

All courses are three credits unless otherwise noted. Additional courses added each semester.
List organized by common core area with 300-level courses arranged after 100-level courses in each common core area.

ART, AESTHETICS, AND CREATIVITY A 190**EDUC-A 190****TEACHING ABOUT THE ARTS (Pending approval through remonstrance)**

Introduction to the importance of the arts in the elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school specialists, and encourage student discussion and understanding of art and music in the world today.

ENG-A 190**THE ART OF IMITATION**

*Contemporary literature is full of re-tellings and re-imaginings, from Margaret Atwood's *The Penelopiad* to Seth Grahame-Smith's *Pride And Prejudice and Zombies*, but this isn't a new phenomenon. Writers, including Shakespeare and Mark Twain, have always recycle plots and characters from other's works. In this class, we'll explore writing stories and poems by retelling, recycling and re-imagining oft-told tales. We'll discover how writers take familiar material to make it both new and personal as we look at contemporary examples of re-tellings in fiction, poetry and graphic novels. We'll also discuss how re-telling relates to issues of intellectual property and originality. Students will research myths and fairytales, write a brief analysis of one published reinterpretation, and write and revise a portfolio of creative work. The class will also create an online literary journal of their work.*

CREATIVE WRITING: AFTER WORDS

In this class students will try different approaches to creative writing, using a variety of imitation exercises to create poems, prose poems, flash fiction, essays, and graphic narratives. One of the first practices artists learn is imitation, creating pieces "after" an established artist. Imitations are then labeled according to the work they take after: "After Picasso." We'll read work in a variety of forms and styles to guide us in shaping our own content and subject matter. Students will submit a portfolio of writing and keep an ongoing journal of their progress.

EXPLORING STORIES AND POEMS THROUGH IMITATION (ALSO "IMITATING STORIES AND POEMS)

One of the first practices artists learn in imitation, or the creation of an artistic work "after" that of an established artist. Imitations are then labeled according to the work they take after: "After Picasso". In this class students will try different approaches to creative writing, using a variety of imitation exercises to create poems, prose poems, flash fiction, essays, and graphic narratives. We'll read work in a variety of forms and styles to guide us in shaping our own content and subject matter.

"JUST" A GENRE CLASS

"Trashy" romance novels, "sensationalized" crime fiction, "bizarre" fantasy worlds—popular writing genres are often dismissed as pulp fictions that have nothing substantial to say about our world or human nature- often simply because they are so enjoyable (how could they possibly be important?). Because each genre follows specific conventions, it is commonly thought that there is no room for exploration, creativity, or true artistic excellence. But, perhaps, those same conventions allow not only for the kinds of subversive ideas that delight literary scholars, but do so in a way that reaches a larger audience. If the latter is true, then such writing is not only a delightful way to spend an afternoon, it has the potential to do incredibly important cultural work. In this class we will read novels from two to three key genres and explore the ways that they conform to/trouble their genres and do important cultural work. Students should expect to research a genre of their own choosing (and read a novel from that genre; again of their own choosing), write short fiction in a genre, and participate in group presentations.

THE MAGIC OF IMAGE

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.

MY DAILY LIFE EXTRAORDINAIRE!

Description: This course explores artistic interventions within the fabric of everyday life. We will first start by rediscovering and reclaiming objects of our daily lives to give them a renewed sense of purpose and meaning. Literary texts, the study of graphic design, and art works will help spark our artistic launch. The second half of the semester is dedicated to the study and production of slide shows. Originally, slide shows – the old-fashioned kind using a carousel – were both a high-tech form of family entertainment and an artistic medium used by experimental artists from the 1960s onward. You may be asked to produce your own slide show using Power Point and to screen it for public viewing at IUSB.

OF (SUPER)MEN AND MYTHS: WRITING FOR COMIC BOOKS

*In this course, we will be taking an intensive look at the mythology of comic books. Students will spend part of the course studying comic books with the same detail with which they would study any other literary form. They will study how comic writers create and refine their own mythologies, like Jeph Loeb does in *Batman: The Long Halloween* or Brian K. Vaughan does in the first collected volume of his acclaimed *Y: The Last Man* series. Students will also explore the ways comic writers draw from and re-imagine world mythologies and folk tales in their works, like Mike Mignola's reworking of Russian folk tales of the Baba Yaga and Koschei the Deathless in *Hellboy: Darkness Calls* and Neil Gaiman's blend of Greek, Egyptian, Babylonian and myriad other mythologies in his seminal *Sandman* series, along with reading some of the original stories these writers are adapting in their books. Students will also spend the semester creating their own comic book, moving from creating their own character(s) and mythologies to plotting their first story arc to scripting and drawing the first issue of their books.*

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

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 two short analytical response papers.

WORD PAINT EXPERIMENTS

This course will explore the intersections of art and literature, paint and words. We will study painters who try writing (Rothko called it "this wrestling with the typewriter"), writers who would rather paint (Virginia Woolf thought painting a higher art form than writing), writing that paints with words, and painting that communicates with and without text. We'll cover a broad sweep of time and various artists—from seventeenth century painter Johannes Vermeer to contemporary poet Mark Doty—to study the evolving interaction and conflict between painting and writing. We'll also experiment with our own creations in art and language, seeing what connections and tensions we find.

ADVENTURES IN IMAGERY

More than anything else, the one thing that separates poetry from prose is its use of imagery, or language meant to appeal directly to the senses. This is one of the things that makes contemporary poetry challenging to readers who aren't that familiar with poetry—the work of image-driven poets tends to be elliptical, non-linear, non-narrative, and often times virtually impenetrable. In this class we will be taking a close look at the work of several poets whose work relies particularly heavily on image and imitate them by writing image-driven poems of our own. We will augment our reading by watching several image-rich films in order to examine the way that images can function in the place of traditional narrative. The final projects in the class will be a portfolio of revised poems and a group storyboard project.

EXPLORING THE CITY

Focuses on the forces which are shaping cities today. Students will make use of local resources, local records and historical collections in their research projects. They will make measured drawings, elevations and site plans of their research topics. Topics such as local history, industrialization, main street America, racial and ethnic segregation, organic and engineered growth, and environmental issues are considered, especially as they affected the South Bend-Mishawaka area and Chicago.

HISTORY & PRACTICE OF PRINTMAKING

This course combines a survey of the social critiques of printmakers from 15th to 21st century, technical innovations and a studio practicum of printmaking processes. The overview is intended to assist students in their appreciation and understanding of visual culture and political contexts as well as the technological changes of the media. The “studio practice” provides “hands-on” demonstrations and engagement to investigate the technical and expressive processes of printmaking (including papermaking, relief printing, etching and multi-media design).

POINT AND SHOOT: AN INTRODUCTION TO DIGITAL PHOTOGRAPHY

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.

RUSSIAN AND SOVIET MODERN ART FROM REALISM TO SOCIALIST REALISM

Russian and Soviet Art will introduce students to the major modern art movements of Russia and the early Soviet Union, from 19th century realism to early 20th century modern art developments and then to the post revolutionary decline of avant-garde art and the emergence of Socialist Realism. The art will be analyzed within the historical and social contexts of late Russian and early Soviet periods. The political milieu of Russian and Soviet art will be critiqued for its influence on and its influence by the development of the various modern art movements. In addition, the cultural context of the art will be examined for how it affected the production of art and how the art itself affected the larger cultural context.

SOCIAL IMPACT OF PRINTMAKING

This course combines a survey of the social critiques of printmakers from 15th to 21st century, technical innovations and a studio practicum of printmaking processes. The overview is intended to assist students in their appreciation and understanding of visual culture and political contexts as well as the technological changes of the media. The “studio practice” provides “hand-on” demonstrations and engagement to investigate the technical and expressive processes of printmaking (including papermaking, relief printing, etching and multi-media design).

THE SURREAL IN MODERN ART & LITERATURE

This course will explore the Surreal in 20th century art and literature focusing on key issues--the dream, the transformed object, the self, love/sex, and automatism—as manifested in the works of Breton, Duchamp, Kafka, Dalí, Kahlo, and others. The emphasis in the course will be on visual literacy both through looking at and interpreting works of visual art and through art projects which develop students’ creativity. Critical thinking will be used to understand and evaluate surreal writings and artworks and the issues they raise. Students will engage in creative writing as part of the projects. No prerequisite.

VISUAL CULTURE

Study of our visual culture including photography, advertising, avatars, and video.

MUS-A 190

EXPLORING MUSICAL COMPOSITION

*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.
(Some sections offered for music majors only, permission required)*

THTR-A 190

INTRODUCTION TO THEATRE

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.

INTRODUCTION TO ACTING

Beginning acting; introduction to auditioning, scene work, improvisation, and solo dialogue.

ART, AESTHETICS, AND CREATIVITY A 390/A 399

ANTH-A 390

PERFORMANCE AS SOCIAL ACTION

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.

WHO'S LAUGHING NOW?: RACIAL AND ETHNIC HUMOR IN THE U.S.

This interdisciplinary course draws from the intersecting fields of anthropology, sociology, psychology, folklore, and performance/media studies. We will begin by examining basic humor and anthropological concepts as they apply to racial and ethnic comedy, focusing on the functions and constructions of who can joke about what, who laughs or "gets the joke," and the strategies or styles employed for these purposes. The second part of the course will revolve around stand-up comedy techniques and how comics design/adapt them to their audiences. Throughout this segment of the class, we will combine the readings with in-class video of stand-up performances and creative humor compositions (with the option to perform them in-class) in order that we may engage more directly with the concepts in the readings up to this point on stand-up and racial/ethnic identity. The final third of the course highlights the uses of racial and ethnic humor in recent literature, comedy shows (Chappelle's Show, The Sarah Silverman Program), and film (Borat). We will consider the questions and ideas raised so far as well as discuss a few new ones. By the end of the semester, the goal for this course is that you understand how racial and ethnic humor is employed in the US, what social or political purposes it may serve, and how an anthropologist might investigate this subject.

STORY OF STUFF – Pending

ENG-A 399

THE ART OF IMITATION: EXPERIMENTAL POETRY

One of the first practices artists learn is imitation, or the creation of an artistic work 'after' that of an established artist. In this course, students will be introduced to 'experimental' contemporary poetry—poetry that not only deviates from what would be considered the formal poetry that would be encountered in early British or American Literature survey courses, but also deviates from what might be considered more mainstream contemporary poetry that would be encountered in contemporary lit classes—which they will then be expected to imitate. Through close examination of the elements of craft in these poetic texts, we will determine what makes a poem 'experimental,' and establish criteria for what makes an experimental poem 'successful.' We will also view several 'experimental' (generally non-narrative or non-linear) films to help our understanding of how works that do not conform to traditional expectations of an audience function as cohesive works of art. By the end of the course, students will have a chapbook-length (12-24 pages) collection of experimental poems of their own.

POETRY, ART, AND NEW YORK SCHOOL

In this class we will explore formal variations in contemporary poetry as a means for approximating reality, culture, and perceptions we might associate with the idea of the self. From narrative poetry, to poetry that gives voice to “fields of consciousness,” we will explore the various ways poets arrive at fresh and authentic meanings, how the idea of the linear—narrative-- has given way to a more collage-like and improvisational language that uses startling juxtapositions, associative leaps, and original word placement on the page to get at larger, and seemingly more precise, autobiographical and cultural truths. To aid our exploration we will also look at visual art, from the turn of the century to the present day, and the relationship the so-called New York School poets had with painters around the middle of the twentieth century. Texts could include a poetry anthology, *American Hybrid*, a Norton *Anthology of New Poetry*, David Lehman’s *The Last Avant-Garde*, books on visual art, and several single authored books of poetry. There will be objective tests on this reading. Primarily, however, students should expect to write *many* poems, culminating in a book-length sequence, combining narrative poems with collage poems using search engines and found text, and much improvisational work with collage and drawing, etc. Experience in creative writing and art in general is a big plus in this class.

CREATE YOUR OWN BOOK OF NARRATIVE COLLAGE

Narrative has to do with telling stories, and collage is about juxtaposing different images and ideas. The writer Donald Barthelme said, “the point of collage is that things are stuck together to create a new reality.” In this class we will collect “things”—memories, poems, photos, objects, images—and stick them together to tell stories and create new realities. We’ll study many examples of literary and visual collage as we explore new ways to tell stories. Students in this course will write poetry and prose, take photographs, collect objects, and work throughout the semester toward a final project: you will write, design, and self-publish your own book of narrative collage. Note on content and materials: This course includes advanced reading assignments and reflective writing. Students must have regular access to a camera and should expect to pay up to \$20 extra for materials and self-publishing.

I, ME, MINE: REPRESENTATIONS OF THE SELF IN POETRY AND COLLAGE

The lyric “I” is alive and well in contemporary American poetry, with some poets embracing the confessional mode and others engaging in lyric forms that reflect a new selfhood, one that concerns itself less with sincerity and attempts to convey personal story in a more fragmented way, driven by the artifice of language. Ever since Whitman announced “I celebrate myself,” poets have been negotiating the deeper concerns of autobiographical poetry, of truth-telling and authorial responsibility. We’ll look at six contemporary poets who represent various degrees of confession, and students will write their own portfolio of “autobiographical” poems. Visual artists’ work, too, by the turn of the 20th century, began moving away from traditional, representational art to more abstract forms, notably collage. We’ll look at many collage artists and collage techniques and make collages for the purpose of personal expression. Although collage is by definition a fragmented form, like poetry, there are various degrees of accessibility and you will explore the possibilities of putting images together with a sense of adventure while paying attention to various elements of form.

BERLIN & PRAGUE: HISTORY, LITERATURE, CULTURE: EUROPEAN CITIES AS SITES OF COLLAGE

(Combined with HIST-T 190)

This study abroad course explores two fascinating European cities: Berlin and Prague. Three weeks of coursework at IU South Bend will focus on the history, literature, culture, and art of Berlin in Prague. Then in 15 days in Europe, students have a chance to visit these cities and experience the history first hand, for example to explore the Prague castle where Holy Roman Emperor Rudolf II conducted scientific experiments or walk with the lines on the ground that marked the former Berlin wall. HIST-T190 will provide an overview of Berlin & Prague from the 1500s to the present, providing context for the tensions between the two cities in the 20th century. In the coordinating class led by Professor Kelcey Parker, ENG-A399, students study the literature of these two cities and create collages in course journals, in the process gaining a new understanding of Prague and Berlin as sites of collage.

ARTIST AND NEW MEDIA**(P: One of the following: Tel-T 283, FINA-P 273, Jour-J 210, Info-I 101, FINA-S 291, or MUS-T 120)**

This course is primarily intended for students who wish to pursue new media as a means of artistic expression. The course considers new media from both an historical/cultural/critical base (readings, lectures, viewing), and from an experiential base (production/exhibition projects in selected new media genres). At the end of the course, the successful student should have acquired a foundational vocabulary in the history and criticism of new media, an understanding of how artists have used and are using new media as a means of artistic expression, and a basic technical fluency with new media production tools.

COLOR THEORY

Lectures, seminar discussions and personal investigation provide a basic introduction on the physiology of color, on the complex and varied history of color theory and the use of color by artists from antiquity to the present. Seminar readings expand exploration while student projects focus on one aspect of color theory. Students will be encouraged to explore aspects of color related to their studio work or to their academic interests. Each student will make a final presentation on the research and exploration conducted during the semester. No prerequisite.

History of Graphic Design

An in-depth survey exploring global graphic design trends beginning with pre-historic visual communication to current digital technology. Areas covered include historic and technological influences on design, the role of the graphic artist, creator's rights, and the development of media and its impact on society.

Landscape Photography: a history and practice

This 300 level course will explore landscape photography. The course will address the visual language of camera-generated images, the history of landscape images and the dialogue of contemporary landscape photography. Course work will include lecture and discussion of historical and contemporary images. Students will produce landscape images and write and talk about their images as well as images made by their peers. Students will develop an understanding of landscape images in relation to culture and society. The course assumes no prior knowledge or experience with digital imaging technologies or materials. Students must provide a digital camera.

THE MODERN CITY**(P: ENG-W 131)**

Drawing from texts and visual material related to several humanities disciplines, this course focuses on the forces that shaped modern cities. After a brief survey of each city's history, we will examine the geographical, political, economic and social factors which molded major European, American and two Asian cities from the 18th century to the First World War. We will discover how historical changes affected the general configuration of cities. We'll connect the city, its monuments and vernacular fabric with the intellectual life of its inhabitants. We'll relate the role of communications such as roads, canals, railways, and underground, as well as major infrastructure components such as sewers and water supply, to the development of a modern city. We will study the ideologies which mediated between utopian visions of the city and the actual physical plant of urban configurations as they grew, evolved and became the cities we know today.

PAINTING AND SCULPTURE IN FLORENCE

In this four-week workshop, students will explore Florence and surroundings by sketching, drawing, and experimenting with sculptural ideas. At SRISA students will have access to painting facilities, classrooms, and gallery space to further develop their creative ideas into projects. Classes will be held four days a week with opportunities to tour the city's museums and monuments. Part of the time we will work on location, from direct observation in museums, gardens, and piazzas.

