

GENERAL EDUCATION: COMMON CORE COURSE DESCRIPTIONS - FALL 2018

Comprehensive List - Updated 04/18/2018

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

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.

19589 11:30-12:45P MW (For Education majors only)

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 IUSB.

19161 11:30-12:45P TR

FIRST YEAR STORIES: EXPLORING STORIES AND POEMS THROUGH IMITATION

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.

34505 2:30-3:45P TR FYS

FINA-A 190 ART, AESTHETICS, & CREATIVITYPOINT 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.

19377	11:30-12:45P	MW
33958	5:30-8:00P	W
19118	ONLINE	
19245	ONLINE	
19277	ONLINE	
19380	ONLINE	
19659	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).

19351	10:00-11:15A	TR
19229	4:00-5:15P	TR

MUS-A 190 ART, AESTHETICS, & CREATIVITYEXPLORING 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)

19316	10:00-11:15A	MW	FYS
19827	1:00-2:15P	MW	
19824	1:00-2:15P	TR	

THTR-A 190 ART, AESTHETICS, & CREATIVITYINTRODUCTION 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.

19020	10:00-11:15A	TR	
18984	11:30-12:45P	MW	
19440	2:30-3:45P	MW	
19221	1:00-2:15P	TR	ELKHART
19596	ONLINE		
34203	ONLINE		

ENG-A 399 ART, AESTHETICS, & CREATIVITYTHE 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.

19709 2:30-3:45P MW

FINA-A 399 ART, AESTHETICS, & CREATIVITYARTIST 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.

19168 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.

19509 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.

19510 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.

19681 2:30-3:45P TR

INMS-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.

19396 8:30-9:45A MW

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

BECOMING MODERN

Charles Darwin’s *The Origin of Species* didn’t create the modern world, but his ideas were a featured voice in the chorus of change. After the book’s publication, people begin to see how the world had changed, and how it would continue to change, and that the hierarchies of nature and race and class where power flowed in a fixed chain on down, were false. This modern point of view required people to critically examine what they thought then knew and what they used to be told. Judging the information we’re getting and the conclusions drawn from it is a critical task. But how do we know that the evidence is correct, or that the conclusions are valid? Can we even tell if the person trying to convince us is mistaken or outright lying? By the end of this course, you’ll hopefully have an appreciation for how science is used to sort truth from fiction and what it takes to settle a debate in science. You will also better understand the reason why correct theories may be rejected for decades before being accepted, while others that have been proved as false as possible within the realm of science hang on for just as long.

34183 1:00-2:15P MW FYS

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.

19947 10:00-11:15 MW
19309 8:30- 9:45A TR
19948 11:30- 12:45P TR
19678 10:00-11:30A S & 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.

19574 2:30-3:45P TR FYS

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.

19688 2:30 -3:45P MW

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.

19117 5:30-8:00P M Off-Campus

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.

31063 4:00-5:15P MW

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.

18978 11:30-12:45P MW FYS

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.

19686 2:30-3:45P TR FYS

HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS

B 399

BUS-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

BUSINESS & SOCIETY (Permission Required from Business)

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.

19338 4:00-5:15P TR
19399 1:00-2:15P TR

PSY-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

SPIRITUALITY & SOCIAL JUSTICE Prerequisite : PSY-P103

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.

19632 2:30-3:45P MW

WOMEN AND MADNESS: "CRAZY WOMEN" IN PSYCHOLOGY AND POP CULTURE Prerequisite : PSY-P103

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

19958 4:00-5:15P TR

SOC-B 399 HUMAN BEHAVIOR & SOCIAL INSTITUTIONS

INTIMATE RELATIONSHIPS AND SEXUALITY: 21ST CENTURY FAMILY FORMATION

Intimacy is a central element in our most meaningful relationships and we judge their success by whether they might be seen as intimate, on one level or another. Romantic partnerships and close relationships between family members and friends perhaps most obviously should be intimate. We might describe our friendships as intimate, but not too intimate. Relationship intimacy, in other words, is both desirable and bounded. This course explores the social contexts and meanings of intimacy as well as the psycho-social factors that lead to potential intimacies. Students are challenged to move beyond thinking of intimacy as a static, achievable relationship goal and toward understanding intimacy as a socially-located, meaningful, changing concept that motivates action.

32802 8:30-9:45A MW

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).

19504 10:00-11:15A TR

SUST- B 399

SUSTAINABLE FOOD SYSTEMS

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

31364 ONLINE

WGS-B 399 (was WOST-B 399)

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

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

31771 4:00-5:15P TR

INTIMATE RELATIONSHIPS AND SEXUALITY: 21ST CENTURY FAMILY FORMATION

Intimacy is a central element in our most meaningful relationships and we judge their success by whether they might be seen as intimate, on one level or another. Romantic partnerships and close relationships between family members and friends perhaps most obviously should be intimate. We might describe our friendships as intimate, but not too intimate. Relationship intimacy, in other words, is both desirable and bounded. This course explores the social contexts and meanings of intimacy as well as the psycho-social factors that lead to potential intimacies. Students are challenged to move beyond thinking of intimacy as a static, achievable relationship goal and toward understanding intimacy as a socially-located, meaningful, changing concept that motivates action.

31813 8:30-9:45A MW

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.

31022	11:30- 12:45A	MW
19326	2:30- 3:45P	MW
19273	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.

19943	4:00-5:15	TR
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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.

19070	2:30-3:45	MW
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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.

19592	10:00-11:15A	MW		FYS
19593	11:15-12:45	M	LAB	FYS
19594	1:00-2:15	TR		FYS
19595	2:15-3:45	R	LAB	FYS

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.

