology, sociology, neuroscience, and the video game industry to understand whether games can effectively teach empathy. By exploring smaller games in class, through discussion, writing, and presentations, we will determine what role choice-based video games can and should play in our lives.

#### **Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 203 - Climate Change and Carbon Sequestration**

**Modality:** In-person

**Level:** Lower Division (200 Level)

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$10

**Instructor(s):** Croft, Gregory

**Email:** gdc1@stmarys-ca.edu

Climate change has been described as the greatest challenge facing humanity. It has also been described as a hoax. Which is it? This course will look at the evidence in the context of climate variations since the last glacial maximum, about 20,000 years ago. We will also look at the history of fossil fuel use and deforestation and at the modeling approaches used to forecast climate change.

The Intergovernmental Panel on Climate Change states that major efforts will be required on alternative energy, nuclear power, and carbon sequestration to mitigate human carbon emissions. All three of these approaches will be discussed, but most of the second half of the course will be devoted to carbon sequestration. This rapidly growing field remains controversial because its critics claim that it is simply a way to continue using fossil fuels. This criticism will be debated in class. We will examine the potential of forestry, carbon dioxide injection, and mineralization to store large volumes of carbon.

**NOTE:** This is a science class. Although there are no prerequisites, students are expected to be interested in science and use their knowledge of it in class discussions.

### **Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 204 - Devising Defiance: An Introduction to Devised Performance for Social Change**

**Modality:** In-person

**Level:** Lower Division (200 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$15

**Instructor(s):** Davis, Shannon R.

**Email:** srd16@stmarys-ca.edu

"Devised theatre" is a process of creating a performance collaboratively. This devising course is designed to provide students from all backgrounds with the basic principles of creating a performance communally with the intent of furthering social change. Including, but not limited to: creative community building, making inspirational imagery, improvised movement and speech, collaborative scene building, and devised dialogue basics. Students will accomplish

this through analysis of Ursula K Le Guin's *The Ones Who Walk Away from Omelas*, intuitive movement, vocal and acting exercises, and practical integration of our source material. This class builds upon the foundation of the Stanislavski acting system, and delves into a myriad of culturally-specific devising methods including Theatre of the Oppressed. Through exploration and interrogation of these systems, using a range of modalities, students will engage and explore work from a rich diversity of genres, styles, and backgrounds that go into devising an original performance piece.

Any student from any department can devise artwork for the stage in this class. Mediums typically included in a devised performance: dance, movement, song, sound, monologues, dialogue, poetry, performance art, physical artwork, video, mixed media, interactive experience, etc.

#### **Prerequisites & Notes**

None

Credits: 3-CU

### **JAN 205 - Screenwriting: Core Elements & Writing Your 1st Act**

**Modality:** Hybrid (Wednesdays will be online)

**Level:** Lower Division (200 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Manning, Chase

**Email:** cm23@stmarys-ca.edu

Film. Movies. Cinema. Literature. Yes, film is literature. Someone had to write the screenplay, the words that the actors speak, after all. And film is literature worth studying. In this course, you will not only study the written screenplays behind several films, but you will also transfer what you learn from these scripts to your own creative work.

Reading and writing are inseparable. Throughout this course, you will get practice doing both. You will read and analyze produced screenplays (some of which have won Academy Awards) and write the first act of your own screenplay. And to take it a step further, Ernest Hemingway once said, "The only kind of writing is rewriting." So you will be conducting peer review workshops and rewriting your work based on the feedback you receive.

Coursework will consist of reading our class textbook, short reading responses to the assigned screenplays, writing a film review; an individual presentation (your movie pitch); and peer review work. The culmination of the term will be the production of a first act of a screenplay.

Classes themselves will vary between lectures, group work, and seminar-style discussions.

#### **Prerequisites & Notes**

None

Credits: 3-CU

### **JAN 206 - Stories of the Universe**

**Modality:** In-person

**Level:** Lower Division (200 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$60

**Instructor(s):** Hughes, Sheila Hassell

**Email:** smh21@stmarys-ca.edu

What does it mean to be human in the 21st Century, and what will it mean a few decades from now, as rapidly shifting technologies impact every aspect of our lives and consciousness? How can we make sense of our place in the world, and gain a deep sense of purpose and direction, when we can't even keep up with what is happening around and to us? This crux, what has been called the "techno-social dilemma," presents a profound challenge, but it's one we have resources to help us address.

This course is framed by the ancient and quintessentially human practice of storytelling as a means for finding meaning, purpose, and direction in a world of uncertainty. We will consider three particular kinds of cosmic stories: (1) ancient creation and origin stories from different cultural and religious traditions; (2) scientific narratives about earthly and human origins that, along with rapid technological change, have challenged those ancient narratives; and (3) a third story offered by some scientists and thinkers today as an attempt to reconcile these conflicts through a "third story of the universe"-one that finds purpose and hope in evolution, and specifically, the evolution of human consciousness. In all this, we will be invited to explore our own existing, emerging, or potential sources of meaning, purpose, and direction in a rapidly changing world, where the very question of what it means to be human, and the value of the human, is in radical question.

#### **Prerequisites & Notes**

None

Credits: 3-CU

## **300 Level (3 Units)**

### **CORE 311 - Identity, Power, Equity and Social Justice in the Bay Area (IPE)**

**Modality:** In-Person

**Level:** Upper Division (300 Level)

**CORE Designation:** IPE

**Course Times:** 2:45 PM - 5:25 PM

**Course Materials Fee:** None

**Instructor(s):** Manolo Callahan

**Email:** mc85@stmarys-ca.edu

Recently, Professor Laura Pulido remarked about the current moment, stating succinctly, "as we all know, the United States' racial formation is undergoing profound changes. On the one hand, awareness of white supremacy and antiracism is widespread. On the other hand, we are living through the latest chapter of white backlash, which routinely ensues after meaningful movement towards racial justice. The current backlash can be seen in physical attacks against antiracist activists; anti LGBTQ legislation; efforts to restrict voting rights; the mainstreaming of white nationalism; and declaring war on Critical Race Theory (CRT), to name but a few." This course intends to intervene in the current efforts mentioned above, from discussions to direct actions, that seek to better understand the profound changes racial (and gender) formation are undergoing. We will critically examine the current racial and gender regimes by focusing on three key areas of critical focus, namely identity, power, and equity within a context of struggle that will have as its

focus the Bay Area. Our primary goal for the course will be to engage these areas of struggle by engaging them as conceptual terrains, that is as sites of theoretical production. As is true of all theory, our goal in this instance will be to map inequality and injustice as a proposition, that is to change the condition to one of equity and justice.

