

SPRING 2010 GENERAL EDUCATION OFFERINGS: COMMON CORE COURSES

THE NATURAL WORLD

ANTH-N 190 THE NATURAL WORLD (3 CR)

VT: BECOMING HUMAN

4486 8:30A-9:45A TR DW1285 VanderVeen J

An introduction to the evolutionary development of humans, viewed in both a biological and cultural context. Major topics include the concept of evolution, biological relationships between humans and other primates, the fossil record of hominid evolution, and the basic methods employed by archaeologists in the study of human biological and social development.

AST-N 190 THE NATURAL WORLD (3 CR)

(MATH PLACEMENT LEVEL 3)

VT: STARS AND GALAXIES

4698 7:00P-9:30P R NS 125 Mais D

Our universe is a vast place that contains a variety of objects that almost defy the imagination. This course is a journey that starts from our extended local neighborhood of nearby stars, continues to explore our galaxy and its inhabitants, and ends at the far reaches of known space. Along the way we will discover strange objects such as pulsars, black holes, and exploding galaxies, and we will face some of the remaining deep mysteries about the structure of the universe that occupy today's cosmologists.

VT: WORLDS OUTSIDE OUR OWN

4393 1:00P-2:15P TR NS 071 Davis B

In this course we will look at planetary bodies, including Earth. Although we will note systematic similarities, we will focus on the unusual features that make them "worlds" in their own right. Major topics will include the following: historical background and observing the night sky; a quantitative description of planetary motion; light and radiation; and planetary bodies (planets, their moons, asteroids and comets). We will also discuss social and political issues, such as the priority we should place on exploring the Solar System considering competing demands for our limited resources.

BIOL-N 190 THE NATURAL WORLD (3 CR)

VT: PLANTS AND PEOPLE

4331 10:00A-11:15A TR NS 152 Staff

4332 11:30A-12:20P R NS 144 Staff **Discussion (DIS)**

Human societies are completely dependent upon plants, which supply us with food, clothing, shelter, fuel, and even the oxygen we breathe. This course will introduce students to the world of plants through the lens of human uses and needs. The course will begin with some basic information about plant structure, physiology, reproduction, ecology, and evolution. It will then turn to topics that show how plants have played an important role in the development of human culture and society. The course will include some lab work and possibly some field trips. Some course topics and readings will be linked to the campus theme of sustainability.

CHEM-N 190 THE NATURAL WORLD (3 CR)

VT: CHEMISTRY AND OUR ENVIRONMENT

4021 5:30P-8:00P M NS 104 Nolt M

4022 8:00P-8:30P M NS 104 Nolt M **Discussion (DIS)**

4023 6:00P-8:30P T EK A128 Harnish R (Elkhart) **Discussion (DIS)**

4024 8:30P-9:30P T EK A128 Harnish R (Elkhart)

The course focuses on topical, interdisciplinary issues such as the environment, energy, and nutrition. The science is introduced on a need-to-know basis as issues are discussed and developed. There are no pre-requisites for this course. Instruction will focus on only those aspects of the fundamentals of chemistry that have a direct bearing on the applications of chemistry to society.

NOTE: CHEM-C120 is the lab component of N190 and together they make 5 credits and so fulfill lab science requirements.

GEOLOG-N 190 THE NATURAL WORLD (3 CR)

(MATH PLACEMENT LEVEL 3)

VT: WEATHER ANALYSIS & FORECASTING

4208 11:30A-12:45P MW NS 0063 Mecklenburg R

Weather is something that affects all of us, all the time. This course will teach you about the concepts of meteorology and how the concepts are applied to weather forecasting. In particular, this course will emphasize local weather and climate. Each class will begin with a weather briefing of how our local weather will be affected

by various weather systems. In addition to local weather, this course will examine global warming, severe weather, and hurricanes.

