INTERDISCIPLINARY (INTD)

Additional Topical Course descriptions can be found under the Interdisciplinary Requirement.

INTD 18000: WKSP:  1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

INTD 19901: INTERDISCIPLINARY FOUNDATIONS:  1,4 Hour(s)
INTERDISCIPLINARY FOUNDATIONS ~ A seminar-based course designed to introduce transfer students to interdisciplinary thinking and problem solving. The content of the course will vary per section, but in every case, students will be asked to consider an urgent challenge of the times through different disciplinary perspectives. Students will be asked to consider relevant literature on a topic, to analyze and propose solutions in written and oral discourse, and to develop research skills that permit them to investigate important questions and hypotheses. Reflective learning integrates these ideas into various spheres of students’ own lives—coursework, career, calling, character, and community.

INTD 20100: ETHOS&PRACTICE FLY FISHING:CM:  3 Hour(s)
THE ETHOS AND PRACTICE OF FLY FISHING-MEMOIR, NONFICTION, AND NATURAL HISTORY:CM~ In this course, students will learn the basics of fly fishing; its relationship to literature; the basics of entomology and hydrology; and the difference between natural and wild reproduction in Ohio’s and America’s fisheries. Students will learn the basics of fly-tying. We will take weekly field trips to such area rivers as the Chagrin, Grand, and Cuyahoga. By reading fiction, nonfiction, and natural history, students will acquire an understanding of the cultural and social importance of fly-fishing. By becoming familiar with local watersheds, students will gain a greater sense of their immediate environment. Students will write essays that focus on memoir, nonfiction, and natural history. Emphasis will be placed on combining genres in the assignments. Each student will also have to purchase an Ohio fishing license, and supply his/her own fly rod and reel. Also, students should have boots. This course fulfills the Creative Methods requirement.
Core: Creative Methods

INTD 20200: SCIENCE AND CULTURE OF SLEEP:  3 Hour(s)
THE SCIENCE AND CULTURE OF SLEEP~ This course will explore the biological and cultural significance of sleep. We will first discuss the fundamental properties of circadian rhythms in order to examine the influence of biological rhythms on sleep, with attention to the impact of light, activity, hormones and genetics on sleep patterns. We will connect this basic chronobiology to the field of sleep science and its application to human health, which has revealed that sleep is linked to a surprising number of physical processes and pathologies. In addition to impact on human health, the effects of human circadian rhythms on development, relationships, global travel, and policy decisions will be explored by delving into popular journalism, literature and film. We will discuss the cultural meanings we assign to sleep, wakefulness and dreams and how these meanings influence our sleep behaviors. Why, if sleep is so biologically important and critical for our health, do our institutional policies so often disregard it, and our cultural attitudes frame it as something that takes us away from productive life and that we would love to be able to do without? Throughout the course, students will be required to keep sleep journal. No prior biology training is required. This course will also satisfy as a “medical humanities” course for the Biomedical Humanities major, and as an elective for Neuroscience majors. Prerequisites: Freshmen and Sophomores only.

INTD 20300: INTO TO INTERNATIONAL STUDIES:  4 Hour(s)
INTRODUCTION TO INTERNATIONAL STUDIES~ This course serves as an introduction to globalization. It is designed to provide a foundation of knowledge upon which students can pursue more detailed studies related to international topics. The impact cultural diversity, economics, ecology, military strength and individual personality have on global issues will be examined. It will train students to consider the global influences on all aspects of life and prepare them to take a role in solving the world’s problems. Required for the International Studies Minor.

INTD 20500: MUSIC AND THE BRAIN:  3 Hour(s)
MUSIC AND THE BRAIN~ Music is common to both joyous and sad occasions. Why is music so common in the human experience? This course will approach the human response to music from the disciplinary perspectives of music theory and neurobiology. Students taking this course will demonstrate an understanding of human responses to music from these separate disciplines. Topics covered include how sounds move through the environment, are decoded by the ear and brain, as well as rhythm, melody, harmony, and syntax in music. Disorders of musical perception and production, as well as the potential therapeutic role for music, will also be discussed. The final project involves a project proposal to examine one or more musical works using methods that extend beyond these disciplines and enlarge student perspectives on music. The course will involve extensive listening exercises, and basic neurobiological experiments involving brain dissections and measuring human physiological responses to music. Prerequisite: PSYC (101 or 10100) AND (MUSI 100 or 10000) or MUSI (121 or 12100) Prerequisite: (PSYC 101 or PSYC 10100) and (MUSI 100 or MUSI 10000 or MUSI 12100 or MUSI 12120)

