GIS 3113-001
Self and Significance
Robert Helsabeck
MW 3:35-5:25 PM
Spring 2006
(W2), (V)

Objectives & Course Content: This course is divided into two major thrusts. The first will involve an encounter with a playwright and several philosophers, novelists and essayists. The second will deal with a major work on American society compiled by several sociologists, a theologian and a philosopher. This work addresses the tension between individualism and collective commitment. Throughout, we will be engaged in a quest for enduring human values and their integration into each of our lives and into American life.

Prerequisites: Junior or Senior standing.

Attendance: Extremely important, given the class format.

Class Format: Some lecture, mainly discussion of readings - Seminar format.

Readings: Margaret Craven, I Heard the Owl Call My Name; Viktor Frankl, Man's Search for Meaning; Hermann Hesse, Siddhartha; Additional Reading to be determined; One additional work, chosen by the student.

Evaluation: Class attendance is important since the discussions of the readings is a central process toward synthesis; Short papers are assigned following each major work in which you will react to the author's main ideas; An essay mid-term test and a final exam will be given; Brief student reports will be evaluated as well.
Objectives & Course Content: An in-depth examination of China as it seeks to modernize after a century of cataclysmic changes. Explores the strategies to achieve this goal without destroying the fabric of 4000 years of tradition. Analyze the political, economic, social, scientific and intellectual changes occurring as China moves into the twenty-first century.

Prerequisites: Open to Juniors and Seniors only

Attendance: Mandatory

Class Format: On-line lectures and discussions; review of video program; Journals and Research papers

Laboratory/Field Experience:

Readings: Two required textbooks

Paper/Projects:

Evaluation: Research paper, class discussion; journals
GIS 3157-001
Human Infancy
Jean Mercer
MWF 11:20 -12:35 AM
Spring 2006

Objectives & Course Content: Understanding of physical, social, emotional, and intellectual development between conception and age 2, with emphasis on the possible influence of different child-rearing techniques. Prenatal and genetic factors; birth; the neonate; physical growth and nutrition; personality; cognitive growth; developmental milestones.

Prerequisites: Open to Juniors and Seniors only.

Attendance: Required

Class Format: Lecture; films and slides; discussion.

Laboratory/Field Experience: None

Readings: Textbook.

Paper/Projects: None

Evaluation: Five prepared essay quizzes; multiple choice and essay midterm; multiple choice and essay final.
Objectives: The course is designed to stimulate student interest in, and perhaps a better appreciation for, contributions and achievements made by Black Americans in the areas of science, history, medicine, economic productivity and civil rights.

Prerequisites: Open to juniors/seniors only.

Attendance: Mandatory

Class Format: Lecture/Discussion

Laboratory/Field Experience: One or more field exercises.

Readings: To be assigned.

Paper/Projects: Term Paper 10-15 pages
Others as required.

Evaluation: Quizzes as needed, mid-term, term paper and/or final.
GIS 3207-001
Required Course Materials:
Serial & Mass Murder in the US
J. White
MWF 11:20 AM – 12:35 PM
Spring 2006

Objectives & Course Content: Students will learn the contexts in which serial killers and mass murderers were born, developed, lived and killed. Various topics will be discussed as the lives of the killers evolve. Through tracing the life of Ted Bundy from 1946 through 1989, and the life of Gary Ridgeway (Green River Killer) from 1949 to present, as well as other selected killers, this course will examine the perpetrators’ biological and psychological development, review the sociological theories of crime and structure in which they lived, their family systems, the politics of their time, music, TV, and movies of their era, the effects of mental illness, the role of forensic science in their capture, and advancements in forensic psychology.

Prerequisites: Open to Juniors and Seniors only

Attendance: Mandatory

Class Format: Lecture/Discussion

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: One paper, several in-class projects

Evaluation: In-class projects, two exams, one paper

GIS 3219-091, 092
Ethics in America
L. Jassel
Orientation: Wed., January 18, 8:30-9:45 AM; Addl. Mtg: Wed., April 26, 8:30-9:45 AM -091,092
Spring 2006
(V), (W2) Distance Learning Course; Mandatory Orientation

Objectives: To engage students in a discussion of ethics in personal and professional environments.

