

**Intd 105 01/54951/Sturges 14/Krumrine, Kristi  
Sex, Skulls & Aliens****MF 11:30-12:45**

This course is designed to help students learn to think critically and to express themselves clearly in writing. The course is centered around controversial topics in anthropology, both from the history of the discipline as well as those currently debated. These topics include but are not limited to Margaret Mead's work in Samoa, early human finds, and alien explanations for the appearance of complex societies. The nature of the course content encourages students to think critically about the scientific method and human bias and the structure of the course provides students with the opportunity to learn about the writing process.

**Intd 105 02/53556/Fraser 104/Derne, Stephan  
Durkheim on Religion & Ritual****TR 10:00-11:15**

The course considers French Sociologist Emile Durkheim's "The Elementary Forms of Religious Life" (1912). Foundational to the disciplines of sociology and anthropology, "The Elementary Forms" explores religion and ritual of Australian aborigines as a way of understanding religion as an "essential and permanent feature of humanity." Students will use their own experiences with religion and knowledge of religion today to evaluate Durkheim's conclusions about the nature of religion.

**Intd 105 03/54981/Welles 132/Edgar, Stacy  
Philosophy of Love****MWF 12:30-1:20**

What is love? How is true love to be distinguished from false or illusory love? What is the relationship between love and beauty, between love and sex, between love and friendship? These questions and other related issues (such as the role of imagination or fantasy in love) will be critically examined. The main texts are: Plato's *Phaedrus*, which is both about love and about the art of writing; Plato's *Symposium*, a major philosophical work about love and beauty and a masterful literary work; and Shakespeare's *A Midsummer Night's Dream*, a literary work that insightfully examines the same philosophical questions (after all, it is set in Athens, the city of philosophers). Course material will be supplemented by poetry, art, music, and film clips related to the theme of romantic love. Essays will require a careful reading of the course texts, a developing skill in writing, and a critical ability to construct and evaluate arguments.

**Intd 105 04/53558/Milne 213/Abrahams, Zachary  
Intd 105 05/53563/Welles 132/Abrahams, Zachary  
Philosophy of Art: Masterpiece or Meaningless?****MW 1:00-2:15****MW 4:00-5:15**

What is the meaning of "art"? Does art stem from a universal evolved instinct or is the category of art an 18<sup>th</sup> century European invention? Are video games art? Is an original artwork more valuable than a physically identical forgery? Does an artwork that takes morally problematic positions thereby lose aesthetic value? Should we take the artist's intentions into account when interpreting an artwork? Through an investigation of these questions this class will help students develop critical thinking abilities and academic writing skills. We will engage with a variety of historical and contemporary sources—reading and responding to work by philosophers, artists, writers and critics.

**Intd 105 06/53566/Welles 117/Wilson, Emmett  
The Ethics of War****MW 2:30-3:45**

It is almost a truism to say that war is an evil. However, history suggests that, if it is an evil, it is one that we are frequently willing to engage in. This course will examine ethical questions surrounding both the justification for entering war and the way in which war is conducted. We will begin by analyzing traditional just war theory, and move to problems raised by modern warfare. Questions we may raise include: Can humanitarian intervention be a just cause for war? Should a soldier be allowed to conscientiously object to fighting? Is torture ever permissible to obtain critical information? What about so-called 'advanced interrogation' or 'torture lite'? Should we use drone strikes to target enemy combatants?

**Intd 105 07/5466/Milne 105/Kirk, Joanna**

## INTD 105 Topics and Course Descriptions for Spring 2013

Office of the Dean, Erwin 106

### **Writing About the World in the Age of Terror**

**WF 1:00-2:15**

Fly Naked? So suggests Pulitzer Award-winning journalist Thomas Friedman. From enhanced airport screenings to wiretapping and waterboarding, the threat of Jihad and efforts to counter it have changed American and global society in the years since September 11, 2001. With a focus on Friedman's Attitudes and Longitudes, this class considers terrorism and counter-terrorism in the 21st century. By critically analyzing news, editorial and cartoon coverage, students will explore the distinction between fact, evidence and opinion, evaluate how journalists select and present information, and develop skills in effective presentation of controversial issues.