STREET PHOTOGRAPHY IN FLORENCE**(P: ENG-W 131)**

In this study abroad course activities and study will include reading and writing about photography, Florence and the Renaissance. Students will learn the very basics of their camera and image processing. In the month of June the class will reside in Florence with short day trips to towns in Tuscany. Students will look at art, make photographs and experience the culture. Students enrolled in this course will research the history of art and contemporary art in terms

of the Italian Renaissance, photojournalism and street photography. Students will explore photography: basic camera and print processing techniques, formal visual qualities, aesthetics, and contemporary issues in photography.

THE PHOTOGRAPHIC PORTRAIT

The purpose of this course is to explore camera-based portraiture. Students will spend the primary portion of the course creating photographic portraits with a digital camera. Using a variety of methods and resources, students will also view the work of historical and contemporary photographers. A combination of posted PowerPoint lectures, resource websites and posted readings will help students to develop critical thinking and Image critiquing skills.

DOCUMENTARY PHOTOGRAPHY

Objective exploration of time, place, and event through the camera lens.

The course is full online and asynchronous. This course introduces the student to the photographic genre of documentary photography. Students will view, evaluate, and create art. Students will gain exposure to art through viewing online art resources (websites, blogs, artists' interviews, and video tutorials). Analysis will take the form of written reviews, essays, self-evaluations, and peer feedback. Creation of photographic imagery will be achieved through the use of digital cameras. Students will maintain a blog for the course to record the progress of their documentary projects. The course contains a combination of posted PowerPoint lectures, readings, links to online resources, and online critiques.

INMS-A 399 ART, AESTHETICS, & CREATIVITY

ARTIST AND NEW MEDIA

This course is primarily intended for students who wish to pursue new media as a means of artistic expression. The course considers new media from both an historical/cultural/critical base (readings, lectures, viewing), and from an experiential base (production/exhibition projects in selected new media genres). At the end of the course, the successful student should have acquired a foundational vocabulary in the history and criticism of new media, an understanding of how artists have used and are using new media as a means of artistic expression, and a basic technical fluency with new media production tools.

THTR-A 399

CREATIVE WORK IN THEATRE: CREATING CHILDREN'S THEATRE

This course, Creating Children's Theatre, focuses on the connections to be drawn artistically, aesthetically, and creatively, between a piece of children's literature (literary or dramatic) and the process of making theatre for a young audience. This is a hands-on course exploring the artistic discipline and medium of Theatre in production and performance. Individual assignment opportunities will include Artistic, Production, Performance, and other associated activities. Some roles demand previous experience.

CREATIVE WORK IN THEATRE: CREATING SUMMER THEATRE

This course, Creating Summer Theatre, focuses on the connections to be drawn artistically, aesthetically, and creatively, between a piece of literature (literary or dramatic) and the process of making theatre for an audience. This is a hands-on course exploring the artistic discipline and medium of Theatre in production and performance. Individual assignment opportunities will include Artistic, Production, Performance, and other associated activities. Some roles demand previous experience.

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS B 190

ANTH-B 190

SCIENCE, TECHNOLOGY, AND SOCIETY

This course provides insights into social and cultural processes as they are affected by the evolving dominance of technological developments and the scientific knowledge which supports those developments. Simultaneously, this course in turn examines how societal structures and cultural values influence ways in which technologies are created, ways in which scientific activities are enacted, and how the package of science and technology is understood and

communicated by people. Anthropology as a social science both uses and provides important critiques on how the scientific method, science in general, and technological developments are socioculturally constructed and cybernetically feed back into larger sociocultural contexts. Students will learn to read, interpret, and critically analyze a variety of historical, sociocultural, quantitative, and qualitative materials dealing with scientific research, its contexts, and its repercussions.

SOCIAL WORLDS OF CHILDREN

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, demography and anthropology to explore the on-going social and historical construction of children and childhood. Attention to the role of adults in constructing the social worlds of children will be balanced by new research in the sociology of childhood which focuses on children as social actors who not only experience the social worlds constructed by adults, but actively participate in their making. 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. This course will take a global perspective on the topic of childhood. This course has four main objectives. (1) This course is designed to help you develop your critical thinking skills. In class discussions and written assignments related to readings and films you will have regular opportunities to analyze arguments, ask questions, and develop your own point of view. (2) Using historical and contemporary sources we will explore the diverse ways in which childhood has been constructed across time and space focusing on the construction of the ideal of childhood innocence in the 17th century. (3) We will explore the lives of children “at risk” and the effects of this Western ideal in the lives of these children. (4) We will consider the emergent understanding of children “as risk” by looking at the problems of child soldiers, child witches, and “youth” culture. Questions about children and childhood are also at the center of contemporary social theory. Thinking about the lives of children requires that we think about questions of human agency, the practices involved in the construction and dissemination of ideas and norms, the relationship between nature and nurture, and the proper role of cultural relativism.

BUS- B 190

INTRODUCTION TO BUSINESS ADMINISTRATION

Business organizations play an important role in our lives. We interact with businesses in a variety of ways, including as employees, consumers, and investors. One form of business organization—corporations—wield enormous power. Given the pervasiveness of business in our lives, one intention of this class is to help you make greater sense of the world in which you live and enable you to make better informed decisions. In particular, W100 introduces you to a wide range of management issues. This will help to prepare you for other business classes that you may take and for your career. Or, for nonbusiness students, it will give you a useful overview of key business issues and the context within which businesses operate. Also this class may help you choose your career by making you aware of key features of: business trends, business ownership, business management, management of human resources, marketing, and managing financial resources.

COGS-B 190

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

ABUSE OF NUMBERS IN POLITICS (formerly *Introduction to Politics and Counting/Questioning Democracy*)

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 use statistics to support arguments; the course does not presume that all statistics are lies, but will work to develop the critical tools to evaluate when statistics are well researched and fairly presented--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.

INTRODUCING GLOBALIZATION

This course offers an analysis of globalization that addresses what is happening to us personally as well as economically amidst the market-led processes of global integration. The focus is on the ways macro-economic reforms such as free trade agreements and privatization initiatives have come together with much more micro innovations in how personal behavior is organized by market forces such as rethinking education as a personal investment practice, for example. Mediating between these macro and micro scales of capitalist transformation are a wide array of other market-based mechanisms that are examined in the course, ranging from bond risk ratings to the market metrics shaping FICO scores, to personalized medicine and online mapping. Tracing these developments with an awareness of their material geographic variation and unevenness, the course offers an alternative to economic assumptions about choice-maximizing behavior on a 'level playing field'. It explores instead the complex uneven development dynamics of globalization in ways that allow students to see how their own personal perspectives on these dynamics are at once outcomes and enablers of economic and social change. By doing so, the course aims at enabling students to be more engaged participants in the ongoing debates over the direction these dynamics should take.

MEDIA, FRAMING AND POLITICS

In 2013, a public opinion poll found that only twenty--eight percent of over four thousand respondents felt that journalists contributed "a lot" to society. This is reflective of a trend in which mass media, although present in most citizens' everyday lives, is widely distrusted and even despised. This is particularly true in the case of American national politics, where media has played an influential "fourth branch" role with regard to checks and balances. With the onset of cable news and the rising influence of outlets such as talk radio and internet blogs, the political media has grown increasingly partisan, encouraging what scholars have called "narrowcasting"—a situation where citizens expose themselves to self---selected, and ideologically---pleasing, sources of news. At the same time, largely internet---based new media have reshaped the political landscape. Facebook, Twitter, Reddit, and other social networking sites are ubiquitous in discussions of politics. They have affected political dialogue, election campaigning, reporting, and democracy. Such new technologies bring citizens closer to politics and provide new outlets for engaging the political process. Regardless of the form of media one chooses to engage, all sources are contributing frames, or perspectives on political developments—this may include at times, basic partisan frames, but goes much further than this surface---level analysis. The course will discuss the role of media framing, the power of the media to set the political agenda, and the role of citizens in both evaluating and engaging various forms of media.

PSY-B 190

CROSS-CULTURAL DEVELOPMENT (also MULTI-CULTURAL LIFESPAN DEV.)

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.

DEATH AND LIFE LESSONS

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.

INTELLIGENCE & SOCIETY (Honors) (Also IQ AND SOCIETY)

The course will focus on the ways that intelligence is conceptualized in the United States. This will include folk, academic, and institutional perspectives on intelligence. We will focus on the psychological perspective, but we will also discuss how different conceptions of intelligence create different institutional responses in our schools, workplace, and in our political discourse. We will also consider the fundamental inequalities in financial resources between dark skinned peoples and light skinned peoples. How one perceives these differences to have been created changes how one might reasonably address the phenomenon.

POKER: BEHAVIORAL, CLINICAL, COGNITIVE AND SOCIAL CONCEPTS

This course will utilize poker as a means of illustrating numerous concepts related to various fields of psychology (clinical, social), general sciences (behavioral and cognitive), as well as law and statistics. At the conclusion of the course, the student will understand the relative value of how various disciplines can be used to understand how poker playing affects the individual and how social institutions affect poker players and social groups.

PSYCHOLOGY OF PARENTING

In this course on parenting, we will learn about basic parenting processes using academic texts as well as self-help parenting manuals. We will explore theories and research on parenting from an interdisciplinary perspective as well as considering how this information should inform public policy. Last, we will focus on parenting images in the world at large by using films, popular comics, and other everyday media to better understand parenting theory and how society views parenting. You do NOT need to be a parent to take this course!

SOCIAL JUSTICE (formerly PSYCHOLOGY AND SOCIAL JUSTICE)

This class will explore social justice issues, asking what role psychological research, theory, and practice have played. Students will select one of three social justice streams: HIV/AIDS, globalization, and youth oriented interventions. In addition to lecture/discussion, students will get involved with a community organization and keep bi-weekly blogs about what they have learned.

SOC-B 190

CONFLICT & CONFLICT RESOLUTION

This course is an introduction to learning practical skills for understanding and resolving personal and group conflicts. It looks at the causes of conflict and its dynamics. The role of crucial factors such as communication, culture, gender and power in conflict and conflict resolution will be examined. Students will also be introduced to different methods of conflict resolution such as conflict transformation, negotiation and mediation.

EVERYDAY LEADERSHIP

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.

GLOBALIZATION AND IMMIGRATION

Globalization and immigration are two of the most important issues of our time. We live in a more interconnected world than at any other time in history. We have the technology to move money, companies, cultures, ideas, and people across national borders astonishing fast. This process impacts all of us both positively and negatively and in different ways. What does the future hold for you, your family, your community, Indiana, and the United States, as we learn how to live in a globalized world? This class seeks to examine this question, as well as address the little-known realities of globalization, as well as commonly held myths of immigration. We will examine how the individual, the institutions they inhabit, and the societies they populate, all adjust and compete for a place at the table in this new world order.

GLOBALIZATION OF SOCIAL LIFE

The world is getting smaller, and in some cases at least, scarier. Globalization is the term given to the ever closer cultural, political and economic connections that span the globe. We will explore these connections and look at what they mean for the various social problems facing the planet, including: 1) Inequality and the search for social justice; 2) Violence and the search for social harmony; and 3) Environment and the search for societal sustainability. We will also probe possible interventions to make a positive difference while seeking build a more equitable, peaceful, and sustainable world. To analyze our changing planet we will draw on the social science disciplines of anthropology, sociology, geography, political science and economics. We will also consider the insights and background offered by psychology, history and ecology.

HUMAN RIGHTS

This course serves as an introduction to the theoretical and sociological foundations of human rights in various civilizations and cultures. While surveying the legitimacy of human rights within both Western and non-Western traditions, students will critically examine the meaning and relevance of contemporary human rights issues including torture, political repression, genocide, refugees, minority, children and women's rights, and war crimes.

IDEOLOGY, IDENTITY & RITUAL

This course will explore the interconnectedness of ideology, identity and ritual in the making of the self in society. We will begin by investigating the concept of ideology from two different perspectives, the psychological and the socio-cultural. The comparison of these two perspectives will allow us to then explore the processes of socialization and the developmental sequences that assist in the formation of the individual's identity within a given society. Since ritual behaviors are intrinsically tied to this process, we will dissect a range of ritualistic behavior and explore the social significance of each.

MAKING SENSE OF COLLEGE LIFE

Have you ever wondered how colleges and universities operate beyond the day-to-day life of students taking classes and participating in campus activities? Have you ever stopped to think about how researchers in sociology, anthropology, history, and economics make sense of college life? Have you read a novel or watched a movie about college life and wondered where such images of university life came from, since they were so different from your own experiences? In this course, we'll take a behind-the-scenes look at college life, and life at IUSB in particular, from the perspectives of various individuals, units and groups on campus. We will learn about how scholars in different disciplines make sense of everything from residence hall life to college athletics. We will also study depictions of colleges/universities in film and in fiction to get other perspectives on campus life.

MAKING SENSE OF HIV/AIDS

This course is inspired by the fact that, despite our wishes, the HIV/AIDS crisis is not over. A sociological analyses of HIV/AIDS can lead to deeper understandings of how we might better respond to the social dilemmas, fundamental human behaviors, and ethical questions related to the epidemic. We explore the links between institutional, group (community), and personal experiences of the epidemic. Sometimes, this is a story about the ways that dominant institutions that many of us take for granted (i.e. government, health care, medicine, science, media, education) have mobilized for or against the interests of the groups most devastated by HIV. The Politics of HIV/AIDS provides a survey of the historical, epidemiological, medical, cultural, sociological, psychological, legal and political aspects of the HIV/AIDS epidemic. Among the topics addressed are the: historical links between sexuality, disease, and stigma; multiple conceptualizations and meanings of HIV/AIDS; ways in which race, class, gender, age, and sexualities shape institutional and social; responses to the crises; ethical dilemmas surrounding public health policies and legal matters; values, actions, and policies of social institutions charged with responding to the issue.

MEDICAL CARE: WHO DECIDES?

This is a first level course designed to provoke interest in the "big picture" within which medicine as we know it has come to be, and some of the issues in how it is changing from the points of view of the different "players": patients, physicians, and other medical professionals, government and public health policies, and the historians, sociologists, economists and anthropologists who study the past and present and how the "everyday people" fit into this picture and effect it. Think of this course as very interdisciplinary - drawing from a variety of writing - academic, investigative reporting and essayists and even websites and blogs. This is not a "medical course", but a course about medicine and the issues that it brings into our everyday conversations and ways of thinking about health, society and the self.

THE NATIVE AMERICAN EXPERIENCE IN NORTH AMERICA

(formerly *Encounters between Native Americans, and Europeans and Native American – European Encounters*)

The course will look at how encounters between various European groups (e.g., Spanish, French, English, Dutch) led to differing outcomes with different native groups. The topic involves history, archeology, cultural anthropology, and sociology.

NEW AND UNUSUAL RELIGIONS

Examines the emergence and existence of religious groups that differ significantly from more mainstream traditions such as Judaism, Islam and Christianity. Relying on historical accounts of these groups, students will learn to analyze them using social research methods. Some of the groups to be examined may include the Amish, Heaven's Gate, Scientology, The Church of Jesus Christ of Latter Day Saints, The Way International, and the Unification Church. The focus of the class will be on understanding the history of these groups in light of their relationship with society and with the more established religions of their day, as well as exploring questions of who joins these groups and why. Students will be introduced to sociological theories of religion as well as controversies surrounding these groups such as brainwashing and deprogramming.

SOCIAL PROBLEMS THROUGH FILM

This course will examine some of the major social and economic problems in the US today. Course materials will frame these problems primarily through an institutional approach, however that approach will be contrasted with the individual schools of thought. Institutional and individualistic theoretical approaches will be contrasted and utilized to examine current issues in the US today, such as inequality, war, racism, and homophobia. Inevitably, this course will expose students to controversial issues. This course requires students to be open and critically engaged in understanding the problems of our society, their causes and their solutions.

SOCIAL WORLDS OF CHILDREN

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, demography and anthropology to explore the on-going social and historical construction of children and childhood. Attention to the role of adults in constructing the social worlds of children will be balance by new research in the sociology of childhood which focuses on children as social actors who not only experience the social worlds constructed by adults, but actively participate in their making.

WORK IN THE NEW ECONOMY

This course will examine some of the major trends at work in the new economy. Books will focus on four major issues: the growth of the service economy, the globalization of work, the remaking of American labor movement, and the balance between work and family. The course has two main goals. The first is to help students develop a deeper understanding of the social, economic, historical, and political forces underlying the social institution of work in the 21st century. We will investigate how individuals create social structures through their interactions at work and how those social structures, in turn, shape human behavior inside and outside of the workplace. The second goal of this course is to encourage students to engage in critical thinking. Class discussions, films, lectures, and writing assignments will encourage students to raise questions, analyze arguments, and construct alternative viewpoints about work in the new economy.

YOUTH IN TODAY'S SOCIETY

This is a course about youth in the contemporary United States. We will spend time examining the lives of older youth (middle schoolers, teenagers, and young adults) rather than younger children, although the questions we raise throughout the semester can apply to children of all ages. Our approach to studying youth focuses on historical and cultural interpretations of youth cultures in the United States, as well as the social institutions that inform individual and group experiences of youth.