**Prerequisites & Notes**

None

Credits: 3-CU

**CORE 320 - Film Music: Sounding the Screen and the Pursuit of the Extra-Narrative (GIP)**

**Modality:** In-Person

**Level:** Upper Division (300 Level)

**CORE Designation:** GIP

**Course Times:** 9:15am - 11:55am

**Course Materials Fee:** \$10

**Instructor(s):** Helena Michelson

**Email:** hm4@stmarys-ca.edu

Music lies at the heart of film. It can transcend, subvert, decenter, and refocus the film's narrative space. Yet, its potent presence is at once immediately noticeable and invisible. In this course we will focus on one of the most conspicuous yet often overlooked aspects of film -its accompanying music. Reading from diverse authors with a variety of perspectives and viewpoints, we will explore different approaches how music is used in film, the role it plays, and examine how music relates and interacts with other elements of the film such as dialogue and visual elements. Our focus will be an eclectic mix of films produced in the last four decades coming from Hollywood and the international world of cinema, particularly Bollywood. Musical experience is helpful, but not required. This is an in-person class.

**Prerequisites & Notes**

SEM 150 or SEM 327

Credits: 3-CU

**JAN 300 - "Nothing About Us Without Us"- Unpacking the History, Policy, and Cultural Implications of the Disability Community**

**Modality:** Remote

**Level:** Upper Division (300 Level)

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Tuberty, Sarah

**Email:** stuberty@twu.edu

"Nothing about us without us" became the resounding voice of the Disability Community in the 1990's as a rejection of the systemic oppression of disabled peoples. Come ready for this course with an idea of your future career field and an interest of deep self-reflection. We will use these as a contextual framework for understanding the history, policy, and cultural implications of being a part of the Disability Community in the United States. Disability is the single largest

minority group, and the only minority group that anyone can become a member of at any point in their life, yet the landmark civil rights legislation protecting this community was passed in 1990. Let's dive deep into disability themes and concepts, explore first person narratives, understand the intersection of being multiple minority communities, and challenge ourselves to critical analysis of our communities giving us tools to become agents of change and increase access within our communities.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 301 - Ancient Wisdom for Modern Times**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$140

**Instructor(s):** Subrahmanyam, Saroja

**Email:** ssubrahm@stmarys-ca.edu

In this course, students will learn about ancient teachings and practices from India that are still applicable to modern life. The yoga sutras of Patanjali and related mindfulness teachings as well as Ayurveda will form the basis for exploring how students can relate to different aspects of their personal, school and work lives. Yoga philosophy is unique in that it is a practical one, and outlines steps that for building a healthy physical, emotional, and spiritual life on a foundation of ethical principles. Buddhist mindfulness teachings have the same root as yoga but emphasizes the importance of awareness and being in the present moment. Together these philosophies are still applicable in many areas of our modern life.

Students will be introduced to the history, philosophy, and practice of these ancient teachings. Practical techniques arising from the philosophy that can be applied to the physical, emotional/ mental, spiritual, work, and financial aspects of one's life will be discussed. Students will have the opportunity to practice these and reflect upon them. The foundational practices will incorporate basic yoga poses, deep relaxation, breathing exercises, exercises for improving mental awareness, focus, and meditation, practice of ethical principles, reflection, and journaling of the experiences. Students will have the opportunity to deepen their mindful practice through a one-day silent retreat at an urban spiritual center in the last week. Attendance is required for this whole-day retreat.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 302 - Bay Area Social Justice Movements and Student Leadership**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$200

**Instructor(s):** Wise, Andrea  
**Email:** amw34@stmarys-ca.edu

Through the lenses of power, resistance, and identity, this course provides an introduction to American social movements from the 1950s to the present, with a particular focus on student activism and LGBTQ movements. The San Francisco Bay Area has been fertile ground for social justice movements for three generations. This is a discussion-based local travel and leadership course examining the unique role of Bay Area political structures and mobilizing institutions as the basis for diverse movements. We will examine questions that pertain to all protest movements (leadership, mobilization, organization, strategy, and consciousness), and students will have the opportunity to explore their own roles in creating change in community. Through our field trips, we will explore neighborhoods in the Bay Area and the nationally significant justice movements that emerged in those places.

We will be taking two trips during the class. Details about transportation, food, etc will be given during the second week of the class. We will visit San Francisco and the East Bay cities of Berkeley and Oakland on January 14th and 16th. Students must be available from 9AM to 5PM on each of those days.

#### **Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 304 - Capoeira Angola: A Liberatory Practice From Somatic Movement Approach**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

Course Materials Fee: \$30

**Instructor(s):** Altan, Nefertiti

**Email:** nca6@stmarys-ca.edu

Capoeira Angola is a cultural expression of African roots in Brazil that was/is a model of organizational resistance by Africans and their descendants against racist and repressive state violence naturalized through slavery. Through song, rhythm and improvised play, the form trains practitioners in not only the art of physical and spiritual self-defense, but also ritualizes ancestral memory, resistance and collectivity. Cultivated and propagated as a cultural practice by Mestre Pastinha in the 20th century, Capoeira Angola differs from Mestre Bimba's Capoeira Regional by having greater emphasis on characteristics such as play, elegance, sustained timing, unique style, trickery, and low-level proximity with the opponent and the ground.

Referencing the Bartenieff fundamentals framework, participants will learn basic movement vocabulary fundamental to the practice that can offer an Afro-Brazilian technique for artists to reference in their creative work outside of the euro-centric models. Students will be asked to explore variations in space, timing and effort in the execution of phrases, to then be shared as an improvisational exercise in pairs in the roda, or group circle at the end of each week. Students will be encouraged to respond to or call in each other's movements simultaneously or consecutively to generate a flowing space for improvisation and play. Classes end with a centering cool down, and reflections on the experience.

Capoeira Angola is an integrated cultural practice that involves singing and playing instruments along with the movement practices of those in the roda. Students will thus also learn the basic rhythms and techniques for playing instruments that are part of the capoeira universe, as well as the lyrics, contexts and call and response format of songs that have been passed down orally for generations. Movement classes will begin with a briefer centering practice, warm-up, as well as spatial awareness play so that students can continue experimenting with the steps/phrases. The roda will open up for students to share their explorations through improvisation, contact and play. Class will end with a

video or photo sharing of the practice in its Brazilian context, and close with a discussion about the student's experience with the dance form, and how it compared to what they saw in its context.

The seminar format will include discussion on the contextual reading given for the week and in-class listening and light practice of the musical form tied to the specific dance form. Class discussion will be organized around 3 main questions per week given on the first class of each week. Small and large group discussions will be mapped out using butcher paper or Miro the online brainstorm board software tool. Discussion points and questions can be paraphrased or given symbolic images. The idea is for each session to have a map from which all students can reference when returning to movement exploration and deeper class discussion.