INTD 20700: INTO TO ANTI-SEMITISM:ES:  4 Hour(s)
INTRODUCTION TO ANTI-SEMITISM:ES~ Since the horrific discoveries made in Poland and Germany at the end of World War II, humanity has become painfully aware of the concept of anti-Semitism. but that systematic annihilation of six-million European Jews by the Nazis was not an isolated event in history. Jews have been suspected, accused, abused, and murdered since the time of the Crusades and before. Why this profound hatred against Jewish people? The student will learn much history as well as religion and ethics by means of this course. Most hatred in the history of humanity is irrational, indefensible, and ignorant. But this particular manifestation of hatred might involve something much more complex. Can those who embrace a Christian world-view do so without needing in the process to negate Jews and Judaism? This is a serious question, and probably the heart of the matter. The student will wrestle with how to be an ethical human being who protects the rights and human dignity of all others. Come, learn, and grow. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibility

INTD 20800: CLASSICAL ISLAMIC CIV 600-1500:  4 Hour(s)
CLASSICAL ISLAMIC CIVILIZATION. C. 600-1500~ Islam is more than a religion; it is a culture that informs the lives of approximately one-sixth of the world’s population. But, most modern Americans have little or no knowledge of this culture and, therefore, view Muslims as the stereotypes that the popular media present. Studying classical Islamic civilization from historical and religious perspectives will break these stereotypes and will help us to understand the Muslim world and its intersection with the west. This course is equivalent to the former INTD 32300.
INTD 20900: FINDING VOICE THROUGH QUILTS: 3 Hour(s)
FINDING VOICE THROUGH QUILTS ~ No other craft or form of art is more closely identified with our American experience and values than is the art of quilting. Quilting has replaced the melting pot as the quintessential metaphor for American life. Throughout history (mostly) women have made quilts for a variety of reasons: to make something of practical use, to create something of beauty, to express themselves personally, to speak out in support of local and national causes, to raise money, or simply to ensure that she would not be forgotten. Today, quilts are studied as works of art as well as historical documentation. Quilt making has resurfed in popularity and many contemporary women and men continue to tell their stories and express themselves through their quilts. In this course, we will consider the question, “Why do people create art?” Through the disciplines of History, Cultural Studies, and Art & Design, students will examine the art of quilting, past and present to discover answers to this complex question. Finally, students will tell their own stories and create a small quilt expressing something they want to say about themselves and/or their world.

INTD 21000: DOING GOOD: HOW NONPROFS CHG LIVES: 4 Hour(s)
DOING GOOD: HOW NONPROFITS CHANGE LIVES ~ This course explores the world of nonprofit organizations in the United States: how they are defined, how they are funded and operate, how they influence everyday lives, how they protect values and culture, and how they advance social change and a civil society. The course will consist of weekly reflections, in-person and online discussion, book reviews, class presentations, written assignments, guest speakers, and visits to nonprofits.

INTD 21100: SEMINAR IN ASIAN STUDIES: TT: 4 Hour(s)
SEMINAR IN ASIAN STUDIES: TT ~ This TT INTD is required for students in the Asian Studies minor program. It is meant to give a broad, interdisciplinary understanding of Asia. Topics will rotate, to introduce students to various Asian themes in religions, cultures, histories, politics, and/or art.