Course Content: Students will view a series of ten discussions of hypothetical problems requiring ethical reasoning and decision making.

Prerequisites: Mandatory Orientation 1/18, 8:30-9:45 a.m., additional meeting 4/26, 8:30-9:45a.m.; Open to Juniors and Seniors only

Attendance: Mandatory

Class Format: This class requires frequent participation in a discussion/assignment conference on WebCaucus. Students must activate their Loki computer accounts in D127.

Laboratory/Field Experience: None

Readings: Readings will be assigned from a reader and a study guide designed for this series.

Paper/Projects: Students will write two papers using assigned materials for the course.

Evaluation: Grades will be assigned on the basis of performance on the computer conference and papers. There are no exams.
Objectives & Course Content: This is an international service-learning course focused on a two-week service trip to Belize. We will have regular class meetings throughout the term to discuss international and regional social, political, economic, and ecological issues related to poverty, hunger, ecological sustainability, and power in Belize and the impoverished world more generally. With this preparation we will then undertake a two-week service trip to Belize. We will work with the Community Baboon Sanctuary in Burmudian Landing. This Sanctuary is an exciting example of community conservation that has served as a model for such development efforts in other parts of Belize and around Latin America. I think you'll find it an amazing experience. We will also work with a Mayan women’s collective on sustainable tourism and fair trade. Our goals are threefold: First, to gain valuable experience while assisting with the development of the Belizean society. Second, we wish to develop a more complete understanding of the global social, economic, and political dynamics of poverty, hunger, and ecological degradation. Third, our aim is to develop a more complete appreciation for our role and responsibilities as global citizens.

Prerequisites: Permission of Instructor.

Attendance:

Class Format: Discussion and service learning with travel

Laboratory/Field Experience:


Paper/Projects:

Evaluation: 30% Active participation in all required aspects of the course and service trip. 30% Essay responses to the readings and discussions 20% Predeparture exam 20% Final report
OBJECTIVE: To utilize knowledge and methodology from diverse disciplines to analyze the problem of energy and resource use and distribution.

COURSE CONTENT: The topics covered by this seminar course will include the physics of energy and entropy, power generation, energy conservation, alternative energy sources, resource depletion, the ethics of uneven distribution of resources both to distant peoples and future generations, Strategic Defense, and finally alternative solutions. These topics will be dealt with using various types of readings including: a novel, movie, physics text and papers on ethics.

ATTENDANCE: Is expected. This is a seminar course and as such demands participation. One week equivalent of absences are allowed. After that the final grade is prorated on the basis of attendance.

CLASS FORMAT: This is a seminar class. There will be a limited number of mini-lectures. The dominant mode will be discussion with students taking primary responsibility for introducing concepts and material into the discussion.

READINGS: Ectopia (Calleubach, and Crimes Against Native (Kennedy). An eight episode video series (The Prize) will be shown at the beginning of the term. Students will write a one-page summary for each episode in teams of three.

PAPERS/PROJECTS: There will be a final project report and presentation working on a team basis.

EVALUATION: The final grade will be generated as follows: Homework Assignment 10%, The Prize Video series Report 5%, Book Report 15%, three Exams 30%, Class Participation 10%, Final Project 20%, and Final Project Presentation 10%
Course Content: This course will take a close and deep look at Williams’ journey as an American writer from the later 1930’s through the 1990’s. We will examine what role Williams position as a gay writer played in his reputation and how he used his journey as a gay man in America in his dramas. We will also trace the intersections of the life and work of this important playwright against the backdrop of the history of the country, such as his engagement with the Great Depression, racial strife in the South, the McCarthy period, and the protests of the sixties. The readings will include Williams’ famous plays and less well-known works such as *Fugitive Kind* and *Camino Real*, as well as his short stories. We will also read works of Williams’ contemporaries such as Miller, Clifford, Odets and William Inge in order to locate shared elements between the dramatists and to explore what is unique in Williams’ artistic vision.