#### **Prerequisites & Notes**

None

Credits: 3-CU

### **JAN 305 - Decoding the Subtext of Labels**

**Modality:** Remote

**Level:** Upper Division (300 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$125

**Instructor(s):** Borges, Filomena

**Email:** fborges@stmarys-ca.edu

Labels on everything from food to make-up / personal care products, from medicine to household cleaning products are billboards replete with information waiting to be digested. But have you ever asked yourself, "What do they really mean?" "What do their certifications tell us?" Have you ever pondered what sections like "nutrition facts" or "drug information" communicate to the consumer? And how does the consumer know what is safe or potentially harmful?

In this course, we will delve into these questions while exploring the intersections of the food, drug and personal care industries and their effects on both environmental and human health. We will examine what is healthy with a holistic lens based in biology and scientific inquiry while also learning practical life skills such as how to personalize a meal plan with food inclusivity in mind and how to make healthy versions of popular college foods, personal care products and household cleaning products.

While we will study many problems that affect all of us, we will also explore solutions and positive ways to address these issues so that you can feel empowered and invigorated with not only knowledge but also with tools to be part of the solution as we reflect on the idea that "[t]he environment is in us, not outside of us. The trees are our lungs, the rivers our bloodstream. We are all interconnected, and what you do to the environment ultimately you do to yourself."  
~ Ian Somerhalder

**PLEASE NOTE:** This course will include the topics of food inclusivity & allergy-consciousness. While foods will be gluten-free, students who tolerate gluten will be able to apply the concepts learned in class to foods that contain gluten. This course is appropriate for all eating styles from vegan to paleo. While this class is fully remote, we will have projects that are part of our in-class "food lab". Assignments for the latter will be submitted in photo form before (or while) you enjoy them.

**In-class projects:** ramen, pizza, desserts, breakfast & snack options as well as beverages.

**Demo recipes:** wholesome breakfasts, nourishing 1-pot meals, simple snacks & decadent desserts.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 306 - Digital Storytelling**

**Modality:** Remote

**Level:** Upper Division (300 Level)

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$30

**Instructor(s):** Bachani, Jyoti

**Email:** jb19@stmarys-ca.edu

We make sense of life and our world through telling our story and listening to other's stories. In this experiential course we will craft, tell and listen to 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 digital stories and use public data to conduct research on topics of interest to the participants, 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. They will learn to communicate information clearly and articulate their perspectives and research-based insights. Course requires self-learning of technology and software packages such as iMovie, WeVideo, Canva, Powtoon, etc. The course is a creative one, requiring self-discipline and ability to structure your work to deliver quality stories in a timely manner. You will leave the course with a sense of community with your peers, and 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.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 307 - Ecofeminism: Women, Land, and Resistance (EL)**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**CORE Designation:** EL

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$25

**Instructor(s):** Sbrogna, Kristen

**Email:** ksbrogna@gmail.com

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 will foster deep engagement with the land and the campus community, while students uncover their own ecofeminist ancestral food lineage and gain qualitative research practice in our cultural foods final project.

#### **Prerequisites & Notes**

None

Credits: 3-CU + 1-CU EL

### **JAN 308 - Fencing and Swords in History and Popular Culture**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$85

**Instructor(s):** Rigsby, Ellen/Thelen, Carl

**Email:** erigsby@stmarys-ca.edu

En Garde! Prepare to enter the world of D'Artagnan, Zorro, and Luke Skywalker.

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 the western tradition and through popular culture; fencing and race and gender in the US; 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 representations of fencing in movies. You will get training in fight choreography using Star Wars lightsabers, and perform a fight for the class. There's even a lesson about the relationship between fencing and communism. There will be a required field trip to observe a sword fighting practice with the Society for Creative Anachronism one Thursday after class in the evening. And through it all, you learn to fence. Athletes, please note this class will feel like an additional workout.

#### **Prerequisites & Notes**

None

Credits: 3-CU

### **JAN 309 - Finding the Human Place in Nature**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 2:45pm - 5:25pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$20

**Instructor(s):** Worthy, Kenneth

**Email:** kaw9@stmarys-ca.edu

The twenty-first century is afflicted by a dizzying array of human-caused environmental problems. The seas are rising and storms and wildfires are becoming fiercer due to global climate change, which also threatens global food security; species are going extinct at a thousand times the rate they normally would, and whole ecosystems such as coral reefs are dying in some places; nuclear disasters have made large swaths of places like Ukraine, Belarus, and Japan uninhabitable; freshwater supplies in many parts of the world are nearing critically low levels (wars over clean water may dwarf wars over oil); toxic chemicals inhabit our food and bodies; and precious topsoil, the substrate of most life, is being eroded at frightening rates. An alien observer might think that humans have lost their way and are headed toward planetary catastrophe. This course seeks to make sense of and respond to this predicament. First, we take an accelerated tour through world environmental history to understand the historical arcs that have culminated in global environmental crisis. Second, we consider lived alternatives-non-modern environmental interactions and thought-through ethnographic films and readings in comparative environmental ethics. Third, we survey modern alternatives embraced in various schools of contemporary environmental philosophy. Finally, each student composes a personal environmental ethic inspired and informed by ways that non-modern peoples and modern environmental theorists have thought about the human place in nature. The course includes field trips to study the water supply of the east bay and the impacts of the drought on it as well as the destinations of our wastes, along with some nature hiking. The course will be taught in-person for all class sessions.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 310 - Great Company or Great Stock? How to Make the Investment Connection**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Parlett, Stephen

**Email:** stparlett@gmail.com

In this course you will learn the skills to assess a company both in respect to what makes a company great financially and link that to determine if the company's stock is a good investment. In small groups, you will select a company and learn the skills to both assess the company's quality 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 course is taught by Stephen Parlett, CFA who was an Equity Analyst and Portfolio Manager for over 20 years at Montgomery Asset Management and Citadel. Stephen currently coaches the SMC Investment Group and CFA Challenge team. The course will include guest speakers from Stephen's network addressing the topic of what makes a company great and matching that with strategies to assess and invests in its stock.

**Prerequisites & Notes**

Accounting 1 or the online Financial Accounting Review course selected by the instructor.

<https://www.udemy.com/course/accounting-fsa-a-solid-foundation-for-a-career-in-finance/?couponCode=ST15MT100124B>

Credits: 3-CU

**JAN 311 - How Modernism Made Our World**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$23

**Instructor(s):** Arnold, Chad

**Email:** [carnold@stmarys-ca.edu](mailto:carnold@stmarys-ca.edu)

The serious upheavals in what would become evolutionary biology, psychology, cosmology, and global finance remarkably ushered in a whole host of artistic movements that arose in their wake in the early 20th century and it is this connective tissue that this course concerns itself with.

Furthermore, this aesthetic understanding and rendering of life has had a significant and lasting influence on our lives in the 21st century. This is what is now known as modernism. But what is 'modernism'? Aren't all ages and all times, modern? Yes, all ages are, in some sense, modern, and yet there is this period - roughly the years from 1880 to 1930 that was uniquely modern because it was a distinct break from all that came before. In other words, the age I am referring to was distinct from all other times because it took culture on a series of new courses and was not merely so because it was current.