HUMAN-ANIMAL INTERACTION

This course will explore peoples' relationships with animals and the various roles that animals play in human societies. We will consider people's interactions with a wide range of species, but our primary focus will be on the role of domestic animals in human lives and societies. A significant portion of the course addresses people's relationships with pets, and treatment and interactions with animals used for food. In short, we will explore why there are "some (animals) we love, some we hate, some we eat" (Herzog 2010). Additional topics include differences and similarities between human and nonhuman animals, historical and cultural variations in human-animal relations, debates over

animal rights and treatment, and the impact of human-animal relations on the welfare of animals, humans, and society. This is an interdisciplinary course that will include perspectives from a range of fields, including sociology, psychology, history, anthropology, and zoology. The course is taught as a seminar, so students will be expected to take an active role, reading, discussing, and writing about course topics.

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS B 399

ANTH-B 399

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.

SCIENCE OF CULTURE AND CULTURES OF SCIENCE

This course provides insights into the social institution of science and non-scientific analogues of inquiry, and their sociocultural contexts in the modern world that is dominated by the fruits and pitfalls of science and by technologies produced through scientific behaviors. Anthropology itself is a social science that relies on the scientific method in varying guises, has its own scientific infrastructure, and which uses data media and information technologies to record and analyze information. Anthropology also provides important insights on how the scientific method, and science in general, are socioculturally constructed; how science influences technological development; and how technological processes feed back into sociocultural demands for science. Special attention will be given to anthropological investigations of multicultural, global patterns of problem solving and technology uses through time. Students will learn to read, interpret, and critically analyze a variety of quantitative and qualitative scientific research materials.
Prerequisites (2): (i) CLAS math requirement AND (ii) any ANTH/SOC course, or INFO-I 202.

ADDICTION AND SOCIETY

The course provides an interdisciplinary approach to the study of addiction to alcohol and other drugs. More specifically and following in the tradition of anthropology, course content will review the cultural (i.e., learned beliefs and behavior associated with addiction and the ethnic and gender diversity of addiction), social (i.e., an examination of the institutions and organizations associated with addiction including substance abuse treatment programs, the alcohol and pharmaceutical industries, the illegal drug trade, and criminal justice system), and political (i.e., the consideration of how phenomena such as racism, sexism, and capitalism manifest themselves in addiction causation, prevention, and treatment) aspects of addiction. In addition, the course provides critiques of the exclusively biological (i.e., genetic and psychological) approaches to treatment, the disease model of addiction, and the standard addiction treatment program, Alcoholics (and Narcotics) Anonymous. Cross-cultural and alternative approaches to addiction and substance abuse are also explored. Upon the completion of the course students will possess a broader understanding of drug addiction causation, prevention, and treatment. The students' broader understanding of addiction will be assessed through written commentaries on the course readings, class discussions, and a group research project involving interviews with addicts, friends and relatives of addicts, and treatment counselors.

BUS- B 399BUSINESS & SOCIETY

This course examines business in terms of its stakeholders throughout society. By the end of this course, you should know the major stakeholders of a business and key concepts of business ethics. You should be able to think critically about issues of business and society, appreciate and be able to synthesize opposing points of view, and work successfully in a team.

POLS-B 399**(P: any 100 or 200 level Pols course)**THE AMERICAN PRESIDENCY (Formerly POLS-Y 318)

One American political institution receives perhaps the most attention from historians, journalists, and the public at large: the presidency. Despite this attention, the presidency is still perhaps the least understood of the three branches, especially among political scientists. The biggest obstacle faced by those seeking greater knowledge is the very nature of the office, which is intertwined inextricably with its occupant. We have one presidency, but we have had only 43 presidents. Although individual characteristics do play a role in presidential success or failure, oftentimes the analysis begins and ends there. We will endeavor to think more broadly and systematically about the presidency in this course, examining opportunities for presidential success and failure that move beyond the personality traits of individual occupants.

URBAN POLITICS AND POLICY

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.

WAR, TERROR & RECONCILIATION

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 399**(P: PSY-P 103, ENG-W 131)**MARRIAGE AND FAMILY RELATIONSHIPS

This class will help students to better understand the family systems approach. The focus will be on relationships within families in order to understand how individuals form a network. Students will be required to master four general skills: Memory, Application, Comparison, and Defense of one's own opinion.

SPIRITUALITY & SOCIAL JUSTICE (formerly SPIRIT MEETS SOCIAL JUSTICE: THE WORLD'S RELIGIONS & SOCIAL ACTIVISM)

This class will explore how spirituality intersects with social justice issues, asking what role psychological theory, research, and practice have played. Primarily the course will examine the social institutions related to religion and politics. In particular, we will examine the infrastructures of six widely known belief traditions (Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism). Because these traditions exist within a canvas of beliefs less widely known, we will

also examine Indigenous traditions (selecting a small subset from each continent), Wicca, and Atheism/Agnosticism. We will ask how each of these traditions' principles inform a person or group's involvement in social justice activities. Specifically, definitions of "social justice," requirements of personal spiritual development, rewards of social justice work, authenticity and identity, interaction between humanity and the divine, and consequences of inaction.

SUICIDE & DEPRESSION

Suicide accounts for over 31,000 deaths in the United States each year. This course details wide-ranging information about suicide, from basic demographic factors, definitions, and theories from multiple disciplines, to cutting-edge topics such as physician-assisted and rational suicide. The course is predominantly a lecture-discussion format in which current knowledge about suicide is presented from across the multidisciplinary field of suicidology (i.e., the scientific study of suicide and suicidal behavior). Because it has a prominent place with respect to suicide, depression also will be presented as a topic. Other topics to be covered in the class include: facts and myths of suicide; historical aspects of suicide; definitions; depression; theories of suicide; the demography and epidemiology of suicide; sex/gender issues/differences in suicide; suicide across the life-span: children, adolescents, adults, and the elderly; suicide clues and communication; postvention; family and other survivors of suicide; and ethical/philosophical/religious/legal issues inherent in suicidology.

WOMEN AND MADNESS: "CRAZY WOMEN" IN PSYCHOLOGY AND POP CULTURE

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.

BRAIN INJURY AND MENTAL HEALTH

This course will explore the symptoms, diagnoses, brain imaging techniques, and treatments associated with various types of brain injuries caused by strokes, external traumas to the head, bacterial and viral infections, prenatal and perinatal conditions, aging, and genetics. Special attention given to the role society plays in rehabilitating these individuals and long-term care provided to them. The truth and fiction behind these brain injuries as portrayed in popular media will also be explored.

SOC-B 399

(P: ENG-W 131)

ANIMALS AND HUMAN SOCIETY

This course will explore peoples' relationships with animals and the various roles that animals play in human societies. We will consider people's interactions with a wide range of species, but our primary focus will be on the role of domestic animals in human lives and societies. A significant portion of the course addresses people's relationships with pets, and treatment and interactions with animals used for food. Additional topics will include differences and similarities between human and nonhuman animals, historical and cultural variations in human-animal relations, debates over animal rights and treatment, and the impact of human-animal relations on the welfare of animals, humans, and society. This is an interdisciplinary course that will include perspectives from a range of fields, including sociology, psychology, history, anthropology, and zoology. The course is taught as a seminar, so students will be expected to take an active role, reading, discussing, and writing about course topics.

COSTA RICA – BUILDING SUSTAINABLE COMMUNITIES IN CENTRAL AMERICA

Course goals:

1. To use the vivid contrasts of another culture and society to deepen students' understanding of key social science concepts, including the evolution and intermingling of cultural patterns and forms; social divisions along lines of class, gender and ethnicity; the development, interaction and importance of major social institutions such as family, political economy and religion; and the dynamics of social change involved in urbanization, globalization and incorporation into the world economy.
2. To provide students with an overview of the culture and history of Costa Rican society from its indigenous origins, through its colonial period and its democratic transformation to the present, as well as to examine future possibilities.

3. To explore the human ecology of development, the interaction between people and their environment, and to explore and assess Costa Rican efforts toward sustainable development in urban and rural economies, agriculture and agribusiness, and tourism and ecotravel.

Exploring the City

The course takes advantage of the long summer sessions to be grounded in the local community. Each day begins in the classroom with a topic in urban history, urban diversity and urban sustainability, and then ventures into the community of great

South Bend to see how these factors interrelate in our own space. In recent years, the class has met with both the mayors of South Bend and Mishawaka and their senior city planners at the city building and then with walks that explore new urbanism and the Mishawaka riverfront as well as South Bend's Smart Streets initiative and downtown revitalization. They have explored the Renaissance district and repurposing of old buildings from Union Station to Studebaker Bldg 54. And they have met with neighborhood groups and CDC's ranging from La Casa de Amistad (then exploring W. Washington), South Bend Heritage, the Near Northwest, Robinson Community Learning Center and discussions and explorations of Eddy St. Commons and the Near Northeast. Studies of urban history have included onsite classes and tours at the IUSB

Natatorium and the N. Indiana Center for History. Students also study and present on a neighborhood of their choosing, looking at its history, transitions and challenges. These have ranged from Rum Village to Belgian Mishawaka to New Carlisle, Plymouth downtown and outlying communities. I am now seeking to adapt the course to serve as a SOC B399 seminar. This will capture the interdisciplinary and experiential character already in the course, while allowing for great participation of students from other units with limited room for sociology electives.

LANGUAGE, CULTURE, AND SOCIETY IN MEXICO

To provide students with an overview of the culture and history of Mexican society from its indigenous origins, through its colonial conquest and its revolutionary transformation to the present, as well as to examine future possibilities. To use the vivid contrasts of another culture and society to deepen students' understanding of key social science concepts, including the evolution and intermingling of cultural patterns and forms; social divisions along lines of class, gender and ethnicity; the development, interaction and importance of major social institutions such as family, political economy and religion; and the dynamics of social change involved in urbanization, modernization, and incorporation into the world economy.

NONPROFIT AND VOLUNTARY SECTOR (Formerly SPEA-V 221)

This course examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations. Current challenges the sector faces are examined. An additional objective of the course is for students to become familiar with the variety of information sources available to study the nonprofit sector. Along the way, the course provides a broad overview of the nonprofit sector in the United States, including information about the sector's size and scope and its religious, historical, and theoretical underpinnings.

SUSTAINABLE COMMUNITIES

What are the elements of balanced, equitable development? Why are these so hard to achieve? Seeking answers to these questions will form the core of this seminar. We will look at what they mean for the various social problems facing the planet. Finally, we will look at efforts to forge alternative paths to development and quality of life. While we're not likely to find a quick fix to any of the problems, we will also probe possible interventions to make a positive difference while seeking to build a more equitable, peaceful, and sustainable world. To analyze our changing planet we will draw on the social science disciplines of anthropology, sociology, geography, political science, and economics. We will also consider the insights and background offered by psychology, history, and ecology.

SPCH-B 399 (Was SPCH-S 322)

DECEPTION AND LYING

Traditionally, communication courses explore the hows and whys of human communication. The field of interpersonal communication tends to focus on theories, skills and abilities that would help students improve their working relationships, from romantic relationships to co-workers. But there's more to communication than just the "good side." What about lies? Deception? Manipulation? These are key areas of study that need to be understood, much the same as we discuss effective and productive communication characteristics.

With this said, we will be studying the "dark side" of communication. We will depart from the norm and focus on the art of deception, lying, deception, truth-telling and acceptable forms of deception (poker anyone?). Likewise, we will cover hoaxers and con artists: those "professional liars" in our communities. In doing this, my goal is to better prepare students to become critical receivers of messages: both the "good" and the "bad" (however we end up defining these monikers).

SUST- B 399

SUSTAINABLE FOOD SYSTEMS

This course is designed to provide an interdisciplinary framework within which students can explore how the principles of sustainability intersect with the food we eat. Students will learn how to apply this knowledge to the development and implementation of sustainable values, practices, and strategies in their own lives as well as through businesses, in the workplace, in not-for-profits, and in the community at large. By examining interconnections between environment, economy, and society, students will learn how food system operations impact sustainability strategies at the individual, organizational, regional, and national levels. Ultimately, students will learn how to increase energy efficiency and use of resources, as well as to reduce environmental footprints by altering food production, procurement, and preparation activities.

WGS-B 399 (was WOST-B 399)

RACE & REPRODUCTIVE RIGHTS

This course examines how race and class have shaped women's access to birth control, their ability to make reproductive choices and to have control over their own bodies. We will discuss a number of themes – both current and historical. This course will start with a look at childbearing and –raising in slave communities and on Native American reservations. We will then continue with a discussion of a variety of case studies that exemplify how the U.S. government has limited the reproductive rights and choices of certain communities over the last century. Topics include forced sterilization, the eugenics movements, the mistreatment of single mothers in the early 20th century, and medical experiments on communities of color. In the second half of the semester, we will turn our attention to current controversies, incl. teenagers' access to sex education and birth control, the debate about emergency contraception and abortion, gay and lesbian parents, as well as new reproductive technologies and their ethical implications. We will also discuss how women have acted, individually and collectively, to fight oppression and create community.

WOMEN AND MADNESS: 'CRAZY WOMEN' IN PSYCHOLOGY AND POP CULTURE

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.

THE NATURAL WORLD N 190

ANTH-N 190

BECOMING HUMAN

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

(MATH PLACEMENT LEVEL 3)

LIFE IN THE UNIVERSE

The purpose of this class is to expose you to a relatively new area of science, Astrobiology. This discipline encompasses a variety of areas, all of which we will touch upon during the course. These include chemistry, physics, biology, geology and of course astronomy. You do not need to be an expert in these, you will learn the essentials in order to appreciate how all of these disciplines come together and work together in our search to understand what life is and how we may go about trying to find it outside the earth, the only example we have of Life in the Universe.

MEASURING THE UNIVERSE (HONORS)

The night sky, almost unchanged in appearance since the dawn of human history, has inspired centuries of thought about the nature of the universe. This course will offer the opportunity to explore the ideas and techniques we use to measure the age, size, shape, and content of the universe we live in. Topics will range from ancient astronomy and cosmology, to the Copernican revolution in the middle ages, up to our current measurements and understanding of the evolution of the universe. Readings will include excerpts from works by Aristotle, Copernicus, Galileo, Kepler, Newton, Hubble, Einstein, and others, as well as recent scientific papers on such topics as the cosmic microwave background radiation, dark matter, and dark energy.

STARS AND GALAXIES

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.

WORLDS OUTSIDE OUR OWN

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

ANIMALS AMONG US

The course teaches some of the fundamentals of animal biology, but it also explores specific ways in which society interacts with animals. For example, the course will focus on the ways in which zoos mediate our relationship to wild animals.

CONTEMPORARY BIOETHICS

This course will explore the bioethical issues at the forefront of medical science, with a particular emphasis on topics currently in the media. Students will take sides in presenting pros and cons, for and against the topic of choice. Topics may include stem cell research, fertility drugs, life support, genetically engineered crops, as well as other current topics. The objective of the course is to give students both sides of the argument, and to examine how the other side sees the issue.)

FOOD AND OIL: DO THEY MIX?

This course is an introduction to the scientific and cultural issues of modern food production and their impacts on the environment. Topics to be discussed will include: the Nature of Science, the evolution of agriculture, fossil fuel consumption, toxicology and risk, water resources, climate change, habitat destruction and genetically modified organisms – all with respect to food production. We will look at methods of both conventional agriculture and what is commonly called sustainable agriculture. We will also discuss how government policies play a role in food production in the United States and abroad.

HUMAN GENETICS

This course is designed to investigate human genetics and includes a historical approach in order to understand how the science has evolved. Controversy surrounds some recent innovations within this science. We'll consider what technical and ethical challenges we can anticipate in the future. A laboratory component of the course is included within this three-credit course to demonstrate the techniques scientists use to ask questions of nature.

LIFE SCIENCE FOR TEACHERS

This 3-credit course is one of three science content courses for Elementary Education majors and is designed to equip pre-service teachers with the biology content knowledge they will need to teach elementary students grades K-6. In addition to basic content knowledge, the course is intended to acquaint students with the underlying nature of science, scientific knowledge, and scientific inquiry. Material is approached within the context of how it would be taught at the elementary school level, and this connection between biology content and elementary school teaching forms the core theme for the course. Because this course satisfies the requirements of an N 190 Natural World Common Core Course, it also covers additional interdisciplinary applications of biological knowledge and study, as well as ethical issues that arise in biology, the teaching of biology, and the application of biological knowledge to societal questions and concerns.

MICROBES AND YOU (Also titled *Germ: The Good, the Bad and the Ugly*)

Introduces students to the fascinating microbial world. Students will discover that microorganisms are found everywhere and will gain an appreciation of the natural relationships of microorganisms with their habitat. Students will conduct a scientific study, in the course of which they'll learn lab techniques for determining the identity of an unknown organism and for handling microorganisms safely and effectively.

PLANTS AND PEOPLE

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.

A RIVER RUNS THROUGH IT: THE BIOLOGY AND POLITICS OF RIVERS AND STREAMS (also INTRO TO AQUATIC ECOLOGY)

This course will introduce students to the natural and artificial forces that influence the ecology of our rivers and streams. Through lectures, lab activities, and field trips, the course will explore how we humans impact our local rivers and streams, as well as the animals and plants that rely on these aquatic resources. Topics to be discussed will include: food webs, exotic and introduced species, abiotic vs. biotic factors, energy transfer, and the ecology and biology of the flora and fauna of local rivers and streams.