Prerequisites: None.

Attendance: Required

Class Format: Lecture & discussion

Readings: Plays, short stories and letters of Tennessee Williams. Drama by Arthur Millar and Clifford Odets

Papers/Projects: 8 writing assignments and one major paper.

Evaluation: Participation and written work.
Course Content: A two-week field experience in Mexico is preceded by on-line discussions and research during the semester. The trip at the end of the semester allows students to experience Mexican culture by living with a Mexican family. In the morning students attend classes in Spanish, which are followed by lectures pertaining to Mexican history, art, music, literature, economics, etc. The afternoons and weekends are filled with field trips to pyramids, museums and historic towns. Knowledge of the Spanish language is not necessary. Cost runs around $1500. Team taught with Professor Nancy Davis.

Prerequisites: None.

Attendance: Mandatory.

Class Format: Lecture, WebCT and Trip to Mexico at the end of the term.

Readings: Distant Neighbors by Alan Reading

Papers/Projects: 1 project

Evaluation: Evaluation, attendance and final project.
Objectives & Course Content: To give students an appreciation of the multiple forces, (economic, political, psychological cultural) which influence American business. An examination of the political, cultural, economic and psychological forces which influence American business activity and the people that work therein. The course will examine the creative process by which products are developed and marketed and how national and international factors influence critical decision making.

Prerequisites: Open to Juniors to Seniors Only; Not open to BSNS Majors

Attendance: Required

Class Format: Discussion/small work groups/lecture

Laboratory/Field Experience:


Paper/Projects: 1 Term project

Evaluation: Projects 10%; 3 Exams 90%
GIS 3348-001  
Social & Ethical Responsibility of BSNS, W2, V  
Karen Stewart  
MW 3:35-5:25  
Spring 2006

Objectives: Students will learn to identify, analyze, and appropriately react to common ethical situations, which occur in business and other organizations.

Course Content: GIS 3348 is designed to provide students with skills they need to effectively deal with ethical and moral dilemmas faced by business and other organizations. In particular it will identify the diverse ethical social responsibility concerns, which arise in work environments. These concerns are analyzed from the perspectives of the individual, supervisors, and the organization itself. Students will be expected to integrate insights from business, psychology, sociology, business ethics and philosophy in their analysis of issues and cases. The course will encompass current ethical situations as well as more general issues and will support the considered understanding of the social impacts of managerial decisions. GIS 3348 is relevant to all majors.

Prerequisites: Junior/Senior standing

Attendance: Required

Class Format: Lectures, case analyses and class and team discussions and presentations.

Papers/Projects: Students are required to complete detailed written analyses of a variety of common ethical business situations, as well as article analyses.

Evaluation: Case analyses, quizzes, article analyses and participation.
GIS 3600-001  
Holocaust and Genocide  
M. Goldenberg  
Tuesday/Thursday  12:30 – 2:20 PM  
Spring 2006  
(H)

Objectives:
- To become familiar with the nature of genocide
- To become familiar with the history and literature of the Holocaust, particularly with literary Holocaust memoirs
- To be able to compare genocides of the 20th and 21st centuries
- To be alert to current international events as they relate to genocide or genocidal behavior
- To improve one’s ability to read critically
- To improve one’s writing skills

Prerequisites: none

Attendance: required; mandatory

Class Format: lecture and discussion

Laboratory/Field Experience: N/A

Readings:
Appelfeld, Aharon. Badenheim 1939
Bergen, Doris. War And Genocide
Fink, Ida. A Scrap Of Time
Levi, Primo. Survival In Auschwitz
Nomberg-Przytyk. Auschwitz: True Tales Of A Grotesque Land
Ozick, Cynthia. The Shawl
Spiegelman, Art. Maus I And Maus II
Weisenthal, Simon. The Sunflower
Wiesel, Elie. Night

Papers/Projects: journals/reaction papers; oral and written presentation of genocide research; opinion paper

Evaluation: oral presentation; written papers, pop quizzes.
Objectives:
To explore how humans create, interpret and evaluate knowledge claims about the world, via feminist theory
To improve skills in reading, critical thinking and applying ideas to life and concrete situations
To understand varied feminist theories
To improve skills in oral communication

Course Content: Ways of knowing and explaining the world, creating knowledge and the ways feminist thinking has influenced our understanding.