This is an art class, and a class in culture, and a class in the history of ideas as they wiggle down through history. We will be watching some films and visiting SFMoMA and having conversations about the books for the course. The cultural shifts between 1880-1930 were seismic and continue to inform our age. And while this course will focus primarily on the artists and artworks of the early 20th century, we will also talk about how the notion of modernism has been carried forth. We will also discuss the cultural and intellectual aspects of the shifts they birthed.

We will also read some work from the late 20th and early 21st centuries, including an essay (The White Album, by Joan Didion, 1979) and a short story (Elliott Spencer, by George Saunders, 2019), and conclude the course by reading a play by the father of modernism, Euripides (Hecuba, 424 BCE). Among the central figures that initiated the shifts are Karl Marx, Sigmund Freud, Albert Einstein, and Charles Darwin.

The artistic results of all this change, as we move into the modern sensibility is the primary focus of this course. We will be discussing films and poems and paintings and poetry. We will talk about architecture and music. We will be examining the influence of these and other thinkers and the influence they had on specific recent art works by figures like Virginia Woolf, Pablo Picasso, and Wallace Stevens. If you are interested in understanding where and when our century, with all its multitudes of cultural currents, got its start, and having some fun doing it, take this course.

**Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 313 - Lasallian Service Internship**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 12:00pm - 2:40pm (12-3pm for the first 3-4 days, and then students will be at their EL community partner sites for the remainder.)

**Note:** This course carries 1-CU of the Engaged Learning (EL) CORE designation.

**Course Materials Fee:** \$140

**Instructor:** Carrie Davis

**Email:** cak6@stmarys-ca.edu

The Lasallian Service Internship (LSI) course, a tradition at Saint Mary's College since 1985, provides 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 mission.

Each student enrolled in the LSI course is matched with one of several local organizations (traditionally including a preschool, middle schools, a high school, a senior center, and social service agencies), and prepares for their engagement experience through 1 site-specific orientation in the fall, and 3-4 days of class and accompanying assignments during Fall and/or Jan Term. All other days (Monday-Friday, usually) during Jan Term students spend approximately 6-7 hours per day at their assigned organization.

Students check in at least weekly with their on-site supervisor, complete weekly readings and reflections, and meet as a class 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.

### **Prerequisites & Notes**

Students must attend 1 Information Session, complete a brief application, and participate in an interview (used to assist in site placement process). See LSI webpage for details: <https://www.stmarys-ca.edu/offices-services/mission-ministry-center/lasallian-service-internship-lsi>

Credits: 3-CU + 1-CU EL

## **JAN 314 - Love Poetry, Philosophy, and God**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$25

**Instructor(s):** Downey, Patrick

**Email:** pdowney@stmarys-ca.edu

This course will explore love poetry, particularly as it is directed to, or related to, the gods, God, or the Divine in general. We will begin with a few examples pointing out some of the different directions we will take. We will then get

our philosophical bearings by two different accounts of "erotic madness" as given by Plato. The speech of Aristophanes in praise of the god Eros will then be connected to Rousseau as a means of elaborating on what might be termed "romantic love." Next, we will turn to the *Old Testament* and examine some of its themes in the light of Leonard Cohen's lyrics and songs. *The New Testament* will then be looked at with a little help from Bob Dylan. Gerard Manley Hopkins' poetry will then serve as an entry to that most famous example of divine love poetry, "The Song of Songs." Finally, finishing out this section on Christian love poetry, we will look at St. Augustine's *Confessions* for his account of the various nature of our loves. De Rougemont's *Love in The Western World*, will serve as our introduction to courtly love poetry, and we will read Marie de France's *Guigemar* as an example, along with Coleridge's "Aeolian Harp" as a sort of critique. Finally, we will read C.S. Lewis's *Surprised By Joy* for his account of what he means by "joy," as a sort of summing up the various ways of looking at the Divine and our poetic relationship to it.

#### **Prerequisites & Notes**

None

Credits: 3-CU

### **JAN 315 - Nightmare Futures**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Gorsch, Robert

**Email:** rgorsch@stmarys-ca.edu

"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 and twenty-first centuries.

#### **Prerequisites & Notes**

None

Credits: 3-CU

### **JAN 316 - Reading and Writing Young Adult Literature**

**Modality:** Hybrid: Students must be on campus for in-person classes and on Zoom for online class sessions.

**Level:** Upper Division (300 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$30

**Instructor(s):** Davis, Deborah

**Email:** dld7@stmarys-ca.edu

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 Ibi Zoboi's *American Street*, or compare and contrast that book with M.T. Anderson's science fiction novel, *Feed*. But you will be asked to pay attention to Zoboi'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. As a hybrid course, it will be 75% in-person and 25% online (and synchronous).

#### **Prerequisites & Notes**

None

Credits: 3-CU

## **JAN 317 - The Holocaust: Antisemitism Through the Ages and The Rescue of Jews**

**Modality:** Hybrid: Students must be on campus for in-person classes and Zoom for online class sessions.

**Level:** Upper Division (300 Level)

**Course Times:** 2:45pm - 5:25pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Hadani, Michael

**Email:** mh21@stmarys-ca.edu

We explore the historical and societal breakdown of just social order in Nazi Germany as well as throughout Christian history where Jews were persecuted and expelled in the name of Christianity. Though anti-Judaism did not cause the Holocaust, it did contribute to it. How and why anti-Judaism evolved into racial Antisemitism is scrutinized. The course also includes heroic and documented stories of rescue throughout Nazi-occupied Europe and critiques how and why those rescuers did what they did and how they contributed to the common good-both in their own time and for the future.

We follow a seminar style format. Your questions, responses, and ideas are expected and appreciated. About 25% of the class is online and 75% is in person. We thus follow a hybrid format.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 318 - The Science of Cooking**

**Modality:** Remote

**Level:** Upper Division (300 Level)

**Course Times:** 6:00pm - 8:40pm

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Chugh, Jay

**Email:** nchugh@stmarys-ca.edu

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 remote 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. Since the course is remote, students in the past have involved friends and family members as both sous-chefs, tasters and evaluators of experimental results.

