

## **SPRING 2018 NON-CATALOG COURSE DESCRIPTIONS**

### **ASL 397 TOPICS: POWER OF EMPOWERMENT**

This course will explore the complexities of empowerment as it applies to working with Deaf individuals. Through discussion and activities students will ascertain their strengths, level of integrity, sense of belonging, and commitment as they relate to decision-making and self-empowerment. This course will apply the theoretical framework of the Circle of Courage as it pertains to the Deaf community. Case conferencing and journaling will be prevailing components of this course.

### **BIOL 397A TOPICS: PLANT-PATHOGEN INTERACTIONS AND GLOBAL FOOD SECURITY**

This course will explore the role of scientific breakthroughs in plant resistance to pathogens, host-pathogen interactions, disease cycles and mechanisms of infection. The course will focus on how these interactions affect global food security (barriers to food production and availability), global movement of pathogens, environmental sustainability, development of transgenic crops. The historical, cultural and biological basis for plant diseases (and related governmental legislation) that have affected human civilization through time will also be discussed. Lab sessions will use an array of greenhouse (studies on infection, disease development and effect on plant physiological processes), molecular and imaging tools and techniques.

### **BIOL 397B TOPICS: NEUROBIOLOGY**

This course is an exploration of the cellular and systems physiology of the brain, with a special focus on neuroplasticity. Topics will include the structure and function of neurons and synapses; the coordination of neurons within populations for sensory and motor function; and the biological substrates underlying learning and memory. The course will include reading of primary literature that will occasionally touch on human disease. The laboratory component will acquaint students with simulations of neurons and neural systems, analysis of neurobiological data, and techniques in animal and human neurophysiology.

### **CIVT 202 PERTINENCE: WHO'S AFRAID OF MODERN ART?**

This course examines developments in art and visual culture from the middle of the twentieth century to the present through select discrete topical units. Students will engage critically both visual examples and seminal texts produced by significant art historians, philosophers, art critics and artists. We will read key primary works and also a selection of interpretive studies that address issues of modernism and post-modernism. Class discussions will be devoted to consideration of these readings and to questions of visual and cultural interpretation. Additionally, students will engage with some of the major controversies of the art world in the post-modern era, and will use these controversies as case studies to approach broader issues of what it means to be a culturally engaged citizen in the contemporary world. (Cross listed with ART 313.)

### **CIVT 203 JUSTICE: HISTORY OF THE AMERICAN PRESS**

An examination of the social and philosophical development of American journalism from colonial times (fake news) to the present ("fake news"). Using primary source readings and visual material, the course will examine changes within the journalism industry itself, the response of journalism to changes in American society and culture, and how journalism has addressed – and failed to address – issues of justice amid those changes. (Cross listed with JOUR 290 and HIST 290.)

### **CIVT 204 FREEDOM: LEWIS AND CLARK: THEN AND NOW**

This course begins with an examination of the Mandan Indians role in the development of Missouri River as an economic and cultural center for North America. It then tracks the changes this unique world had in the aftermath of the Lewis and Clark Expedition (1804-06). The aftermath of Lewis and Clark brought new cultures and new attitudes about what constituted proper land usage. These usages resulted from a particular mindset—about what a proper environment looks like. This mindset also affects how the environment is organized spatially, environmentally, and socially. The result is a changed prairie landscape, the one we encounter today. Afternoon labs allow students to explore these changes via firsthand experiences—building bison bullboats (a traditional Mandan boat), restoring prairie habitat, examining indigenous storage and housing methods, and exploring the impact of hydroelectric power.

### **GENL 197 TOPICS: TRACING ROOTS OF WESTERN CIVILIZATIONS (Spring Break Experience)**

This course will attempt to trace one of the many strains in the development of Western Civilization by paying close attention to the Golden Age of Ancient Athens (478-404 BC). This brief but dynamic and creative period in a small ancient city shaped our modern world. We will examine the historical and cultural conditions that gave rise to the Golden Age as well as those that led to its collapse. Along the way we will also discuss several questions of historiography: how should we preserve the past, and what can we learn from it?

