

**NEW COURSE DESCRIPTIONS, HISTORICAL PERSPECTIVES, HONORS,  
IDS COURSES and ADDITIONAL COURSE DESCRIPTIONS****Spring 2010***as of November 3, 2009***Please check class schedule for days and times.**Updates will be posted to [www.guilford.edu/academics/](http://www.guilford.edu/academics/courses/course_schedules) courses/course schedules link.**BIOL 450: Research Seminar*****Melanie Lee Brown***

This course introduces the principles and concepts of presenting scientific research. Emphasis is placed on the preparation of oral and poster presentations and the implementation of proper etiquette for undergraduate symposia. This course also covers the preparation of funding proposals, *Curriculum vitae*, Statements of Intent, and the interview process for post-undergraduate programs. The students are encouraged to present their research at, at least, one undergraduate meeting including the Guilford Undergraduate Symposium.

**BIOL 350: Biology Seminar: Developmental Biology*****Thomas Tucker***

This seminar course explores basic principles of developmental biology, examining genetic, molecular and cellular processes that enable a fertilized egg to grow into an adult. We will address biological mechanisms that lead cells to proliferate, migrate, differentiate and create complex patterns within the major tissues and organs of the body. Relying primarily on articles published in scientific journals, we will assess classical and contemporary experiments, investigate recent technological advances, and evaluate newly emerging ideas in embryological research.

**English 250: Monsters*****Traci Connor***

As Richard Kearney, in his book, *Strangers, Gods and Monsters* suggests, “monsters are metaphors of our anxiety” and as human beings, “we often project onto others those unconscious fears from which we recoil in ourselves.” In this class, we’ll read various fictions and theories and watch several films as we explore the recesses and dark corners hidden in the American cultural psyche. Perhaps it is our monstrous desires, fears and insecurities that not only render us dangerous and imperfect, but also authentically “human” – a notion that seems especially important in an ever-changing social and political climate.

**GST 150/JPS 150:PPS: Introduction to Civic Engagement – 2 credit (January 11 – March 3)*****Judy Harvey***

This course is designed to provide an overview of issues related to civic engagement and to introduce students to a range of opportunities for community involvement. For the purposes of this course, we will define civic engagement as: individual and collective actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individual voluntarism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. Civic engagement encompasses a range of specific activities such as working in a soup kitchen, serving a neighborhood association, writing a letter to an elected official or voting. Indeed, an underlying principal of our approach is that an engaged citizen should have the ability, agency and opportunity to move comfortably among these various types of civic acts.

**GST 150/JPS 150: PPS: Civic Engagement Explorations -- 2 credits (March 15 -- April 30)**

***Judy Harvey***

This course is a continuation of PPS: Introduction to Civic Engagement offered the first half of the Spring 2010 semester. Course Objectives include: 1) Continue the exploration of civic engagement and its relationship to a healthy democracy; 2) Relate civic engagement opportunities to larger social issues and movements for change; 3) Support students to make a weekly civic engagement commitment and integrate their academic and experiential learning through readings, class discussions, journals and integrative essays.

**HSCI 350: History of Medicine.**

***Lawrence Brenner***

"The history of medicine is, in fact, the history of humanity itself, with its ups and downs, its brave aspirations after truth and finality, and its pathetic failures. The subject may be treated variously as a pageant, an array of books, a procession of characters, a succession of theories, an exposition of human ineptitudes, or as the very bone and marrow of cultural history." -- Fielding Garrison (1913)

Every time you go to the doctor and she takes your pulse, listens to your heart and draws blood to be sent to the lab you are experiencing the result of the history of medicine. This course traces this history from the Hippocratic Corpus to the present, introducing the students to physicians like Dr. Harvey who discovered that the heart is a pump and blood circulates. The course also explores the social and economic transformations of medicine from a time when doctors had no more status than laborers to a profession with wealth and authority. The course also challenges assumptions about medical progress. Since only 20% of all current medical interventions are known to produce more good than harm, are we as enlightened as we think we are about curing diseases and prolonging life? What will medical historians 200 years from now write about our current health care delivery system?

**PECS 250: Culture and Conflict**

***Vernie Davis***

We live in a world where cultural difference affects conflict in many aspects of our lives, from the international and global level to the level of student groups on campus. Regardless of whether cultural difference is the cause of a conflict, culture can affect how we respond to and engage in conflict, and it can shape our approaches to resolving it. Understanding how to deal more effectively with conflict in multicultural settings can improve our lives at Guilford College, in work settings, in our communities, and in the world. This course explores the tools and skills for engaging conflict in multicultural settings at all levels. Class projects are designed to take on the challenge of testing and applying concepts in immediate personal and professional environments.

