GENERAL EDUCATION: COMMON CORE COURSE DESCRIPTIONS - FALL 2018
Comprehensive List - Updated 03/13/2018
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.

<table>
<thead>
<tr>
<th>ART, AESTHETICS, AND CREATIVITY</th>
<th>A 190</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC-A 190</td>
<td></td>
</tr>
<tr>
<td>TEACHING ABOUT THE ARTS</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>19589</td>
<td>11:30-12:45P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG-A 190</th>
<th>ART, AESTHETICS, &amp; CREATIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY DAILY LIFE EXTRAORDINAIRE!</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>19161</td>
<td>11:30-12:45P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TBD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19009</td>
<td>5:30-6:45P</td>
</tr>
</tbody>
</table>

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 |
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>19377</td>
<td>11:30-12:45P</td>
<td>MW</td>
<td></td>
</tr>
<tr>
<td>33958</td>
<td>5:30-8:00P</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>19118</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19245</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19277</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19380</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19659</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>19351</td>
<td>10:00-11:15A</td>
<td>TR</td>
<td></td>
</tr>
<tr>
<td>19229</td>
<td>4:00-5:15P</td>
<td>TR</td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>19316</td>
<td>10:00-11:15A</td>
<td>MW</td>
<td>FYS</td>
</tr>
<tr>
<td>19827</td>
<td>1:00-2:15P</td>
<td>MW</td>
<td></td>
</tr>
<tr>
<td>19824</td>
<td>1:00-2:15P</td>
<td>TR</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>19020</td>
<td>10:00-11:15A</td>
<td>TR</td>
<td></td>
</tr>
<tr>
<td>18984</td>
<td>11:30-12:45P</td>
<td>MW</td>
<td></td>
</tr>
<tr>
<td>19440</td>
<td>2:30-3:45P</td>
<td>MW</td>
<td></td>
</tr>
<tr>
<td>19221</td>
<td>1:00-2:15P</td>
<td>TR</td>
<td>ELKHART</td>
</tr>
<tr>
<td>19596</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34203</td>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

19709  2:30-3:45P  MW

FINA-A 399  ART, AESTHETICS, & CREATIVITY
ARTIST AND NEW MEDIA
(P: One of the following: Tel-T 283, FINA-P 273, Jour-J 210, Info-I 101, FINA-S 291, or MUS-T 120)
This course is primarily intended for students who wish to pursue new media as a means of artistic expression. The course considers new media from both an historical/cultural/critical base (readings, lectures, viewing), and from an experiential base (production/exhibition projects in selected new media genres). At the end of the course, the successful student should have acquired a foundational vocabulary in the history and criticism of new media, an understanding of how artists have used and are using new media as a means of artistic expression, and a basic technical fluency with new media production tools.

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
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 contribute to the public discourse.
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    OC

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.

18979  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
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>19338</td>
<td>4:00-5:15P</td>
<td>TR</td>
</tr>
<tr>
<td>19399</td>
<td>1:00-2:15P</td>
<td>TR</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>19632</td>
<td>2:30-3:45P</td>
<td>MW</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>19958</td>
<td>4:00-5:15P</td>
<td>TR</td>
</tr>
</tbody>
</table>

SOC-B 399  HUMAN BEHAVIOR & SOCIAL INSTITUTIONS
INTIMATE RELATIONSHIPS AND SEXUALITY  (PENDING APPROVAL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>32802</td>
<td>8:30-9:45A</td>
<td>MW</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>19504</td>
<td>10:00-11:15A</td>
<td>TR</td>
</tr>
</tbody>
</table>
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  (PENDING APPROVAL)
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  STARS AND GALAXIES  (P: MATH PLACEMENT LEVEL 3)
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
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.

BIOLOGICAL DISCUSSIONS, LAB WORK, AND FIELD TRIPS.
connections be used to build knowledge and solve problems. The course will combine instruction in biological research, applications to animal and human health, and societal and environmental issues.

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.

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

MICROBES AND YOU
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.

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.

Last Update 3/19/2018
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.