BIOLOGY AND SOCIETY

The Biology and Society course is designed for first-year students considering a career in the life sciences. The field of biology is broad including the study of fascinating organisms from the molecular level to ecosystems, as well as applications to animal and human health, environmental, and agricultural issues. We will explore current topics in biological research, connections between biology and pressing societal issues, and explore how scientific inquiry is used to build knowledge and solve problems. The course will combine instruction in fundamental literacies with an introduction to several biological principles and the nature of scientific inquiry. The overarching goal is to promote student success in subsequent biology courses for the major and provide opportunities for students to explore connections between careers in the life sciences and planning your undergraduate degree. The course will include discussions, lab work, and field trips.

CHEM-N 190

CHEMISTRY AND OUR ENVIRONMENT

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.

CRIME SCENE SCIENCE

This course is designed to introduce some of the fundamental principles in scientific analysis and to apply them to a number of specialized fields of forensic science. Because forensic science is a multidisciplinary science, we will cover concepts from physics, chemistry, biology, mathematics, and criminal justice. Throughout the course, we will discuss

the process of doing science. We will then compare/contrast this process to that used in various aspects of criminalistics such as the scope of forensic investigation, the matter of expert qualifications, and the admissibility of evidence in court.

If Atoms Could Talk!

Chemistry is relevant to various physical and chemical processes occurring around us and within us. At the heart of these processes are the atoms that are involved. Atoms are the submicroscopic particles that constitute the fundamental building blocks of ordinary matter. Therefore, in order to completely understand and appreciate the role that atoms play in the physical and chemical processes that take place in the natural world, exploring the fundamental concepts about the nature of atoms is important. To this end, the course will explore the nature of atoms, their composition and identity, how they bond to make molecules and compounds, and why different molecules and compounds have different physical and chemical properties. In addition, the ability to interpret and balance chemical equations and draw information from the periodic table will be explored and combined with existing algebraic skills to make quantitative predictions about chemical reactions.

NANOTECHNOLOGY – SIZE MATTERS **PENDING**

Nanotechnology is the application of the science of small – small enough that the atom must be constantly considered and the properties of bulk matter no longer apply. The course begins by developing an appreciation of the small scale and the implications this has on the variability of the properties of matter once thought to be constant for a given substance regardless of size. After learning about naturally occurring nanoparticles, we consider the anthropogenic production of materials and the probing of their properties with an emphasis on electron and atomic force microscopy. The remainder of the course discusses applications of nanomaterials to different disciplines.

GEOL-N 190

(MATH PLACEMENT LEVEL 3)

EARTH AND SPACE

(P: Math 014 or MATH PLACEMENT LEVEL 3)

This course will teach the basic concepts of Physical Geology, with an emphasis on rocks, minerals, earthquakes, volcanoes, and Plate Tectonics. The Historical Geology portion looks at interpreting Earth's history with Relative Dating, and the identification of many fossils and how they form. Also, an introduction into the basics of Astronomy and Meteorology.

GEOLOGY OF THE NATIONAL PARKS

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.

ROCKS, GEMS AND FOSSILS

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.

WEATHER ANALYSIS & FORECASTING

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.

DISCOVERED PHYSICS (5 CR)

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.

ENERGY IN THE 21ST CENTURY

We live in a unique period in the history of our planet. In the span of a few centuries, hydrocarbon deposits with origins dating back hundreds of millions of years will be almost completely depleted. The cheap energy offered by these deposits – petroleum, natural gas, and coal – has fueled a profound revolution in the character of human life (at least for those of us in relatively wealthy countries). However, at the beginning of the 21st century we can begin to see the end of this era of cheap energy. This course will examine the history and current status of energy production and consumption in the U.S. and the world, including the environmental impacts of various energy technologies, investigate the question of just how long the various fossil fuels are likely to last, and explore some of the alternatives for meeting humankind's energy needs once the demand for petroleum and other fossil fuels outstrips the world's capacity to produce them.

PHYSICS OF LIFE

Focuses on the intersection of physics and biology, including how organisms cope with and exploit the physical nature of their environment. Problems organisms face, as well as evolutionary solutions to those problems and their limitations, are used to demonstrate physical principles in the world around us, and how these fundamental limitations affect us as well.

REVOLUTIONS IN PHYSICS

This course covers some of the revolutionary ideas in physics that have changed our understanding of the world. We begin with the Copernican revolution, which taught us that the Earth is not at the center of the universe. We then discuss Newtonian physics, which taught us that the laws of physics are the same in the "heavens" (as Newton put it) as on the Earth. The course ends with a discussion of modern physics, including quantum mechanics, the special and general theory of relativity, modern cosmology, and string theory as an example of one of the current ideas to unify our understanding of the physics of our universe.

SOUND AND HUMAN CULTURE

This course will cover the basic physical concepts involved in Acoustics—the science of sound—and explore the implication for human beings 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.

THE NATURAL WORLD N 390**ANTH–N 390**DARWINIAN MEDICINE

Darwinian, or Evolutionary, Medicine is the study of health and disease from an evolutionary perspective. In this course we will examine not only how pathogens function biologically but also the evolutionary forces that led to the development of these functions. We will also examine our own evolved---and evolving--- mechanisms for dealing with pathogens both in respect to biological and cultural adaptations. There are three goals in this course. The first is to acquaint students with the usefulness of the scientific method in suggesting answers to complex questions about healthy and disease. The second is moving from simplistic, either-or explanations to a consideration of the relative weight of proximate and ultimate explanations. The third is building and developing quantitative analytical skills in respect to scientific literature.

NEANDERTHALS (Our Evolving View of Neanderthals) PENDING

From pathological human specimens to brutish louts to sitcom stars, the public and scientific face of Neanderthals has evolved dramatically since their discovery in 1856. In this course we will look at the long, and occasionally bizarre, history of Neanderthal research and representation. Juxtaposing primary anthropological and biological resources with fictional and public depictions, we will show how science and popular culture have interacted to create a dynamic and ever-evolving image of our most closely-related ancient hominid cousin.

AST-N 390

HISTORY OF THE UNIVERSE

The modern understanding of the birth and evolution of our Universe can be dated to 1998 when astronomers discovered, completely contrary to expectation, that the Universe is growing at an ever more rapid rate. This was the last major observational ingredient that laid the groundwork for the "Standard Cosmological Model".

After a brief review of older attempts to understand our cosmos, we will discuss in quantitative detail the conditions of the universe at different important epochs about which we have some understanding (inflation, fundamental force decoupling, matter/antimatter imbalance, baryogenesis, radiation/matter/ domination, recombination and the cosmic microwave background, dark matter and the evolution of large scale structure, dark energy domination and the termination of structure formation) as well as the geometry and equations of motion of the Universe. We will also discuss current speculation about epochs which are less well understood (the time before inflation and the distant future.)

Origins of the Elements

Shortly after the Big Bang, all the hydrogen, most of the helium, and some fraction of the lithium that now exists in the universe was formed as the universe expanded and cooled. All of the other elements that exist in nature, including those elements that make up our own bodies, were formed in nuclear reactions inside stars.

As the astronomer Carl Sagan put it, "We are star stuff." The earliest recognition of the role of stellar nuclear reactions in element production dates to the second quarter of the 20th century, and by the late 1950's a plausible explanation of the processes contributing to this "nucleosynthesis" had been published. Even sixty years later, though, many open questions remain, and their resolution typically requires input from observational astronomy, laboratory nuclear physics, and theoretical astrophysics. This course will introduce students to the current state of knowledge concerning nucleosynthesis and to the tools and techniques currently being employed by astronomers, nuclear physicists, and astrophysicists to answer important remaining questions.

BIOL-N 390

(P: ONE SEMESTER OF COLLEGE LEVEL BIOLOGY)

BIOTECHNOLOGY & ENTREPRENEURSHIP

This course introduces both science and non-science majors to the biological work that occurs behind the scenes at hospitals and clinics, including the role of biochemistry tests in disease diagnosis, treatments, drug design, and in monitoring the efficacy of treatments. New approaches to instrumentation and design of products will be introduced. An additional purpose for biology majors is to demonstrate a range of career options beyond what students usually imagine. The course discusses careers in the biotechnology/pharmaceutical industry and the clinical laboratory, and presents an introduction to the potential entrepreneurial aspects of biotechnology. Lecture notes will be provided via OnCourse, and invited guest lecturers will provide their personal experiences in different aspects of biotechnology.

ENVIRONMENTAL BIOLOGY (Cross-listed as HONORS H300)

Some of the most perennial challenges humans face are environmental issues - how should we use resources, how do our actions affect other species, and how do our actions affect the long-term availability of resources. Not surprisingly, environmental issues cross many disciplines including all fields of science, humanities, arts, business, and politics. In this course we will study environmental issues from primarily a biological perspective with an emphasis on ecology, but we will use readings from a variety of sources including book chapters, science journals, government reports, and newspaper articles to consider connections between biology and other disciplines.

CHEM-N 390

(P: ONE SEMESTER OF COLLEGE LEVEL SCIENCE, ANY FIELD)

CLINICAL BIOTECHNOLOGY

An introduction for both non-science and science majors interested in technology involved in clinical testing. Emphasis will be placed on diagnostic testing, method development, and their applications in different clinical settings including the hospital laboratory, and both biotechnology and pharmaceutical industries. Course content includes lectures, hands-on laboratory experience, guest speakers, and field trips to working clinical laboratories.

ENVIRONMENTAL CHEMISTRY OF AIR AND ENERGY (P: CHEM- C 106)

This course focuses on the radical-based chemistry of the atmosphere and related topics such as fuels and climate change. Commonly heard topics such as global warming, greenhouse gases, smog, ozone hole, alternative energy, biofuels, carbon sequestration, and the hydrogen economy are all discussed. It may be followed or preceded by CHEM-N 390 The Natural World: Environmental Chemistry of Water and Waste. Although new chemical concepts are introduced and old concepts are expanded upon, this course primarily applies previously-learned chemistry (from CHEM-C 105 and C106) to environmental issues.

ENVIRONMENTAL CHEMISTRY OF WATER AND WASTE

This course covers the second half (chapters 10-16) of Environmental Chemistry, 4th edition, by Colin Baird and Michael Cann, W.H. Freeman and Company, New York, 2008. It may be followed or preceded by CHEM-N 390 The Natural World: Environmental Chemistry of Air and Energy. This course focuses on solubility, redox, and acid-base reactions occurring in natural and polluted water, but also considers the treatment of solid waste in addition to wastewater. The environmental impact of heavy metals (such as mercury and lead) and toxic organic compounds (such as insecticides and herbicides) are also discussed. Although new chemical concepts are introduced, and old concepts are expanded upon, this course primarily applies previously-learned chemistry (from CHEM-C 105 and C106) to environmental issues.

ENVIRONMENTAL CHEMISTRY FOR A SUSTAINABLE FUTURE P: CHEM-C 106.

The environment cannot sustain society given the current population and our lifestyles. What natural and anthropogenic roles has chemistry played in the past and what is its role in the future? We discuss many of today's issues such as sustainability, green chemistry, acid rain, smog, global warming, biofuels, renewable energy, carbon sequestration, ozone layer, and the hydrogen economy. Also covered are pesticides, environmental estrogens, water pollution, water purification, and solid waste. Although new chemical concepts are introduced, and old concepts are expanded upon, this course primarily applies previously-learned chemistry (from CHEM C105 and CHEM C106) to environmental issues.

Variable Title of Course: Nanotechnology

Nanotechnology is the application of the science of small – small enough that the atom must be considered and the properties of bulk matter no longer apply. The course begins by developing an appreciation of the small scale and the implications this has on the variability of the properties of matter once thought to be constant for a given substance regardless of size. After learning about naturally occurring nanoparticles, we consider the anthropogenic production of materials and the probing of their properties. Buckyballs and fullerenes will be considered and particular emphasis will be placed on mechanical, electronic, and biomedical applications such as atomic-level microscopy, single-electron transistors, and nanoshells.

DHYG-N 390

HEALTH PROMOTION & DISEASE PREVENTION IN COSTA RICA

This course will provide students the learning opportunity to travel abroad to San Jose and Shiroles, Costa Rica and provide preventive health care to a population in great need. Students will live with Costa Rican families immersing themselves in the culture of the country and learning to speak Spanish for application in medical and dental settings. Students will be given the opportunity to apply what they have learned about the dynamics of the Costa Rican healthcare system by assisting a dentist in a community clinic sponsored by Caja Costarricense (Costa Rican Social Security) which serves a largely indigenous population.

GEOL-N 390

NATURAL HAZARDS AND DISASTERS

In this course we will examine the myriad ways by which natural disasters, such as earthquakes, hurricanes and tsunamis, threaten lives, industry and community. We will approach our subject by studying case studies to build upon prior familiarity with the geological, meteorological and oceanographic sciences. We will also discuss broader considerations such as risk assessment and how to appropriately respond to these threats given society's limited resources.

MATH-N 390 (P: Math –M 215 with a C or better or permission of instructor)

MATHEMATICS AS A HUMAN ACTIVITY

Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement. This course explores the ways in which central mathematical ideas developed cognitively, historically and across cultures. Course work includes solving problems situated in historical contexts, drawn from subjects including numeration and arithmetic, algebra and number theory, practical and axiomatic geometry, set theory and calculus.

LITERARY AND INTELLECTUAL TRADITIONS T 190

AHST-T 190

HISTORY OF LANDSCAPE: FROM EDEN TO ECOLOGY

The concept of landscape is gradually superseding that of urban planning and the field of landscape urbanism is encouraging more collaborative strategies in the design and study of man-made or natural environments. This course provides a general introduction to the field of landscape studies. Drawing from history, ecology, environmental history and vernacular studies, the course will equip the students to understand the evolution of the concept of landscape and its increasing significance in today's environment.

AHST-T 191 or 192

HISTORY OF LANDSCAPE: FROM EDEN TO ECOLOGY

The concept of landscape is gradually superseding that of urban planning and the field of landscape urbanism is encouraging more collaborative strategies in the design and study of man-made or natural environments. This course provides a general introduction to the field of landscape studies. Drawing from history, ecology, environmental history and vernacular studies, the course will equip the students to understand the evolution of the concept of landscape and its increasing significance in today's environment.

CMLT-T 190

(Reading Placement, 90 or above)

REACTING TO THE PAST: REVOLUTIONS IN SCIENCE, LOVE, & POLITICS

*This course explores how new discoveries in science, love, and politics shaped our modern world. We will play two *Reacting to the Past* games: one re-imagines the controversial discovery of the heliocentric universe and the other stages the advent of democratic politics in France. The games will be connected by an emphasis on the emergence of new kind of individual who is shaped by modern notions of love. This bridge will allow us to reflect on the contribution of women as writers and artists to this period. This course aspires to submerge students in the kind of intellectual engagement that will encourage critical thinking, interdisciplinary inquiry, and civil discourse. Students must read a significant primary source and participate in the great debates which those writings originally stirred.*

A SHORT HISTORY OF LOVE

This course explores the history of romantic notions, ideals, and realities in the West. It approaches the topic from philosophical, literary, artistic, and sociological perspectives.

TRAVEL TO LONDON & PARIS

London and Paris, whose histories are intertwined, were the cultural powerhouses of eighteenth and nineteenth century Europe. Learn about the changes the two cities experienced as they grew beyond their Medieval boundaries and

concepts, adapting to an increasingly industrial world. Then walk through each city and see its rich history come alive through the architecture, the monuments, and the vast cultural resources that speak volumes about the spirit and energy of the people who struggled and prospered there.

ENG-T 190

(Reading Placement, 90 or above)

CRIMES OF FICTION

This course explores the nature of originality in art, thinking, and research, partly by examining the problem of “borrowing” and “stealing.” We all know stories of plagiarism and fraud, but it’s also the case that artists commonly use materials and ideas that they take from other artists; and scholars depend on the research of other scholars. It isn’t always easy to tell what is cheating and what is creativity. To get a handle on this complex problem, we’ll identify and study examples along the continuum from quotation, collage, allusion, translation, adaptation, imitation, parody, and the milder forms of unacknowledged influence, to instances of copying, theft, and fraud, including authorship hoaxes, plagiarism, and other forms of what now counts as copyright infringement. Sometimes the borrowing occurs across disciplines – for instance, in the case of Shakespeare’s Henry V, from a work of history (Holinshed’s Chronicles) to a work of drama. In such cases, what responsibility do authors or artists have toward the “truth” of the previous work from which they borrow? At the other end of the spectrum, we might ask whether true originality is possible. When and to what extent are influence and borrowing justified, good, and even unavoidable? What authorizes these acts? You’ll write essays on some of these issues. You’ll also complete several creative assignments that engage you in decision-making involving the use of materials created by other people.

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

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.