Prerequisites: Permission of Instructor

Attendance: Required

Class Format: Seminar discussion

Laboratory/Field Experience:

Readings:
Kolman & Bartkowski Feminist Theory: Reader
Possibly, Nielsen’s Feminist Research Methods or a different book

Papers/Projects: Project Presentation and paper. Students pursuing the minor must present the project to the Women’s Studies faculty.
Exam on course readings.

Evaluation: Attendance and participation; Summaries/Analyses of some readings; Project; Exam
GIS 3635-091
Discover Africa
Melaku Lakew
Includes required study tour. Extra Costs Involved
Spring 2006
Distance Learning Course; Mandatory Orientation; (I)

Objectives & Course Content: To understand various theories in explaining the underdevelopment of Africa, to evaluate foreign and domestic policies affecting the general public in Africa, and to combat stereotype thinking about Africa. This course explores the enduring human experience in the continent of Africa. The evolution of Mankind and its best attributes as well as its struggle for existence will be evaluated in the perspective of political economy. The past and modern day problems such as colonization, Apartheid, famine, war, refugee, religion, culture of various aspects will be assessed. The impact of the West on Africa and the impact of Africa on the development of the West in many areas will be examined carefully.

Prerequisites: Open to junior and seniors only; Includes required study tour, extra costs.

Attendance: Mandatory; Includes required study tour. Extra Costs Involved.

Class Format: Telecourse

Laboratory/Field Experience:

Readings: Adam Hochschild, King Leopold’s Ghost, Houghton Mifflin, N.Y., 2000

Paper/Projects: 2 exams

Evaluation: Attendance and participation 20%; 4 @ 10% Oral and written presentation 40%; Mid Term Exam 20%; Final Exam 20%
Objectives & Course Content: To provide a basic understanding of the religion, and the culture. This shall enable students to understand the rationale of the existing socio-political difference between the West, particularly the U.S. and the Islamic World. Developing a sense of appreciation for a different culture by learning about its achievements (literature, art...) is the ultimate goal. Glorification of Islam, however, will be avoided by pointing out shortcomings and problems of Islamic societies. The emphasis, with respect to the current issues, will be on Iran and Shiism.

Prerequisites: Open to Juniors and Seniors only.

Attendance: Mandatory

Class Format: Seminar

Laboratory/Field Experience:

Readings: To be assigned.

Paper/Projects: Yes

Evaluation: Papers, presentation, exam
Objectives: The primary objective of this course is to let students become familiar with a variety of Islamic perspectives demonstrated by Muslims themselves rather than how they are presented in the media. Revival of Islam in recent decades, especially in the U.S.A. and different groups such as the Sunnis, Shias, the Nation of Islam and the Moorish Temple Science of America will be discussed.

Course Content: Arabs before Islam, Life of Prophet Muhammad, the four Caliphates after Muhammad, the basic elements of Islam, Islamic art and mysticism, and the role of women in Islam.

Prerequisites: Open to juniors and seniors only.

Attendance: Attendance and presentation in class discussion carry 15%. Your grade may be lowered after three absences and you may fail the course after six.

Class Format: One book review, one research paper to be presented in the class and a final examination (multiple choice).

Laboratory/Field Experience: Possibility of visiting a Mosque.

Readings: Reading of all assigned materials.

Paper/Projects: The same above research paper which will be presented in the class.