**PSCI 250: This course is an introduction to the American judicial process.**

***David Schaefer***

The purposes of the course are as follows: (1) to become familiar with and constructively engage, through discussion and directed effort, the judiciary's role in our governmental system, including its role in American politics; (2) to understand the nature and function of the tactics, documents, and processes employed at various stages of civil and criminal litigation; (3) to comprehend the interaction between and among the levels of the court hierarchy at the federal, state, and local levels, and (4) to understand the roles of the judge, attorney, litigant, and others within the courts. The course will require extensive communication from its students. It is intended to enhance oral and written communication skills and improve analytical thinking.

**PSY 350: Humanistic Psychology**

***Chris Henry***

Humanistic psychology emphasizes such concepts as individual potential, growth, and meaning, a holistic approach to understanding the self, and the person-centered approach to psychotherapy. This course will attempt to develop a foundational understanding of the major concepts, thinkers, and writings that constitute the field, as well as the major applications and implications of the humanistic approach for psychology and culture.

**REL 450: Reincarnation & the Dalai Lamas.**

***Eric D. Mortensen***

The Dalai Lamas of Tibet represent the most famous lineage of reincarnated humans in the Buddhist world. However, reincarnation finds its roots in the religious traditions of Vedic India thousands of years before the first Dalai Lama, indeed before the advent of the Buddhist religion. This course will explore the historic roots, religious worldview, and the manifestations and ramifications of reincarnation and rebirth, with significant attention paid to the artistic tradition surrounding these topics. The lives of the fourteen Dalai Lamas of Tibet will be explored, and we will read several works by Tenzin Gyatso, the 14<sup>th</sup> Dalai Lama, including (among others) his autobiography, his writings on quantum physics and the teachings of Jesus, his political philosophy of non-violence and pacifism, and his exegeses on Buddhist religious philosophy and the life of loving-kindness. Prerequisites for this advanced course include Historical Perspectives, and either REL 317 (*Women in Tibetan Buddhism*), 318 (*Tibetan & Himalayan Religions*), or 319 (*Buddhist Emptiness*), or instructor permission.

**SOAN 267: Race and Gender in Media Focus**

***Naadiya Hasan***

This course will examine the mass media as a social institution that reinforces the perception and construction of race and gender in contemporary American society. The class will discuss race and gender as socially constructed identities that are internalized through interaction with media products. The content of popular culture products will also be examined as expressions of changing social values, beliefs, and norms about the significance of race and gender in the United States.

**SOAN 450-001: Women of Color in the U.S.**

***Naadiya Hasan***

This course will explore the consequences of intersecting social systems of race and gender with a focus on the experiences and identities of women of color in the United States. The class will discuss issues of power, privilege, inequality, and exclusion that can arise out of feminist and anti-racist social action. The course will culminate with student directed examination of the participation of women of color in major American social institutions.

**SOAN 450/IDS 483: The Politics of Difference**

**Thomas Guthrie**

This seminar examines the production, negotiation, and valuation of difference within postcolonial and liberal multicultural societies. How do societies that claim to accommodate diversity treat cultural, ethnic, racial, religious, and sexual difference? Readings will explore the overlap between anthropology, postcolonial criticism, and political philosophy, drawing on theoretical perspectives developed in the social sciences and humanities. Students should have some familiarity with critiques of colonialism and with social theory.

**WMST 110: Introduction to Women's Studies**

***Lisa McLeod***

This course will acquaint students with some of the basic questions and concepts that drive Women's Studies scholars, as well as the historical, political, and social contexts in which these concerns and the various answers to them have arisen. While the course will focus primarily on Women's Studies and scholarship on gender and sexuality in the United States, the course will address explicitly the ways in which mainstream U.S. women's movements have marginalized and even profited from the exploitation of non-white women in the United States as well as women around the world.

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## HISTORICAL PERSPECTIVE COURSES

### **ENG 151-001 & 002: HP: Fairies, Rebels, Caribs & Witches**

***Caroline McAlister***

Shakespeare has often been taught as a great writer whose works are universal and timeless. However, in this course we will try to return Shakespeare to his time and place, reading him as a product and producer of a specific moment in history. We will cover four plays written between 1595 and 1611, *A Midsummer Night's Dream*, *Othello*, *Macbeth*, and *The Tempest*, along with contemporary historical documents. We will read *A Midsummer Night's Dream* in the context of representations of Queen Elizabeth 1. We will study *Othello* as a play that reveals English fears and insecurities as they came into contact with Africa and the Ottoman Empire. We will analyze *Macbeth* in conjunction with the gunpowder plot and the North Berwick Witch Trials. Finally, we will study *The Tempest's* relationship to the discovery and colonization of America. My goal is for students to begin to question artificial distinctions between literature and history, text and context.