VT: ROCKS, GEMS, AND FOSSILS

4515 2:30P-3:45P TR NS 0041 Bortrager B

Rocks, gems, and fossils have intrigued people from the beginning. Through basic identification of rocks and minerals, students will learn how the history of our planet has been interpreted. Emphasis on the uses of these materials will show students how many natural resources we extract from our planet and how this process has affected the development of countries and civilizations around the world. By learning about the identification, classification, and formation of fossils, students will learn about our past here in Indiana, North America, and planet Earth.

VT: GEOLOGY OF THE NATIONAL PARKS

30484 11:30A-12:45P MW ARR Scott H

Our national and state parks contain some of the most beautiful scenery found on the planet, and accordingly draw visitors from around the world. Their spectacular landscapes are the result of a wide range of geologic processes that we will discuss in this course. After introducing the basic framework of plate tectonics we will use individual parks as geologic case studies and introduce geological principles as necessary to scientifically understand what gives the parks their unique character. We will also discuss the political and historical framework in which the park system exists: the establishment and management of national and state parks is a massive undertaking including extensive political, philosophical and economic considerations.

PHYS-N 190 THE NATURAL WORLD (3 CR)

VT: SOUND & HUMAN CULTURE

4531 11:30A-12:45P TR NS 0063 Barton D

This course will cover the basic physical concepts involved in Acoustics—the science of sound—and explore the implications for human beings of the fact that we are embedded in an acoustic environment. A Primary thread throughout the course will be the acoustic basis of music: musical instruments will provide the important examples of different acoustic systems ranging from violins and flutes to the human voice. Projects will include acoustic analysis of different environments, and the final project will be to design and build a simple musical instrument, and to write a paper evaluating the acoustic properties of this instrument. A musical background is not required.

PHYS-N 190 THE NATURAL WORLD (5 CR)

(MATH PLACEMENT LEVEL 3)

VT: DISCOVERED PHYSICS

4344 1:00P-2:15P MW NS 0039 Levine I

4345 2:30P-3:20P W NS 0062 Levine I **Discussion (DIS)**

4346 3:25P-5:25P W NS 0062 Levine I **Laboratory (LAB)**

The universe is full of wondrous and diverse phenomena such as exploding stars and gently falling snowflakes. Persons of great conceit think that this can all be understood in terms of a small set of rules and elementary objects. This course is designed to help the student learn how (we think) the universe works and how these ideas are generated, tested, and communicated. Models of nature and the methods of elementary quantitative problem solving are studied in the lecture and recitation portions of the course. The laboratory component of the course helps the student learn the practice of experiment and guides the student in developing, executing and reporting on experiments of their own design.

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS

ANTH-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS (NEW)

VT: CHILDREN AS KIN, CITIZENS, AND HUMANS

Obligation and Belonging: Children as Kin, Citizens and Humans How do social ideas of what children are, what children need, and what children mean affect the experience of being a child? In this interdisciplinary course we will use readings from sociology, history, philosophy and anthropology to explore the on-going social and historical construction of children and childhood. The ideal of childhood as a space and time of innocence, play, and learning constructed in 17th and 18th century Europe is today, as then, a stark contrast to the lived experience of most children in the world today. In this course we will not only be considering the creation of “childhood” and its dominant figure of the child as the innocent tabula rasa, but will also be exploring the ways in which conceptualizations children as belonging to kin groups, nations, and humanity shape children’s lives. Writings on the anthropology of childhood reveal the simultaneous, and at times conflicting, effects of citizenship, kinship, and human rights on the lives of children. Each of these three figures of the human was designed to meet specific ends, permits and bars certain types of actions and associations, differently orders matters of obligation and belonging, and forms part of larger assemblages of practices, technologies, norms, and modes of reasoning. They were brought

into being in sequence, but operate simultaneously, each affecting the others. In exploring the lived experience of children throughout the world, we will ask how thinking of children as kin, citizens, and humans affects their care and will trace the relationships and conflicts between these forms of obligation and belonging. Using a mixture of ethnographic and theoretical writings we will move through each of these themes in turn. In addition to writings that focus on children themselves, we will also consider text that speak more generally to kinship, citizenship, humanitarianism, and human rights.