Evaluation:
1. Reading, attendance and participation in the class 15%
2. Book review 10%
3. First test 25%
4. One research paper 20%
5. Presentation of the research paper 5%
6. Final examination (multiple choice) 25%

Prerequisites: Juniors and seniors only;

Attendance: Required

Class Format: Lecture/discussion

Laboratory/Field Experience:

Readings: Text & paperbacks

Paper/Projects: Paper

Evaluation: 2 Exams & Paper
Objectives & Course Content: This course will offer an opportunity for students to study landmark decisions of the United States Supreme Court through the lens of history, politics and the lives and personal stories of the individuals at the center of them. The course will focus on major cases with contemporary relevance in the areas of race, religion, gender, sexual orientation, free speech, privacy and due process. Readings will include the decisions of the Supreme Court in the selected cases, legal briefs, and biographical and historical background materials. Film, media coverage, and oral histories of the litigation will also inform our study of the cases. The objectives of the course are to provide students with: (1) an understanding of the political and historical context in which major decisions of the Supreme Court are made; (2) an understanding of the people and processes that create constitutional change.

Prerequisites: Open to juniors and seniors only.

Attendance: Mandatory

Class Format: Lecture (25%); class discussion (50%); films/audio recordings (15%); student presentations (10%).


Paper/Projects: One paper (10-12 pages) and group oral presentation.

Evaluation: Attendance/participation: 25%; Mid-term and Final Exam: 50%; Paper and Oral Presentation: 25%
Objectives & Course Content: This course provides an interdisciplinary and cross-cultural examination of the causes of criminality and its control. It explores historical, cultural, social, economic, political, religious, and psychological factors that contribute to criminal behaviors. It also reviews variations in the formal and informal crime control mechanisms, and suggests more comprehensive and affective approaches to fighting against crime. The USA, Japan, and China, which represent three very different types of societies, are used as examples to discuss the course topics.

Prerequisites: Open to juniors and seniors only.

Attendance: Mandatory

Additional Required Meetings:

Class Format: Distance Learning

Laboratory/Field Experience:

Readings: Textbooks & Related Literature

Paper/Projects:

Evaluation: Research Paper, On-line Discussion, Essays
Objectives & Course Content: This course should familiarize the student with a variety of issues concerning the nature of religion and its relation to both the human condition and the student's own experience. Major topics will include religious consciousness and its origins, ritual, religion and human experiences of various sorts, and religion’s role in meaning and social stability.*

Prerequisites: Juniors and Seniors only.

Attendance: Required.

Class Format: Seminar discussion.

Laboratory/Field Experience: None.

Readings:
Peter Berger, The Sacred Canopy.
Paul Tillich, The Courage to Be.
William James, The Varieties of Religious Experience.
James Davison Hunter, Culture Wars.
In addition, a large number of materials from in theology, the social sciences, and the history of Islam will be considered.

Paper/Projects: 2 papers of 3-6 pages

Evaluation:
Essay mid-term and final - each 25% of grade
Participation - 10% of grade
Two papers - 40% of grade

*WE WILL APPLY SOME OF OUR IDEAS TO UNDERSTANDING THE ROLE OF RELIGION AND OF SOCIAL AND RELIGIOUS CHANGE IN THE ISLAMIC WORLD AND IN THE WEST.
Objectives: This course has 5 major objectives: To introduce students to social history of families during genocide/mass violence and social memory and representations of such events; To gain factual knowledge about the impact of genocide/mass violence on family unit in 5 different cases of twentieth century genocide/mass violence; To critically discuss and understand the role of testimonies and personal narratives in the reconstruction of historical events: To familiarize students with important debates about the use of personal narratives/testimonies in history; And to improve written and oral skills.

Course content: This course is interdisciplinary and draws on social and oral history, historiography, and sociology of memory. It aims at the examination of various aspects of family life during and aftermath of genocide/mass violence. It focuses on family history in the context of five major historical cases of genocide: the Armenian genocide in the First World War, the Holocaust of European Jews in the Second World War; the genocide in Cambodia in the second half of the 1970s; the mass violence/genocide in Yugoslavia of the early 1990s, and the Rwandian genocide of the 1990s.

Prerequisites: Knowledge of the history of twentieth century genocides desirable/an asset, curiosity and enthusiasm in the subject essential.