BEYOND THE PRESS: CRITICAL VIEWS OF JACK THE RIPPER

In the fall of 1888, a mysterious killer appeared in White Chapel, England. Fear stalked through England, France and the United States, as the unknown killer, dubbed “Jack the Ripper” by the press, slit the throats of women. The mystery of Jack the Ripper has been investigated and reinvestigated since 1888, with various writers promoting clashing views on his/her identity and motivation for the crime. While the actual murders in White Chapel are fact, Jack the Ripper was created by the press. During the course, we’ll explore identity formation for both the killer and the victims, and the ethics of portraying a serial killer in the press with the subsequent victims’ exposure, whose identities were often pigeonholed into more acceptable categories, i.e., drunks and prostitutes. As we explore these issues, we’ll read press coverage, nonfiction, cultural pieces from the time period, literature and current criticism of Ripper literature and the murders, the killer and the investigation.

THE BODY IN SCIENCE FICTION

This course explores the relationship between the body, technology, and the self in science fiction. We’ll consider what means to be human when the lines between biology and machines are increasingly blurred; what re-inventions of gender, parenting, sexuality, race and even consciousness happen through technology; and to what extent we may already be living in a “post-human” age. This is a discussion course, with frequent short writing and three 4-page papers.

BORDER CROSSINGS: LEARNING TO BE AMERICAN (Honors section offered)

This course will engage the theme “Diversity and Dialogue” by encouraging students to examine social borders through literature that explores immigration, assimilation, and the experiences of people who exist “between” cultures. A major focus will be the “hybridizing” of cultures and the way literature exploring themes of immigration and assimilation expresses the blending of cultures through language and narrative structure. In this class students will read writers from a variety of racial and ethnic backgrounds, and will study works that span the 20th century (as well as a few more recently written texts). Our readings will include poetry, short fiction, non-fiction essays, drama and novels.

CASTAWAYS (formerly ReWriting Robinson Crusoe: The History of a Modern Hero)

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.

DEALS WITH THE DEVIL, OR HOW TO SELL YOUR SOUL

This course centers on the legend of Faust, a scholar or doctor who sold his soul to the devil. His story raises ethical and spiritual questions about the proper limits of knowledge, the proper role of the scientist, and the importance and dangers of individualism. It also addresses the problem of the hidden costs that sometimes accompany the massive payoffs of technological advances. We will read several examples of Faustian stories from Western literature, and we'll listen to musical adaptations of the story. We'll also apply our thinking to specific examples in the history of science, such as the Faustian bargain of nuclear power.

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

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.

FRACTURED FAIRY TALE FAMILIES

Fairy tales are commonly thought of as places where happily ever after happens, but "happily ever after" often isn't how fairy tales end, and even when they do, it's only after pages of near-death, flight and persecution for the hero or heroine. More often than not, the very worst villainy in fairy tales happens at the hands of evil siblings and scary mothers (only sometimes stepmothers). Often, fathers are absent or passive. Indeed, fairy tale families are so fractured, so "dysfunctional," so twisted, that one is tempted to wonder why we read these tales of family tragedy at all. That's a question we will ponder in this course, as we explore the trouble with families in fairy tales, and why these mixed-up tribes are so appealing.

IDEAL AND HELLISH SOCIETIES

This course looks at science fiction and philosophical representations of society and politics, exploring possibilities that challenge our usual ways of thinking.

IMAGINING KING ARTHUR: IN HISTORY, CULTURE, LITERATURE AND FILM FROM 1136 TO 2001

From the very beginning, Arthurian legend has always been a fantasy posing as history. Paradoxically, this fantasy both sparkles with social, political, cultural, and religious ideals, and yet is filled with stories of personal betrayal, civil dissension, brutality, and despair. In this course, we will examine the elements of Arthurian historical fantasy as they evolve over time in engagement with their specific historical contexts. Reading literary accounts of Arthur dating from the 1130s to the 1980s, and viewing films dating from the 1930s to 2004, we will explore how the legend has been adapted to specific cultures and uses, even up to the present.

IMAGINING MONSTERS

In this course, we will read some classic "monster" literature — Mary Shelley's Frankenstein and Bram Stoker's Dracula, among other works — to investigate how monsters function in the literary imagination as touchstones for exploring the essence and the boundaries of humanity. What if monsters are scary, not because they are different from us but because they are strangely similar to us? Which is more terrifying, to be attacked by a monster or to turn into one? Does modern science risk producing monsters in the attempt to enhance the human experience, or can technology help us fight monsters that threaten us? In addition to the above novels, course readings will likely include selections

from Charles Darwin, John Locke, Thomas Malthus, and Robert Louis Stevenson. Major course requirements will include regular attendance, weekly responses, and three short papers.

THE INVENTION OF MEMORY

In this course we'll consider how traditions in literature are concerned with memory and identity, both individual and collective. We'll attend to the ways in which memory depends on the physical world of artifacts, objects, pictures, buildings, and monuments, as well as on written records. We'll inquire about the ethical causes and results of acts of remembering and at the consequences of forgetting, strategically or accidentally. We'll also look at how memory's own inventiveness can embroider or falsify an experience and how memories themselves are invented. Our readings will be drawn from the literature of the European Enlightenment through the modern periods, but we'll also read works on the philosophy and psychology of memory. Students will write frequently in essays, response papers, and an occasional autobiographical sketch and we'll conduct the class primarily by discussion.

LABOR AND LITERATURE

"Labor and Literature" is designed to explore the representation, cultural reproduction, and meaning of work in the United States. While work is central to conceptions of U.S. national identity, its representation is frequently contested both in cultural and in political discourse, and indeed, is often entirely unrepresented depending how "work" is conceived. This course will focus on artists, writers, and filmmakers for whom labor, the workplace, and class are the central foci of their texts. Themes the course will explore include what it means to construct a subjective identity through the lens of labor, how intersections of race, gender, and national origin contribute to concepts of a laboring subject, as well as how definitions of labor have been used to construct and contest a homogenous national identity. In addition, we'll look at the ways individual artists and writers sought to represent work and the ways they have engaged in political and cultural movements to change how Americans experience working and viewing/being/becoming working-class.

LEADERS AND DECIDERS

This course explores concepts of leadership with reference to great works of literature, history, and religious writing. We'll contrast leadership with mere decision-making and assess how decisions affect leadership outcomes. By exploring traditional perceptions of heroes as leaders and contemporary theories of management, we will see how motivation, moral authority, time and place, social status, concern for ethical behavior, money and power, and other factors affect the choices of Oedipus, Antigone, and Creon from Greek tragedy; Moses and Jesus from the Bible; Shakespeare's Hamlet; and businessmen from Edith Wharton's Age of Innocence and Ibsen's Doll's House.

LIFE ON THE SCREEN: THE INTERNET AND CONTEMPORARY SOCIETY

We work online and play online. Some of us virtually live online. The Internet is the new town square, post office, library, and mall. It is where we check the news, pursue our interests, shop, meet our friends, and keep our diaries. But what exactly is the Internet and why do we use it? In this class we'll look at how the Internet has changed our notions of identity and community. We'll talk about technology, its impact on our lives, and the ways in which it helps us ask questions about the world in which we live—or prevents us from asking such questions.

LITERACY, SOCIAL MEDIA, AND ACTIVE CITIZENSHIP

The course is designed around a central question: what can close attention to literacy practices help us understand about the nature of active citizenship? We can begin by looking at a fairly stark concept of the citizen in a democratic society: Silence is this citizen's basic mode, for largely unallied with others, in possession of no regular civic audience, skilled in no genre of public address, in possession of no reliable stream of information or of one so contested and poisoned and vexed as to be more problem than aid, and susceptible to cynicism or despair or indifference any moment that is not spent in laboring or in consuming entertainment or in tending to the beautiful or bare walled-off garden of the private life. In contrast, the course will attend to a series of episodes in which literacy and public speech help us see as well as construct an alternate model for citizenship, including small and not always successful forms of public speech as well as more successful cases.

LITERARY HAUNTINGS

In this course, we will read literary works from the seventeenth century to the present, focusing on the theme of "Literary Hauntings." For the first half of the semester, we will read various ghost stories from around the globe and discuss the cultural characteristics of different ghosts, their attachment to specific locales, and what they mean to their respective cultural communities. For the second half of the semester, we will turn our attention to one of the most famous ghosts in the history of English literature – in William Shakespeare's Hamlet. We will not only discuss the

significance of Hamlet's ghost, but also look at some literary and film adaptations to explore how Shakespeare's work "haunts" literary representations at different historical moments.

MEXICAN LITERATURE AND CINEMA

This class will take place on the IUSB campus and at the Instituto Cultural Oaxaca in Oaxaca, Mexico. An examination of Mexican cinema and literature will complement the course of language study and immersion experience students will also embark on. We will study film form, literary traditions, and cultural expressions as found in Mexican films, novels and short stories, and crafts. We will also pay attention to the use of language in the films and novels, and the role of translation.

THE MUTABLE BODY

An interdisciplinary course with linked sessions focusing on the 2005-2996 campus theme, this is one of three sections which will meet together on Monday evenings to listen to a different guest lecturer on a weekly topic and to participate in a question/answer discussion with the invited expert. Wednesday classes will meet with their individual section for smaller follow-up discussions and the fulfillment of assignments. Weekly topics for the course will include: computer science "virtual" bodies; literary representations of bodies in film, TV, and advertising; politics and the body; alterations of the body (like tattooing, cosmetic surgery) and their health implications; and philosophical explorations of the mind/body question. Assignments will include journal responses to guest lectures, two formal essays, and a final project (which may be creative or a research paper). Thanks to an IU New Perspectives grant, the course offers a unique opportunity for students to interact with well-known scholars in several fields.

THE OUTCAST

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.

PICTURES IN WORDS

In this course (which does not address film) we will consider how writers represent the visual world. We'll attend to a few watershed moments primarily in western culture at which visual experience became particularly important, such as the craze for the picturesque, the increasing precision of detail in descriptions of people and places in order to create a sense of realism, and the divergence of language and exact pictorial representation with the advent of impressionist painting and the invention of photography (which of course does issue in film). We'll think about two streams of influence—science, which not only observes but tries to explain, and aesthetics—that is, the study of the creative, beautiful and pleasing—and what each dimension adds to the other. We'll read poetry, fiction, and nonfiction that rely on observation of the natural world, but we'll also have a glimpse of the humanly invented spaces of cities, as in a detective story, for example. The class will be conducted by discussion and there will be several medium-length analytical essays as well as short informal exercises in representing visual experience.

RISE OF MODERN CITY: LONDON & PARIS

London and Paris were the cultural powerhouses of eighteenth- and nineteenth-century Europe. This interdisciplinary, team-taught course explores and compares the two cities between 1660 and 1870, with attention to what an American traveler can learn from first-hand investigations in the cities themselves. Professors Chaney (English) and Walker (French) will present examples from literature, art, architecture, commerce, and the artifacts of daily life to demonstrate how London and Paris grew beyond medieval boundaries and concepts and adapted to an increasingly industrial world. This period witnessed the rise of modern sensibilities, concepts, and institutions. The course has a connection to the summer overseas program (the London-Paris Program), for which it may serve as an introduction. Certainly not all student who enroll in the course will travel with us to Europe this summer; but it will be exciting for all of the students to imagine their own future journeys.

STORIES OF THE DYSFUNCTIONAL FAMILY (formerly *The Dysfunctional Family in Literature*)

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?

SIGNED, THE LAND OF THE LONG WHITE CLOUD

New Zealand is increasingly called by its indigenous Māori name, Aotearoa, the land of the long white cloud, referring back to Māori mythology according to which the explorer Kupe and his crew discovered the North Island thanks to the long cloud that permanently hung over it. The existence of a bilingual name for a single country betrays some of the tensions at play in the emergence and establishment of New Zealand's national identity along a binary divide between the indigenous Maori population and the Pākehā (European) settler. This course foregrounds the rise and establishment of New Zealand's political, cultural, and literary, independence from Great Britain through the study of the distinctive stylistic traits of signature Kiwi authors and film directors of both Māori and Pākehā descent.

THE SOCIAL NETWORK

STORIES OF IMMIGRATION AND INTEGRATION

Immigrants and African Americans are both outsiders and insiders in America. The authors we will study in this course have written about their lives in ways that are both movingly personal and absolutely public and political. These life stories tell of the individual's relationship with the American culture. Ethnicity, race, gender, class and sexuality are all varieties of categorization that affect these individuals. In this class we are studying literature as well as history. We will evaluate these texts as works of the imagination as well as documents that tell the story of a particular historical moment. Local and national speakers will also be a major part of this class. This course links a history section with an English literature section of T190. On Mondays, lectures will be given by the professors or by guest speakers. On Wednesdays the two sections will have separate discussion sessions based on questions on the week's speaker and the assigned readings

TRAVEL LITERATURE AND THE POLITICS OF DESCRIPTION

We will investigate how travel narratives produce different kinds of truths about nature, about other cultures, and even about ourselves. As travelers over the last four-hundred years put into writing their numerous observations, they employed different strategies for describing what they saw. Some described the world scientifically while others described it artistically; some wrote journals and letters while others wrote fiction and poetry. Instead of reading travel literature as narratives that simply reveal 'truths' about the world that these travelers saw, we will think about how writers struggled to represent their observations by employing strategies of description from various intellectual traditions. We will read, among other texts, Jonathan Swift's *Gulliver's Travels*, selections from Captain Cook's *Journals*, and selections from Charles Darwin's *Voyage of the Beagle*. We will think about these primary texts through supplemental readings about scientific observation, artistic description, ethnography, and cultural studies. Towards the end of the semester, we will also look at some travel brochures and pamphlets to discuss how our own travels might be built upon expectations of what we will see and experience at certain tourist destinations. Students in this course will be responsible for attendance and active participation, frequent short responses, and three 4-page papers.

THE WAR FILM AND NOVEL

This class will focus on difficult dialogues at their breaking point, violent conflict. We will identify partisanship in war films and novels and interrogate the difference between perspectives and propaganda. We will also examine the representation of race, sexuality, and gender in the war film and novel, a genre traditionally considered "male." In addition to bravado and violence, the war film and novel are also associated with high emotion. Touching upon the history, social context, and demographics of the participants, this class will explore the complicated project of representing warfare. Films may include *The Thin Red Line* and *Battle of Algiers*; novels may include *For Rouenna*.

WHAT IS PROGRESS?

In this course, we will investigate the ways that the concept of Progress has developed over the past few centuries. Beginning with supposedly universal Enlightenment beliefs in the power of rationality, science, and reason, this concept has also been developed and applied in specific contexts for various ends.

WHAT IT MEANS TO WORK IN THE MOVIES

For most Americans, work is an integral part of our lives. It both helps to identify who we are and what we "do," but, more basically, it also takes up a large amount of our time. We work a lot. You might not think so, however, if you

used movies to understand the role of work in American lives. In most films, work is a passing mention of a “cool” career (which, perhaps, affords the protagonist the expensive vacation/dinners/social activities the fuel the action of the film) or a montage of assorted degrading drudgeries. Some films, however, do address work in more meaningful ways, and those are some of the films will be studying in this course. To help us place the films into a meaningful context, we will read some theories of work and its importance in our lives. To help us discuss the films with complexity, we will read about how to interpret, discuss, and write about films in an academic way. But most of all, we will watch and discuss movies, looking for the arguments they make about when work is valuable, how much control we have over our work lives, and what kinds of actions (if any) the films support.

WOMAN IN REFRIGERATORS AND BEYOND: A FEMINIST APPROACH TO READING COMIC BOOKS

In this class we will, in a very broad sense, look at the way women are portrayed in comic books. The semester will be split between reading books by male writers like Alan Moore and the Luna Brothers, and female writers like Jodi Picoult and Gail Simone. We’ll draw most of our theoretical framework from feminist film studies, and we’ll be watching a few (non-comic) films, like Hitchcock’s “Vertigo”, to help us see how to give a feminist reading to a visual text, which, in many ways, is exactly what comic books are.

WHY SCHOOL? THE PURPOSE AND POTENTIAL OF EDUCATION IN THE UNITED STATES

In his 2012 State of the Union Address, President Obama challenged every state to require its students to stay in school until age 18, and he has repeatedly stressed the importance of college. But why? What is accomplished in our school systems, both K-12 and beyond? What do we think successful education, meaningful learning, and excellent teaching really are, and why are they important? In this course we will examine the underlying purposes – and possibilities – of education in the United States. We will focus on the historical and contemporary ideas and functions that have driven public education in the U.S., including the relationship among education, democracy, and justice. We will draw from perspectives in literature, film, philosophy, sociology, history, and cultural studies in order to better understand how these seemingly straightforward concepts and practices are actually quite complex and heavily debated. This is an interactive course where we will learn to critically assess the institutions of education, examine our own assumptions about and experiences with education, and articulate a vision for what education can provide.

BAD MOTHERS

In literature, mothers are often portrayed as loving, selfless, sacrificial angels in the house. What about those bad mothers—those who do not take care of their children, those who leave their home, those who have troubled relationships with their family members? Are they wicked, victimized, or rebelling? How could we view mothers as people rather than as symbol, type, or category? By reading historical and cultural writings as well as literature from a variety of racial and ethnic backgrounds, we will examine the gender norms for “good mothers” in specific historical and cultural contexts and explore sociopolitical, ideological, and cultural reasons for “bad mothers.” Therefore, this course will explore how mothers are inscribed in various discourses, how they represent or challenge traditional values and morals, how they reconcile their sexuality, freedom, and individuality with their familial obligations, and how the “good/bad mothers” could be redefined.

