ARSC 390-080
The Impact of Sports on Race and Culture
Ron Whittington
This course will focus on moments in history from the 1800s to the present where sports played a major role in forming attitudes and shaping cultures. We will discuss points in time where the very mention of a sports figure could insight a riot, cause youth to spend enormous sums of money to purchase the latest styles or brand names, or lead a government to bid and host Olympic events that will ultimately bankrupt the economy. We will also discuss the impact of sports in the quest for human rights, asking questions related to equality of gender as well as race. An atmosphere of respect will be present at all times, even when there are different points of view presented. Reading include: The Unlevel Playing Field: A Documentary History of the African American Experience in Sport by David K. Wiggins and Patrick B. Wiggins, University of Illinois Press Urbana and Chicago (2003). Additional articles, books and films related to class discussion topic will be assigned as needed.

ARSC 390-081
Innovating Global Development: Interdisciplinary Topics in Food Systems, Conservation and Poverty Reduction
Kim Bothi
Food security, resource management and poverty are complex global challenges. Improving our understanding of these challenges requires working across disciplines under uncertain conditions. This course introduces students to interdisciplinary concepts around international development with a focus on innovations in food systems, resource conservation and poverty reduction from South Asia and sub-Saharan Africa. Cross-cutting themes will include gender issues, systems analysis, and the complementary roles of scientific “research for development” and government, nongovernmental organizations, private industry and rural communities. The course will be taught in thematic modules using case-studies, journal articles, news media and internet-based learning videos to expose students to the theories, methods, empirical evidence and impacts of innovations bridging the natural and social sciences. Students will be asked to consider ways to integrate cross-cultural, multidisciplinary knowledge to enhance critical thinking around global development research, strategies and interventions designed to target complex global challenges.

ARSC 390-082
Fracking to Blood Diamonds: The Geopolitics of Energy and Earth’s Resources
John Madsen
In this colloquium, we will explore how the exploitation of fossil fuels and mineral resources affect global geopolitics. Through a series of problem-based learning investigations, we will learn about the geologic setting, recovery (i.e., drilling and mining), and human use of coal, oil, and natural gas and various minerals including diamonds, gold, rare earth elements and examine how the abundance, consumption, and economics of these resources influence global events. Activities to be completed during this seminar will include group written reports, powerpoint and poster presentations, individual writing exercises focused on current global energy and earth’s resources issues, and an individual research report on a topic of interest derived from participation in the course. Readings will include the trade books “The Quest: Energy, Security, and the Remaking of the Modern World” by Daniel Yergin and “Earth Wars: The Battle for Global Resources” by Geoff Hiscock and selected materials from geologic reports and introductory-level energy and mineral resources texts.

ARSC 390-083
From Gilgamesh to Godzilla – We are the Storytelling Animal
Steve Tague
We stream four seasons of *Greys Anatomy* in one weekend, binge on *Dexter*, watch repeats of *The Wire* repeatedly, jones like an addict for the next season of *House of Cards*. “What is wrong with you?” your parents ask (while they secretly do the same thing)? Next time they ask, tell them, “I am rehearsing for life.” This is what Johnathan Gottschall thinks. If that doesn’t satisfy, say, “I am seeking a kind of Jungian balance in my life.” This is what Christopher Booker believes is at the bottom of our insatiable appetite for stories. There is no question that our appetite for stories seems without limit, the evidence is overwhelming, but the rather hot topic of why, as it burns up the evolutionary biology, psychology and neuroscience journals, will be the subject of this class. In this class we will use all of the forms of narrative that we consume: movies, TV, song lyrics and poetry, novels and plays. The student will be asked to write four papers. One of the papers will explore which of the seven basic plots is most attractive and why. In a second paper, students will be asked to choose from among the many reasons why we are addicted to story. Along with *The Seven Basic Plots-Why We Tell Stories*, by Christopher Booker and *The Storytelling Animal: How Stories Make Us Human*, by Johnathan Gottschall which both have a strong opinion on the subject, we will look at other theories and ideas. Some examples include the following: that we use stories to practice our mind-reading abilities-Lisa Zunshine; that we enjoy stories as a survival mechanism-Denis Dutton; that in our consumption of stories, we practice sympathy-Paul Woodruff, and that stories enable us to embrace contradictions-Peter Brook. David Mamet says that, “we are naturally the stars of our own stories” and we all know that we are continually “writing” the story of our lives. In the third paper the students will examine what kind of story they have been writing and continue to write about themselves. Are they writing an “Overcoming the Monster” story or perhaps a “Rags to Riches” story? As eighteen or nineteen year olds, these students are at a particular hinge in their life-stories, a unique place from which to write. The fourth paper is an examination of where we are now as a culture. What is the story that we favor now, that we are telling ourselves, the one that best says who we are as Americans?

**ARSC 390-084**

*The Power of the Unfinished*

*Isabelle Lachat*

This course engages with diverse manifestations of the “unfinished” ranging from the existential to the mundane. We will address various cultures' responses to the fear of the end of the world and the Apocalypse, guided by Frank Kermode’s *The Sense of an Ending* and Jorge Luis Borges’ *The Library of Babel*. We will consider unfinished visual and literary works and problematize the practical and theoretical explanations behind their current state as well as evaluate the effectiveness and very necessity of various attempts to complete them. Unfinished works by Michelangelo, Jane Austen and Charles Dickens will provide compelling case studies. The immortality of iconic fictional characters, including Dr. Who and Sherlock Holmes, the alternate endings of certain movies and books, as well as the ubiquity of sequels, prequels and reboots will allow us to ponder the precariousness of the author’s vision in light of potential public outcry at ‘unsatisfactory’ endings and the desire for closure. Issues pertaining to selective cultural preservation (Nero’s *Domus Aurea*, Leonardo’s *Last Supper*) and the changing ethics of art conservation (Should missing pieces be replaced, completed, left as is?) will also be tackled as we attempt to understand why some works or sites are preserved while others are allowed to decay.