COGS-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS (NEW)

VT: HOW THE MIND WORKS

What exactly is the human mind? How does it relate to the human brain? How does it make possible human behaviors, such as perception, learning, remembering, physical movement, social cooperation, and even loving? In this course, we will investigate such questions through the lens of cognitive science. We will also consider implications of mind-related inquiry. For example: Can the right program running on a sufficiently powerful computer be considered a mind? Should 'smart drugs' and brain implants be used by those with 'healthy minds' in order to augment mental performance? What happens when an intelligent lethal weapon is deployed for warfare, while humans are completely 'removed from the loop' which determines its actions?

POLS-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS (3 CR)

VT: COUNTING/QUESTIONING DEMOCRACY

4043 11:30A-12:45P MW DW 1185 Gerencser S

Mark Twain is often credited with having claimed "There are three kinds of lies: lies, damned lies, and statistics." This course will examine how social scientists, politicians, advocacy groups and political commentators all use statistics to support arguments; the course approach does not at all presume that all statistics are lies, but will work develop the critical tools to evaluate when they are well developed and credible--and when not. This is not a course in statistics and does not require special math skills, but will examine how numbers are used in the social sciences and politics.

POLS-B 399 HUMAN BEHAVIOR&SOCL INSTITUTNS (3 CR)

(P: ENG-W 131)

VT: URBAN POLITICS AND POLICY

4534 2:30P-3:45P MW DW 1125 Gerencser S

This course considers the politics of cities, suburbs, and regions in the United States from numerous perspectives. Cities are at the heart of American democracy; they are the units of government closest to the people, making citizens more likely to interact with their local governments than the national or a state government on a daily basis. However, cities also serve as hubs of commerce, and many argue their governments cater decisions to the interests of the private sector. Finding ways to serve residents while crafting development plans to suit businesses is one of the central challenges of governing cities. Because of cities' dynamic and ever-changing nature, we will take a historical approach to urban politics while considering a wide range of theories of city development. Discussions of political power will be at the center of units considering the initial development of U.S. cities, political institutions, federalism, race, metropolitan expansion, globalization, and residential displacement. Though this is a course on politics, understanding the structure of power in cities requires inquiries going beyond the basic institutions of local government. Readings and discussions also borrow from sociology, urban planning, economics, geography, and a range of other disciplines. (F08 Smith J)

VT: WAR, TERROR & RECONCILIATION

4448 10:00A-11:15A TR DW 1125 Chen L

State-sponsored terrorism and war are enduring aspects of politics in the world today. In the latter part of the 20th and the beginning of the 21st century, a number of societies have attempted to emerge from periods of terror and war. This course will analyze how societies reconcile the history and collective memories of state-sponsored violence. Along with analyzing the nature of state violence in specific countries, the course will review efforts to hold states accountable for their policies of brutality. Readings will include accounts by victims of state terror, accounts by those who meted out the terror and violence, and by outside observers. A central concern of the course is debate concerning the ethics of seeking accountability for past violence.

PSY-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS (3 CR)

VT: DEATH AND LIFE LESSONS

4050 10:00A-11:15A MW ARR Place P (Elkhart)

This course focuses on death and end-of-life issues within a variety of perspectives, including historical, biomedical, multicultural, and religious theories. Existential issues related to the human significance of death for individuals and community will be addressed. Students will be introduced to a basic overview of laws and ethics regarding end-of-life issues, and participate in group discussions using critical thinking skills acquired in class. Guest speakers will include professionals working in funeral preparation, hospice, and grief and bereavement programs.

