Sustainability - From "I" to "We" in the Anthropocene
McLellend - Monday 9:00-11:00 BUI 301-008 CRN 19646

Human civilization, our species' crowning achievement, faces existential threat because its excesses are eroding the earth systems upon which it depends. This seminar will explore the nature of the threat and the range of our possible responses to it. We have created this multi-faceted threat – climate change, species loss, pollution, over-consumption, social injustice – because we haven't known any better. We evolved so quickly that we imagined ourselves to be outside nature and the master of it. We have failed to appreciate just how connected we all are, to each other and to everything else, and we have fundamentally misunderstood the nature of the individual and the nature of community. But there is hope. We are not aliens. We are a native species on this planet with a positive role to play in our home community if we can find it. The earth system is vastly complex and self-regulating, and it evolves to correct imbalances. Humanity, perhaps the most supple component among the nested systems and communities comprising our world, can be a positive part of that evolution. Our challenge – right now – is to learn to see ourselves in proper relation to the rest of the earth system. If human civilization is to survive and prosper, we have to find out what we're for. That's what this class is about.

Race and Difference in Late Modernity: On the Jewish Question and the Color Line
Levine – MW 1:00-2:15 BUI 301-009 CRN 19647

How do large, diverse polities negotiate questions of identity in the face of persistent difference? For Europeans in the early nineteenth century, this question found one of its most pressing expressions in what would come to be known as the 'judenfrage', or “Jewish question”: debates over whether and how to accommodate Jews within the emerging societies and citizenries of Europe's liberal-national states; or alternatively, how to respond to the threat that difference posed. To what extent can these debates provide a 'distant mirror' – a lens through which to explore, interrogate, or critique – for making sense of twentieth and twenty-first century American practices of defining and enacting racial difference? What limitations are there to such comparisons; and how do leading contemporary theorists of race, ethnicity, and difference address the catastrophic outcome of that earlier debate? What connections link race politics at home with security policies overseas – where such states are often less hampered by constitutional, procedural, or other normative constraints?

History of Political Propaganda
Schwab TR 10:00-11:15 BUI301-010 CRN 19648
This course is intended to sensitize students to the collaborative efforts between national governments and writers, filmmakers, and other creative artists, to influence, mold, and mobilize public opinion in support of nationalistic objectives, often in times of crisis. Propaganda played a powerful rule in uniting Americans throughout the Thirteen Colonies to fight the British and win the Revolutionary War. In the Civil War, both the Union and the Confederacy used propaganda in multiple ways to advance their conflicting causes. As the United States prepared to enter World War I, in 1917, the Wilson administration established the Committee on Public Information, through which the federal government became directly engaged in mass propaganda to create and sustain a national security consciousness of threats to democracy and freedom, which continues to the present. Hitler, Lenin and Stalin also saw propaganda as a powerful tool to enlist mass support for their totalitarian regimes. In World War II, the Office of War Information and the Office of Strategic Services shared major responsibilities for directing propaganda activities and in February, 1942, the Voice of America began transmitting news broadcasts via short-wave in German and French to occupied Europe. Since the onset of the Cold War period, the Central Intelligence Agency has engaged in a variety of propaganda activities, both overt and covert. In the mid 1990s, the CIA launched a liaison/consulting relationship with Hollywood to provide more realism and credibility to espionage films.

**Naturalist Outreach**  
Abbott, K F 12:00-2:30 BUI 301-007 CRN 17410

Scientific outreach is the process of promoting public awareness and understanding of science and science education. This course will focus on how to do effective scientific outreach as well as on learning about the biodiversity of Alabama and the surrounding areas! The course will emphasize developing different approaches to effectively communicate science at different audiences from classroom settings, museum programs, web-based presentations, organizing large outreach events, adult outreach programs and working with the community. My goal is to help you develop skill sets to become scientific outreach leaders in your community.