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

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 319 - The Science of Well-Being and Happiness**

**Modality:** Remote

**Level:** Upper Division (300 Level)

**Course Times:** MWF 12:00pm to 3:05 PM

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Strahilevitz, Michal

**Email:** ms9@stmarys-ca.edu

In this fully online 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 wide variety of happiness exercises at least 5 days a week and reflecting upon the effects of your experiences in written assignments and on our online asynchronous platform. There will also be opportunities to discuss and share what you learn with others in the class and to integrate what you have learned in a final written reflection task.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 320 - Tolstoy: Art, Faith, Philosophy, Politics**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Arndt, David

**Email:** dda2@stmarys-ca.edu

This will be a seminar-style discussion-based course on the works of Leo Tolstoy, who is widely considered one of the greatest novelists of all time, but who was also a religious thinker, and theorist of art, and a proponent of nonviolence who corresponded with Gandhi and who influenced Martin Luther King Jr. We will read King's speech, "Love, Law, and Civil Disobedience," short selections from Tolstoy's theories of politics and art, but mostly we will read Tolstoy's short "Confession," and his very great and very long novel *Anna Karenina*.

**Prerequisites & Notes**

None

Credits: 3-CU

**JAN 321 - Why Work? Finding Work's Place in our Lives**

**Modality:** In-person

**Level:** Upper Division (300 Level)

**Course Times:** 9:15am - 11:55am

**Note:** See the Jan Term website for meeting days if not specified here.

**Course Materials Fee:** \$60

**Instructor(s):** Rozeboom, Grant

**Email:** gjr5@stmarys-ca.edu

We spend most of our waking lives engaged in various forms of work. Sometimes it is meaningful, valued, chosen, and compensated. Sometimes not - sometimes it is boring, "invisible," compulsory, and unpaid. But what all counts as work? When and why is it meaningful or valuable? When and why should it be freely chosen, or compensated? And most importantly: what role should it play in our lives? This course will provide you with experiences and conceptual tools for addressing these questions. You will learn how to think more clearly and deeply about what work is and how

it should function in our lives. You will closely observe various forms of work, especially those that tend to be hidden and misunderstood, such as caretaking, custodial, creative, and administrative work. And you will engage in work - not just classwork (of course that!), but also the kinds of work that you often rely upon others to do for you, or that you hope to pursue in the future but haven't been able to try for yourself. You'll leave the course in a better position to understand and affirm whatever work you choose to pursue in your life. This course will meet in-person and will include a handful in-person trips to various worksites around campus and the Bay Area.

#### **Prerequisites & Notes**

None

Credits: 3-CU

## **400 Level (Travel, 3 Units)**

### **JAN 401 - TRAVEL: Broadway: Behind the Scenes**

**Course webpage:** JAN 401

**Level:** Upper-division (400 Level)

**Travel dates:** Friday, Jan. 10 - Sunday, Jan. 19, 2025

**Course fee:** \$3,750

**Contact:** Beckett Finn, bmf4@stmarys-ca.edu

This course will explore what happens backstage of a Broadway show. We will travel to New York City, the capital of live theatre to attend multiple Broadway shows, get backstage tours of major theatres while learning from Broadway professionals and visit the shops where some of the biggest Broadway shows are built. We will explore every aspect of the technical designs of these shows but our emphasis will be on the moving scenery, automation, and special effects used in these shows. While on campus, we will have readings and lectures discussing the basics of moving scenery and special effects and, after our trip, students will have the opportunity to create their own scale version of a show complete with motorized pieces. This course will be a good fit for students who enjoy live entertainment and also those who enjoy tinkering/crafting/creating things with their hands.

#### **Prerequisites & Notes**

- Attend at least 1 information session
- Permission of the instructor

#### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid photo ID
- Submit completed & signed health forms + proof of vaccination(s) (November)

**Note: Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.**

Credits: 3-CU

## **JAN 402 - TRAVEL: New Horizons: Empowering Refugee & Migrant Entrepreneurs in Greece**

**Course webpage:** JAN 402

**Level:** Upper-division (400 Level)

**Please note:** First-year students are not permitted to travel internationally for Jan Term

**Travel dates:** Saturday, Jan. 11 - Wednesday, Jan. 22, 2025

**Course fee:** \$4,950

**Contact:**

Amceera Ibrahim, ai7@stmarys-ca.edu

This course is a transformative experience of consulting and volunteering to help individuals from refugee and migrant backgrounds to unlock their entrepreneurial potential and thrive in the Greek business landscape. In this international experiential learning travel course, students will embark on a journey of discovery, exploring the fundamentals of entrepreneurship while navigating the unique challenges and opportunities present in Greece's dynamic business environment. Through a combination of interactive workshops, mentorship sessions, and real-world case studies, students will be offered a supportive and collaborative learning environment where they can network, exchange ideas, and gain inspiration from small business owners.

**Note:** This course fulfills the Engaged Learning core requirement.

### **Prerequisites & Notes**

- Attend at least 1 information session
- Permission of the instructor

### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid passport (November)
- Apply or renew no later than September for on-time delivery
- Submit completed & signed health forms + proof of vaccination(s) (November)

**Note: Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.**

Credits: 3-CU + 1-CU EL

## **JAN 403 - TRAVEL: Living in the Costa Rican Blue Zone: The Art of Being Whole through Yoga, Food, Nature, & Community**

**Course webpage:** JAN 403

**Level:** Upper-division (400 Level)

**Please note:** First-year students are not permitted to travel internationally for Jan Term

**Travel dates:** Saturday, Jan. 4 - Sunday, Jan. 26, 2025

**Course fee:** \$4,000

**Instructor(s):** Dana Lawton

**Email:** dlawton@stmarys-ca.edu

This course is structured as an immersive experience situated in Costa Rica, specifically focusing on the Nicoya Peninsula renowned for its distinct Blue Zone lifestyle. The primary objective of this course is to expose students to the profound and multifaceted elements underpinning the exceptional longevity and well-being observed within the Nicoya population.

Emphasizing Costa Rican community dynamics, culinary traditions, and cultural nuances, this program integrates daily yoga and meditation sessions to facilitate students' self-guided exploration. Through a comprehensive examination of Costa Rica's environmental, political, economic, and social systems, both at local and global scales, students will cultivate a nuanced understanding of the mechanisms driving the country's societal resilience and prosperity.

Daily yoga classes focused on asana practice, breathing techniques and mediation will prepare students physically and mentally to be present and open to new experiences, as well as serve as a basis for self-reflection. Field trips to local farmers markets, organic farms, and hiking in nature will be integral to the students' experience when learning about Costa Rican culture.

As a culminating expression of their learning journey, students will manifest their acquired knowledge and insights in the form of a cookbook. This cookbook will serve as a platform to chronicle their experiences by selecting a specific recipe and intricately detailing the sourcing of ingredients, cultural significance attached to specific culinary elements, and the communal practices entwined with food preparation and consumption.

The overarching mission and goals of this January Term course encompass fostering a holistic understanding of Costa Rica's socio-cultural fabric, promoting intercultural exchange and experiential learning, and empowering students to critically engage with global issues while honoring local traditions and practices.