19451	10:00-11:15A	MW		
19470	5:00-7:00P	M	Lab	
19699	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.

19350	1:00-3:00P	TR		
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BIOLOGY OF WOMEN

Biology of Women explores the special concerns women face in healthcare today. It is designed to provide the foundation students need to understand their bodies and how they work in the context of healthcare. Each class is dedicated to a different body system. We will learn how the body system works and how it contributes to overall homeostasis. With each body system, we will discuss healthcare concerns for that system. With this knowledge, the students are more capable to be active participants in their own healthcare as well as the healthcare of their loved ones.

19452	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.

34025	1:00-2:15P	MW	AND	FYS
34026	2:30-3:20P	W	DISCUSSION	FYS

GEOLOG-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.

19348	2:30-3:45P	MW		
19349	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.

19060	10:00-11:15A	TR		
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PHYS-N 190 THE NATURAL WORLD

DISCOVERED PHYSICS (5 CR)

The universe is full of wondrous and diverse phenomena such as exploding stars and gently falling snowflakes. Persons of great conceit think that this can all be understood in terms of a small set of rules and elementary objects. This course is designed to help the student learn how (we think) the universe works and how these ideas are generated, tested, and communicated. Models of nature and the methods of elementary quantitative problem solving are studied in the lecture

and recitation portions of the course. The laboratory component of the course helps the student learn the practice of experiment and guides the student in developing, executing and reporting on experiments of their

31070	1:00-2:15P	MW	Lecture
31071	2:30-3:20P	M	Discussion
31072	2:30-4:30P	W	Laboratory

THE NATURAL WORLD 390	N
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CHEM-N 390 THE NATURAL WORLD

NANOTECHNOLOGY Prerequisite: CHEM-C105

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

32972 **ONLINE**

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.

19473 **1:00-2:15P** **MW**

MATH-N 390 THE NATURAL WORLD

MATHEMATICS AS A HUMAN ACTIVITY

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

19359 **8:30-9:35A** **TR**

LITERARY AND INTELLECTUAL TRADITIONS 190/191	T
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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.

19813 **11:30-12:45P** **MW**

IMAGINING MONSTERS

In this course, we will read some classic “monster” literature — Mary Shelley’s Frankenstein and Bram Stoker’s Dracula, among other works — to investigate how monsters function in the literary imagination as touchstones for exploring the essence and the boundaries of humanity. What if monsters are scary, not because they are different from us but because they are strangely similar to us? Which is more terrifying, to be attacked by a monster or to turn into one? Does modern science risk producing monsters in the attempt to enhance the human experience, or can technology help us fight monsters that threaten us? In addition to the above novels, course readings will likely include selections from Charles Darwin, John Locke, Thomas Malthus, and Robert Louis Stevenson. Major course requirements will include regular attendance, weekly responses, and three short papers.

31290 **1:00-2:15P** **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.

19021 **8:30-9:45A** **TR** **FYS**

HIST-T 190 LITERARY & INTELLECTUAL TRADITIONS

HUMANS AND THE ENVIRONMENT

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

19490 **2:30-3:45P** **MW** **FYS**

31598 **10:00-12:45P** **TR**

MUS-T 190 LITERARY & INTELLECTUAL TRADITIONS

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.

19627 **ONLINE**

PHIL-T 190 LITERARY & INTELLECTUAL TRADITIONS

PHILOSOPHY AND SCIENCE FICTION

This class examines various philosophical issues as they arise in science fiction novels, short stories, films, and television series. Students will read or view works in science fiction accompanied by complementary philosophical selections (both classic and contemporary). Topics to be discussed may include: (a) the limits of knowledge and the relationship between appearance and reality; (b) the nature of the mind, intelligence, and consciousness;

(c) the logical puzzles that arise when imagining time travel; (d) personal identity; and (e) ethical issues involving technology, particularly biotechnology, along with those arising from social and political structures.

19843 **11:30-12:45P** **TR**

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.

19320 **1:00-2:15P** **MW** **FYS**

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.

19558 **1:00-2:15P** **MW**
19755 **2:30-3:45P** **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.

19370 **11:30-12:45P** **TR** **FYS**

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.

19925 **11:30-12:45P** **MW** **crosslisted ENG T190**

AHST-T 390 LITERARY & INTELLECTUAL TRADITIONSNEEDLE AND THREAD: A CULTURAL ANALYSIS OF WORLD TEXTILES

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

32153 4:00-5:15 MW

ENG-T 390 LITERARY & INTELLECTUAL TRADITIONSCRIMES OF FICTION

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

19121 1:00-2:15P MW

HIST-T 390 LITERARY & INTELLECTUAL TRADITIONSNATIONAL SOCIALISM

In the National Socialist period, Germans unleashed a wave of violence across Europe that ultimately resulted in the deaths of 100 million people. Led by an explicitly scientific racism, National Socialist leaders murdered millions of Jews, annihilated the leadership of Poland, carried out a race-war against Russians, and worked millions of other Europeans to death in slave camps. This period can serve as a warning to all wealthy democratic nations of what might happen when the vast powers in modern societies 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?

31596 1:00-2:15P TR

TEL-T 390 LITERARY & INTELLECTUAL TRADITIONSCOMMUNICATION 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.

19618 1:00-2:15P MW

WGS-T 390 LITERARY & INTELLECTUAL TRADITIONSNEEDLE AND THREAD: A CULTURAL ANALYSIS OF WORLD TEXTILES

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

31773 4:00-5:15 MW