### **ENG 151-007: HP: Educating for Equality: Racism and Education**

***Cynthia Nearman***

*Educating for Equality: Racism and Education in the U.S. (1954-1983)* invites students to examine multiple and conflicting arguments about schools' role in responding to persistent racial inequality. We will study the period of American history between two significant pieces of educational legislation—*Brown v. Board of Education* (1954) and *Nation at Risk* (1983)—and analyze developments in educational ideals, commitments, and practices. Because the civil rights movement provided both a model and a stimulus to several groups interested in improving educational and socio-economic opportunities, we will also focus on questions of gender, class, ability, and immigration in light of our sustained inquiry into racism and American education. Students will use competing historical interpretations and a variety of primary sources from the period to explore how identity, social location, and experiences shape individuals' ideas about the what, how, and why of public education.

### **ENG 151-004: HP: Excess and Despair: Literature & History of the 1920s**

***Rod Spellman***

"Excess and Despair: Literature and History of the 1920s" asks students to confront multiple, and often conflicting, perspectives of the 1920s in the United States of America. We will challenge our currently held beliefs about the '20s by putting them in opposition to those of the authors, poets, musicians, and filmmakers who lived and worked during the age. Part of our study will be how art—particularly literature—creates and sustains particular visions of history. Because the 1920s were a critical turning point in American history, our class will pay particular attention to the shifts in culture, politics, and social roles of the decade—especially those that still resonate in our society: equality between races and genders; the divide between wealth and poverty; tradition versus youth culture; and the politics of morality. Students will analyze these shifts by reading competing historical interpretations and primary sources from the time.

This course is designed to train students in the conventions of academic research and writing, using historical methods. Students should expect to read at least 100 pages per week, including scholarly overviews of the era and primary documents that offer multiple perspectives on the specific issues and changes that define the 1920's. Students can also expect to write at least 20 pages of polished academic writing during the semester on assignments that will help build their analytical and research skills.

### **ENG 151-003 & 006: HP: History & Literature of New Orleans**

***Kaylene Swenson MTR***

The particulars of New Orleans' history are fascinating: Jazz—an original American musical art form—emerged from the trumpet of Buddy Bolden, a barber from Storyville; a mix of races, free and enslaved, plantation or city-dwelling, created a "gumbo" of rich and varied customs; Voodoo mixed with Catholicism became Hoodoo and nurtured Marie Leveau, our most famous Hoodoo

priestess; the oldest running trolley system in the US connects two of New Orleans' most famous streets: Desire and Elysian Fields, streets that only seem to deliver the goods their names promise. The City has been flooded at least twice, in 1927 and of course in 2005 because of its precarious relationship with that Mighty Mississippi River, has had its share of corrupt political figures, hosts one of the largest Carnivals in the world, is home to this nation's most diverse population, and has produced some of the richest literary works in our nation's history. And yet, most people in the United States know very little about the crucial influence the city has had on the economy, culture, and geography of the rest of the United States. Our ignorance was illustrated writ large in our nation's response after Katrina. We breathed a collective sigh of relief when we realized the French Quarter remained largely untouched by the floodwaters and then turned away from the destruction of almost every other historic (though poor) neighborhood in the city. Our aim in the course will be to create a richer understanding of New Orleans by confronting multiple, and often conflicting, perspectives of it and its history. We will start by looking at the way your currently held beliefs about the city have been shaped by current media depictions of it. We will then look back and work to situate New Orleans in the social and political contexts of the turn of the 20th century in an attempt to understand just how the city became so diverse, how its power structures evolved, how its distinct neighborhoods were formed. We will also juxtapose your beliefs and the historical background, with those of the authors, poets, musicians, and filmmakers who have lived and worked in New Orleans in order to analyze the way art has created and sustained particular visions of history and place. We will examine how those visions of New Orleans and its mystique aid and perhaps harm the city and its inhabitants.

**ENG 151-005: HP: Black Women's History & Literature: Resistance, Reconstruction, Renaissance**  
**Carolyn Beard Whitlow**

In this history, literature and writing course, we will read/hear/view/discuss/write about the historical conditions affecting the empowerment of black women spanning the 17th, 18th, and 19th centuries: via their own voices in audio-taped interviews, oral histories and a documentary history with pictures; via historical analysis in standard history texts, film, and essays on literary history; and via characters and omniscient narrators in modern historical fiction and two canonical novels in the African-American literary tradition, namely, *Iola Leroy* and *Jubilee*. We will stress black women's perceptions of their own history.