Attendance: Mandatory

Class Format: Mini-lectures and discussions of assigned reading and visual materials; Use of documentary and feature films, written and oral interviews/personal testimonies; possible lectures and discussions with survivors of the Holocaust and Rwandian genocide (guest lecturers) living in a local community.

Laboratory/Field Experience: A possible trip to the U.S. Holocaust Memorial Museum in Washington D.C.

Required Readings: Jan T. Gross, Neighbors, Dominick La Capra History and Memory After Auschwitz, Thea Halo, Not Even My Name: from a Death March in Turkey to a New Home in America: a young girl's story of genocide and survival (memoir); Peter Balakian Black Dog of Fate (memoir); Philip Gurevitch We wish to inform you that tomorrow we will be killed with our families: Stories from Rwanda; Dith Pran ed. Children of Cambodia’s Killing Fields (personal narratives); Maria Hochberg-Marianska The Children Accuse.

Paper/Projects: One 1500 word (3 page) book review and three 1500 word (3 page) “think piece”/ reflexive/reaction papers on certain topics.

Evaluation: Students will be evaluated on the basis of attendance (mandatory), active and intelligent participation in class discussions and written work; one 1500 word (3 page) book review and three 1500 word (3 page) “think piece”/ reflexive/reaction papers.
OBJECTIVES: To provide information on the scientific basis of the disease and the methods of control and monitoring (method validation). To analyze some of the non-scientific aspects of the problem and the impact on society of the different approaches to the disease. To study the problem’s epidemiology, business, psychology, health management, ethics and research issues. To figure out (where possible) the best course of action with respect to some aspects of the disease.

COURSE CONTENT: Some of the meetings will be held in the lab. Information from different points of view will be given on the approaches to the disease. If you are a diabetic, you will decide whether or not to keep this information from the group. No final recommendations or directives on what to do about your diabetes will be provided. Your decisions about your diabetes are between you and your health care provider. Though we will aim at the best communication and treat with empathy those with the disease, we will not function as a support group. Voluntary, anonymous glucose monitoring is a possibility.


ATTENDANCE: MANDATORY. Three sessions missed lower your letter grade one letter. Four sessions missed. Are grounds for instructor-initiated withdrawal.

CLASS FORMAT: Lecture, seminar type discussions, readings, library and internet search.

HOMEWORK: You will have homework on a routine basis. Some times, with or without previous notice, the homework will be collected. If collected homework is well done, it will get bonus points. Each collected homework not done will lower your overall grade by 4%. No late work will be accepted. Homework will require substantial writing. Some times you will need to state your position on open-ended questions. Arguments supporting your point of view and appropriate library search will be needed. Some of the homework will be done in groups and some will be individual.

EVALUATION: There will be 5 tests. The first and second are partial tests. The third test is a test that will cover all the material studied up to November 19, 1999. The fourth and fifth test is comprehensive. For your grade, you select the best of your two partial tests and the best of your comprehensive tests. The third test will be part of the grade of everybody. If you are happy with your grade after the first comprehensive test, you do not have to take the second comprehensive. Each selected test will count 33.3% of your overall grade.

BEWARE: Since for your overall grade we are taking 3 grades out of 5 opportunities, there will be NO MAKE UP TESTS FOR ANY REASON. If for whatever emergency you do not come to a test, the grade for that test will be ZERO. There is no curve; your grade is a function of your performance and not of how your classmates do. Please look at the ranges for each letter grade.
Grading:
A: 90-100%; B: 79-89.9%; C: 66-78.9% D: 55-65.9% F: 0-54.9%
Objectives & Course Content: This seminar invites the participants to study the social, aesthetic and political constructs that contribute to a description of the African American experience at this historical moment. Toward this end, students will examine a range of texts and selected essays in the humanities and in the social sciences. Through the required readings and through independent research, the participants will come to understand concepts of core culture: those ideas, beliefs and values that both distinguish African Americans from other ethnic groups as well as those that intersect with overarching categories of social meaning which prevail in the larger American society. In addition, our discussions and readings will provide a forum within which we may pursue the idea of an African American epistemology; that is, ways of knowing and validating experience that are particular to African Americans and the African Diaspora.