**A Metaphysical Dilemma: Race, Gender, Agency, and the Question of Freedom in African American Women's Literature**  
Manora TR 11:00-12:15 BUI 301-002 CRN 14343

"bein alive & bein a woman & bein colored is a metaphysical dilemma/i haven't conquered yet." In her 1976 choreopoem "for colored girls who have considered suicide/when the rainbow is enuf," Ntozake Shange penned/performed these lines, offering one iteration of African American women's long tradition, both in life and literature, of examining, resisting, and transcending the intersecting interpellations and impositions of race, class, gender, and sexuality, oftentimes, of necessity, transforming ideas/ideals related to individualism, agency, and freedom in the process. Beginning with Incidents in the Life of a Slave Girl by Harriet Jacobs and moving through 20th and 21st century works of creative nonfiction and metaphysical fiction, including philosophical and speculative fiction, as well as works of magical realism, this class
inquires into issues of American and African American identity through its specific engagement with black female subjectivity. By foregrounding these writers’ critiques of Western models of identity and ideologies related to individualism and freedom, we will explore the range of their textual and theoretical responses to the dilemma of “bein alive & bein a woman & bein colored.”

**Cinematic Time**  
**Lazer, A M 3:00-5:30 BUI 301-006 CRN 10830**

What is time? We use it, we measure it, we never seem to have enough of it. But what is it? Does it flow, does it run in a certain direction, does it even exist? We will attempt to tackle these questions and more by delving into the medium of film, a medium perhaps uniquely equipped to answer these questions. Film captures moments gone by, making them both acutely defined and nebulous at the same time. So join me, and help me see what Christopher Nolan and Andrei Tarkovsky (among others) can teach us about time. I promise it won’t be a waste of your time, if only because we don’t know whether time is a thing you can waste, or if it exists (tardies still count, though).

**The Art of Playwriting**  
**Field T 3:00-5:30 BUI 301-003 CRN 10811**

You will write a play. It must be at least a “ten minute play.” You are welcome (and encouraged) to write a longer play if you want, or if your characters want. (Hint: You don’t write the play. Your characters write the play. Plot is character in action.) In this class you will learn to look into your own life and find drama, conflict, issues. I am not saying that you will write a true-life story about your life. But I am saying that you can find the spark of a story somewhere in your life. You do not have to tell that story but you can blow on the embers of that spark and a play will grow from that. I guarantee it. And if you’re still afraid to write a play? Don’t worry. I’m here to help you. And I’m real good at helping people write their play. I wrote in Hollywood for 15 years and I have been through the fire. Requirements: To finish the play to the best of your ability and then cause that play to be produced in front of an audience -- that audience can simply be our class. To read and be tested on The Writer’s Journey by Christopher Vogler.

**Climate and the Four Horsemen**  
**Therell TR 9:30-10:45 BUI 301-005 CRN 14015**

Plague, War, Famine, and Death. More often than you might imagine these terrors are driven by weather and climate. This course will examine the impact of weather and climate disasters on society over the last ~5,000 years and what may be in store for us in the future. The primary topics of study will include the history of climate studies and paleoclimate techniques (e.g., tree rings, ice cores etc.) and weather and climate as “natural” hazards. Special attention will be given to case studies of weather disasters and climate mediated societal collapse.

**French Revolution and Global Ramifications**
"In 1789 France fell into Revolution." The use of the verb "fell" by historian Robert R. Palmer is apt. Unlike the American Revolution, what happened in France was not premeditated. There were no "Sons of Liberty," nor a Declaration of Independence. Instead, there was a spontaneous rebellion that led to a "Reign of Terror," and later to Napoleon. The restoration of the Bourbon monarchy in 1814 led to a concerted attempt to undo the democratic gains achieved by the Revolution. Yet many of the values and institutions of the French Revolution persist today. The Revolution resulted in the suppression of the feudal system, emancipation of the individual, a greater division of landed property, abolition of the privileges of noble birth, and nominal establishment of equality among men. The French Revolution differed from other revolutions in being not only national, for it intended to benefit all humanity by fighting for "human rights." We shall study the French Revolution in terms of its historical context and also its worldwide consequences and ramifications.

Imagining Social Class in America
Hubbs TR 12:30-1:45 BUI 301-001 CRN 10720

Although Americans often fancy themselves denizens of a classless society, social class distinctions indelibly mark life and literature in the United States. In this course, we will study some of the ways fiction writers engage with socioeconomic status both through their characters’ experiences and through their texts’ narrative structures and stylistic devices. Reading novels by Gwendolyn Brooks, William Faulkner, Tomás Rivera, Edith Wharton, and other authors, we will ask: How do these novels represent and narrate life in poverty, prosperity, and the points and passages in between? How do class identities intersect and interact with regional differences, gender roles, the mythos of self-making, racial and ethnic identity, and labor relations?