**FREN 150-001: HP: The Three Musketeers**  
**Maria Bobroff**

En garde! Since its publication in 1844, *The Three Musketeers* has fascinated readers of all ages. It remains one of the most popular novels of all time, and it has inspired a number of literary works, films and other popular adaptations. In addition to its unique standing in Western popular culture, Dumas's novel holds a significant place in literary history. Unlike previous works of historical fiction, Dumas's story was entertaining, managing to hide its historical framework behind the adventures of its main characters: D'Artagnan, Athos, Aramis, and Porthos. And yet, much of *The Three Musketeers* is historically accurate, if not in specifics, then at least in spirit. In this course we will begin by reading *The Three Musketeers* in its entirety. We will then use this text as a portal for studying three distinct periods in French and Western history: seventeenth century France, specifically the reign of Louis XIII and Cardinal Richelieu (the novel's setting); nineteenth century France, specifically the decade leading up to 1848 (the period when Dumas wrote and published the novel); contemporary France, specifically the 1980s and 1990s (two decades that saw several adaptations of the novel). As we delve into each time period, we will investigate how the Musketeers, both the real troupe and imagined, have represented French culture over the years. We will also study how French culture has initiated and responded to social, economic, political, and cultural forces over time. This course will include explicit instruction in research and analytical writing. English 102 or its equivalent is the only prerequisite for this course. No knowledge of French is required. All works will be read in English, though students with sufficient language skills may choose to read Dumas in the original French. This course fulfills Guilford's Historical Perspectives requirement.

**HIST 104-001 & 002: HP: The U.S. Since 1877*****Damon Akins***

This course is both an introductory survey of American history since the Civil War, as well as a practical workshop on the methods and skills of critical reading, thinking and writing expected of students at Guilford. The first goal of the course is to acquaint you with the narrative — that is the broad, superficial “story” of American history as it is presented in textbooks, in this case, Eric Foner’s *Give Me Liberty!* Along the way, we will supplement the text with some primary sources and a few analytical secondary sources.

The second goal of the course is to build the critical reading and writing skills you will need as a successful scholar. To facilitate that, we will work through a series of informal and formal writing assignments focusing on American visions of utopia / dystopia. Some of the questions which will motivate us are: What types of utopian / dystopian societies have Americans proposed over the years, and what do those proposals suggest or tell us about the pressing issues of the times in which they were produced? The emphasis on utopian designs will illuminate what specific Americans dreamed about, or what nightmares they entertained. Specifically, some of the issues we will examine are ethno racial identity, gender, labor and class, environmental sustainability, civic reform, civil rights, and politics.

**HIST 104-003: HP: The U.S. Since 1877*****Chrissy Cortina***

This class examines the main contours of the American past from Reconstruction to the end of the Vietnam War with special emphasis on the varied life experiences of "ordinary" people. At the same time we will examine how historians interpret sources in order to create a cohesive story of America in the 20<sup>th</sup> century. A required secondary source textbook will provide one example of this narrative. Our main work, however, will be to examine primary source texts – including memoirs, letters and speeches as well as photographs, films and music – in order to understand the rich diversity of the nation. Some key themes will include: the changing meaning of citizenship; the role of the federal government in the lives of citizens; the ways in which everyday people have attempted to enact reform; as well as how political outsiders – women, the poor, African Americans – have shaped the national discourse.

This course fulfills the Historical Perspectives requirement, and will introduce students to the conventions of academic research, writing and historical methodology. Students in this class will hone their reading, writing, speaking and critical thinking skills; valuable tools for pursuing any type of career. This course also counts towards the History Major, or the Minor in U.S. History, or the Minor in Modern World History.

**HIST 238-001: HP: War & Peace: 20th Century Europe: 1914-Present*****Phil Slaby***

Rapid and intense change has characterized European history from 1914 to the present. In these decades, Europe experienced the unparalleled destruction of the First and Second World Wars and periods of often-uneasy peace; it endured economic disaster in the Great Depression and enjoyed decades of prosperity. Further, throughout such upheaval and developments, Europe served as the primary battleground in clashes between the ideologies of liberal democracy, socialism, fascism, and communism. This course examines the diplomatic, political, socio-economic, and cultural developments that defined and shaped Europe in the twentieth century. It will deepen the students' understanding of this period through lecture, discussion, secondary readings, and through the analysis of primary documents.

**MUS 152/THEA 152: HP: America & Its Musicals*****David Hammond***

Throughout its history, the American musical has embodied the ever-changing society that has produced it. The most collaborative of theatrical forms, the musical brings together teams of creative artists from many different backgrounds, all of them influenced by their own life experiences and by contemporary movements in their areas of artistic expertise. Any new development in any area of the arts will ultimately reveal itself in the collaborative process that creates a musical. More significantly, the social and cultural forces that shape the arts will manifest themselves as well, in the form and content of the script and score and in the

physical realization of this material through production and performance. More than any other theatrical form, the musical is created in rehearsal, and, while the script and score may have an afterlife in subsequent productions; our sense of any new musical is inextricably linked to our impressions of its design, choreography, direction, and original performance. What we see onstage is a living distillation of our world, made manifest through the shared sensibilities of the artists who have created the work. In this course, we will examine seventy five years of American musical theatre from many different perspectives – sociological, political, cultural, economic, and artistic. We will analyze the work of significant writers, composers, designers, directors, choreographers and performers on productions that have embodied elements of our changing national identity over a period of time. We will examine our evolving multicultural society and its interactions with the musical theatre that has reflected it, influenced it, and been shaped by it.

