SPRING 2021 INTERSESSION COURSES

**IDY 188: RACE AND THE HORROR FILM (.5 units) (CRN 3455)**

From *Nosferatu*to *Get Out,* the horror genre has had a long and complex history to depictions of race and racism on-screen. This course looks at several sub-genres of horror film, including the psychological, satirical, zombie, and vampire film. It asks the following questions: How do horror films examine institutional structures of racism, as well as traumatic effects on those who experience it? How do these films engage with the racist structures of the film and television industry itself, as well as long histories of racist representations on-screen. How do remakes of horror films come into dialogue with the original, and how do they continue to shape the genre? No prior film course knowledge is required.

Instructor: Andrea Schmidt – Modern Languages and Cultures

**SPAN 388: TRANSLATING THE PANDEMIC (.5 units) (CRN 3456)**

SPAN 388 is an advanced Spanish course designed to help students improve their linguistic accuracy (especially in writing) through the process of translation.  It is a project-based course that will include the following:

an introduction to the principles and processes of translation (from Spanish to English and from English to Spanish);

an introduction to specialized vocabulary associated with the Covid-19 pandemic;

training exercises to develop skills in translation;

collaborative projects to translate actual documents related to the Covid-19 pandemic.

The course will be online, and there will be a combination of whole-group synchronous classes, small-group synchronous activities, and asynchronous individual and small-group activities.

Prerequisite: Spanish 300 or Spanish 301 or permission of the instructor.

Instructor: Kalen Oswald – Modern Languages and Cultures

**PLSC 188: DEMOCRACY: A NEVER-ENDING QUEST (.5 units) (CRN 3457)**

Course catalog description:  
Although many take democracy for granted, including American democracy, the system itself depends on active and informed citizenry. To deepen our understanding of how democracy works, we will read texts that are considered foundational for democratic theory. After taking this course, students will be able to better understand what democracy is, how it functions, and what its future prospects are.  
  
Objectives:  
This course aims to help students understand the essence of democracy from a normative and procedural point of view. Our goal is to engage with readings that treat democracy from different perspectives, to better grasp how this form of government developed, and how it functions today.

Instructor: Dawid Tatarczyk – Political Science

**HIST: 288 John Lewis and the Power of Hope:**

**Racism and Antiracism in the Struggle for the Soul of America (.5 units) (CRN 3458)**

Amid the Coronavirus Pandemic of 2020, America’s Racism Pandemic reared its ugly head with the police killings of Breonna Taylor and George Floyd.  In what has become known as a “Racial Reckoning,” Black Lives Matter protests demanded that America confront its racist past and present. In that very moment, civil rights icon John Lewis died. His last public appearance was at Black Lives Matter Plaza near the Whitehouse in Washington, D.C.

Racism, America’s original sin, has been challenged throughout history by men, such as John Lewis, and women who have inspired us with antiracist actions that proclaimed Black Lives Matter and with visions of a “just and equitable society” and a “beloved community.”

This class will examine two books, Jon Meacham’s *His Truth Is Marching On, John Lewis and the Power of Hope* and Ibram X. Kendi’s *How To Be An Antiracist,* as foundational in the exploration of racism and antiracism in America.  We will also use films and draw on the professor’s eight-year Civil Rights South Seminar travels with civil rights activist and historian Julian Bond, which included yearly visits with John Lewis.

Students will choose among Frederick Douglass, Sojourner Truth, Harriet Tubman, W.E.B. Du Bois, Ida B. Wells, Paul Robeson, Langston Hughes, Martin Luther King, Jr., Malcolm X, Rosa Parks, Diane Nash, Ella Baker, Fannie Lou Hamer, Julian Bond, James Baldwin, Angela Davis, Barack Obama, Alicia Garza, Patrisse Cullors, Opal Tometi, and others to do research and tell their stories of confronting racism.

Instructor: Wesley Dick – History

**RS 188: Anti-Racism and Bible Interpretation (.5 units) (CRN 3459)**

What is antiracism and what does it look like to be an antiracist reader of biblical texts? Alongside Ibram X. Kendi’s *How to be an Antiracist*, this class will explore methodological approaches to reading the Bible that help facilitate anti-racist interpretations. Using these methodologies, we will explore the construction of false hierarchies both in the text and in the text’s interpretation and de-center Eurocentric biblical interpretation by foregrounding the interpretations of BIPOC readers.