**ARSC 390-085**

*Social Mood, Decision Making & Markets*

*Peter Atwater*

Why are farm-to-table dining, the locavore movement and microbreweries booming today? Why do Scotland and Catalonia want to secede? Why can’t Congress get along? Why is the engineering program at UD booming? What do the legalization of marijuana, the success of GoPro, Guardians of the Galaxy and the domestic violence scandal of the NFL really say about how we and how we feel? These are just a few of the questions we’ll answer as we explore socionomics and how changes in social mood and confidence shape the decisions we make every day and the events in politics, economics, science and culture that we see around us. Using current news stories and examples of real life, along with Daniel Kahneman’s “Thinking, Fast and Slow,” the class will look at the choices we make and the situational logic that we routinely apply. Students should expect to have their preconceptions of cause and effect seriously challenged and come prepared to explore history in a new light. Three papers with an emphasis on clear, logical reasoning will be required.
ARSC 390-086
Civil War Stuff: Writing History Through Objects
Sarah Beetham
In this course, we will explore the significant objects used to wage, picture, and remember the American Civil War. Using methods from material culture studies, we will examine prints, photographs, fine art, weapons, textiles, medical objects, landscapes, memorials, and souvenirs to understand how objects can increase our understanding of how the Civil War happened and what it has meant to us as a nation. We will read testimonial from soldiers, witnesses, family members, enslaved people, artists, and statesmen of the Civil War along with works by scholars of material culture. Students will write brief response papers and two formal essays analyzing the representation of Civil War objects in popular culture. For their final project, students will be asked to write a research paper proposing an exhibition based on a theme related to the Civil War using the types of objects studied during the semester.

ARSC 390-087
Captivity
Frank Hillson
We have all witnessed headlines of Westerners (frequently white and Christian) abducted by radicals who are often portrayed as the cultural/racial/religious “Other.” While these events might be seen as contemporary issues, their roots reach back to colonial times. For early Americans, it was the ultimate horror: To be captured by Indians and taken to a strange land. For thousands of settlers, captivity became their lot, and many wrote about their ordeal in a genre called the captivity narrative. The ur-text of this tradition is the dramatic capture and redemption of Puritan Mary Rowlandson. Her story became a bestseller and exerted a powerful literary and cultural influence, forming the foundation for hundreds of other captivities to include modern renditions. The genre frequently glorified the white Christian captive while denigrating the uncivilized dark abductor. The genre flourishes today with stories of people held in duress—by extremists or pirates. For example, Prisoners of Hope: The Story of Our Captivity and Freedom in Afghanistan (2002) concerns the saga of two white Christian women held by the Taliban. More recently is Impossible Odds (2013), which concerns Jessica Buchanan’s bondage of three months by Somali pirates. Thus, this course will explore the rich captivity narrative genre beginning with colonial pieces. We will then head out West to read Fanny Kelly’s Narrative of My Captivity among the Sioux Indians (1871) or perhaps another period piece before ending with modern captivities, including some of the aforementioned texts. Although we will explore many themes and issues, our focus will be the human condition. How do these writers enrich the human experience? How do authors portray the abductor—the cultural/racial/religious “Other”? How do texts depict the individual and western society? Assessments will include short papers on selected texts, short quizzes, participation, and a larger paper examining any aspect of the captivity narrative genre.

ANTH 390-080
Flying Whispers, Forgotten Lives: The Delaware State (Mental) Hospital (1894-1920)
Kathy Dettwyler
This interdisciplinary course combines anthropology, history, and psychology in an exploration of the lives of patients at the Delaware State Hospital in Farnhurst in the late 1800s and early 1900s. Students will have an opportunity to explore primary source materials from hard-bound, hand-written, patient admission ledgers from DSH and conduct original research using the database developed from these ledgers. We will explore what kinds of people ended up in DSH – not just those with “mental illnesses” such as schizophrenia, depression, and mania, but also those with cognitive impairments, traumatic brain injury, brain damage from illness, seizure disorders, the elderly, people with syphilis, alcoholics and drug addicts, women seeking refuge from abusive husbands, and a whole host of other conditions/situations. What sorts of treatments and therapies were available? What were the philosophical and cultural beliefs underpinning the state hospital system? How were patients viewed and treated by their friends and family, by the hospital staff, and by society at large? How did they spend their days? Students will learn to use resources from the Delaware Historical Society, the Delaware State Archives, and on-line aerial photographs. We will use www.ancestry.com and www.familysearch.com to trace what happened to individuals after they left the hospital. The course will include guest speakers, films, and a fieldtrip to the “Spiral Cemetery” at Farnhurst, where patients were buried if they had no other option. Throughout the course, comparisons will be drawn between this time period and (1) the middle decades of the 20th century – the time of lobotomies, electro-convulsive therapy, Thorazine, and the use of restraint and seclusion in underfunded and overcrowded state hospital wards, as well as (2) current treatment of those with
mental illness at the Delaware Psychiatric Center. Readings will include a variety of scholarly works on the history of the treatment of mental illness in the US.

FLLT 360-080
The Mafia
Laura Salsini

The Mafia began in Italy in the late 1800s. This course will examine the history of this organization, as well as its depiction in Italian literature, non-fiction accounts, and film. The second part of the course will focus on how the Mafia evolved as it moved into the United States. We will look in particular at how American film directors promulgate or challenge the stereotypes of the Mafia and Italian-American identity in such films as The Godfather and GoodFellas, among others.