### **Intd 105 08/53592/Sturges 109/Bein, Stephen**

**TR 2:30-3:45**

### **Intd 105 21/53614/Sturges 221/Bein, Stephen**

**TR 10:00-11:15**

### **Philosophical Themes in Science Fiction**

This class will use science fiction stories as gateways into some classical philosophical debates: Do we have free will or are we determined? What does it mean to be a person? Can we know if what we perceive is real? Can we be sure we're not all living in the Matrix?

### **Intd 105 09/53593/Newton 212/Herman, Michael**

**TR 8:30-9:45**

### **Dionysus to Dubstep**

Considers the portrayal of individuals with mental illness and their treatment in film and literature. Students will be required to critically and reflectively evaluate the content of various short and extended pieces of literature and at least two feature films with respect to the quality and accuracy of the information provided.

### **Intd 105 10/55372/Sturges 106/James Swarts**

**TR 4:00-5:15**

### **Religion vs Science in US**

Writing Seminar is a course focusing on a specific topic while emphasizing writing practice and instruction, potentially taught by any member of the College faculty. Because this is primarily a course in writing, reading assignments will be briefer than in traditional topic courses, and students will prove their understanding of the subject matter through writing compositions rather than taking examinations. (Official course description). My objective in this course will be to introduce you to long-standing, and contemporary, controversial topics in United States history relative to the relation between religion and science, and the effects the subjects have had on the political and educational systems in the past century. Mainly we will concentrate on the study of creationism and evolution, with other relevant topics such as women's health issues, slavery, etc., as time and interest allow.

### **Intd 105 11/53595/Fraser 104/Scipione, Paul**

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

### **Affluence in America**

What's more quintessential than the American Dream? It's even guaranteed in our Declaration of Independence as the "pursuit of happiness." Study hard and work even harder. Save and invest. Is the American Dream in need of redefinition? Have companies become too adept at "data mining" and exciting our passions to spend? Have "wants" somehow morphed into "needs?" And how do we explain pockets of poverty that have resisted four decades of social engineering? Class readings ranging from Steinbeck's *The Grapes of Wrath* to Stanley's *The Millionaire Next Door*, as well as shared nuggets discovered in the library, interviews with competing experts, and personal and family anecdotes will be used by students to develop both effective verbal and written positions on affluence in America. Our collective research will then be preserved in a written class *Proceedings* that we can share with others.

### **Intd 105 12/53596/Fraser 104/Timothy, Olivia**

**TR 4:00-5:15**

### **Intd 105 14/55429/Fraser 114/Timothy, Olivia**

**T 5:30-8:00**

### **Prejudice in Society**

Students will explore how prejudice has been propagated in our society using a combination of readings and films. They will focus on the persuasive writing process, learning to construct, support, and evaluate arguments, as well as how to self- and peer-revise their writing. They will also learn to evaluate the quality of sources for research, as well as how to properly document their research using MLA style.

**Intd 105 15/53599/Milne 105/Paku, Gillian****Representing Autism****TR 10:00-11:15**

This section will ask you to focus on how autism is represented in literary texts.

We start from the assumption that autism is not just a medical category of *dis*-ability that should be “fixed,” but rather a category that is also created by social assumptions and that can encompass strongly positive attributes. Because autism affects communication skills, we will read literary texts that are remarkable for what they can communicate through what they do *not* say.

**Intd 105 16/53600/Milne 105/Okada, Jun****Ways of Seeing****MW 10:00-11:15**

The goal of this section of INTD 105 is to produce sustained, coherent, and persuasive arguments on a significant issue, in this case, how to read and analyze visual culture. The first part of the course will focus on what it means to “read a visual text” by reading and discussing John Berger’s *Ways of Seeing* and applying these ideas to deciphering advertisements in print media. The second part of the class will include analyzing a film: Douglas Sirk’s fiction feature film, *Imitation of Life* (1950). You will analyze the formal and ideological functions of visual media that have had a profound effect on how we think about racial and gender difference. In addition, you will be assigned weekly readings in reference to the films as well as engage in library research training. Each week’s classes will consist of a mixture of film viewing, group discussion, and peer editing, emphasizing collaboration as the key to the improvement of writing, revising, and communication skills.