VT: MULTI-CULTURAL LIFESPAN DEVELOPMENT

4051 10:00A-11:15A TR NS 105 Place P
4049 6:00P-8:30P T DW 2105 Bishop M

This course provides an introduction to the complex nature of human development from a multicultural perspective. This course will focus on three domains of development: physical, cognitive, and social as an ongoing set of interrelated processes across the lifespan. By critically examining developmental similarities and differences between cultures, you will develop the capacity to evaluate and appreciate the relative contributions of both nature (as indicated by similarities) and nurture (as indicated by differences). This will lead to an increased awareness of the impact of individuals' real-world settings as well as biological constraints on human development. From this understanding, you will gain the capacity to think more critically about your own development as well as the development of those relying on you as nurtures. In addition, you will be better able to relate and apply concepts to what you observe and experience in an expanding multicultural society.

PSY-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS (3 CR) (P: PSY-P 103)**VT: WOMEN AND MADNESS: "CRAZY WOMEN" IN PSYCHOLOGY AND POP CULTURE**

4563 4:00P-5:15P TR NS 08 Borshuk C

This class focuses on the iconic mad woman in historical and fictional works, and examines through a psychological and gendered analysis how this portrayal has been constructed. We will look at how centuries of bias against women in Western societies have resulted in the pathologizing of women's sexual, mental, emotional, and physical experiences and abilities. We will examine old and new gender stereotypes that have led to disparate treatment by the psychological profession. We will read first-person accounts from women who have undergone mental health treatments such as insane asylums, biological therapies, and talk therapies. We will also turn a critical eye toward the portrayal of dangerous, mad, or crazy women in works of fiction and film to explore important themes of sexuality, motherhood, agency, and relationships.

SOC-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS (3 CR)**VT: EVERYDAY LEADERSHIP**

4042 4:00P-5:15P TR DW1125 Grant O

This course is designed to develop insight into social institutions and human nature by examining the moral and ethical issues of everyday leadership. Throughout the semester students will analyze the different standards for leadership while conceptualizing preconceived notions of leaders and followers. Students will look at complex societal issues and distinguish between power and authority in an effort to learn the attitudes, behavior and skills needed for effective everyday leadership.

SOC-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS (3 CR)**VT: OVERSEAS STUDY IN COSTA RICA**

26277 ARR ARR ARR Sernau S

Description: ??

LITERARY AND INTELLECTUAL TRADITIONS**ENG-T 190 LITERARY & INTELLECTUAL TRADITIONS (3 CR)****(Reading Placement, 90 or above)****VT: THE CASTAWAYS**

4503 1:00P-02:15P MW DW 1250 Kahan L

The story of an individual stranded on a tropical island, forced to rely for survival on nothing but the fruits of the earth and his or her own ingenuity, has become a foundational myth of modern society. It has been rewritten countless times over the last 300 years, from Daniel Defoe's Robinson Crusoe (1719) to the recent Tom Hanks film Castaway (2000) to hit TV shows like Survivor and Lost. Why do we remain so fascinated with the figure of the castaway? What does it tell us about the modern individual and his or her relationship to society? What do the changes in this story, as it has been recast for audiences of different time periods, tell us about the evolution of that society (or about the way we view it)? These are the kinds of questions that we will attempt to answer as we read selections from three centuries of castaway tales.

VT: BEYOND COWBOYS AND INDIANS: MYTHS OF THE U. S. WEST

4499 10:00A-11:15A TR GR 104 Mattox J

4032 11:30A-12:45P TR NS 135 Mattox J

The story of the U.S. West has been told in countless ways: as conflict between advancing civilization and disappearing "savage," as site of individual self-discovery or transformation, or more recently, as site of struggle over issues such as immigration and race. In this course we will ask how the West has been portrayed at different times and what functions such portrayals might serve. In examining these questions, we will read literary and historical accounts and view selected films and ask how and why the West has proven so important to understandings of U.S. history and culture.

VT: STORIES OF THE DYSFUNCTIONAL FAMILY

4034 6:30P-9:00P T EK A133 Collins J (Elkhart)

The course focuses on the repetitive pattern of dysfunction in family groups from the ancient Greeks to modern writers. The class will analyze the causes of socially dysfunctional actions and the effects on family members and the surrounding society. We'll study dysfunctional characters in literary works and film with the help of some psychological texts. We will examine the difficulty of breaking out of dysfunction and investigate ethical consequences of characters' actions. How are the destructive consequences of dysfunctional acts treated by the authors in this course? How does modern society view such acts? Can dysfunctional acts be explained away by fate or birth? Where does responsibility reside?