ENG-T 191

(Reading Placement, 90 or above)

HEROES IN ANCIENT AND MEDIEVAL WORLD LITERATURE

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.

JOURNEYS IN WORLD LITERATURE BEFORE 1700

RESTRICTION: PRIORITY FOR THIS SECTION IS GIVEN TO EDUCATION STUDENTS

*Starting with fairy tales, the course explores the different uses of the theme of the journey in a wide-ranging set of ancient and medieval texts from around the world. Three perspectives from which to analyze and discuss the texts will be cognitive science, the structural analysis of folk tales and fairy tales, and Freudianism. The second and third approaches will be based upon critical readings included in Tatar's collection of fairy tales. The approach through cognitive science will be carried out by working through Mark Turner's *The Literary Mind: The Origins of Thought and Language*. The three perspectives will provide students specific entries into the literary texts, helping both to uncover significant but not always transparent similarities among texts and to explore the implications of differences that stand out against those similarities.*

ENG-T 192 (Reading Placement, 90 or above)

LITERARY HAUNTINGS

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.)

*In this course, we will read literary works from the seventeenth century to the present, focusing on the theme of "Literary Hauntings." For the first half of the semester, we will read various ghost stories from around the globe and discuss the cultural characteristics of different ghosts, their attachment to specific locales, and what they mean to their respective cultural communities. For the second half of the semester, we will turn our attention to one of the most famous ghosts in the history of English literature – in William Shakespeare's *Hamlet*. We will not only discuss the significance of *Hamlet's* ghost, but also look at some literary and film adaptations to explore how Shakespeare's work "haunts" literary representations at different historical moments.*

LITERATURE AND THE VISIBLE WORLD

This course will consider the presentation of visual experience in fiction, poetry, and nonfiction. We'll attend to a few critical points at which visual experience, of people and places, is central to the writer and the form in which he or she is writing. We'll think about two streams of influence—science, which not only observes but tries to explain— and aesthetics—that is, the study of the creative, beautiful, and pleasing—and what each dimension adds to the other. We'll read works that rely on observation of the natural world, but we'll also have a glimpse of the humanly invented spaces of cities. Readings will probably include works by Tracy Chevalier, Charles Darwin, Thomas Hardy, Franz Kafka, Jun'ichiro Tanizaki, haiku poets, Yoko Ogawa, and Italo Calvino. The format for the class will be discussion with occasional short lectures on historical periods. There will be two medium-length analytical essays and numerous reading response papers.

For part of the general education requirement that this course provide instruction in a literacy, we will pay particular and sustained attention to metaphor, simile, analogy, model, and paradigm as they inform both creative and scientific thinking because they are a foundation for constructing knowledge, especially the logical relationships based on resemblance. We will also investigate the limits of these linguistic figures and models.

THE QUEST MYTH IN WORLD LITERATURE AFTER 1700

RESTRICTION: PRIORITY FOR THIS SECTION IS GIVEN TO EDUCATION STUDENTS

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.

FINA-T 190

(Reading Placement, 90 or above)

THE MUTABLE BODY - Honors

An interdisciplinary course with linked sessions focusing on the 2005-2996 campus theme, this is one of three sections which will meet together on Monday evenings to listen to a different guest lecturer on a weekly topic and to participate in a question/answer discussion with the invited expert. Wednesday classes will meet with their individual section for smaller follow-up discussions and the fulfillment of assignments. Weekly topics for the course will include: computer

science “virtual” bodies; literary representations of bodies in film, TV, and advertising; politics and the body; alterations of the body (like tattooing, cosmetic surgery) and their health implications; and philosophical explorations of the mind/body question. Assignments will include journal responses to guest lectures, two formal essays, and a final project (which may be creative or a research paper).

ONE-HUNDRED YEARS OF RUSSIAN ART AND CULTURE

Russian and Soviet Art will introduce students to the major modern art movements of Russia and the early Soviet Union, from 19th century realism to early 20th century modern art developments and then to the post revolutionary decline of avant-garde art and the emergence of Socialist Realism. The art will be analyzed within the historical and social contexts of late Russian and early Soviet periods. The political milieu of Russian and Soviet art will be critiqued for its influence on and its influence by the development of the various modern art movements. In addition, the cultural context of the art will be examined for how it affected the production of art and how the art itself affected the larger cultural context.

HIST-T 190

(Reading Placement, 90 or above)

AMERICAN AUTOBIOGRAPHY

Autobiographies or memoirs are interdisciplinary by nature, combining history and literature in real life stories, artistically rendered. This class will consider the question: is this “fact or fiction?” Students will read writers coming from different class, race and gender positions in 17th to 20th century America. Class discussion, critical thinking, and writing skills will be emphasized.

BIOGRAPHY AND GENDER IN EUROPEAN HISTORY

In this course, we will examine how individuals learn and negotiate their gender roles. Every week we will focus in depth on a pair of historical figures and study the ways that they understood themselves as men or women and the ways that their gender shaped their roles and their experiences. We will draw on interdisciplinary approaches in particular history, political science, anthropology, and gender and literary studies.

THE HEALTH OF NATIONS: POVERTY, PROGRESS, THE BODY, AND THE BODY POLITIC IN MODERN LATIN AMERICA

This course will consider the questions of nation-building and development in Latin America by using an interdisciplinary approach that focuses on the social, cultural, and moral dimensions of these processes in the late 19th and 20th centuries. As the nations of Latin America became more urban and “modern” many elites were increasingly preoccupied about the poor and problems such as vagrancy, prostitution, and the spread of diseases such as leprosy and syphilis. They often used metaphors of the body to refer to what they perceived as a degenerating organism in which the individual cells of the social body were deteriorating. In order to build their nations many elites, including medical doctors, felt a dire need to address these moral and physical “ills.” In this course, we will examine historical ideas about poverty, disease, citizenship, and nation as well as the public health campaigns, moral reforms, charity, and welfare programs that were implemented in various Latin American countries in order to achieve national progress. This course will be based on discussions of the reading material and lectures.

THE HOLOCAUST

In the National Socialist period, Germans unleashed a wave of violence across Europe that ultimately resulted in the death of fifty to seventy million people. Led by an explicitly scientific racism, National Socialist leaders gassed millions of Jews, annihilated the leadership of Poland, carried out a race-war against Russians, and worked millions of other Europeans to death in slave camps. This class explores the mechanisms of the Holocaust, the lines between perpetrators and resisters, and stories of the National Socialist victims.

HUMANS AND THE ENVIRONMENT

This course focuses on the history of Environmental movements in the U.S. from the nineteenth century to the present, within the context of the relationship of humans and the environment over a long sweep of time, from the first cultivation of agriculture to the present. We explore, in an interdisciplinary way, the great humanistic traditions of inquiry regarding ideas of nature. The strongest interdisciplinary tie is between literature and history. Writers on nature such as Henry David Thoreau, Ralph Waldo Emerson, Rachel Carson, and Barbara Kingsolver will be among the works analyzed. Guest speakers active in local sustainability activities and organizations will be invited to discuss their work. Field trips such as hikes at Rum Village park and walks to the St. Joseph river on the IU South Bend campus. These field trips are followed by class discussion and journal writing. The course finishes with each student writing a

brief research paper on an environmentalist or an environmental group and making a Powerpoint presentation to the class. Writing intensive, discussion-focused.

JAPANESE AESTHETICS & THOUGHT

This course explores Japanese culture through the analysis of literary and film sources. It will focus on Japanese world-views, aesthetics, human relations, and specific customs, including food and etiquette.

THE MAKING OF THE PRESIDENT: FROM THE FATHER OF HIS COUNTRY TO HONEST ABE

This is a course on the development, growth, and changes seen in the American presidency in the formative years of the American republic. We will begin with the formation of the office of the president of the United States in the Constitution and George Washington's first presidency, and continue up to and including the presidency of Abraham Lincoln during the difficult years of the Civil War.

THE MUTABLE BODY

An interdisciplinary course with linked sessions focusing on the 2005-2006 campus theme, this is one of three sections which will meet together on Monday evenings to listen to a different guest lecturer on a weekly topic and to participate in a question/answer discussion with the invited expert. Wednesday classes will meet with their individual section for smaller follow-up discussions and the fulfillment of assignments. Weekly topics for the course will include: computer science "virtual" bodies; literary representations of bodies in film, TV, and advertising; politics and the body; alterations of the body (like tattooing, cosmetic surgery) and their health implications; and philosophical explorations of the mind/body question. Assignments will include journal responses to guest lectures, two formal essays, and a final project (which may be creative or a research paper). Thanks to an IU New Perspectives grant, the course offers a unique opportunity for students to interact with well-known scholars in several fields.

PHILADELPHIA: REVOLUTION TO REPUBLIC

This course will examine Philadelphia's place in the American Revolution and the formation of the American republic. Many historians believe Philadelphia should be considered as the primary example of a revolutionary city in early America. Through the use of primary and secondary sources, students will examine the role of Philadelphia from 1600-1860. These works will focus on the areas of race, religion, government and politics and maritime economy as these were major issues facing the United States as it moved from Revolution to Republic.

RACE, CLASS, AND IDENTITY IN LATIN AMERICAN HISTORY

In this course, we will examine the interplay of race, class, and identity as national identities were being formed in the countries of Latin America in the 19th and 20th centuries. We will consider how the concepts of race and class were defined (influenced in part by Social Darwinism) and how the people of mixed race in Latin America were often viewed by the primarily white elite as "obstacles" to progress. Of prime importance then, is the study of historical ideas about and connections between poverty, class, race, and nation. We will also consider some of the conflicts and riots that unfolded. The course is interdisciplinary and will be based primarily on discussions of the reading material. Students will also complete several short writing assignments.

REACTING TO THE PAST: DARWIN

After background on Charles Darwin's idea on science and evolution as well as the nineteenth century British world in which he lived, students in this class will become actors in a debate before the British Royal Society. Students will take sides on the question: should Darwin be awarded the Copley medal for his achievements? Much of the class will focus on student presentations and class debates on the Copley medal as well as related questions around religion and science. For more information on this "Reacting to the Past" class see this website: <http://www.darwingame.org/>

RELIGIOUS PILGRIMAGE: PIETY AND PLEASURE

We will examine pilgrimage in the Middle Ages as a religious ritual within the context of the monotheistic religions: Judaism, Christianity, and Islam. We'll ask why medieval people undertook long, unsafe journeys to visit the tomb of a saint or a Sufi; what they believed or hoped to receive as a reward for their journey, etc. In addition to spiritual gain, medieval pilgrims to Jerusalem, Mecca or Santiago de Compostela in Spain also enriched their lives by coming in contact with different cultures. Thus, we will also examine the cultural diffusion that resulted from this form of travel. Our interdisciplinary approach will combine literature, music and art. Students will sharpen their critical thinking skills through careful reading and written interpretation of primary and secondary sources.

ROUTE 66: A HISTORY (CREDIT NOT ALLOWED FOR THIS T 190 AND HIST-A 221 WITH SAME TOPIC.)

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.

STORIES OF IMMIGRATION AND INTEGRATION

Immigrants and African Americans are both outsiders and insiders in America. The authors we will study in this course have written about their lives in ways that are both movingly personal and absolutely public and political. These life stories tell of the individual's relationship with the American culture. Ethnicity, race, gender, class and sexuality are all varieties of categorization that affect these individuals. In this class we are studying literature as well as history. We will evaluate these texts as works of the imagination as well as documents that tell the story of a particular historical moment. Local and national speakers will also be a major part of this class. This course links a history section with an English literature section of T190. On Mondays, lectures will be given by the professors or by guest speakers. On Wednesdays the two sections will have separate discussion sessions based on questions on the week's speaker and the assigned readings. (S07 linked to ENG-T190 of same title) (Tetzlaff/Chaney)

STUDY ABROAD: DICTATORSHIP & RESISTANCE IN BERLIN & PRAGUE

The short twentieth century (1918-1989) in Central Europe has been a century of war, dictatorship, devastation, and revolution. This course will allow you to develop a new understanding of this period through personal encounters with two cities: Berlin & Prague. You will study the history, read the literature, analyze the culture, and experience living in two of the most important cities in Central Europe. You will see the bullet holes that still exist on Berlin buildings, walk in the streets with the former Berlin wall marked on the ground, visit Prague's city center, where activists marched in 1968 and 1989, experience Prague's Wenceslas Square where Prague's citizens resisted Nazi and Communist tanks, and learn about the Holocaust by studying at Berlin's Holocaust museum, touring the cemetery and synagogues in Prague's Jewish Ghetto, and taking a day-trip from Prague to the concentration camp Theresienstadt. You will view images of dictatorship and resistance in film, photography, and avant-garde art, and these examples will guide you in the creation of a book of collage that artistically communicates the varieties of your experience abroad.

U.S. ENVIRONMENTAL MOVEMENTS

Explores, in an interdisciplinary way, the great humanistic traditions of inquiry regarding ideas of nature. We will trace the history of the environmental movement in the U.S. from the late nineteenth century to the present.

BERLIN & PRAGUE: HISTORY, LITERATURE, CULTURE: EUROPEAN CITIES AS SITES OF COLLAGE (Combined with ENG-A 399, where description is listed)

INDIANS OF GREAT LAKES – Topic Pending

The Great Lakes in North America are part of a vast region in which Native peoples have dwelled from time immemorial, spanning the eras of big-game hunters, moundbuilders, all the way through the early-modern period, contact with whites, then on to the present. Throughout these periods indigenous peoples from various cultures have traditionally interacted in many ways, including trade, diplomacy, warfare, intermarriage, religious gatherings & prophetic movements, cultivating, hunting, gathering, fishing, trapping, and participating in a growing symbiotic system of exchange. As a nexus of crossroads, due to the several lakes and five portages that cross a continental divide, travel throughout the region of the southern Great Lakes has been heavy, from ancient times to the present. When whites first entered the region of the eastern Great Lakes in the early seventeenth century, the stakes were immediately raised, in terms of intensifying tribal rivalries, the escalating fur trade, and warfare becoming much more thorough and deadly, as compared to those aspects of Native life prior to European arrival. As Euro-American culture increased and flourished in the region, Native peoples began to deal with resident fur traders, soldiers, missionaries, and travelers of other sorts in multiple ways. What were the implications of this permanent presence of whites and the Natives' heightened contact with them? What choices did Native peoples strategically make in order to deal with these challenges to their cultures and ways of life? Students will discover the answers in this course.

FIRST ENCOUNTERS IN THE NEW WORLD

The era from 1492 to 1572 is often referred to as the Age of Discovery, whereby Europeans first "discovered" the Americas. Yet millions of indigenous peoples already inhabited these lands, particularly in Mexico, and Central and

South America. These first encounters between Europeans and indigenous peoples and the subsequent conquest of the latter constitute one of the most momentous events in world history. This course will focus on an examination of some of the indigenous societies in the Americas prior to 1492, some of the expeditions of Europeans as they traveled to and through the Americas, and the fascinating first encounters of peoples who were previously unknown to each other. Students will be introduced to these cultures and peoples through the eyes and words of the conquerors and conquered themselves. We will bring this era to life as we read accounts written by Christopher Columbus as he set foot in the Caribbean islands, Juan Ponce de León in Florida, and Hernán Cortés and Bernal Díaz del Castillo as they interacted with, and subsequently conquered, the Aztecs. We will also read some of the few sources that survive that are written from the viewpoint of the conquered, such as the Mayan Chilam Balam and the Aztec Florentine Codex. Through these documents in particular students will analyze and gain an understanding of the fateful initial perceptions of each other and the subsequent clash and conquest of civilizations.

MUS-T 190

(Reading Placement, 90 or above)

EXPLORING MUSICAL GENRES: CLASSICAL MUSIC & BEYOND

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.

EXPLORING MUSICAL GENRES-LATIN AMERICAN MUSIC

This course provides an introduction to selected musical genres and traditions in Latin America and the Caribbean. The course integrates an examination of musical material, such as instruments, components of musical style and performance, with a consideration of historical development of the various music cultures covered throughout the semester. Material will be presented through class lectures, readings, and listening assignments. No previous musical knowledge or ability is required.

EXPLORING MUSICAL GENRES: MUSIC IN AFRICAN SOCIAL LIFE

On the continent of Africa, music plays a vital part in the social lives of its people, marking rites of passage, the change of seasons, and special ceremonies, signaling the entrance of royalty, recounting the family lineage of chiefs, galvanizing political protest, and uniting the spirits of ancestors with the living. Students will interact with African music both as a living art and as an intellectual tradition by reading, listening to, watching, and interpreting scholarly material that examines the links between African music and a broad spectrum of humanistic issues such as: identity (race, class, gender, age, ethnicity), morality/ethics, the dynamic between tradition/modernity, emotions, knowledge, metaphysics (spirituality/belief/religion), aesthetics, politics/civics(nationalism), creativity, artistic ownership, representation(of music and musical experience), etc.