### **REL 283-001: HP: Religious Minorities of Southwest China**

***Eric Mortensen***

In this Historical Perspectives class we study the religious traditions of the Naxi, Tibetans, Yi, Lisu, Moso, & Bai peoples of Yunnan Province in Southwest China. The Chinese “Cultural Revolution” (1966-1976), which systematically devastated the religious lives of these peoples, serves as the central historical focus of the course. This course analyzes the religious traditions of Chinese minority nationalities before, during, and after the Cultural Revolution. Our study addresses the beliefs, practices, texts, oral traditions, folklore, and the roles of sacred geography and tourism in the religions of this complex region. This course counts for Historical Perspectives, a Major/Minor in International Studies ~ East Asia, a Major/Minor in Religious Studies, and fulfills the Intercultural requirement.

### **SOAN 216-001: HP: Anthropology of Colonialism**

***Tom Guthrie***

This introduction to historical anthropology explores European colonialism, one of the defining forces of the modern world, in cross-cultural and historical perspective, from the late fifteenth century to the post-colonial period. The structure of the course will highlight changes and continuities in colonial practices through time, including the enduring legacy of colonialism today. Rather than aiming for comprehensive coverage (a project that could easily become a survey of world history), we will focus on the social and cultural dimensions of colonialism as it was experienced in particular times and places. This case study approach will allow us to explore the disciplinary intersection of anthropology and history. Ethnographic and ethnohistorical analyses of specific colonial encounters will help us understand the ideological context of European conquest, settlement, and exploitation and how colonialism worked on the ground, not just through military domination but also through more subtle assertions of power. Special attention will be paid to the point of view of the colonized, whose perspectives are often excluded from written records, and to strategies for critically evaluating historical documents. The theme of difference will pervade the course. One of our principal concerns will be to understand how ethnocentrism (and specifically Euro centrism) made European colonialism possible. Yet even as Europeans felt themselves to be superior to all other peoples, their understanding of themselves was significantly *shaped by* interactions with “the Other.” The study of colonialism thus reveals an important feature of identity formation in the dialectic of Self and Other. The course explores emergent beliefs about cultural and racial difference that structured colonial encounters throughout the world and treats otherness not simply as a given fact but as a socially constructed ideology. Anthropology (the study of cultural—and colonial—Others), although itself rooted in the history of colonialism, provides an alternative way of thinking about cultural difference that is relativistic and holistic.

**SOAN 250-001: HP: Understanding Aids**

**Martha Lang**

In this course we will examine how Post World War II global shifts in disease, social and political paradigms led to the rise of the modern HIV/AIDS pandemic. We will examine the history of community mobilization and rise in political power of LGBT Americans, African Americans and South Africans as well as the direct effects of these historical forces on the global pandemic. We will analyze this history through the lens of three indispensable sociological concepts: marginalization, intersectionality and world systems theory. We will also develop a working understanding of the biological processes of HIV, the virus that causes AIDS. We will become conversant in the chemotherapies currently available to treat HIV and the national and international politics behind these treatments. Through an interdisciplinary approach, we will examine public health, governmental, activist, and mass media responses to HIV/AIDS. Finally, we will look at how literature, music, dance, drama and memoir have all served as tools for expression, education, empowerment and repression within the global epidemic.

**SPST 247-001: HP: Historical Perspectives on American Sport in the 20th Century**

**Bob Malekoff**

Sport has long played a significant role in American society, and has impacted the way people think about issues such as race, gender, and socioeconomic status. Students will be encouraged to examine the ways in which sport has interacted with various social constructs over the course of the 20th century, with special focus being placed on individuals, groups, and events that have played a particularly significant role in leading to cultural change. We will discuss how sports at various levels (youth/interscholastic, intercollegiate, and professional) have changed over time, and examine the relative utility – or lack thereof – of sport in a variety of contexts both in- and outside “the arena”. Finally, students will be asked to consider whether sport in the 20th century is more reflection of society, or is society a reflection of sport.

**THEA 152/MUS 152: HP: America & Its Musicals**

**David Hammond**

Throughout its history, the American musical has embodied the ever-changing society that has produced it. The most collaborative of theatrical forms, the musical brings together teams of creative artists from many different backgrounds, all of them influenced by their own life experiences and by contemporary movements in their areas of artistic expertise. Any new development in any area of the arts will ultimately reveal itself in the collaborative process that creates a musical. More significantly, the social and cultural forces that shape the arts will manifest themselves as well, in the form and content of the script and score and in the physical realization of this material through production and performance. More than any other theatrical form, the musical is created in rehearsal, and, while the script and score may have an afterlife in subsequent productions; our sense of any new musical is inextricably linked to our impressions of its design, choreography, direction, and original performance. What we see onstage is a living distillation of our world, made manifest through the shared sensibilities of the artists who have created the work. In this course, we will examine seventy five years of American musical theatre from many different perspectives – sociological, political, cultural, economic, and artistic. We will analyze the work of significant writers, composers, designers, directors, choreographers and performers on productions that have embodied elements of our changing national identity over a period of time. We will examine our evolving multicultural society and its interactions with the musical theatre that has reflected it, influenced it, and been shaped by it.