VT: EVERYBODY'S IRISH: UNCOVERING PLASTIC PADDYS AND "REAL" IRISHMEN

4033 11:30A - 12:45P MW GR 121 Nichols-Boyle S

*Whatever happened to the Ireland of thatch cottages, fairies, giants, wakes, and dances? "Modern" Irishmen and women have been asking this question as far back as the nineteenth century when the Irish countryside was being transformed by the introduction of the English language and culture, and most importantly, the setting down of stories told around the fireside into print. This course will explore how some of the first Irish authors in English were able to capture the tall tales and voices of the last of the traditional Irish storytellers in writing. Most of our current views of the Irish come from these early stories, but how accurate is the stereotype of the poor, drunk, short-tempered, yet lovable Paddy? We will read literature and historical accounts, as well as watch selections from films such as *The Quiet Man* and *Darby O'Gill and the Little People*, to discover the complex image of the Irishman in print and how it has been manipulated and reproduced over time to create the "real" Irish.*

VT: A WOMAN'S APPROACH TO COMICS

4741 5:30P-6:45P MW DW 2105 Michaels C

Description: ??

VT: THE OUTCAST (NEW)

4742 10:00A-11:15A TR DW 1285 He C

The image of the outcast has captured many writers' imagination, for it raises interesting questions about the relationship between individual and society. In what ways are the outcasts different from other people? Why are they excluded/rejected by the society? Do they pose problem, harm, or danger to the society? Do they challenge/critique social conventions and traditions? How do they view their own marginalized condition? Are they seeking for social acceptance or insisting on their own isolation? By reading writers from a variety of racial and ethnic backgrounds, we will explore the issues of social boundaries, cultural definition, individual freedom and independence, and the price paid to be assimilated or excluded in a society.

ENG-T 191 WORLD LITERARY & INTELLECTUAL TRADITIONS I (3 CR)

VT: HEROES IN ANCIENT AND MEDIEVAL WORLD LITERATURE

4388 1:00P-2:15P TR GR 103 Meyer-Lee R

RESTRICTION: PRIORITY FOR THIS SECTION IS GIVEN TO EDUCATION STUDENTS (unless otherwise noted in the online schedule of classes. The restriction may be removed in order to fill the class.)

Three boys without a father: one finds a sword in a stone, one is given a light saber, and one is chosen by a wand. All become heroes. The significance of these and many other similarities among such tales of heroes—as well as of their important differences—is the topic of this course. The focus, in particular, will be on heroic legends from the ancient and medieval eras, ranging across time and space from 4000 years ago in Mesopotamia (Gilgamesh), to 2500 years ago in India (the life of the Buddha), to 500 years ago in England (Sir Thomas Malory's account of King Arthur). Throughout, we will reflect on apparent continuities among these stories as well as the vast differences in culture that they carry, and we will think about the cultural functions of heroic legends in general. And, yes, we will also talk about how the Star Wars and Harry Potter sagas fit into the long tradition of heroic literature.

ENG-T 192 WORLD LITERARY & INTELLECTUAL TRADITIONS II (3 CR) (Reading Placement, 90 or above)

VT: THE QUEST MYTH IN WORLD LITERATURE AFTER 1700

PRIORITY FOR THIS SECTION IS GIVEN TO EDUCATION STUDENTS but open to all students

4387 10:00A-11:15A MW DW1290 Collins J

The course will investigate the myth of the heroic quest in Western and non-Western literature from the Renaissance to the modern era. The story of the hero's quest is central to all myth. The mythic quest for the Holy Grail will serve as the starting point. The Grail quest delineates the hero's journey toward self and cosmic integration. In the novels and plays included in the course, we will follow the hero's journey toward self-discovery and social redemption or failure and examine the ways in which the archetypal quest myth is transformed by the individual storytellers. In addition, through the hero's quest, which is at once personal, national and cultural, we will investigate differences between Western and non-Western literature. Secondary texts will focus on comparative mythology.

