




HASS Exploration (HEX) Program

The HEX Program consists of a group of HASS subjects recommended by MIT faculty to undergraduates as an option to become familiar with various methodologies in the humanities, arts, and social sciences that approach topics from different disciplinary and interdisciplinary viewpoints. HEX subjects have limited enrollment and are team-taught by MIT faculty - presenting students an opportunity for faculty interaction.

All HEX subjects may count towards the HASS Requirement. They can be used towards the Distribution (categories are noted in the online subject listings) or they can be used as a HASS Elective.

HEX Subjects offered Fall 2017

	<p>21H.009 The World: 1400-Present (HASS-H; CI-H)</p> <p>Surveys the increasing interaction between communities, as the barrier of distance succumbed to both curiosity and new transport technologies. Explores Western Europe and the United States' rise to world dominance, as well as the great divergence in material, political, and technological development between Western Europe and East Asia post-1750, and its impact on the rest of the world. Examines a series of evolving relationships, including human beings and their physical environment; religious and political systems; and sub-groups within communities, sorted by race, class, and gender. Introduces historical and other interpretive methodologies using both primary and secondary source materials.</p> <p><i>H. Nagahara, S. Aiyar</i></p>
	<p>Global Shakespeares*</p> <p>21L.009 Shakespeare (HASS-H; CI-H)</p> <p>Global Shakespeares approaches some of the playwright's most enduring works through their vibrant and varied afterlife. Combines close reading of the texts and historical contextualization with a broad range of international performances and perspectives. Focuses on four or five plays drawn from different genres, including <i>Hamlet</i>, <i>Much Ado About Nothing</i> and <i>The Tempest</i>. Sections will benefit by meeting periodically for films, scene analysis, presentations and more.</p> <p><i>P. Donaldson, S. Raman</i></p> <p><i>*Note subject periodically meets with 21L.010 and is designated as CI-H</i></p>
	<p>Global Shakespeares*</p> <p>21L.010 Writing with Shakespeare (HASS-H; CI-HW)</p> <p>William Shakespeare didn't go to college. If he could time-travel like Dr. Who, he would be stunned to find his words on a university syllabus. But he would not be surprised at the way we will be using those words in class, because the study of rhetoric was essential to all education in his day. We too will focus on communication using words, with Shakespeare a capacious model and inspiration for dialogue, self-presentation and writing. Will meet periodically with the other Shakespeare sections for films, scene analysis, presentations and more.</p> <p><i>D. Henderson</i></p> <p><i>*Note subject periodically meets with 21L.009 and is designated as CI-HW</i></p>

Visit the HASS Requirement website for more information: <http://web.mit.edu/hassreq/>.
contact hassreq@mit.edu with any questions.



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HEX Subjects offered Fall 2017

Globalization: The Good, the Bad and the In-Between
21L.020J (21E.076) CI-H
(This course is taken concurrently with a Language subject.)

Through novels, essays, films, audio files and team projects, students develop sensitivity to other cultures and the ability to read broadly across national boundaries. In this course, students acquire the analytical frameworks to contextualize contemporary debates about globalization. The emphasis on the historical context in which contemporary globalization emerged gives students a foundation to continue work in literature, history and the arts with a global perspective.

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LITERATURE @ MIT

Resnick, J. & J. Terrones
Professor Margaret Resnick & Lecturer Dr. Joaquin Terrones

21L.020J/21G.076J: Globalization: the Good, the Bad, and the In-Between (HASS-H; CI-H)

Examines the cultural paradoxes of contemporary globalization. Studies the cultural, linguistic, social and political impact of globalization across international borders and on specific language communities. Students analyze contending definitions of globalization and principal agents of change, and why some of them engender backlash; learn to distinguish what is considered new, hybrid, and traditional; identify the agents, costs and benefits of global networks; and explore how world citizens preserve cultural specificity. Students also develop cultural literacy through study of second language and culture, research, development of virtual materials, and interactions with MIT's international students.

M. Resnick, J. Terrones