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## HONORS COURSES

### **Honors JPS 101: Introduction to Criminal Justice, Section 001 (CRN 10523)**

***Sanjay Marwah***

JPS 101 uses interdisciplinary and integrated perspectives coupled with philosophical, theoretical, empirical, and practical aspects related to the study and practice of criminal justice. This course aims to provide foundations of criminal justice historically to the present. Students will be encouraged to develop and cultivate analytical, theoretical, methodological, and evaluative skills to be used in criminal justice scholarship and practice. Major assignments and activities in the course include a sequenced and staged research paper with multiple opportunities for feedback, revisions, and improvement as well as integration with course readings and class discussions. Major criminal justice issues and proposed and current solutions are evaluated and analyzed through multiple dimensions.

Pre-req.: Honors program or permission of the instructor; Historical Perspectives

### **Honors Philosophy 350 (CRN 11277): The Philosophy of Religious Studies: Conceptual, Interpretive and Epistemological Issues**

***Jonathan W. Malino***

One god or many? In recent years, biblical scholarship has shed new light on the early history of this question. Although this research presupposes answers to philosophical questions about the explication of concepts, the interpretation of texts, and our knowledge of the past, biblical scholars rarely engage philosophers. Nor do philosophers typically engage biblical scholars to test their own answers to these questions. The goal of our course is to initiate a dialogue between philosophy and biblical studies on the question of monotheism in the ancient Near Eastern world. In keeping with the demands of co-disciplinary research, we will carry out our study in coordination with a parallel course, Rel. 350, taught by biblical scholar Amanda Mbuvi.

Pre-req.: Honors program or permission of the instructor; Historical Perspectives

Satisfies the Honors co-disciplinary requirement

### **Honors Math 320, Section 001 (CRN 10197)/Phys 320, Section 001 (CRN 10196) Mathematical Physics**

***Don Smith***

Introduces students to mathematical techniques of particular importance to scientists and engineers. Topics include: complex numbers, Fourier series and the solution of ordinary and partial differential equations (with special emphasis on harmonic oscillators). Both analytical and numerical methods are studied.

Prerequisites: Honors program. MATH 225 or permission of the instructor; PHYS 122 strongly suggested.

### **Honors Psychology 100, Section 001 (CRN 10619): General Psychology**

***Chris Henry***

General Psychology is designed as a broad overview of the field of psychology. In it, we will study psychology as a systematic approach to understanding the human experience through a variety of key areas, including biology, consciousness, learning, memory, emotion, motivation, psychological disorders, therapies, personality, development, and social psychology. As an Honors course, students will be expected to be active learners both in and out of the classroom. Lecture and other forms of instructor presentation will be limited, so that class time may be devoted primarily to class discussions and activity-driven learning experiences. Forms of evaluation will include quizzes and exams for assessing mastery of basic concepts and weekly reflection papers and activity-driven research projects for assessing students' abilities to apply those concepts to a deeper understanding of themselves and the world around them.

Pre-req.: Honors program or permission of the instructor

**Honors REL 350 Section 001 (CRN 11313) The Bible and the Oneness of God**

***Amanda Mbuvi***

In this class, monotheism will serve as a vantage point from which to consider the Hebrew Bible and the stories that surround it, including those told by archaeologists, theologians, and historians, among others. Working in conjunction with Jonathan Malino's Philosophy of Religious Studies class (Phil. 350), we will devote special attention to the often-unarticulated philosophical assumptions that shape scholarship in these areas. The course will consider the ways in which dialogue between biblical scholars and philosophers might enrich explorations of Israelite religious experience and its contemporary significance.

Pre-req.: Honors program or permission of the instructor

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**IDS 400 COURSES**

**IDS 402: BUSINESS ETHICS**

***Betty Kane, Garland Granger, Darryl Samsell***

This course is designed as a seminar course that addresses current ethical issues in business, as well as philosophical theories and frameworks for addressing them. It entails readings, case studies and film, which explain and illustrate ethical issues and decision-making, and requires class discussion and active participation. The main objective is for each student to discover for her/himself the core of his/her moral and ethical basis for decision-making in the workplace. The course will utilize the case study approach to assist students in applying the principles discussed in class so that they will have a firm foundation for handling ethical problems when they arise (and they always do). The course will require individual and group projects about current business ethics issues and at least 15 pages of writing in the form of revised prose.