Prerequisites: As a 4000 level course it is only open to Juniors and Seniors, except by Permission of Instructor. This is the capstone course of the minor in African American Studies; however students not pursuing the minor, with an interest in African American Studies and some background in the history, philosophy or literature of African Americans may take the course.

Attendance:

Class Format:

Readings: Required Texts: DuBois, W.E.B. Souls of Black Folk; Dyson, Michael Eric. Between God and Gangsta Rap; Hooks, Bell (Gloria Watkins) and West, Cornel, Breaking Bread; Morrison, Toni. Tar Baby; Willis, Deborah. Picturing Us, African American Identity in Photography

Paper/Projects and Evaluation: Please be advised that the following requirements and the grade distribution listed below are subject to change as I learn more about the composition of the class. Short essay on early readings – 5 points; Resource Presentations – oral, 8 points. For each reading assignment, two or more students will be required to lead the discussion by providing an oral and written summary of the critical issues. At this time, they will also present two or more questions to open the discussion.
Objectives: In this course, students will read documentary theory, review contemporary and archival documentary projects, and produce their own written and visual documentaries. They will encounter diverse documentary media (ethnography, personal history, oral and visual testimony, web documentary projects) that integrate the knowledge and modes of inquiry from a variety of disciplines and fields of study. Through discussion, observation, critical writing, reflection, and photography students will demonstrate their understanding of documentary history and the social role of the documentary genre as well as acquire some of the skills of the documentarian.

Prerequisites: BASK 1101 or GEN 1120

Attendance: Mandatory

Class Format: Seminar

Laboratory/Field Experience: digital photography


Paper/Projects: Students will produce critical essays, ethnographic documentaries, visual documentaries, peer review, critiques of web documentaries, commonplace books, and reflective essays during the semester.

Evaluation: Evaluation is based on: graded projects; self evaluation and peer evaluation; participation in class discussions and group work; and preparation for class. Excessive absences will affect the final grade as will repeatedly handing in work late.
Objective & Course Content: This course seeks to assist students in understanding the roots of modern American conservatism, its ideological, philosophical and political groundings, and its history. The premises of the course include: that too little attention has been paid to the strengths of conservatism; that there is a need to understand the complexities and contradictions within a much disputed conservatism; that one cannot understand modern American political culture without coming to grips with the revival of American conservatism.

Prerequisites: Open to Juniors and Seniors only.

Attendance: Required

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
Course Objectives & Content: A cross-disciplinary approach will be used to provide students with the marketing and sociological underpinnings of sex and advertising, consumer culture, political advertising, communication theory and process, etc. during the last several decades. The social history of advertising will be explored relative to advertisements that transformed our culture. The function of advertising within society to sell products, create imagery, and mirror culture will also provide a basis for course content and dialogue. Other topical areas will include advertising agencies in the recent economy, postmodern perspectives on advertising, new consumer cultures, and the ethical implications of advertising.

Prerequisites: Open to juniors and seniors only

Attendance:

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
Objectives: A cross-disciplinary approach will be used to provide students with the marketing and sociological underpinnings of sex and advertising, consumer culture, political advertising, communication theory and process, etc. during the last several decades. The social history of advertising will be explored relative to advertisements that transformed our culture. The function of advertising within society to sell products, create imagery, and mirror culture will also provide a basis for course content and dialogue.

Course Content: lectures, discussion

Prerequisites: none

Attendance: required

Class Format: the course will be approached as a hybrid distance learning course. We will meet once a week in a traditional classroom setting. Readings will be assigned and videos will be viewed outside of class.


Twenty Ads that Shook the World: The Century’s Most Groundbreaking Advertising and How it Changed Us All (James Twitchell)

Papers/Projects: media usage survey, fad report, perspectives on advertising and society project, and video reaction papers

Evaluation: papers, reports, participation, and attendance