**Intd 105 17/53601/Newton 206/Beltz-Hosek, Caroline****The Woman Writer****TR 1:00-2:15**

This course centers on writings by notable 19th-20th century female authors, which students will examine from a feminist critical perspective. Works by Emily Bronte, Sylvia Plath, and Virginia Woolf will be thoughtfully analyzed in conjunction with seminal sociopolitical literature by Mary Wollstonecraft and Simone de Beauvoir. With each text we will explore how the author approaches the domestic sphere, sexual agency in patriarchal culture, and the transcendental power of creative expression.

**Intd 105 18/53602/Newton 212/Perri, Christopher****Metafiction****TR 10:00-11:15**

Metafiction is a realm of literature that is chiefly concerned with its own nature as a verbal construct. Novels and stories of this genre possess a self-awareness of their essence as little more than words on a page. Thus, the business of metafiction is *not* to render the world as we know it, but to *make* a world from the medium of language. This course will examine the medium of storytelling as it applies to metafiction and its “linguistic oversoul,” as well as the questions raised regarding the messages (or lack thereof) inherent within the form.

**Intd 105 19/53607/Newton 205/Barin, Filiz****MW 2:30-3:45****Intd 105 20/53608/Newton 205/Barin, Filiz****MW 4:00-5:15****Postcolonial Perspectives: Understanding the ‘Self’, the ‘Other’ and Different Cultures**

With a focus on development of academic writing skills, this course will consist of writing projects and reading assignments which are geared toward generating contemplation and discussion about the 'self' and the 'other.' Who do we identify as the 'others'? What do we know about other cultures and minorities? How does the dominant visual and textual rhetoric about the 'other' inform the ways in which we perceive culturally, ethnically and religiously different? What are the constituents of discourses about the 'other'? As the theoretical basis of our readings, we will also spend some time learning about Postcolonialism and Orientalism (studying some short introductory texts from the scholars in this field) and examine the ways in which we can apply this theoretical background in our analysis of visual and written texts about the 'other' (We will also view and analyze films as well as visual texts such as paintings, posters and advertisements). Some of the texts we will study: "Pearls and the Swine" by Leonard Woolf, "The Old Chief Mshlanga" by Doris Lessing, "Passion in the Desert" by Balzac, *Heart of Darkness* by Joseph Conrad, "Modest Proposal" by Jonathan Swift and films, *The Wind and the Lion*, and *Harem*. Students are expected to work collaboratively and engage in peer revisions.

**Intd 105 22/53615/Sturges 109/Crosby, Emilye**  
**Civil Rights History and Movies**

**TR 8:30-9:45**

We will use the lens of bottom-up Civil Rights Movement history to analyze popular movies about the movement, with particular attention to Miss.

**Intd 105 24/53625/Sturges 108/Mapes, Kathleen**

**Family Histories: Religion, Race and Region in American History**

**TR 1:00-2:15**

This course will introduce you to recent writings on family and identity in U.S. history. In this course, we will begin by reading two unconventional family histories in order to open up a window onto the history of religion, race, and region in the United States from the eighteenth century through the early twentieth century. As such, you will be required to grapple with the meaning of history and the various ways historians have written history. Our third book, Philip Roth's novel *American Pastoral*, will give us an opportunity to see how one of the nation's most heralded novelists grappled with family and history and the ways the two intertwine. In order to succeed in this class, you must read all of the assigned books carefully and critically. This will require a great deal of time and patience. To help guide you in this process, we will discuss how to identify and analyze the main themes and issues in the books. However, you will also be expected to develop independent and critical thinking skills and to share your thoughts and arguments with the rest of your classmates.

**Intd 105 25/53626/Sturges 108/Oberg, Michael**

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

**The Lost Colony**

The course will explore "the history of Sir Walter Raleigh's Lost Colony, its place in the history of Early America and the Atlantic World, and how historians, playwrights, mythmakers and charlatans have drawn lessons from and told stories about this first English attempt to plant a colony on American shores."

**Intd 105 26/55475/Sturges 104/Tomczak, Timothy**

**Media & Madness**

**MW 5:30-6:45**

Considers the portrayal of individuals with mental illness and their treatment in film and literature. Students will be required to critically and reflectively evaluate the content of various short and extended pieces of literature and at least two feature films with respect to the quality and accuracy of the information provided.