ENG-T 390 LITERARY & INTELLECTUAL TRADITIONS (3 CR)**(P: ENG-W 131)**

VT: THE TROUBLE WITH BEAUTY IN FAIRY TALES

4691 5:30P-8:00P M ARR Wolford K (Elkhart)

Can our unrealistic ideas about beauty be laid at the dainty feet of fairy tales? In fairy tales "beauty" is often equated with good character and "ugliness" with evil. And influential social roles in fairy tales are hardly confined to pretty princesses. Witches, Princes Charming, and Trickster heroes are also stock characters in fairy tales and have their own complicated impact on culture. This course will explore the ethical implications of the content, art, and history of fairy tales from several cultures and traditions. By exploring tales such as "The Little Mermaid" through the primary text by Hans Christian Andersen, illustrations by 19th-century artists like Edmund Dulac, and the powerfully popular Disney movie of the late 20th century, we'll delve into the impact such tales have on society. Are they worth telling? Are they good for children? What ethical responsibilities do illustrators, fairy tale authors, and interpreters have in transmitting fairy tales? Using approaches from the disciplines of art history, literary criticism, and social history, we'll try to find the answers. This course will focus on improving student writing and research skills. Three papers, an annotated bibliography and regular online entries on a class-focused blog will be required.

VT: ??

4504 1:00P-2:15P TR DW 1275 Gerdes R*Description:??***FINA-T 390 LITERARY & INTELLECTUAL TRADITIONS (3 CR)****(P: ENG-W 131)**

VT: NEEDLE AND THREAD: A CULTURAL ANALYSIS OF WORLD TEXTILES

27955 2:30P-3:45P TR NS 106 Rusnock A

This course will analyze world textiles from the prehistoric period to the modern age. The varied needle arts will be situated within their historical, cultural, and artistic context in order to understand the role these art objects played in their societies. This course will analyze how textiles and textile production both reflected and affected their various cultures not just in terms of aesthetics but also with politics, economics, and gender construction.

HIST-T 190 LITERARY & INTELLECTUAL TRADITIONS (3 CR)**(Reading Placement, 90 or above)**

VT: ROUTE 66

4608 5:30P-8:00P W ARR Thompson T (Elkhart)

Route 66: This great American Highway, built in the 1920s, went from Chicago, Illinois to Santa Monica, California. It was featured in John Steinbeck's novel, The Grapes of Wrath as well as the 1946 song, "(Get Your Kicks) on Route 66." Many artists including the Rolling Stones and Depeche Mode have sung about Route 66. The road has also appeared in movies and television shows. This interdisciplinary history course will explore the history of this American icon through books, films and music.

*(Credit not allowed for this T190 and HIST-A 221 with same topic.)***HIST-T 390 LITERARY & INTELLECTUAL TRADITIONS (3 CR)**

VT: RACE, WAR, GENOCIDE: THE NAZIS IN EUROPE AND THE WORLD, 1933-1945

26235 2:30P-3:45P MW DW 1290 Zwicker L*Description: ??*

VT: THE CIA: HISTORY MYTH, CONTROVERSY

26236 1:00P-2:15P TR DW 1260 Nashel J**26237** 4:00P-5:15P TR DW 1165 Nashel J

The central theme for this course will be the nature of the CIA and how Americans have come to think about it since its inception in 1947. The first section of the course will frame our main focus with a series of straight-forward histories and critiques of the Agency. Such questions as its origins, its more notorious covert actions, key individuals, battles within the U.S. government, and its overall role in the cold war and post-cold war world will be analyzed here. Once we have examined this history, the more fanciful, crazed, and conspiratorial visions of the CIA will be considered. These offer, of course, a vivid contrast with the more staid academic accounts. This segment of the course will include journalistic accounts, films, novels, and popular cultural texts. We will explore why such a disjunction between the history record and the realm of fantasy regarding the CIA pervades American culture to this day.