EXPLORING MUSICAL GENRES: MUSIC IN THE BIG APPLE

This course, open to non-music and music majors, will use the city of New York as a focal point to trace the development of three styles of music: classical, jazz, and rock/pop. From an interdisciplinary perspective, the course will begin with an overview of the social history of the city and how this lay the groundwork for an international cultural capital. Composers and reformers will be the central topic, but the course will also touch on NYC architecture, history, and politics.

EXPLORING MUSICAL GENRES: OPERA

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.

EXPLORING MUSICAL GENRES: THE PASTORAL

In this course, the "Pastoral" refers to representations of the rural life in Western literature, visual art, and especially in music. We will study the ways in which the idealized and idyllic mythology and imagery of the Pastoral relate to social ideas about communal organization and governance, authentic versus inauthentic environments, ecological

movements of various kinds: escape from versus immersion into reality, etc. We'll begin with the poems of Theocritus and Virgil that first defined the topic. We will then examine the use of the topic in the late Renaissance and early Baroque, looking carefully at the first great opera, L'Orfeo by Monteverdi. After a lingering glance at Vivaldi's The Four Seasons, we'll investigate Romanticism's flirtation with nature and the sublime, using Beethoven and Schubert as musical figures. We'll conclude with pastoral works from the modern and postmodern eras.

HISTORY OF ROCK AND ROLL (also titled *Exploring Musical Genres: Rock N Roll, and Rock and Roll Music*)

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. Students need not have any formal training in music to benefit from this course.

SURVEY – AFRICAN AMERICAN MUSICS

In this course we will explore several genres (styles) of African American musics, dating from 1600s to present. For each genre discussed, we will examine the context and history of its development, the overarching musical features/performance styles, and key innovators and performers.. We also will consider the impact of various cultural, political, and social developments within and without the United States, including slavery, the Great Migrations, and the Azusa Street revivals on the African American musical landscape. Central to this discussion are the issues of gender, race, religion, migration, diaspora, and nationalism.

MUSIC IN CHICAGO

Chicago, famous for its music, provides a home to the world-class Chicago Symphony Orchestra, the Lyric Opera, and a vibrant jazz, blues and folk music scene. This course will examine the cauldron of socio-political, racial, and cultural factors, specific to Chicago, that enabled all of these diverse styles of music to flourish. Styles such as doowop, gospel and hip hop will also be discussed. The course, open to non-music and music majors, will take an interdisciplinary perspective that will familiarize students with the musical heritage, urban development, and history of Chicago.

PHIL-T 190

(Reading Placement, 90 or above)

HEROES, SAINTS, AND SINNERS

Both philosophy and literature attempt to understand human experience and our place in the world. Philosophy does so by questioning, analyzing and reflecting; literature through an exercise of the imagination. But are there insights that are available only to philosophy or only to literature? This course will make use of a selection of powerful literary classics to explore a variety of philosophical themes, including: the nature of the divine, conceptions of good and evil, the nature and limits of human knowledge, problems of freewill, and conceptions of love and human beauty.

INTRO TO EXISTENTIALISM (formerly *Existentialism*)

What is the self? Is it the social identity that we forge by performing roles on the stage of public life, or is it something more subjective (the inner power of free choice), or something deeper and more embodied (an inner core of instinctual or creative spontaneity), or something higher (a spiritual center within us)? What does it mean to be one's "true" or "authentic" self? What does it mean to live a life that is free, that fulfills human potentials, or that courageously faces the realities of the human condition? What role do others play in our attempts to enact or give expression to self? What role does religion play? These are among the questions we will discuss in this introductory course on existentialism. The approach is interdisciplinary. We not only discuss concepts of existentialism as set forth in classic texts of philosophy; we also apply these concepts to characters and situations depicted in literary works exemplifying existential themes.

PHILOSOPHY AND SCIENCE FICTION

This class examines various philosophical issues as they arise in science fiction novels, short stories, films, and television series. Students will read or view works in science fiction accompanied by complementary philosophical selections (both classic and contemporary). Topics to be discussed may include: (a) the limits of knowledge and the relationship between appearance and reality; (b) the nature of the mind, intelligence, and consciousness; (c) the logical puzzles that arise when imagining time travel; (d) personal identity; and (e) ethical issues involving technology, particularly biotechnology, along with those arising from social and political structures.

REACTING TO THE PAST: SOCRATES, GALILEO, DARWIN

This course gives students an in-depth understanding of several historical episodes using "reactive" role-playing games. Each of the three sections of the class centers on a revolution in human thinking. First, we will examine the birth of democracy in ancient Greece. Debates in the Athenian Assembly over the desirability of democratic rule, the extent of power, and the need for preserving traditions will be reenacted; special attention will be given to Plato's Republic and the trial of Socrates. Next, we will examine the debates over the sun-centered theory of Copernicus, which eventually replaced ancient views that regarded the earth as the center of creation. Galileo's trial for publicly advocating Copernicanism, and his condemnation by the Catholic Church, provides the main focus for this section of the course. Finally, we will examine the debates in the Royal Society of Great Britain over Darwin's The Origin of Species in the 1860s. Controversies over the relation between religion and science, faith and reason, and the nature and scope of scientific thinking that occurred then still reverberate today in our own culture.

PSY T 190

REACTING TO THE PAST: DEMOCRACY, CONFLICT, & EQUALITY

Overview: *This course aspires to submerge students in the kind of intellectual engagement which will encourage critical thinking, interdisciplinary inquiry, and civil discourse. The course will consist of two re-acting games in which students must read a significant primary source and participate in the great debates which those writings originally stirred. The game The Threshold of Democracy: Athens in 403 BC by Mark C. Carnes and Josiah Ober, occurs at the end of the Peloponnesian War immediately after the downfall of the Thirty Tyrants and continues through the trial of Socrates. The students are assigned specific roles and factions to deal with such essential questions as the consequences of free speech, the responsibilities of citizenship, and the maintenance of cultural traditions. Students need a thorough understanding of Plato's Republic in order to adequately play out their roles. The second game, Patriots, Loyalists, and Revolution in New York City, 1775-76 by William Offutt, asks students to critically examine the intellectual, political and social issues involved in New York's participation in the American Revolution. In addition to deciding whether to join the revolution or not, factions debate the roles of women, slaves, and laborers in colonial society, using Locke's Second Treatise of Government and Thomas Paine's Common Sense as a basis for their arguments.*

SPAN-T 190

MEXICAN CULTURE AND SOCIETY

This course provides a thematic presentation of vital artistic, literary, architectural, musical, political, religious and historical movements within Mexico spanning from pre-Columbian to contemporary times. This course is designed for students who wish to further their understanding of Mexican cultural and historical developments through a combination of primary resources, academic readings, and with an option for in-country experience.

THTR-T 190

(Reading Placement, 90 or above)

STRUCTURE & ANALYSIS OF DRAMA (formerly THTR-T150 Fundamental Play Structure & Analysis)

Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of conflict. Writing intensive, discussion-focused.

WGS- T 190

REACTING TO THE PAST: SEX WARS AND SOCIAL CHANGE

This course provides an overview of the history of women in the United States, but it also includes complementary material from throughout North America from pre-Revolutionary times to the present. Although we will take a broad and essentially chronological approach, this is not simply the "same old story" with a different emphasis. We will reexamine some familiar historical events from a different perspective, but we will also focus on issues vital to the female experience (such as sexuality, reproduction, body image, gender construction, uncompensated labor, and

domestic violence) that often get overlooked. We will use primary texts to anchor our understandings of the arguments of the moment, and secondary texts to help us frame these concepts analytically.

LITERARY AND INTELLECTUAL TRADITIONS T 390

AHST-T 390

HISTORY OF LANDSCAPE: FROM EDEN TO ECOLOGY

The concept of landscape is gradually superseding that of urban planning and the field of landscape urbanism is encouraging more collaborative strategies in the design and study of man-made or natural environments. This course provides a general introduction to the field of landscape studies. Drawing from history, ecology, environmental history and vernacular studies, the course will equip the students to understand the evolution of the concept of landscape and its increasing significance in today's environment.

CMLT-T 390

(P: ENG-W 131)

BECOMING MODERN: LONDON AND PARIS 1660-1870

London and Paris, whose histories are intertwined, were the cultural powerhouses of eighteenth and nineteenth century Europe. Learn about the changes the two cities experienced as they grew beyond their Medieval boundaries and concepts, adapting to an increasingly industrial world. Then walk through each city and see its rich history come alive through the architecture, the monuments, and the vast cultural resources that speak volumes about the spirit and energy of the people who struggled and prospered there.

WAYS OF NOT READING

*This interdisciplinary course begins with an examination of the philosopher Pierre Bayard's provocative book, *How to Talk about Books You Haven't Read*. Bayard develops concepts such as the "inner library" and the "inner book" to explain differences in understanding about the books we read; and he explains why it is not always necessary, desirable, or even possible to read books. Needless to say, this is also a course about reading books, and in which we will read books and parts of books; but we'll question what it means to read and what it means "to have read" a book or to have seen a movie. We'll look at a number of the works Bayard discusses in his book, including Shakespeare's play *Hamlet*, the movie *Groundhog Day*, and Soseki's novel *I Am a Cat*. Then we'll turn our attention to the history of science and ask related questions about how knowledge is arrived at and agreed upon in scientific disciplines. For this purpose we'll read *The Scientific Revolution* by Steven Shapin. This course is strong on discussion, and there will be regular writing/reflection assignments. Your disciplinary background in your academic major, no matter what it is, will be helpful to you in this course.*

ENG-T 390

(P: ENG-W131)

BAD MOTHERS

In literature, mothers are often portrayed as loving, selfless, sacrificial angels in the house. What about those bad mothers? Those who do not take care of their children, those who leave their home, those who have troubled relationships with their family members? Are they wicked, victimized, or rebelling? This course will explore how mothers are inscribed in various discourses, how they represent or challenge traditional values and morals, how they reconcile their sexuality, freedom, and individuality with their familial obligations, and how the "good/bad mothers" could be redefined.

THE COMMERCIAL REVOLUTION AND THE RISE OF THE NOVEL

In this class, we will examine how England responded to the crisis of identity wrought by the commercial revolution of the eighteenth century and how the literature of the time attempted to offer solutions to this crisis. In the early eighteenth century, money was quickly replacing social rank as the basis for power and prestige. As one shopkeeper of the time put it, "I can buy a gentleman, therefore I am a gentleman." While this transformation produced a new sense of social equality, it also suggested the disturbing notion that one's identity was based on what one owned rather than on any inherent attributes. A new luxury market promoted this consumer mentality by offering a wider array of goods than ever before and invented new techniques, such as advertisements and window displays, to make these goods

appealing. One of the new luxury items that consumers purchased and used to define themselves was the novel—a form of literature that focused on workaday life and made everyday people the heroes of its plots. In doing so, the novel served as a device for analyzing the new commercial world and its effects on society. It also helped to shape, and was shaped by, attitudes towards this world. Novels will include: Daniel Defoe, Robinson Crusoe; Samuel Richardson, Pamela; Tobias Smollett, Humphrey Clinker; Henry McKenzie, The Man of Feeling; and Frances Burney, Evelina. We will frame our discussions of the novels through selections from the sociologists Max Weber and Pierre Bourdieu, as well as period sources by the philosophers John Locke, David Hume, and Adam Smith.

CONQUEST, PROGRESS, AND THE U.S. WEST

The story of westward movement has been told in countless ways: as conflict between advancing civilization and disappearing “savage,” as site of individual self-discovery or transformation, as a locus of unfolding national or universal Progress, or more recently, as site of struggle over issues such as immigration, race, and gender. 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 and analyze a variety of primary and secondary sources, from poetry and fiction to film and visual art, always keeping in mind the central question: how and why has the West has proven so important to ideas of human Progress and specifically of U.S. historical, political, and cultural identity?

CREATE YOUR OWN BOOK OF NARRATIVE COLLAGE (will convert to **ENG-A 399**, count as either for F09 only.)

Narrative has to do with telling stories, and collage is about juxtaposing different images and ideas. The writer Donald Barthelme said, “the point of collage is that things are stuck together to create a new reality.” In this class we will collect “things”—memories, poems, photos, objects, images—and stick them together to tell stories and create new realities. We’ll study many examples of literary and visual collage as we explore new ways to tell stories. Students in this course will write poetry and prose, take photographs, collect objects, and work throughout the semester toward a final project: you will write, design, and self-publish your own book of narrative collage. Note on content and materials: This course includes advanced reading assignments and reflective writing. Students must have regular access to a camera and should expect to pay up to \$20 extra for materials and self-publishing.

CRIMES OF FICTION

The course explores the risks and limits of originality. We’ll look at the wide range of techniques, abuses, and crimes that fall into the general category of literary and intellectual “borrowing.” From Shakespeare to science fiction, we’ll study examples along the continuum from quotation, collage, allusion, translation, imitation, parody, and the mildest kinds of unacknowledged influence, to instances of theft and fraud, including authorship hoaxes, plagiarism and other forms of what now counts as copyright infringement.

IMAGINING KING ARTHUR IN HISTORY, CULTURE, LITERATURE, AND FILM FROM 1136-2004

The earliest traces of Arthurian legend appear in Britain in the early Middle Ages, and in the 21st century it remains the most widely known literary survivor of the medieval West. This course will pay some attention to the historical development of the legend, but its primary focus will be on the nature of four select accounts of the legend and on their complex relations with the particularly vexed historical circumstances (i.e., in three of the four cases, civil war) that provoked them. Through close examination of literary texts from the twelfth century through the twentieth, the course will explore the issue of conflict between competing ideals that lies at the heart of these accounts of the legend, and how this conflict betrays a discrepancy between ideology and historical circumstance (both within the fiction and between the fictional past and the present of its composition) that becomes manifest in the physical conflicts that the accounts narrate and that inspired them.

LABOR AND LITERATURE

“Labor and Literature” is designed to explore the representation, cultural reproduction, and meaning of work in the United States. While work is central to conceptions of U.S. national identity, its representation is frequently contested both in cultural and in political discourse, and indeed, is often entirely unrepresented depending how “work” is conceived. This course will focus on artists, writers, and filmmakers for whom labor, the workplace, and class are the central foci of their texts. Themes the course will explore include what it means to construct a subjective identity through the lens of labor, how intersections of race, gender, and national origin contribute to concepts of a laboring subject, as well as how definitions of labor have been used to construct and contest a homogenous national identity. In addition, we’ll look at the ways individual artists and writers sought to represent work and the ways they have engaged in political and cultural movements to change how Americans experience working and viewing/being/becoming working-class.

LEADERSHIP AND LITERATURE

If asked to name a great leader, the answers could be many—Gandhi, Queen Elizabeth, even Tom Brady. Great leaders come from a variety of time periods, professions, cultures, and backgrounds. Many recent news stories, including the Penn State football scandal and the David Petraeus affair, have raised new and pressing questions as to exactly how “great leadership” should be defined. But what makes a great leader great? Many works of literature have tried to answer this question by providing rich examples of dynamic, strong, or questionable leaders. Leadership theory is an exciting, multidisciplinary subject that is gaining popularity in the past few decades. This course will read many great works of literature over the past several centuries that may shed light on the nature of leadership and raise questions as to what makes a leader truly great.

LOVE AND WORK IN NINETEENTH CENTURY NOVELS

*This course will examine the conditions and relationships of love and work in novels of nineteenth-century England, Russia, and probably France or Italy. George Eliot’s *Middlemarch* and Leo Tolstoy’s *Anna Karenina* will form the center of the course. We will read some works critiquing the system of labor organized by class and gender divisions, and concurrent political theory such as Marx’s *Communist Manifesto*; we’ll also read materials about love and domestic life involving the increasing social possibility (and occasional fact) at least for the middle class, of being able to choose a spouse and/or profession. This last choice applied mainly to men, of course, but we’ll look at the visible and invisible work women were allowed and required to do, especially in the domestic sphere. There will probably be three formal analytical papers of medium length, and students will conduct independent research. The class will operate primarily by discussion.*

MEXICAN LITERATURE AND CINEMA

This class will take place on the IUSB campus and at the Instituto Cultural Oaxaca in Oaxaca, Mexico. An examination of Mexican cinema and literature will complement the course of language study and immersion experience students will also embark on. We will study film form, literary traditions, and cultural expressions as found in Mexican films, novels and short stories, and crafts. We will also pay attention to the use of language in the films and novels, and the role of translation.

MONSTERS OF MODERNITY

In this course, we will read some classic “monster” literature to investigate how monsters function in the literary imagination as touchstones for exploring the essence and the boundaries of humanity. What if monsters are scary, not because they are different from us but because they are strangely similar to us? Which is more terrifying, to be attacked by a monster or to turn into one? Does modern science risk producing monsters in the attempt to enhance the human experience, or can technology help us fight monsters that threaten us? By the end of the semester, I hope you will begin to see that horror films and novels are part of our culture’s responses to historically specific developments in science and technology – developments that make us reconsider what it means to be human.