This course satisfies the Interdisciplinary Studies requirement, the capstone course requirement for Accounting majors, and a course requirement or option for several concentrations, including, but not limited to, the Business, Applied Ethics and the Business Law concentrations.

**IDS 404: ANTARCTICA**

***Dave MacInnes***

Antarctica has been often called the last frontier on earth. With the increasing demands of the world's population for more food, raw materials and living space, the pressure is mounting to develop this empty continent. Nations and companies are maneuvering to control and exploit Antarctica for themselves while the United Nations and other groups have developed legal safeguards to protect it. If we are not to misuse and harm this continent, and perhaps affect our entire planet through thoughtless and selfish exploitation we must now spend much time and effort thinking and planning ways to safeguard this priceless heritage. The International Polar Year has just ended and many countries and groups had projects to study the Antarctic areas. If you join the course you should plan on being able to connect to what is being done today in this important area.

The aim of this course is to engage you in a study of Antarctica and its ties to our world. This interaction has many dimensions. There is the biological dimension of plants, birds and mammals. There are the social and political aspects seen in the governance of Antarctica. There is the technological dimension found in such areas as exploration, transportation and in exploitation of Antarctic resources such as fishing, scientific research and mineral extraction. The study of Antarctica is thus an extra-disciplinary one, requiring the skills and knowledge of many areas. The question arises, how can we study such a big area in only one semester without being totally superficial? The IDS 400 program is made up of senior level courses in which students are required to draw on the knowledge, skills and concerns that they have acquired in their major field and in general. With this in mind the course has been designed to focus on a specific set of problems encompassing a few critical areas of importance of Antarctica and our future. The course meets the curricular requirements for Interdisciplinary Studies, Social Justice and

Environmental Responsibility and is a capstone for the IDS major and concentration. Students from any major may register for the course.

### **IDS 414: COMPARATIVE ECONOMIC SYSTEMS: Rise and Fall of the Soviet Empire, and the Political Economy of Transition**

***Robert G. Williams***

The collapse of the soviet system in the late 1980s unleashed a radical restructuring of Eastern Europe and parts of Asia that continues to this day. The evolution of the soviet command economy from its origins to its demise will be analyzed in close detail, while students will adopt non-Russian cases of formerly command economies for parallel study with the Russian case. After the fall of the soviet system, what were the transition experiences of the formerly central command economies? How did initial conditions, policy interventions, international economic connections, and other factors condition the patterns of transition? In exploring these questions, students will learn how to do original interdisciplinary research and how to present their findings in a professional manner both orally and in writing.

Prerequisite: Econ 221 or 222.

### **IDS 419: ARTIFICIAL INTELLIGENCE AND ARTIFICIAL LIFE**

***Robert Whitnell***

Since the 1950's, philosophers, biologists, computer scientists, and psychologists have addressed the subject of this course by exploring how the human brain works, by building machines and computer programs that aim to mimic intelligent or living systems, and by arguing over whether a machine that implemented such a program successfully is in fact "intelligent" or "alive." We will examine the history, current state and future prospects of artificial intelligence and artificial life through exploration of the technology, algorithms and the philosophical and social issues of this field. We will work with several programs that claim some level of intelligence or life, and students will develop their own programs and projects to give experience with the algorithms that underlie this discipline.

Prerequisite: CMIT 141: Advanced Computer Programming, equivalent programming experience, or permission of instructor.

### **IDS 426: LEGAL DECISIONS**

***Kelly Thompson***

This course provides an upper-division introduction to the interdisciplinary study of legal decision-making. As American citizens, we understand that we have greater individual rights than citizens of most other nations. This course will explore the nature and scope of our rights as citizens and some of the legal principles and procedures that limit and guide interactions in the American legal system. The emphasis will be on legal decision-making but the course is not intended to be a comprehensive survey of the discipline of law. The hierarchy and relationship between levels of law will be addressed. We will study the attributes, structure and broad cultural, social and historical foundations of the laws, which are a part of the landscape of justice and injustice in contemporary American society. We will delve on the historical roots of common law and the different origins of the diverse rules of law. We will also analyze the political and corporate alliance in manufacturing and enforcing the laws of our country. We will use, throughout the semester, historical and contemporary sociological analysis, videos and newspaper articles in order to gain a broad perspective on the subject by putting our daily lives into context.

### **IDS 435: UNDERSTANDING POVERTY**

***Edwins Gwako***

Examines the underlying multiple causes, and compares anthropological, sociological, political, ecological, and economic theories, of poverty. Explores methodological issues in the measurement of poverty and institutional approaches to its alleviation. Since poverty (i.e., income and quality-of-life disparities) is the main reason for national and international development strategies, this course provides a comprehensive understanding of the rationale for such development through discussions of the key aspects of poverty. The course is structured to stimulate critical inquiry into the ways in which poverty manifests itself (within and outside families, nations, and regions), to examine possible factors implicated in exacerbating poverty levels, and to evaluate the effectiveness of redressive measures to eradicate poverty. It provides challenging opportunities for engaging in critical thinking about how to apply accumulated knowledge to address poverty.