MUS-T 190 LITERARY & INTELLECTUAL TRADITIONS (3 CR)**(Reading Placement, 90 or above)**

VT: EXPLORING MUSICAL GENRES: CLASSICAL MUSIC & BEYOND

26588 8:30A-9:20A F NS 020 Inglefield D**4321** 8:30A-9:45A MW NS 020 Inglefield D**29492** 5:30P-8:00P T A134 (ELK) Inglefield D (ELKHART)

This course explores the elements and performing media of music using live music, recorded music, and video. The role of music in society at different times in history in both Western and non-Western culture will be

examined. Students will be expected to attend classical music concerts, and to develop the listening skills needed to write critically about their concert experience and other music experienced in the course.

VT: HISTORY OF ROCK AND ROLL

4374 4:00P-5:15P MW NS 0039 Kolt R

This course explores history of rock and roll, from its roots in American jazz and blues in the early twentieth century, to its most contemporary manifestations. The method for studying rock and roll in this course is to examine it as a logical result of American societal trends and cultural mores of the era. As such, Music T-190; The History of Rock and Roll is as much a look at American society and its values as it is a music course. The ability to read music is not required. A term paper and two examinations (mid-term and final) are the course evaluators.

VT: EXPLORING MUSICAL GENRES: OPERA

26587 1:00P-2:15P MW NS 0039 Kolt R

This course will explore the history of opera from its inception in the musical; aesthetic, and philosophical tenets of the late European Renaissance, through the baroque and classical periods of music history. A brief introduction to the early history and formation of the operatic genre will be followed by extensive viewing of complete operas and opera scenes from each of the historical periods covered in this survey. Various readings and student participation in class discussion will be an integral part of the course and its assessment.

VT: MUSIC IN NEW YORK

27981 2:30P-3:45P TR NS 020 Muniz J

Description:??

PHIL-T 390 LITERARY & INTELLECTUAL TRADITIONS

(P: ENG-W 131)

VT: ENVIRONMENTAL PHILOSOPHY

4610 1:00P-2:15P MW DW 1260 Shockey R

In the context of the history of environmental philosophy, this campus theme course explores specific recent problems in which questions of environmental justice are at issue. Primary sources will include novels and documentaries, as well as philosophical and other thoughtful analyses. A major focus will be mountaintop removal mining in Appalachia. We'll discuss the environmental justice issues involved in resource extraction in impoverished areas. The course addresses questions about how human beings, as natural creatures themselves, ought to live in nature, how their treatment of each other both affects and is affected by their understandings of nature and its value, and how what we understand as the natural environment depends a great deal on cultural background. Students will have the opportunity to meet two of the authors we will be reading.

ART, AESTHETICS, AND CREATIVITY

ANTH-A 390 ART, AESTHETICS, & CREATIVITY (currently listed as A385) (NEW)

VT: PERFORMANCE AS SOCIAL ACTION

26325 4:00P-5:15P TR DW 1135 Sullivan C

Students will reflect on how performances can be understood as ways that people address cultural, social, economic and political issues such as community, nation, gender, race and ethnicity, class, health, religion, human rights, environment and globalization in a number of geographic contexts. They will explore these issues through readings, performance critiques from recorded performances, and movement lab sessions, in which students will themselves get the chance to translate some of the key issues we discuss into simple movement sequences.