### **Prerequisites & Notes**

- Attend at least 1 information session
- Permission of the instructor

### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid passport (November)
- Apply or renew no later than September for on-time delivery

- Submit completed & signed health forms + proof of vaccination(s) (November)

**Note:** Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.

Credits: 3-CU

## **JAN 405 - TRAVEL: Endangered Australia: Wildlife & Culture**

**Course Webpage:** JAN 405

**Level:** Upper-division (400 Level)

**Please note:** First-year students are not permitted to travel internationally for Jan Term

**Travel dates:** Thursday, Jan. 2, 2024 - Tuesday, Jan. 28, 2025

**Course fee:** \$5,700

**Instructor(s):** Marks, Derek

**Email:** [dwm1@stmarys-ca.edu](mailto:dwm1@stmarys-ca.edu)

The mission of this course is to survey and participate in Australian wildlife conservation efforts while developing a hands-on understanding of the relationship it shares with Aboriginal culture. This is a cultural immersion experience where we will live, explore, and work with a diverse array of Australian communities. We will volunteer at several wildlife conservation programs, ranging from grass-roots community-based, to larger non-profit wildlife sanctuaries, to University-based global outreach programs. We will also visit and explore Aboriginal cultural sites in order to gain an appreciation of and witness how the Aboriginal people are contributing to the wildlife conservation movement. Across all of these experiences, conservation professionals, park rangers, environmentalists, biologists, and Aboriginal leaders will provide us with educational and engaging opportunities about how to better understand and be more effective at conserving native Australian wildlife and culture.

Australia is one of the most important nations on Earth for biodiversity as it is home to more animal 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, Australia is facing an extinction crisis. It has the planet's worst mammal extinction rate and a high proportion of their surviving animals (over 1,700 species) are listed as endangered! Over the centuries, Indigenous Australians (Aboriginals) have suffered a similar fate as Australian wildlife. They have been mistreated and forced out of their native lands where they had lived and thrived for millennia. Currently, however, a quiet revolution is growing where Aboriginals are working 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.

Our journey begins in the ecologically and culturally diverse state of New South Wales where we will explore rainforests, eucalyptus forests, coastal wetlands, and beaches. A five-day volunteering experience at the Australian Walkabout Wildlife Park, a unique animal sanctuary that combines wildlife conservation with Aboriginal traditions will highlight the tour of this region. We will also experience a Dreamwalk with Djiribi Waagura Aboriginal elders in the Shoalhaven and explore the white sand beaches of Jervis Bay during this part of the trip. The second half of our journey brings us to the city of Cairns, known as "the gateway to the Great Barrier Reef" in tropical north Queensland. While there, a full-day will be spent on the Great Barrier Reef with marine biologists and Aboriginal Rangers to

provide us a unique education on the status of one of the worlds' quickly diminishing natural wonders. We will visit the Daintree Rainforest, the oldest rainforest on earth, and experience a Dreamwalk led by Aboriginal Elders.

Our trip will conclude with three days on the tropical, rainforest-covered National Park of Fitzroy Island. This pristine island sits on the outer boundary of the Great Barrier Reef and will provide ample opportunity to experience marine wildlife both in and out of the water. We will volunteer with the Save Our Sea Turtles organization as well as the Reef Restoration Foundation on the island and will also work with their marine biologists to gather data for an ongoing marine-life research project. Other activities and opportunities during this course include ample hiking, kayaking, snorkeling, and visiting cultural sites during free time. Accommodations will include fully-equipped self-contained cabins, and some hotels. Throughout the course students should expect to participate in regular, moderate to heavy physical activity, especially during volunteer experiences.

**Note:** This course fulfills the Engaged Learning core requirement.

#### **Prerequisites & Notes**

- Attend at least 1 information session
- Permission of the instructor

#### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid passport (November)
- Apply or renew no later than September for on-time delivery
- Submit completed & signed health forms + proof of vaccination(s) (November)

**Note:** Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.

Credits: 3-CU + 1-CU EL

## **JAN 407 - TRAVEL: Indian Aesthetics: Education, Religion, & Culture in India**

**Course webpage:** JAN 407

**Level:** Upper-division (400 Level)

**Please note:** First-year students are not permitted to travel internationally for Jan Term

**Travel dates:** Saturday, Dec. 28, 2024 - Monday, Jan. 27, 2025

**Course fee:** \$4,550

#### **Contact:**

Norris Palmer, [npalmer@stmarys-ca.edu](mailto:npalmer@stmarys-ca.edu)

Teresa Whiteside, [teresamwhiteside@gmail.com](mailto:teresamwhiteside@gmail.com)

India's long and rich history of religious diversity is both well known and highly complex. Nearly equally well publicized is the juggernaut that is the Indian educational system. Popularly known for producing stellar graduates in mathematics and the natural sciences, it also boasts the third largest publicly funded higher education system in the world. During our month in India, the focus of our study will be threefold: education, religion, and culture. Our study of the educational system will bring us into direct contact with a host of educational settings from primary through collegiate in a variety of settings from a village of 2,000 people to a city of 21 million. 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 both education and religions interact with political, social, and economic systems in historic and contemporary settings that contribute to Indian culture. 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 Himalaya & a visit to Sikhism's Golden Temple in Amritsar round out our stay in the far north. Our trip east includes Varanasi (aka "Benares"), Hinduism's most sacred city, which will provide 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.

#### **Prerequisites & Notes**

- Completion of a college-level course in religion with a grade of "C-" or higher or permission of the instructor
- Attend at least 1 information session

#### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid passport (November)
  - Apply or renew no later than September for on-time delivery
- Submit completed & signed health forms + proof of vaccination(s) (November)

**Note: Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.**

Credits: 3-CU

### **JAN 408 - TRAVEL: Decadence in Venice**

**Course webpage: JAN 408**

**Level:** Upper-division (400 Level)

**Please note:** First-year students are not permitted to travel internationally for Jan Term

**Travel dates:** Thursday, Jan. 2 - Tuesday, Jan. 28, 2025

**Course fee:** \$4,100

**Contact:** Gabe Pihás, [gdp2@stmarys-ca.edu](mailto:gdp2@stmarys-ca.edu)

We will try to understand decadence, and Venice as a symbol for decadence, from several angles. We will try to understand 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 modern tourist decadence. January is the perfect time to visit the city because it is low season for tourism, allowing us to experience the beauty of the city.

In his novella *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 amid a decadent culture? Or, since much great art and literature that has been branded "decadent", is decadence in fact really something to avoid?

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 unclassical art was typified by a hazy picturesque or by excessive, voluptuous color. As the enlightenment gained ground, Venice was a center both for liberalism and an escape. Once a meeting point for rationalism, liberty, and commerce, it became the city of sentimentalism and idleness.

In the early 20th century, amid the decay of Venice's power, 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. 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 about the city. 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 the crowds of people taking selfies in front of gondolas in the summer? 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 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.