## **IDS 450: SUSTAINABLE BUSINESS**

***Vicki Foust***

Sustainable Business is a way of conducting business with strict fiscal discipline, strong ethical principles, and conscious environmental concern. This course is an interdisciplinary study of sustainable business that draws from the academic disciplines of business management, environmental studies, philosophy and economics. Businesses are beginning to understand the long-term financial advantages of a sustainable business model. This course will explore the nature of the Triple Bottom Line – a measure of the financial, social, and environmental performance of a business. The course will utilize readings, case study analysis, discussion, experiential learning projects and research writing to provide students with a thorough understanding of the sustainable business model.

## **IDS 455: HUMAN SEXUALITY**

***Kathy Tritschler***

This course is an interdisciplinary study of human sexuality that draws most prominently from the academic disciplines of biology, psychology, sociology, and health education. Course content includes male and female sexual biology, birth control, pregnancy and childbirth, sexually transmitted diseases, cancers of sexual organs, sexual orientation, and gender relationships. The course objectives include learning goals in both the cognitive (knowledge) and affective (values, feelings, and attitudes) domains. The course is designed to help you...

Increase your knowledge of human sexuality - for greater understanding of self and partner, and to assist you in making practical decisions about sexual practices. Increase your comfort in thinking and talking about sexual matters. Examine your own beliefs and attitudes regarding sexual behaviors - and, possibly, to broaden what you assume to be "normal" human sexuality, and/or to increase your appreciation of alternative perspectives regarding controversial issues. Become a better "consumer" of (sexual) products and information.

## **IDS 472: ENVIRONMENTAL PLANNING**

***Angela Moore***

The IDS 472 course in Environmental Planning is designed to give students the opportunity to apply interdisciplinary methods and tools to assess the current status of environmentally sensitive areas, to protect natural resources, ecosystems, and watersheds, and to study the management and preservation of existing green spaces. Students will also investigate cutting edge designs for the development of more sustainable communities, including urban planning strategies that relate to preservation and restoration of the environment. This course will integrate discussion of the scientific concepts that underlie environmental planning decisions, as well as local and federal policies relevant to planning issues. Students interested in closely related fields are encouraged toward in depth study in these areas, including other scientific disciplines, economics, cultural impacts, policy and law, ethics, etc. The course will include a large, applied project that will give students the opportunity to integrate and apply their disciplinary expertise to a complex environmental issue. This course satisfies the IDS 400 requirement for the college, and is approved as the capstone for the interdisciplinary Environmental Studies major.

## **IDS 477: Magic Science, & Religion**

***Don Smith and Eric Mortensen***

In this class we examine different modalities of thought, from science, to magic, to religion, among others. Are science and religion asking similar or different questions about the world? Is science a religion? How can we ask religious or theological questions in a "Western" academic empirical context? To what extent are differing truth claims each possibly true? Issues we will examine in class include the definitions of magic vs empiricism, reason vs revelation, biology vs theology on the issue of creation, the scope of rationality, religious pluralism and relativism, physics and the ultimate nature of reality, the role of belief in human inquiry, "worldviews" vs individual experience, the notion of perspective, sympathy in causality, and the historical relationship between magic and religion. We will read the works of several major thinkers who have explored the dynamic relationships between magic, science, and religion, and we will write about our inquiry as we begin to formulate and articulate ways in which we can fruitfully engage these differing modes of understanding.

**IDS 481: Notions of Beauty in the Twentieth Century**

***Kathryn Shields***

The relationship between art and beauty in recent history is not always simple, direct, or conventional. Who determines what is beautiful? How do we define beauty? In a world in which multiple viewpoints are inevitable, these questions take on added significance. This course addresses issues related to the development of current aesthetics through exposure to some varied notions of beauty throughout history with special emphasis on the twentieth-century. It will examine some intentions and manifestations of beauty in various cultural practices, the valuation of and departure from ideal depictions in visual and textual sources, and the way these conceptions come to life through the vehicles of art, advertising, philosophy, sociology, history, and fiction. In addition to lectures highlighting aesthetics and art history, student participation and class discussion are integral components of this course.

**IDS 483: The Politics of Difference**

***Thomas Guthrie***

This seminar examines the production, negotiation, and valuation of difference within postcolonial and liberal multicultural societies. How do societies that claim to accommodate diversity treat cultural, ethnic, racial, religious, and sexual difference? Readings will explore the overlap between anthropology, postcolonial criticism, and political philosophy, drawing on theoretical perspectives developed in the social sciences and humanities. Students should have some familiarity with critiques of colonialism and with social theory.

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