Instructor: Anna Bowden – Religious Studies

**ANTH 288: Anti-Racism and Environmental Justice (.5 units) (CRN 3460)**

Description:

“America is segregated and so is pollution.” Those are the words of Robert Bullard, a founding figure in the environmental justice movement, which advocates for equity in the development, implementation, and enforcement of environmental protections. This course examines how environmental hazards (like exposure to toxic waste) and environmental benefits (like access to parks and greenspace) are inequitably distributed and how communities organize to reduce intersecting health, environmental, racial, and economic disparities. The course will focus primarily on the United States, with a few case studies from around the world.

Instructor: Alli Harnish – Anthropology

**THEA 288: August Wilson’s America (.5 units) (CRN 3461)**

Often called "Theater's poet of Black America", Wilson is best known for his series of ten plays collectively called The Century Cycle, These plays chronicle the experiences and heritage of the African-American community in the 20th century.   We will explore this America that Wilson’s writing intertwines with historical fact, comedy and realism in understanding African and African-American cultures.

Instructor: Stephanie Henderson – Theatre

**PHIL 288: Racial Discrimination and Racial Disparities (.5 units) (CRN 3462)**

Racial discrimination is typically seen as paradigmatically racist, and racial disparities are typically seen as troubling only when discrimination is the suspected cause. In a recent and widely read book, Ibram X. Kendi turns this logic on its head. He argues:

[I]f racial discrimination is defined as treating, considering, or making a distinction in favor or against an individual based on that person’s race, then racial discrimination is not inherently racist. The defining question is whether the discrimination is creating equity or inequity. If discrimination is creating equity, then it is antiracist. If discrimination is creating inequity, then it is racist.

Is Kendi right? Exploring this question will be the focus of this course. We will look at different views on the (in)justice of racial discrimination and racial disparities. When and why is racial discrimination unjust? What kinds of racial disparities are troubling and why? Are some proposed explanations for racial disparities inherently racist? Ultimately what we will be thinking about in this course is whether antiracism is about combating unequal treatment, unequal outcomes, or both.

This course will operate much like a reading group. Students will be expected to have done the reading each day and have thoughtful comments to make. Grades will be based on participation in class discussion as well as a paper of modest length to be turned in at the end of the session.

Instructor – Pete Bornschein – Philosophy

**MUS 218: Choral Literature (.5 units) (CRN 3463)**

An historical and stylistic overview of the major choral genres of the medieval period through twenty-first centuries.  Choral works from non-Western traditions, as well as spirituals and jazz, are included.

Instructor – Clayton Parr – Music

**PBSV 288: Foundations, Nonprofits and Grant Writing (.5 units) (CRN 3464)**

This course will provide an introduction to the world of philanthropy by examining the role of foundations and nonprofit organizations.  Nonprofits play a critical role in every community in the United States, providing education, health care, arts programming, civil rights protection, environmental stewardship and a host of other services.  Foundations often provide a key source of funding for nonprofits.

Half of the course will focus on grant writing:  how to identify and define a community need; how to identify an appropriate funder; and how to write a grant application that will be funded.  By the end of the course, you will have written a complete grant application aimed at an actual foundation.  You also will learn how to search a key database for appropriate foundation funders.

Instructor - Patrick McLean, Ford Institute

**HSP 397H: Thesis Development Colloquy (.25 units) (CRN 3466)**

A workshop open to Prentiss M. Brown Honors Program juniors and second semester sophomores which guides them through the process of finding and developing a thesis topic and assembling a thesis committee. Students also develop their library research and other thesis-related skills. In the semester they enroll in the colloquy, Honors students may take up to 4.75 units without additional tuition charge. Offered on a credit/no credit basis.

Instructor – Carrie Walling – Honors Program

**HCI 187: Health Professions Reflective Writing (.25 units) (CRN 3467)**

Prerequisite: Enrollment in this course is restricted to junior and senior Wilson Institute students that are applying to a graduate or professional program in the upcoming application cycle.

Description: An examination of how current events and personal experiences impact healthcare career choice. Through lectures, discussions, and writing exercises students will develop the skills necessary to craft reflective essays.

Instructor: Lauri Maurer – Wilson Institute for Medicine