INTD 21300: SELLING SHANGHAI: EW: 4 Hour(s)
SELLING SHANGHAI: EW ~ The city of Shanghai, in modern times, has always been both a fantastic chimera and a tangible place of unlimited possibilities. As a metropolis, it is recognized as something that virtually all Westerners know as Chinese, but most Chinese recognize it as a location that is an eclectic blend of Chinese and many other cultural influences from abroad. The Shanghai that we will explore in this course is a marketplace of commodities and services as well as ideas. We will discover that Shanghai, more so than most cities in China, is a location where virtually anything is possible, but where all come to terms with the culture of the city itself (and with the Jiangnan region generally) in order to have success there. In the course, we will consider how this became among the first globalized cities, how services diversified, how and why organize crime has had such a prominent presence there. The first two weeks will be spent gaining an understanding of the cultural and historical significance of Shanghai. In the last week, students will have the opportunity to design an entrepreneurial enterprise for the city of Shanghai. Students will research to find a company that has experience negotiating the market in China as a way of planning their own enterprise with Shanghai as the base for entry into the Chinese market. This course fulfills the Experiencing the World requirement. This counts as an ENTR elective, towards the Asian Studies minor and the History major/minor non-western breadth requirement.
Core: Experiencing the World

INTD 21600: IMAGES FOR THE LIVING: 3 Hour(s)
IMAGES FOR THE LIVING: ARTISTIC MANIFESTATIONS OF DEATH, BURIAL, AND GRIEF ~ In this course the student will learn about the art of death, burial and grief of other cultures and other time periods through lecture and research. In-class discussion will center around funeral practices of contemporary culture, which will include art created as an expression of the grief process. Students will learn to discuss sensitive material in a manner that is considerate of the beliefs of others. Each student will formulate an individualized tentative plan for his/her own end of life care (pre/post). Through lecture and practice, the student will learn to extrapolate social and cultural information from mourning art.

INTD 21700: HUMANS OF OHIO: CREATE PORTRAITS: 4 Hour(s)
HUMANS OF OHIO: CREATING PORTRAITS ~ In an age where the recording of experience is ubiquitous, portraits proliferate—intentionally and unintentionally, responsibly and irresponsibly. This course examines the history of portraiture in both photography and writing and considers the role of the portrait in today's world. Inspired by photographer Brandon Stanton's Humans of New York and Studs Terkel's Working, Humans of Ohio: Creating Portraits will study our communities through the art of portraiture and consider what it means to create a portrait of another person. Along the way, we'll discuss street photography, Ohio history, interview skills, selfies, oral storytelling, the craft of photography, the ethics of portraiture, editing recordings, the experience of viewing, the role of the witness, definitions of community, and portraits as constructions. Students will engage in hands-on creation of portraits of community members, as writers, audio editors, and photographers.

INTD 22500: HUMANS & THE ENVIRONMENT: 4 Hour(s)
HUMANS & THE ENVIRONMENT: The impact of humans on the environment is examined, relating patterns of natural ecosystems to human ecosystems, their functions, inter-relationships, problems, and limitations. The global perspective is studied; population growth, resource use patterns, food production, wildlife and other natural resource depletion, climate change, and economic, theological, and legal issues related to environmental problems and solutions. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

INTD 22600: CHILDHOOD MIGRATION: 3 Hour(s)
CHILDHOOD MIGRATION: This elective will give students an introduction to specialized topics regarding children and migration in a globalized world. Special topics may include but are not limited to intercountry adoption, unaccompanied children, refugee children, and child trafficking. Attention to macro-level social, economic, and political forces and trends will be paramount and will frame attention to individual and family experiences. Throughout this course, students will be asked to reflect on the ethical questions raised by each topic for individuals, communities, and other social organizations. Sociological perspectives will be emphasized, and accompanying core readings will be drawn from disciplines including but not limited to legal studies/law, demography, political economy, social psychology, international policy, and cultural anthropology in order to identify how scholars from widely different fields examine these specialized topics from diverse disciplinary perspectives.
PREQ: SOAN 15500.
Core: Meaning/Ethics/Soc Responsibil
INTD 22700: LAND USE POLICY: 3 Hour(s)
LAND USE POLICY ~ How does one evaluate governmental land use policy on a state or regional level? This question is one of organized complexity in which a number of factors are all varying simultaneously in subtly interconnected ways. These include traditional land use design concepts, zoning regulations that reflect the community's preferences, and efforts to generate the revenue necessary to afford its various programs. These revenue creation efforts necessitate competition between communities to capture limited revenue resources and are further impacted by external factors that affect the ability to afford critical programs such as public education.