**GENL 297 TOPICS: CONSCIENCE, CONTEXT AND CULTURE OF CUBA (Spring Break Experience)**

Cuba offers students a unique opportunity to see a strikingly different culture, one of the few remaining socialist states, and a formerly forbidden destination. You will see for yourself the reality and surreality of Cuban life in the ongoing socialist revolution. We talk to academics, government officials, musicians, dancers, and ordinary Cubans to learn their insights into the socialist ideal and the socialist reality. We examine the accomplishments and shortcomings of the government in such areas as racism, political freedoms, jobs, education, health care, and food distribution. The passion of the average Cuban in favor of lofty ideals of equality and shared sacrifice will help us evaluate more critically the ethical choices behind economic systems. We will immerse ourselves in the sights and culture (music, dance, art) of Havana, a Unesco World Heritage site. We visit with artists and students as well as experience street festivals and take drumming, dancing, and singing lessons and explore other artistic disciplines. We will gain perspective on our experience in Havana by visiting a state farm as well as rural Viñales, another Unesco World Heritage site, where tobacco is produced. By the end of the course, the students will be able to recognize the achievements and failures of the socialist state and how each has affected the average Cuban.

**INTR 397 TOPICS: POWER OF EMPOWERMENT (See ASL 397)****MUSI 397 TOPICS: CHORAL LITERATURE**

This course will be a study of choral literature from the early Renaissance to the present. Focuses will include the seven main choral forms (mass, motet, cantata, oratorio, passion, chanson, and madrigal), the master composers and their major works, and smaller works that are particularly appropriate for secondary level school choirs and church choirs.

**NURS 497 TOPICS: NURSING TOPICS IN AGING STUDIES**

This course provides opportunities for nursing students to explore concepts and study selected topics related to the aging population and their health care needs.

**PSYC 297 TOPICS: EVOLUTIONARY PSYCHOLOGY**

Evolutionary Psychology (EP) presents a view of human nature that focuses on understanding the psychological adaptations that evolved to aid survival and reproduction for our species in our early ancestral environment. We begin the course with a review of (1) evolutionary theory and evolutionary biology, (2) basic genetics, and (3) key themes of psychological science. Then—following an introduction to EP—we discuss human evolution, technology, diet and nutrition, mating systems, social organization, cooperation, warfare, morality, evolution of the human brain, cognition, and language. We end the course with a discussion about “what makes us human.” Throughout the course a comparative, multidisciplinary approach will be taken. Therefore, we will look not only to our species, but to extinct hominins, as well as, extant hominids, and will consider evidence from across multiple disciplines.

**SPAN 297 TOPICS: BUSINESS SPANISH**

This is an intermediate Spanish course for business students or students with an interest in improving their Spanish in terms of business. This class is a complete and integrated learning experience in which language is the medium, culture is the context, and business interaction is the content. Listening, speaking, reading and writing skills are developed through business-culture themes presented from Hispanic perspectives. The course builds on a thorough grammar scope and sequence, careful progression of activities for all skills, and a focus on student involvement, participation and exchange in the world of business.

**SPAN 396 TOPICS: NARCOTRAFFIC, CULTURE, NARCOCULTURA**

This course will survey a number of aesthetic responses to the violence associated with the industry in illicit drugs, examining “literary” and “popular” fiction, as well as television, film, and popular music (*narcocorridos*). The approach will be interdisciplinary and global: information from neuroscience, psychology, or other fields may be introduced to inform interpretive possibilities, and international or U.S. cultural products may be examined in a comparative light, in recognition of the Drug War’s global ramifications. Overarching themes will include: sobriety and intoxication, in terms of aesthetic strategies as well as within the global systems that fuel Drug War violence; the ethics of representing violence; portrayals of relationships between criminal organizations and the state; and ethical and economic relationships between those who consume illegal drugs and/or promote militarized interdiction and those that suffer the violence stemming from these phenomena.