19159  1:00-2:15P  MW
19972  2:30-3:20P  W  DISCUSSION

GEOL-N 190  THE NATURAL WORLD
EARTH AND SPACE
This course will teach the basic concepts of Physical Geology, with an emphasis on rocks, minerals, earthquakes, volcanoes, and Plate Tectonics. The Historical Geology portion looks at interpreting Earth’s history with Relative Dating, and the identification of many fossils and how they form. Also, an introduction into the basics of Astronomy and Meteorology.

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

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 own design.

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

THE NATURAL WORLD  N
390

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

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  10:00-11:15A  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
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

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 11:00-2:15P MW
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 Freshmen Seminar

BAD MOTHERS
In literature, mothers are often portrayed as loving, selfless, sacrificial angels in the house. What about those bad mothers—those who do not take care of their children, those who leave their home, those who have troubled relationships with their family members? Are they wicked, victimized, or rebelling? How could we view mothers as people rather than as symbol, type, or category? By reading historical and cultural writings as well as literature from a variety of racial and ethnic backgrounds, we will examine the gender norms for “good mothers” in specific historical and cultural contexts and explore sociopolitical, ideological, and cultural reasons for “bad mothers.” Therefore, this course will explore how mothers are inscribed in various discourses, how they represent or challenge traditional values and morals, how they reconcile their sexuality, freedom, and individuality with their familial obligations, and how the “good/bad mothers” could be redefined.
19925 11:30-12:45P MW crosslisted

LITERARY AND INTELLECTUAL TRADITIONS

AHST-T 390 LITERARY & INTELLECTUAL TRADITIONS
NEEDLE AND THREAD: A CULTURAL ANALYSIS OF WORLD TEXTILES
This course will analyze world textiles from the prehistoric period to the modern age. The varied needle arts will be situated within their historical, cultural, and artistic context in order to understand the role these art objects played in their societies. This course will analyze how textiles and textile production both reflected and affected their various cultures not just in terms of aesthetics but also with politics, economics, and gender construction.
32153 4:00-5:15 MW

ENG-T 390 LITERARY & INTELLECTUAL TRADITIONS
CRIMES OF FICTION
The course explores the risks and limits of originality. We’ll look at the wide range of techniques, abuses, and crimes that fall into the general category of literary and intellectual “borrowing.” From Shakespeare to science fiction, we’ll study examples along the continuum from quotation, collage, allusion, translation, imitation, parody, and the mildest kinds of unacknowledged influence, to instances of theft and fraud, including authorship hoaxes, plagiarism and other forms of what now counts as copyright infringement.
19121 1:00-2:15P MW
HIST-T 390  LITERARY & INTELLECTUAL TRADITIONS
NATIONAL SOCIALISM (PENDING APPROVAL)
31596  1:00-2:15P  TR

TEL-T 390  LITERARY & INTELLECTUAL TRADITIONS
COMMUNICATION LAW, ETHICS, AND THE PUBLIC INTEREST
The purpose of this course is four-fold: [1] to explore the idea of freedom of speech through historical and theoretical examinations of U.S. case laws, media regulations and landmark Supreme Court decisions, [2] to explore the idea of media ethics through historical and theoretical examinations of controversial representations and media genres in the U.S. media history, and [3] to intersect these examinations of media law and ethics in order to develop the theoretical debate that defines meanings and the role of public interest in society, and [4] to explore how the contemporary media industry can best serve the welfare of the public. The course develops an understanding of free speech rights, while ethical considerations of the responsibility of the mass media industry are argued as public interest and welfare. The overall task of this course is to discuss new and/or justifiable approaches to challenge and negotiate the theoretical question that speech laws create an ethical dilemma in society when certain types of speech, such as hate speech and sexual speech, could be found disruptive to welfare of the public.
19618  1:00-2:15P  MW

WGS-T 390  LITERARY & INTELLECTUAL TRADITIONS
NEEDLE AND THREAD: A CULTURAL ANALYSIS OF WORLD TEXTILES
This course will analyze world textiles from the prehistoric period to the modern age. The varied needle arts will be situated within their historical, cultural, and artistic context in order to understand the role these art objects played in their societies. This course will analyze how textiles and textile production both reflected and affected their various cultures not just in terms of aesthetics but also with politics, economics, and gender construction.
31773  4:00-5:15  MW