As well as Venice we will explore Padua, an intellectual center attached to Venice, home of an ancient university with a vibrant present. We will also visit Trieste, which like Venice has a multicultural history, and was also an important center for "decadent" artists and authors, like Joyce, Rilke, and Svevo. We will hike the beautiful sea cliffs of the *Carso* close to the town of Duino. You will be living in dorm accommodations right in the heart of Venice, which is beautiful in January. The off-season is usually the only way to really see the city. There are many, many fewer tourists, it is really the very best time to visit. The dorm is a modern building built within the walls of a ruined medieval church with a particularly important place in Venetian history. It has two large courtyards and a basketball court/soccer field.

The student fee includes, among other things, airfare, watertaxis to/from the airport in Venice, housing, all tickets for transport around Venice and all museums, churches, etc., groceries for three meals per day (breakfast and dinner) which will be in a communal kitchen, as well as occasional meals out at restaurants, and a couple of receptions.

### **Prerequisites & Notes**

- Attend at least 1 information session
- Permission of the instructor

### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid passport (November)
- Apply or renew no later than September for on-time delivery
- Submit completed & signed health forms + proof of vaccination(s) (November)

**Note: Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.**

Credits: 3-CU

## **JAN 409 - TRAVEL: Engaging Christian Art: Italy & France**

**Course webpage:** JAN 409

**Level:** Upper-division (400 Level)

**Please note:** First-year students are not permitted to travel internationally for Jan Term

**Travel dates:** Wednesday, Jan. 1 - Monday, Jan. 27, 2025

**Course fee:** \$5,300

**Contact:** Tom Poundstone, [tpoundst@stmarys-ca.edu](mailto:tpoundst@stmarys-ca.edu)

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.

In this course we will study buildings, paintings, and sculptures in Italy and France 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.

We will go from studying the earliest Christian art in the catacombs to the radically new way of seeing ushered in by the Impressionists and Post-Impressionists. Our primary texts will include some of the most famous churches and museums in the world: the Duomo and the Uffizi in Florence; St. Peter's and the Vatican Museums in Rome; Notre Dame and the Louvre in Paris. Additional areas of study will be the art of the Early Church (the catacombs and Ravenna), Gothic architecture and stained glass in France (Chartres, Bourges, Paris), the Italian Renaissance (Ghiberti and Brunelleschi) and High Renaissance (Michelangelo and Raphael), and the flowering of the Baroque in Rome (Caravaggio, Bernini, Borromini), besides days spent studying art in wonderful towns like Assisi, Siena, and Orvieto.

Don't mistake this course as merely a guided tour. A thorough knowledge of the sites and texts will be required on papers and examinations. In addition, each student will design her or his own review of the masterpieces of the Christian faith.

### **Prerequisites & Notes**

- Grade of B- or higher in either TRS 097 (now TRS 281) or TRS 189 (now TRS 380-TRS 389)
- Attend at least 1 information session
- Permission of the instructor

### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid passport (November)
  - Apply or renew no later than September for on-time delivery
- Submit completed & signed health forms + proof of vaccination(s) (November)

**Note: Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.**

Credits: 3-CU

## **JAN 410 - TRAVEL: Globalized Mexico**

**Course webpage: JAN 410**

**Level:** Upper-division (400 Level)

**Please note:** First-year students are not permitted to travel internationally for Jan Term

**Travel dates:** Wednesday, Jan. 1 - Saturday, Jan. 25, 2025

**Course fee:** \$3,300

**Contact:** Álvaro Ramírez, aramirez@stmarys-ca.edu

In this course, students will analyze the globalization process that has occurred in Mexico and which has put in doubt the national project initiated by the Mexican Revolution. As they do so, they will travel to famous archeological sites such as Teotihuacan, the colonial cities of Puebla and Oaxaca as well as the postmodern metropolis of Mexico City, where students will visit the Museums of Anthropology, National History, and Frida Kahlo. Monday through Friday from 10:00 am to 2:00 pm. students will have academic activities. During the first two hours, Prof. Ramírez 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 in the mid-twentieth century and has lately been transformed by the forces of globalization. We will particularly focus on Mexican identity during the NAFTA years and the late cultural transformation of rural communities, in particular traditional Indigenous communities. From 12:00 p.m. to 2:00 p.m. all students will attend conversation workshops according to their level. Most excursions will take place on weekends with some outings on some afternoons. All students will be housed in

hotels in Mexico City, Puebla, Oaxaca City, and a weekend in the beach town of Puerto Escondido, Oaxaca. Four meetings scheduled prior to leaving on the trip are considered part of the course.

### **Prerequisites & Notes**

- Attend at least 1 information session
- Permission of the instructor

### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid passport (November)
- Apply or renew no later than September for on-time delivery
- Submit completed & signed health forms + proof of vaccination(s) (November)

**Note: Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.**

Credits: 1-CU

## **JAN 411 - TRAVEL: Coral Reefs & Culture in the Philippines**

**Course webpage: JAN 411**

**Level: Upper-division (400 Level)**

**Please note: First-year students are not permitted to travel internationally for Jan Term**

**Travel dates:** Sunday, Jan. 5 - Sunday, Jan. 26, 2025

**Course fee:** \$4,200

**Contact:** Roy Wensley, [rwensley@stmarys-ca.edu](mailto:rwensley@stmarys-ca.edu)

Students in this course will learn about the organisms, structure/function, and biogeochemistry of Philippine Coral Reefs. Additionally, students will experience and come to understand the culture and history of the Philippines. To study the coral reef environments they should become SCUBA certified. If the class does not fill with those who will be SCUBA certified by January 2025 then students wishing to snorkel can enroll.

At the beginning of Jan Term we will fly to Manila to start our study of the fascinating history and culture of the Philippines. We'll be there for four days of tours, museums, and cultural experts giving us presentations at La Salle University in Manila. Next we fly to Bicol to visit the stunning Mayan Volcano National Park and snorkel with whale sharks (completely herbivorous) in Donsol, Philippines. On January 12 we will travel by airplane/bus/ferry to a PADI five-star dive center at the Puerto Galera UNESCO Marine Reserve on Northern Mindoro Island. For the next six days students will study and examine this biodiverse and amazing coral reef environment. We will also have a one-day trip inland to experience the small village culture and rain forests found on Northern Mindoro Island. On January 19 we take ferry/bus and airplane to El Nido on Palawan island. In El Nido we will kayak to a wildlife preserve on Cadlao island and through the complex mangrove ecosystem near there to learn about and better understand the connections between the mangrove and tropical forest habitats. We will also visit one beach voted one of the top five most beautiful in the world and zipline at sunset to a neighboring island. Lastly, we take a ferry to Coron, Palawan, to dive on some incredible coral gardens and reef-covered wrecks from World War II. We will also experience the stunningly beautiful Kanyangan Lake with its karst limestone mountains and visit with its indigenous, local inhabitants.