ENG-A 190 ART, AESTHETICS, & CREATIVITY (3 CR)

VT: POETRY AND AUTOBIOGRAPHY: THE AUTHENTICITY OF SELF IN THE LYRIC POEM

4500 1:00P-2:15P M GR 123 Parker K

1:00P-2:15P W DW 1235 Parker K

4257 4:00P-5:15P M DW 1180 Parker K

4:00P-5:15P W DW 1270 Parker K

Students will examine their own lives through the prism of "autobiographical" poetry texts (as well as other art forms, including movies, the visual arts, music, etc.). We will examine the idea of poetic "persona" in contemporary poetry by reading various authors, as well as exploring film and visual art, and you will learn through various writing projects, and possibly a visual art project or two, how to determine, in your own autobiographical poems, what you need to do to get the most "truth" out of language through means of concision, music in language, exaggeration, and by eliminating cliché. The influence of class, gender, and race will all be germane to a deep understanding of how we authentically express and/or build into a complex language construct a representation of the self. You will write imitation poems as well as poems wholly your own. Additionally you will keep a journal of reader responses to the various readings and films, and write 2 short analytical response papers.

VT: THE MAGIC OF IMAGE

4256 11:30A-12:45P TR GR125 Botkin N

Contemporary society is a feast for the eye through the sensory details found in poetry as well as Hollywood movies. This is a course for budding aesthetes as we look at beauty in a variety of genres: poetry, print advertising, photography, and cinema. Students will explore what makes art so alluring, and learn to appreciate these genres by developing a more critical, intellectual eye. Some written assignments as well as two photography projects: self-portrait and urban/rural landscapes. Students should have access to a digital camera.

ENG-A 399 ART, AESTHETICS, & CREATIVITY (3 CR)

VT: POETRY & PAINTING: AUTOBIOGRAPHY, PERCEPTION, AND THE RADICALIZATION OF NARRATIVE

28040 5:30P-6:45P MW DW 1125 Lee D

Description: ??

FINA-A 190 ART, AESTHETICS, & CREATIVITY (3 CR)

VT: POINT AND SHOOT, AN INTRODUCTION TO DIGITAL PHOTOGRAPHY

28672 10:45A-12:00P W NS 0044 Wilson L

10:45A-12:00P F NS 06 Wilson L

28673 1:00P-2:15P W NS 070 Wilson L

1:00P-2:15P F NS 06 Wilson L

This introductory level course will explore digital technology for capturing, enhancing, and producing still lens-based images. The course will address the visual language of camera-generated images, computer output techniques, the connoisseurship of digital image output as well as basic digital camera operations. The course assumes no prior knowledge or experience with digital imaging technologies or materials. Students must provide a digital camera. TEXT: Stone & London, A short Course in Digital Photography Prentice Hall, 2009.

MUS-A 190 ART, AESTHETICS, & CREATIVITY (3 CR)

VT: EXPLORING MUSICAL COMPOSITION

4108 11:30A-12:45P TR NS 020 Rusche M

This course will introduce students to the materials of music – pitch, rhythm, melody, harmony – and to the notational tools used by musicians to represent these materials. Throughout the semester each student will use the tools and skills learned to compose simple musical pieces. No previous music education is required.

VT: ??

28779 7:30P-8:45P MW NS 020 Emery M

Description: ??

VT: ??

28780 7:30P-8:45P TR ARR Nolan M

Description: ??

THTR-A 190 ART, AESTHETICS, & CREATIVITY (3 CR)

VT: INTRODUCTION TO THEATRE

4473 10:00A-11:15A MW NS 106 Miller, T

4155 11:30A-12:45P MW NS 106 Miller, T

4263 5:30P-6:45P MW EK A131 Dufour D (Elkhart)

4157 11:30A-12:45P TR NS 036 Fry J

4156 1:00P-2:15P TR NS 106 Richardson, T

29800 10:00A-11:15A TR NS0036 Richardson, T

This introductory course examines the theatre, plays and playwriting, the actor, designers and technicians, the director, traditions of the theatre, the modern theatre, musical theatre, the future of theatre, and the critic. This is a participatory class. CULTURAL EVENT ATTENDANCE IS REQUIRED FOR SOME THTR COURSES. IT MAY BE NECESSARY FOR STUDENTS TO PURCHASE A SEASON OR SINGLE TICKET FOR SOME REQUIRED EVENTS.