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

ENG-A 190 ART, AESTHETICS, & CREATIVITY
MY DAILY LIFE EXTRAORDINAIRE
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.
4956   11:30-12:45P    MW
4957   10:00-11:15A   TR

FINA-A 190 ART, AESTHETICS, & CREATIVITY (formerly FINA-A 100 Introduction to Art)
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.
5231   11:30-12:45P    MW
5232   2:30-3:45P    MW
5702   10:00-12:30P   F
5416   Online
5600   Online
5601   Online
5602   Online
33932  1:00-3:30P   F

RUSSIAN ART AND CULTURE
34223  1:00-2:15P    MW  FIRST-YEAR SEMINAR
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)
5630 4:00-5:15P TR
4877 1:00-2:15P MW

THTR-A 190 ART, AESTHETICS, & CREATIVITY
INTRODUCTION TO THEATRE (Replaces THTR-T 100 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.
5581 8:30-9:45A MW
5060 10:00-11:15A MW
5667 11:30-12:45P MW
5668 2:30-3:45P MW
5912 5:30-6:45P MW ELKHART
5311 8:30-9:45A TR ELKHART
5582 8:30-9:45A TR
5267 10:00-11:15A TR
4906 1:00-2:15P TR
5669 7:00-8:15P TR
33723 4:00-5:15P MW ELKHART

ART, AESTHETICS, AND CREATIVITY
A 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 artisic 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.
5974 10:00-11:15A TR

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.
5550 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.

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.

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.

COGS-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
HOW THE MIND WORKS
What exactly is the human mind? How does it relate to the human brain? How does it make possible human behaviors, such as perception, learning, remembering, physical movement, social cooperation, and even loving? In this course, we will investigate such questions through the lens of cognitive science. We will also consider implications of mind-related inquiry. For example: Can the right program running on a sufficiently powerful computer be considered a mind? Should ‘smart drugs’ and brain implants be used by those with ‘healthy minds’ in order to augment mental performance? What happens when an intelligent lethal weapon is deployed for warfare, while humans are completely ‘removed from the loop’ which determines its actions?
POLS-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
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.
4832  2:30-3:45P  TR
5853  5:30-8:00P  T

PSY-B 190 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
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
4839  2:30-3:45P  MW  ELKHART

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS

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.
5591  2:30-3:45P  TR
5723  10:00-12:40P  W
33174  5:30-6:45P  R & Online

PSY-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
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.
5084  1:00-2:15P  MW

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.
5373  11:30-12:45P  TR

SOC-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
-STUDY ABROAD-
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.

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 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).

33087 1:00-2:15P MW

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.

5343 5:30-8:00P T

THE NATURAL WORLD

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.

31203 8:30-9:45A MW
5064 8:30-9:45A TR
5769 11:30-12:45P TR
5683 Online
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.

5131 6:00-8:30P  R ELKHART

BIOL-N 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.

5824 1:00-2:15P  TR and
5825 2:30-4:30P  R Lab

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.

4816 5:30-8:00P  T and
4817 8:00-8:30P  T Discussion

4818 6:00-8:30P  T and
4819 8:30-9:00P  T Discussion ELKHART

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.

33842 11:30-12:45P  MW and
33844 1:00-2:00P  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.
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
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.

PHYS-N 190 THE NATURAL WORLD
DISCOVERED PHYSICS (5 Credits)
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.

PHYSICS OF LIFE (3 Credits)
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.

THE NATURAL WORLD

BIOL-N 390 THE NATURAL WORLD
ENVIRONMENTAL BIOLOGY
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.
CMLT-T 190 LITERARY & INTELLECTUAL TRADITIONS
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.

ENG-T 190 LITERARY & INTELLECTUAL TRADITIONS
CRIMES OF FICTION
(Reading Placement, 90 or above)
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.

EVERYBODY’S IRISH
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.

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.

5514  11:30-12:45P  TR

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.

4826  1:00-2:15P  TR

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 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.

5014  4:00-5:15P  MW

MUS-T 190 LITERARY & INTELLECTUAL TRADITIONS
MUSIC IN NEW YORK
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.

5962  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.

5396  10:00-11:15A  MW
5705  ONLINE

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.

5257  5:30-8:00P  W  ELKHART
HISTORY OF ROCK AND ROLL
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.

5961 2:30-3:45P TR

LITERARY AND INTELLECTUAL TRADITIONS

ENG-T 390 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.

5351 2:30-3:45P MW

HIST-T 390 LITERARY & INTELLECTUAL TRADITIONS
RISE & FALL OF THE THIRD REICH
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?

32222 2:30-3:45P MW

WORLD WAR II IN EAST ASIA
34739 10:00-11:15A TR

PHIL-T 390 LITERARY & INTELLECTUAL TRADITIONS
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 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.

5881 4:00-5:15P TR

WGS-T 390 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.

5830 2:30-3:45P MW