

GENERAL EDUCATION: COMMON CORE COURSE DESCRIPTIONS - FALL 2017

Comprehensive List - Updated 03/23/2017

Additional courses will be posted as they become available.

All courses are 3 credit hours unless otherwise noted.

**Please Note: Courses, times, and topics are subject to change.
Check the Schedule of Classes at iusb.edu for the most current information.**

ART, AESTHETICS, AND CREATIVITY 190	A
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EDUC-A 190 ART, AESTHETICS, & CREATIVITY

TEACHING ABOUT THE ARTS

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.

15983 2:30-3:45P MW

ENG-A 190 ART, AESTHETICS, & CREATIVITY

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.

15291 10:00-11:15A TR

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.

15468 2:30-3:45P MW

FINA-A 190 ART, AESTHETICS, & CREATIVITY

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.

15715	11:30-12:45P	MW
15559	ONLINE	
15411	ONLINE	
15594	ONLINE	
15718	ONLINE	
16075	ONLINE	

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).

15681	10:00-11:15A	TR
15541	4:00-5:15P	TR

MUS-A 190 ART, AESTHETICS, & CREATIVITY

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)

15636	10:00-11:15A	MW	Freshmen Seminar
30812	11:30-12:45P	MW	
16244	1:00-2:15P	MW	
30805	1:00-2:15P	TR	
30806	4:00-5:15P	MW	

THTR-A 190 ART, AESTHETICS, & CREATIVITY

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.

15304	10:00-11:15A	TR	
15261	11:30-12:45P	MW	
15793	2:30-3:45P	MW	
15531	1:00-2:15P	TR	ELKHART
15993	ONLINE		

ART, AESTHETICS, AND CREATIVITY
390/399

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ENG-A 399 ART, AESTHETICS, & CREATIVITY**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.

16177 2:30-3:45P TR

FINA-A 399 ART, AESTHETICS, & CREATIVITY**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.

15475 8:30-9:45A MW

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.

15878 ONLINE

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.

15879 ONLINE

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.

16114 2:30-3:45P TR

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.

15737 **8:30-9:45A** **MW**

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS	B 190
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ANTH-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

CULTURE OF AFRICAN AMERICANS

The primary objective of this course is to provide non-anthropology majors with a comprehensive overview of African American culture. This is accomplished through the use of anthropological, historical, and historical resources which describe the familial, economical, religious, educational, and political dynamics of African American culture. An examination of the origins of African American culture is also discussed through an emphasis on African American cultural history. The description of these major components of African American culture is provided in order to develop a better understanding of the contemporary social issues affecting African Americans. Specific African American associated social issues include cultural assimilation, affirmative action, criminal justice issues, and health problems.

31461 **10:00-11:15A** **TR**

BUS-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

PRINCIPLES OF 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.

15629	8:30-9:45A	TR	
32674	10:00-11:15	MW	
32675	11:30- 12:45P	MW	
16044	5:30- 8:10P	T	ELKHART
16108	10:00-11:30A	F	& ONLINE

POLS-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

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.

15959 2:30-3:45P TR Freshmen Seminar

Topic TBA

32705 5:30 -8:00P M

PSY-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

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!

15410 10:00-11:15A MW

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.

15204 2:30-3:45P MW ELKHART

SOC-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

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.

15254 11:30-12:45P MW FRESHMEN SEMINAR

SUST-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

THE SUSTAINABLE FUTURE

In this course, students will be introduced to systems thinking and begin to examine the foundations of sustainability. Sustainability is generally characterized as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." It requires the integration of natural scientific understanding of the foundations of sustainability and the threat of environmental degradation, with social and behavioral scientific understanding of the social, economic, cultural and political factors driving the human contributions to the problem, as well as to its solution. It also draws upon the historical perspective, ethical sensibility, and creative imagination of the arts and humanities to help understand what led us to this point and to map out alternative futures.

16135 2:00-3:45P MW FRESHMEN SEMINAR

BUS-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONSBUSINESS & 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.

15740 **1:00-3:40P** **M** **OFFERS REMOTE ATTENDANCE**
15665 **7:00-9:40P** **M**

PSY-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONSSPIRITUALITY & 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.

16042 **10:00-11:15A** **MW**

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.

33178 **12:00-2:30P** **F**

SOC-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONSSUSTAINABLE 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.

15668 **10:00-11:15P** **MW**

SPCH-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONSDECEPTION & 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).

15872 10:00-11:15A TR

WGS-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

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.

