ART, AESTHETICS, AND CREATIVITY

EDUC-A 190

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.

17155 1:00-2:15P MW
17156 2:30-3:45P MW

ENG-A 190 ART, AESTHETICS, & CREATIVITY

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 IUUSB.

16582 1:00-2:15P TR

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.

16754 ONLINE
16755 11:30A-12:45P MW
16855 ONLINE
16948 ONLINE
16949 ONLINE
16950 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).
17435    10:00-11:15A    TR
17436    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)
17280    1:00-2:15P    MW
17281    1:00-2:15P    TR

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.
16939    1:00-2:15P    MW
16777    10:00-11:15A    TR
16547    1:00- 2:15P    TR
17212    ONLINE

ART, AESTHETICS, AND CREATIVITY
390/399

ENG-A 399 ART, AESTHETICS, & CREATIVITY
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.
17076    2:30-3:34P    MW
FINA-A 399  ART, AESTHETICS, & CREATIVITY
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.

10/4/2017

16922  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.

17068  ONLINE

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS

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.

16895  1:00-2:15P  TR  RSTR Freshman or Sophomore Status only
17385  2:30-3:45P  MW  RSTR Freshman or Sophomore Status only
16925  1:00-2:00P  MW  RSTR Freshman or Sophomore Status only
16894  10:00-11:30A  F  &  ONLINE

POLS-B 190
(AB)USE 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.
PSY-B 190  HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
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.

17065    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.

16503    5:30-8:00P    W    ELKHART

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.

17230    10:00-11:15A    MW

ANTH-B 399
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.

30747    11:30-12:45P    TR

BUS-B 399  HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
BUSINESS & 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.

17001 10:00-11:15A  MW
16944 4:00 – 5:15P  MW
17232 10:00-11:15A  TR

PSY-B 399  HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
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.

16661 5:30 – 8:00  W  RSTR  Available only to Psychology majors through Nov. 6th

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.

16832 2:30-3:45P  MW  RSTR  Available only to Psychology majors through Nov. 6th

SOC-B 399  HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
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 ecotourism.

16728 1:00-3:30P  F

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.
SPCH-B 399  HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
DECEPTION & 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 hoaxes 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).

WGS-B 399  HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
O CANADA!  GENDER, HUMAN RIGHTS, AND SOCIETY
This study-abroad course explores the history, politics and culture of Canada, in preparation for a unique study-abroad opportunity that will help students appreciate different ways of living together in a democratic society.
Eight class meetings on the Indiana University South Bend main campus will focus on contemporary Canadian issues of human rights, public policy and gender, as well as practical preparations for traveling abroad. Classes will meet over the spring semester, every other week, in the evening for 2 hours. We will then spend 8 full days (9 nights) in two Canadian cities: the capital, Ottawa, and Montreal, a vibrant cultural centre. (See Itinerary for more details of each day’s activities in Canada). The travel will take place after spring final exams, and before the start of Summer Session I.

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.

AST-N 190  THE NATURAL WORLD
STARS AND GALAXIES
(P: MATH PLACEMENT 31 OR HIGHER)
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.

**BIO-L 190 THE NATURAL WORLD**
**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.

**CHEM-N 190 THE NATURAL WORLD**
**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.

**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.
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.

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**THE NATURAL WORLD**

**THE BIOLOGY OF WOMEN**
For description, please see BIOL-N190

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**AST N390  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.

**Pre-requisites:** One semester of calculus-based physics (PHYS-P221 or equivalent), basic knowledge of Calculus (M215 or equivalent).

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**BIOL-N 390  THE NATURAL WORLD**

**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.

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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.

LAW 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.

ENG-T 191 LITERARY & INTELLECTUAL TRADITIONS

HEROES 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'll look 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.

MUS-T 190 LITERARY & INTELLECTUAL TRADITIONS

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.
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.

WGS-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? 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 390 LITERARY & INTELLECTUAL TRADITIONS
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.

HIST-T 390 LITERARY & INTELLECTUAL TRADITIONS
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.

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.