Students will return to campus January 26, 2025, with a robust understanding of amazing coral reefs and the history and culture of the Philippines.

### **Prerequisites & Notes**

- Any college-level course in science, sociology, history, anthropology, mathematics, or permission of instructor. These requirements ensure a emotional and intellectual maturity in participants needed for the intensity and level of instruction due to the type of activities.
- Students who are SCUBA certified or willing to become SCUBA certified will be given preference in registering for this course. It is likely there will be some spaces left for students who want to snorkel but not be SCUBA certified.
- Attend at least 1 information session and both pre-departure sessions.

### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid passport (November)
  - Apply or renew no later than September for on-time delivery
- Submit completed & signed health forms + proof of vaccination(s) (November)

Note: Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.

Credits: 3-CU

## **JAN 412 - TRAVEL: Creative Geniuses or Hard Workers: Innovation Insights from South Korea**

**Course webpage:** JAN 412

**Level:** Upper-division (400 Level)

**Please note:** First-year students are not permitted to travel internationally for Jan Term

**Travel dates:** Saturday, Jan 4, 2024 - Sunday, Jan 19, 2025.

**Course fee:** \$4,450

**Contact:** Tina Xiaotian Zhang, xz4@stmarys-ca.edu

Yung-Jae Lee, ylee@stmarys-ca.edu

South Korea is currently ranked as the world's most innovative country, beating out countries like Japan, Germany, USA, and China. 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 as well as other Asian countries. Special attention is placed on what makes Korean culture so innovative - are they a highly creative people or is it rooted in a hardworking Asian culture? We look at the role of national culture in two of Korea's best known creative industries, namely electronics, Kpop and online gaming, to more deeply understand the local and global business

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

Participants will learn about Korean creativity and innovation through international immersion, lectures by local professors and industry experts in Korea, interactions with local Korean students, visits to Seoul-based electronics and game development companies, and meetings with Korean innovators, gamers, and business leaders. Participants are expected to deepen their understanding about:

- The concepts of creativity and innovation, as they apply in the cultural contexts of the South Korea, China and the US
- The society, politics, culture and economy of South Korea
- The various aspects of economic development that support national systems of innovation in South Korea
- Macro-environmental forces affecting organizational and industry level innovation
- Different business models for bringing new product innovations to market

#### **Prerequisites & Notes**

- Attend at least 1 information session
- Permission of the instructor

#### **General Travel Requirements**

- Attend at least 1 Health & Safety Orientation (October)
- Submit a valid passport (November)
- Apply or renew no later than September for on-time delivery
- Submit completed & signed health forms + proof of vaccination(s) (November)

**Note: Failure to complete one or more of the above requirements will result in an immediate drop from the course. Once registered, all course fees are non-refundable.**

Credits: 3-CU

## **200 Level (1 Unit)**

### **JAN 250 - Confections of a Chocoholic**

**Modality:** Remote

**Level:** Lower Division (200 Level)

**Course Times:** 2:45 PM - 4:30 PM on TuTh. This class will also meet on Fri, 1/3.

**Note:** See Jan Term website about meeting dates if not specified here.

**Course Materials Fee:** \$100

**Instructor(s):** Borges, Filomena

**Email:** fborges@stmarys-ca.edu

Are you a chocolate enthusiast wanting 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 modern uses in the food, cosmetic and pharmaceutical industries, Theobroma cacao affects life in more ways than the average consumer knows.

We will study chocolate's history and its global presence exploring its relationships to religion, economics, medicine, and beauty. There will be in-class chocolate tastings of cacao components, chocolates and confections while focusing on 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 chocolate as a health food.

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-style cups, fondue, hot chocolate, chocolate tea, candy bars, flavored chocolate, chocolate chip cookies and baked goods.

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 topics 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.

#### **Prerequisites & Notes**

None

Credits: 1-CU

## **JAN 251 - Mobility and Injury Prevention for Athletes**

**Modality:** In-person

**Level:** Lower Division (200 Level)

**Course Times:** 12:00pm - 2:40pm

**Note:** See Jan Term website about meeting dates if not specified here.

**Course Materials Fee:** \$40

**Instructor(s):** Sheppard, Alexandra

**Email:** alexbeaty@gmail.com

This course focuses on teaching athletes and movers to develop a deeper understanding and individual approach to body mechanics, body awareness, injury prevention, strength, and mobility. This class will incorporate concepts, movements, and exercises in dance, pilates, functional range conditioning (FRC), and yoga. In addition students will learn how proper nutrition will help fuel their bodies to perform at peak levels. Emphasis will be placed upon working within one's current fitness level while gradually building muscular strength, mobility and flexibility.

**Prerequisites & Notes**

None

Credits: 1-CU

## 300 Level (1 Unit)

### JAN 350 - The Psychology of Becoming Happier

**Modality:** Remote

**Level:** Upper Division (300 Level)

**Course Times:** Thursdays from 6:30 to 9:15 PM. There will be asynchronous work throughout the week.

**Note:** Students currently enrolled in the 3-unit *JAN 319 The Science of Happiness and Wellbeing* are NOT eligible to take this course.

**Course Materials Fee:** None

**Instructor(s):** Strahilevitz, Michal

**Email:** ms9@stmarys-ca.edu

Students will learn about psychology-based techniques for improving happiness. The course is divided into 4 one-week segments featuring lectures, 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" from the field of psychology that students will try on their own throughout each week and share and reflect about both in class and on our asynchronous platform. This course is 1-CU.

**Prerequisites & Notes**

None

Credits: 1-CU

### JAN 351 - Lessons from the Ramayana

**Modality:** Remote

**Level:** Upper Division (300 Level)

**Course Times:** January : 6(M), 7(Tu), 8(W), 13 (M), 14 (Tu), 21 (Tue), 22 (Wed) from 6:00-7:45 pm.

**Note:** See Jan Term website about meeting dates if not specified here.

**Course Materials Fee:** None

**Instructor(s):** Subrahmanyam, Saroja

**Email:** ssubrahm@stmarys-ca.edu

*The Ramayana* is one of two enduring Indian epics (the other being *The Mahabharata*) and is also considered as sacred literature for the Hindus. It is not only a thrilling tale of love and loss that has inspired millions of artists and musicians in various parts of Asia, but also provides spiritual and moral guidance for many. The term Ramayana literally means "the march (ayana) of Rama" in search of human values. The epic story provides numerous lessons and insights on values such as truth, loyalty, and duty (or dharma). The principles embodied by the central character of Rama was a big inspiration for Mahatma Gandhi. In this course students will not only have an opportunity to gain an appreciation for the cultural, historical, and spiritual context of this epic but also examine the moral dilemmas faced by the characters in detail and why it continues to provide spiritual and moral guidance for many even today.

This class will be fully remote.

**Prerequisites & Notes**

None

Credits: 1-CU