2013-2014 Capstone Courses
GENL 492

FALL 2013

A: Ecology: Living Deliberately 11:00-11:50 AM MWF
Lab 8:00-9:50 AM Tuesdays
O’Hara (PHIL), Lewis (BIOL)
This is a 4 credit Capstone course. There is a required lab component. Your registration will be changed to 4 hours after you add the class.
Description:
In Walden, Thoreau wrote, “I went into the woods in order to live deliberately.” By living deliberately – that is, by attending to the small details of his life and by attending closely to his ecology - Thoreau wrote one of the first great works of environmental studies. This course will explore the Capstone question of ‘How then shall we live?’ through the lenses of environmental science and philosophy. The aim of the class will be to help all of us to live deliberately, and not to simply pass through life unaware of the world we inhabit or our place in it.

B: Revolutionary Fiction: Cuba 11:00-12:20 PM TR
Conover (HIST), Cabrera (SPAN)
Description:
Fifty years of defiant socialism has earned Cuba a reputation in Americans’ imagination for political repression and economic shortages. This course will help you understand the island as Cubans do. By analyzing classic Cuban works of poetry and fiction, central themes of Cuban life will become clear: indignities and successes of a socialist experiment, fear of the U.S, exile, and the racial legacy of slavery. To make these stories more meaningful, our course examines the historical context that inspired authors: Spanish colonialism, U.S’ occupation of Cuba, Fidel Castro’s revolution, and the Cold War. Classes and readings are in English.

C: The Ragged Edge of Life: Where Religion and Medicine Meet 4:30-7:30 PM Mondays
Pederson (RELI), Schellinger (Sanford), Harris, M.H. (Sanford)
Description:
The purpose of this class is to examine “local” stories from people’s lives in order to reflect upon what it means to be human in an age of medical science and bio-technology. Religious and spiritual narratives form our personal and corporate identities and help us understand how we can be most fully human in a world shaped by science and technology. If we truly become who we are in, with and under technology, then our relationship makes up our human personhood. No longer can we afford to thing tha we are separate from nature, or the crown of God’s creation. We live with new boundaries, in new ways, (Nature and technology, human nature and non-human nature, rich and poor, God and the world). Those boundaries, blurred and crossed, are the ragged edges where we try to make sense of the question; “How then shall we live?”
INTERIM 2014

D: Harry Potter
Jungling (RELI), Mays (CHEM)
Description:
The Harry Potter series is a popular cultural phenomenon and contemporary morality plan that engages in questions of moral meaning and value and offers wisdom for understanding and living in the world around us. This course will address how the tale of Harry Potter contributes to our modern perspectives on moral life. Students will be expected to read the entire Harry Potter series as a part of the course requirements.

E: Cinema, Character, and Culture
Bart, H (COMM), Miller (ENGL/JOUR)
Description:
This course revolves around the question: “What is the relationship and interaction between cinema, culture and being a person of character?” Through watching films and videos, reading books and essays, and discussing issues in class, we will examine how cinema and culture influence each other. We will explore how both cinema and culture contribute – positively and negatively – toward making human beings act as people of character. We are interested in asking to what extent can the character of human nature be affected by cinema and culture, and to what extent is human nature a given that merely creates reflections of itself in both cinema and culture?

F: How Shall We Live as Digital Natives
Babcock (PSYC), Gray (COSC)
Description:
Technology is ever present in our lives. It can be used for good or evil. It can both improve the human condition and degrade it. It can bring us together and can isolate us. As educated individuals coming of age in the digital era, what does it mean to be technology responsible and aware? We will explore how technology alters our ways of thinking and being. We will explore the increasing lack of boundary between public and private life, and the implications for our fundamental identity, our relationships, and what it means to live as good life as “Digital Natives”.

G: Citizen and the State in the Age of Genocide
Dipple (HIST), Hicks (ENGL)
Description:
This course examines the history of genocide in the twentieth and twenty-first centuries from the Armenian genocide during World War I to the current humanitarian crisis in the Darfur region of the Sudan. We will investigate what factors lead to genocide and try to understand what drives the perpetrators of genocide to their actions. We will also examine the phenomena of collaboration and resistance in the midst of these events. An overriding theme of the course will be the question of how the West has responded to genocide over the last century and what our options and duties as citizens are in the face of governmental inaction. Finally, we will address the question of what these crimes against humanity say about ethics in the modern world.
**SPRING 2014**

**H: Native American Cultural & Economic History** 6:00-9:00 PM  Mondays
Karr (ANTH), Wright (Social Sciences- NEF)
*Description:*
This course is designed to consider the economic activities, relations, strategies and conditions of Native American nations from human habitation of North America to the present. The course stresses the ongoing complexity and change in Native American cultures/societies and will emphasize the theme of Native peoples’ creative adaptations to cultural and economic change. It also introduces students to key themes, ideas, and trends in the economic history of North America’s indigenous peoples by taking an issues-orientated and geographical approach.

**I: The Great War** 11:00-12:20 PM  TR
Hicks (ENGL), Preston (HIST)
This course is cross-listed with ENGL 310/HIST 397
*Description:*
World War I, known as the Great War in Britain, teaches us how dramatically the world had changed at the beginning of the twentieth century, as well as how the arrogance of the few would require the ultimate sacrifice of the many. This course explores the question “how then shall we live?” by studying British history at the turn of the century. How then shall we live with societal expectations, especially those generated by gender, identity and nationalism? What were the ethical ramifications behind these choices? By weaving literature, art and film into the narrative of history, abiding moral and ethical issues will be explored.

**J: Wounded Knee** 9:00-9:50 AM  MWF
Mullin (HIST), Swanson (RELI)
*Description:*
This course asks students to consider how the “stories” we tell about events of the late 1960s to early 1970s shape our interest in, and understanding of, those events. Events such as Woodstock and Wounded Knee are wrapped around so much lore—sex, drugs, and Rock and Roll for the former and violence, hate, and race for the latter—that a discussion on either is difficult. Using some theories on “story-telling” we will approach the 1968-1973 period as ethnologists, looking for ways of getting at the importance of these events, and then their legacies.

**K: Reason, Revelation & Problem of Justice** 1:00-2:20 PM  TR
Haar (RELI), Schotten (GOVT)
*Description:*
What is the source of justice? What does justice demand of us? This class will examine the meaning of justice, focusing upon the questions of how we know what is just and what does justice require of us? Differing Biblical, philosophical perspectives and public policy applications will be studied in the course.