16200 5:30-8:00P T

THE NATURAL WORLD

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ANTH-N 190 THE NATURAL WORLD

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.

15749 10:00- 11:15A MW

15652 2:30- 3:45P MW

15589 8:30-9:15A TR

AST-N 190 THE NATURAL WORLD

(P: MATH PLACEMENT LEVEL 3)

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.

15314 1:00-2:15 MW

32080 2:30-3:45 MW

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.

15356 4:00-5:15P MW

33866 10:00-11:15A TR ELKHART

BIOL-N 190 THE NATURAL WORLD

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.

15989	8:30-9:45	MW	Freshmen Seminar
15990	9:45-11:15	M	LAB
15991	1:00-2:15	TR	Freshmen Seminar
15992	2:15-3:45	R	LAB

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.

17345	10:00-11:15A	TR	Freshmen Seminar
17346	11:15-12:20P	T	DISCUSSION

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.

15805	10:00-11:15A	MW	
15829	11:30-1:30P	M	Lab
16157	2:30-4:30 P	M	Lab

MICROBES AND YOU

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.

15680	1:00-3:00P	TR	
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BIOLOGY OF WOMEN

This course examines the biological basis for bodily functions and changes that take place throughout the life of females.

15806	5:30-8:00P	W	
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CHEM-N 190 THE NATURAL WORLD

NANOTECHNOLOGY – SIZE MATTERS

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.

15466 **1:00-2:15P** **MW**
33682 **2:30-3:20P** **W** **DISCUSSION**

GEOL-N 190 THE NATURAL WORLD

EARTH AND SPACE

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.

15678 **2:30-3:45P** **MW**
15679 **1:00-2:15P** **TR**

ROCKS, GEMS, AND FOSSILS

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.

15346 **10:00-11:15A** **TR**

PHYS-N 190 THE NATURAL WORLD

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.

15427 **4:00-5:15P** **TR**

THE NATURAL WORLD	N
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GEOL-N 390 THE NATURAL WORLD

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.

15832 **1:00-2:15P** **MW**

MATH-N 390 THE NATURAL WORLDMATHEMATICS 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.

15691 4:00-5:15P MW

LITERARY AND INTELLECTUAL TRADITIONS**T****190/191****ENG-T 190 LITERARY & INTELLECTUAL TRADITIONS**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.

30707 4:00-5:15P MW

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.

15656 1:00-2:15 TR

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.

15305 8:30-9:45A TR

ENG-T 191 LITERARY & INTELLECTUAL TRADITIONSHEROES ANCIENT/MEDIEVAL LIT

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.

15345 **4:00-5:15P** **MW**

HIST-T 190 LITERARY & INTELLECTUAL TRADITIONSCOLD WAR CULTURES

From the dropping of the Atomic Bomb in 1945 to the fall of the Berlin Wall in 1989, from fallout shelters to the impact of rock and roll, this course will consider the variety of ways the cold war shaped the world and in particular American society. In addition to traditional histories that explain the political, diplomatic, and military aspects of the conflict, we will also examine how the popular culture of the time understood this ongoing struggle.

31629 **2:30-3:45P** **MW**

MUS-T 190 LITERARY & INTELLECTUAL TRADITIONSHISTORY 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.

16320 **ONLINE**

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.

16037 **ONLINE**

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.

15683 **ONLINE**

PHIL-T 190 LITERARY & INTELLECTUAL TRADITIONSPHILOSOPHY 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.

PSY-T 190 LITERARY & INTELLECTUAL TRADITIONS

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.

15642 11:30-12:45P TR

THTR-T 190 LITERARY & INTELLECTUAL TRADITIONS

STRUCTURE & ANALYSIS OF DRAMA

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.

15940 10:00-11:15A MW
16256 1:00-2:15P TR

WGS-T 190 LITERARY & INTELLECTUAL TRADITIONS

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.

15705 11:30-12:45P TR Freshmen Seminar

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.

30707 4:00-5:15P MW crosslisted

ENG-T 390 LITERARY & INTELLECTUAL TRADITIONSLABOR 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.

15415**4:00-5:15P****TR****HIST-T 390 LITERARY & INTELLECTUAL TRADITIONS**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.

15697**1:00-2:15P****TR****TEL-T 390 LITERARY & INTELLECTUAL TRADITIONS**COMMUNICATION LAW, ETHICS, AND THE PUBLIC INTEREST

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.

16022**11:30-12:45P****MW**