MUSIC AND LITERATURE

*This course is designed around the different ways in which Music and Literature have interacted in different eras. To better express these relations, students will focus on three different modules: Poetry and Music, Prose and Music, and Drama and Music. Each module has been designed with the perspective on focusing on different works, all presented from a historical point of view. The poetry unit will begin by discussing an excerpt from Aristotle’s *Poetics* in order to establish mimesis as a common characteristic of both arts. It will proceed to a broader discussion of the powers ascribed to music by various poets and writers throughout history, focusing on particular excerpts spanning from Ovid’s *Metamorphoses* through Walt Whitman; finally, it will include discussion of the “musical” aspects of the written word, including meter (rhythm), alliteration, onomatopoeia, and text painting. The poetry unit will focus primarily on musical works inspired by literary creations and the ways in which composers interpret literary texts to depict literary characters or events. The primary foci will include 1001 *Arabian Nights* and Rimsky-Korsakov’s *Scheherazade*, *Don Quixote* and Strauss in *Prose* (program music). Finally, our drama unit will study discuss *Oedipus Rex* (Sophocles and Stravinsky), *Shakespeare in Music* (excerpts from *A Midsummer Night’s Dream*, *The Tempest*, and *Romeo and Juliet*) and will end with a more in-depth analysis relating to Shakespeare’s *Othello* to Verdi’s *Otello*.*

RETELLING AND REINVENTING: THE (NOT SO) SUBTLE ART OF ADAPTATION

What happens when a novel becomes a movie? In the process of reimagining a text the screen writer makes numerous choices that subtly (and not so subtly) change the story. This is a class that will investigate recent reinventions of the adaptation. While adaptations have traditionally tried to adhere the original text in some fundamental ways, a handful of recent adaptations use the original text more as a place of a departure than as a final destination. In order to

investigate this shift in adaptation we will read some of the most successfully and most commonly adapted texts. After examining those texts we will investigate their various adaptations.

THE TROUBLE WITH BEAUTY IN FAIRY TALES

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.

FINA-T 390

(P: ENG-W 131)

HISTORICAL ARCHITECTURE & URBANISM

How was your city made? This introduction to vernacular architecture will investigate structures of the South Bend/Mishawaka area as individual units and as part of an urban/suburban landscape. Students will develop familiarity with the prevalent local housing types and investigate the reasons for their selection and survival. Selected readings will introduce students to the literature of the interdisciplinary discipline of vernacular studies and investigation of specific structures will develop their familiarity with field and documentation techniques.

NEEDLE AND THREAD: A CULTURAL ANALYSIS OF WORLD TEXTILES

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 390

(P: ENG-W 131)

Biography and Gender in World History Fall 2015

This course examines how individuals learn and negotiate their gender roles. Every week we will focus on depth on a pair of historical figures and study the ways that they understood themselves as men or women and how their gender shaped their experiences. The course begins with the sixteenth century New World with Hernán Cortés and Malintzin/Doña Marina and ends with the radical Islam in the twentieth century and Salman Rushdie and Taslima Nasrin. Along the way, we will investigate the lives of other historical pairs including the nineteenth century Japanese Matsuo Taseko and Itō Hirobumi, Chinese revolutionaries Qiu Jin and Chen Duxiu, and the Fascist dictator Benito Mussolini and his mistress Margherita Grassini Sarfatti.

THE BIRTH OF EUROPE

This course will introduce students to a period of history that was, until recently, commonly referred to as the "Dark Ages." We will use historical, literary, and archaeological evidence from a variety of early medieval cultures to shed light on what was actually a time of exciting changes, a period which saw the transformation of the Mediterranean-centered Roman world and the rise of vibrant new cultures throughout Europe and the East. Topics we will examine include the "barbarization" of the Roman world, the Carolingian Renaissance, the role of women in early medieval societies, the rise of Islam, and the political, economic, and spiritual reordering of the medieval world during the ninth and tenth centuries. In the course of our explorations we will meet martyrs and missionaries, pagan warlords, Carolingian princesses and Viking raiders, and follow the development of early medieval culture up to the eve of the first millennium.

THE CIA: HISTORY, MYTH, AND CONTROVERSY

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.

THE GREAT WAR, 1914-1918

The Great War of 1914-1918 remade the world. Monarchs were deposed. Empires dissolved. New nations emerged. Millions perished in "hurricanes of steel." World War I stands as the portal to a century of mass ideologies, and paved the way for the Bolshevik Revolution in Russia, the rise of fascism, and the transformation of European societies. This class will investigate the experiences of those who lived and died in the first total war.

JAPAN THROUGH LITERATURE AND FILM

A study of Japanese history and society through films and literary works (in translation) as primary sources. A discussion and writing intensive course. Themes include samurai, the townspeople of the Tokugawa period, the Meiji Restoration, the Japanese Empire and wars (including the atomic bombs in Hiroshima and Nagasaki), women in film, Japanese youth /students, the image of the "salary man" and "anime" of the postwar period. A research paper and two solidly analytical papers required.

THE RISE AND FALL OF THE THIRD REICH (also Race, War, Genocide: The Nazis in Europe and the World, 1933 – 1945)

*In the National Socialist period, Germans unleashed a wave of violence across Europe. Led by an explicitly scientific racism, National Socialist leaders gassed millions of Jews, annihilated the leadership of Poland, carried out a race-war against Russia, and worked millions of other Europeans to death in slave camps. It can serve as a warning to all wealthy democratic nations of what might happen when the vast powers in modern society are oriented towards destruction. Over the course of the semester students will consider two central questions:
What accounts for the breakdown in German democracy?
To what extent are all Germans responsible for the crimes of the National Socialist state?*

STUDY ABROAD: HISTORY, CULTURE, AND SOCIETY IN MEXICO

This course revolves around a Study Abroad Program in Oaxaca, Mexico during Summer Session II. While students will study the Spanish language and gain credit for that experience, this course focuses on the study of Mexican history, culture, and society from its indigenous origins, through its colonial conquest and its revolutionary transformations, to the present. Though most of the writing assignments will involve the methods used in the historical discipline, this course is highly interdisciplinary. Mexico itself will serve as a learning laboratory and one of the final writing projects will be to use the historical information they gain in classes to engage in a sociological analysis of their experiences and observations of Mexican society and culture.

VICTORIA'S SECRETS: SEX AND SOCIETY IN GREAT BRITAIN AND EMPIRE

This class examines the seamy underbelly of British society in the long nineteenth century (1789-1914). We will study Victorian ideas about prostitution, philanthropy, childbirth, pornography, homosexuality, religion, eugenics, and race. British men and women grappled with the findings of Darwin on evolution, ways to deal with the sprawling, crime-ridden urban metropolis, and the terrible suffering of the working poor. This period, when the British Empire was at the height of its power, played an important role in shaping modern ideas about gender roles, the proper relationship between the individual and the state, and a modern understanding of privacy. Readings for the course will include works of history, gender studies, anthropology, and literary criticism; in addition we will study primary sources like newspaper accounts, cartoons, paintings, and excerpts from novels. Students will take advantage of a new resource acquired for the library, the Digital Times of London.

US CIVIL RIGHTS MOVEMENT

This course will consider the major civil rights movements of the 20th century with an emphasis on issues of equality, equal protection, and the meaning of American freedom in the 1960s-1970s. We will explore the social movement context of the rights movements of African Americans, Women, Mexican Americans, Native Americans and others. These various civil rights efforts will be considered separately across the semester, yet will be discussed in comparative perspective. Assignments will include a mid-semester exam, short writing assignments, and a final research paper.

CLASH OF CIVILIZATIONS: SPANISH and NATIVES IN THE CONQUEST OF LATIN AMERICA

This course will be a reading- and discussion-based seminar. It will introduce students to some of the pre-Columbian societies, especially those of Meso-America. The main focus of the course will be the subsequent conflict between the European, particularly Spanish and indigenous societies and the conquest of the latter by the former. Students will engage in an analysis of several primary documents as well as secondary sources in order to understand how various native peoples perceived the Spanish and vice versa. How did they understand or misunderstand each other? What are the different ways in which they perceived the battles and events of conquest? How did what were initially rather friendly encounters (in most cases) come to such a violent end? Students will especially acquire an in-depth look at the conquest itself through the eyes and words of some conquerors who wrote about their experiences (such as Hernán Cortés) as well as surviving accounts that offer the perspective of various native groups (such as the Aztec Florentine Codex). Important secondary works by scholars will help students place the primary sources in context and analyze them.

WORLD WAR II IN EAST ASIA

This course provides a comprehensive examination of the Sino-Japanese War of 1937-45 and the Asia-Pacific War of 1941-45, focusing on political and military history, cultural and social developments, as well as connections to the global Second World War. Themes include imperialism and revolution, diplomacy and international politics, refugees and relief, resistance and collaboration, labor and economy, wartime literature and arts, as well as postwar history and memory.

EUROPEAN REVOLUTIONS – Pending

HPSC-T 390

(P: ENG-W 131)

RELIGION AND SCIENCE

This course examines how science and religion have influenced and interacted with each other from ancient times to the present day. Topics will include ancient Greek and early Christian attitudes toward nature, science and the Church in the Middle Ages, the Copernican Revolution, Galileo and the Church, Christianity and the mechanical/Newtonian worldview, the rise of modern geology and paleontology, the Darwinian revolution and creationism, and the impact of contemporary physics on theology.

JOUR-J 300 / T 390 COMMUNICATIONS LAW

MEDIA LAW

The purpose of this course is to explore the idea of freedom of speech through historical and theoretical examinations of case laws and media regulations. By mainly focusing on the First Amendment theories as a theoretical framework, the course develops understanding of free speech rights and their roles in democratic governance. The present course also values the examination of free speech rights outside of the US. For instance, the idea of free speech in the East, such as in Japan and China, as well as the Middle Eastern nations may be examined focusing on the thought behind freedom of speech, such as religion, ethics, popular culture and gender.

MUS-T 390

MUSIC AND LITERATURE

This course is designed around the different ways in which Music and Literature have interacted in different eras. To better express these relations, students will focus on three different modules: Poetry and Music, Prose and Music, and Drama and Music. Each module has been designed with the perspective on focusing on different works, all presented

from a historical point of view. The poetry unit will begin by discussing an excerpt from Aristotle's *Poetics* in order to establish *mimesis* as a common characteristic of both arts. It will proceed to a broader discussion of the powers ascribed to music by various poets and writers throughout history, focusing on particular excerpts spanning from Ovid's *Metamorphoses* through Walt Whitman; finally, it will include discussion of the "musical" aspects of the written word, including meter (rhythm), alliteration, onomatopoeia, and text painting. The poetry unit will focus primarily on musical works inspired by literary creations and the ways in which composers interpret literary texts to depict literary characters or events. The primary foci will include 1001 Arabian Nights and Rimsky-Korsakov's *Scheherazade*, Don Quixote and Strauss in *Prose* (program music). Finally, our drama unit will study discuss *Oedipus Rex* (Sophocles and Stravinsky), *Shakespeare in Music* (excerpts from *A Midsummer Night's Dream*, *The Tempest*, and *Romeo and Juliet*) and will end with a more in-depth analysis relating to Shakespeare's *Othello* to Verdi's *Otello*.

REPRESENTATIONS OF GENDER & SEXUALITY IN MUSIC

From its beginnings, music has provided an important lens through which to view contemporary attitudes and issues of gender and sexuality. This class provides an introduction to the topic of gender and sexuality in music by examining pieces of music and related scholarly writings that address notions of masculinity, femininity, transexuality, promiscuity, and gay and lesbian identity. We will explore a wide variety of genres, styles, and historical eras: from the hypersexualized world of the 16th-century Italian Madrigal to *Hedwig and the Angry Inch*, from the rise and fall of the castrato performer to Madonna. We will also strive to develop a deeper understanding of how our own musical experiences, views, and behaviors have been shaped by our own identities and the musical environments they inhabit.

HISTORY OF JAZZ

In this course, students will study the basic styles, musical conventions, important works, and major figures of jazz; identify and discuss key aspects of jazz, using appropriate language and vocabulary; trace the history of jazz, from its origins to present day; examine the cultural, social, political, and economic contexts that affected the evolution of jazz; as well as examine the complex relationship and interactions the evolution of jazz has had with the musical and cultural conventions of Africa, Latin America, Europe, and Asia.

PHIL-T 390

(P: ENG-W 131)

ENVIRONMENTAL PHILOSOPHY

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.

GOD, SPACE, AND TIME

This course offers an interdisciplinary investigation into metaphysical questions that arise around the concepts of God, space, and time. We will be investigating these topics through readings from philosophers, scientists, theologians, and writers of literature. The course will involve getting clear on the concepts of God, space, and time (how they are different and how they are interrelated). Then we will review arguments for and against the existence of each. We may also look into some specific questions about the nature of each, such as the following: Does God exist in time? Are space and time separate, or do they exist as one unified entity? Might there be more than three dimensions of space? Do the past and future exist? Is time travel possible?

INTRODUCTION TO MEDICAL ETHICS

This is an introductory course in medical ethics, with a focus on the importance of narrative (both biographical and fictional) for understanding and navigating medicine's engagement with illness and suffering. Over the last two decades, several philosophers have argued that due to our nature as temporal creatures, many aspects of morality can only be captured in narrative, with its ability to convey various actors' perspectives and the connections between actions or events. This dependence on narrative is especially true in medicine. Patients grapple with the meaning of illness by telling their stories, often needing to find ways to re-narrate the trajectory of their lives. So too, the reasons that a

medical decision appears morally compelling or ambiguous to a patient or provider are often only evident when those decisions are placed in the context of his/her life story, including his/her worldview and morally formative experiences. In addition, qualities of character (virtues and vices) are best displayed narratively. For example, we best understand the virtue of humility as we see that virtue displayed over the course of a life that embodies that humility; it is then that we are positioned to understand how that quality of character might inform specific questions in medical ethics.

NATURE AND MODERNITY

Modern science and the technology and industry it has made possible have transformed our understanding of nature and human nature and the way we humans live in and relate to nature. Discussion topics will include the 17th-century conception of nature as machine-like; the idea that nature has no value until transformed by human labor; the connection of both of these ideas to the natural-resource-intense, mechanized processes of production of the industrial revolution; criticisms of industrialization for separating humans from nature and for eliminating meaningful labor; the Romantic/Transcendentalist idea of nature as a spiritual resource for humans, rather than an object to be manipulated and exploited; the Darwinian conception of evolving biological nature; and the effect of Darwin's theory on our understanding of human nature. In addition to readings on these topics, students will do research projects that look at related contemporary issues, such as biotechnology and industrial agriculture. Readings in the course will include selections from Francis Bacon, Rene Descartes, John Locke, Adam Smith, Thomas Carlyle, Henry David Thoreau, Karl Marx, John Muir, Wendell Berry, William Paley, Charles Darwin, and others

SPAN-T 390

MEXICAN CULTURE AND SOCIETY

This course provides a thematic presentation of vital artistic, literary, architectural, musical, political, religious and historical movements within Mexico spanning from pre-Columbian to contemporary times. This course is designed for students who wish to further their understanding of Mexican cultural and historical developments through a combination of primary resources, academic readings, and with an option for in-country experience.

TEL-T 390

COMMUNICATION LAW, ETHICS, AND THE PUBLIC INTEREST (currently Tel R404)

The purpose of this course is four-fold: [1] to explore the idea of freedom of speech through historical and theoretical examinations of U.S. case laws, media regulations and landmark Supreme Court decisions, [2] to explore the idea of media ethics through historical and theoretical examinations of controversial representations and media genres in the U.S. media history, and [3] to intersect these examinations of media law and ethics in order to develop the theoretical debate that defines meanings and the role of public interest in society, and [4] to explore how the contemporary media industry can best serve the welfare of the public. The course develops an understanding of free speech rights, while ethical considerations of the responsibility of the mass media industry are argued as public interest and welfare. The overall task of this course is to discuss new and/or justifiable approaches to challenge and negotiate the theoretical question that speech laws create an ethical dilemma in society when certain types of speech, such as hate speech and sexual speech, could be found disruptive to welfare of the public.

TELEVISION AND CULTURAL CRITICISM

This course focuses on prime time television shows to discuss the cultural and social impact of the medium as a whole and its relationship with culture. Specific programs serve as examples of the historical rise of broadcast television, the development of television narration, the evolution of television genres, the chly, we will confront the critical methods that have been applied to the medium over the past 20 years: semiotics, genre study, ideological criticism, cultural studies, and so on.

WGS-T 390 (Was WOST- T 390)

WOMEN & SUSTAINABILITY

This course is designed to consider the connection between "woman" and "nature" as linked categories – conceptually, sociologically, politically, and biologically – and to build from this premise the examine the historical roots and contemporary iterations of feminist and environmental movements. Broadly, the course moves historically, in order to introduce students to 19th century conversations about American environmentalism and connections to the first wave of the American women's feminist movement. We look at *Silent Spring* in a similar light, as it helps harken the "second

wave” of both the environmental and feminist movements of the later 1960s and 70s. And, finally, we consider the more current Green/Sustainability approaches to health, environmental justice, and food culture.

NEEDLE AND THREAD: A CULTURAL ANALYSIS OF WORLD TEXTILES

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.