INTD 22800: CLIMATE CHANGE: 4 Hour(s)
Climate Change: Climate change is one of the central challenges of our times. Despite the overwhelming weight of empirical evidence documenting human-caused climate change, there remains a cloud of doubt and controversy over this phenomenon that has the power to radically change life as we know it – life as we have known it for recorded history and for the evolutionary history of our species. In this course we will examine the causes and consequences of climate change in detail and connect this knowledge to our own community as we begin to examine what our country, our society, our institutions, and we as individuals can do to help lead the world into a new era. The course is designed to incorporate empirical evidence from the natural and social sciences, scholarly analysis, current events, and popular source material to build a solid understanding of climate change from multiple perspectives. We will further use these resources to analyze and evaluate the world's response to climate change.

INTD 23000: TEACHING OHIO HISTORY:TT: 3 Hour(s)
TEACHING OHIO HISTORY:TT: Students in this course will integrate pedagogy for K-12 students with an overview of the political, economic, and social developments that occurred in Ohio from the era before European settlement to the present. Students will explain and analyze significant developments in Ohio history and will plan and teach this history. The course will prepare prospective middle school teachers for the state-mandated 4th grade social studies curriculum. This course counts as a team-taught interdisciplinary.

INTD 24100: PUBLIC LEADERSHIP: 4 Hour(s)
PUBLIC LEADERSHIP ~ The purpose of this course is to consider the question, "what is leadership?" The goal is not to offer students a ready-made answer to the question, but rather to prompt them to think about what the answer might be. Such thinking is, in fact, the first step to true leadership. To encourage this thinking, students will be assigned readings from a series of texts which deal with 1) political theory, 2) the sociology of management, and 3) public policy making. Class discussions, in turn, will supplement these readings by examining, among other topics, case studies in public policy. Furthermore, professors from a range of departments—such as Psychology, Communication, Management, Religious Studies, etc.—will be asked to give guest lectures to the class, wherein they will address the meaning of leadership from their own particular perspectives. Finally, in addition to their academic work, students enrolled in this course will be encouraged to participate in mentoring opportunities, as well as in the Garfield seminars (as a Scholar or as an attendee) and in community service. Another version of this course is offered for three (3) credit hours as INTD 24110.

INTD 25000: COMPARATIVE ISSUES ZAMBIA:EW: 3 Hour(s)
COMPARATIVE ISSUES IN ZAMBIA:EW ~ Health care is a universal need and a current global issue. Demographic health indicators, health-care resources, the climate and terrain, as well as the influence of animal life are important and essential factors in determining quality of life in developing versus developed countries. This course is designed to expose the student to an experiential examination of health issues from social, cultural, ethical, political, policy, educational, and environmental perspectives in the developing country of Zambia. There will be comparison and contrast with these issues affecting health in the U.S. as a developed country. This course is team taught. This course fulfills the Experiencing the World requirement. Instructor approval required. Prerequisite: NURS/PSYC 25010
Prerequisite: NURS 25010 or PSYC 25010
Core: Experiencing the World

INTD 25100: CONTEMPORARY FRENCH CIV: 4 Hour(s)
CONTEMPORARY FRENCH CIVILIZATION~ A study of the people of France, their culture and customs. This course will introduce students to French geography, political and social institutions, education, technology, family traditions and the arts. Prerequisite: French 10400 or equivalent.
Prerequisite: (FREN 104 or FREN 10400)

INTD 25500: IDENTITY, EXPRESSION, & REPRESENTATION IN INDIA: EW: 3 Hour(s)
IDENTITY, EXPRESSION, & REPRESENTATION IN INDIA: EW ~ Identity is a complex and difficult phenomenon to grasp and understand. It entails the mixture of personal, religious, linguistic, gender, and national values. In India, this identity is particularly complex due to over five thousand years of transitory cultural history including migration and “invasion” being on the “Silk Road” between East and West, internal religious and social reformist movements, and its emergence from a century of foreign colonial rule. This course will explore that history and the phenomenon of identity in India from the perspectives of two disciplines—art history and political science. From the former, the course will examine primarily the historical development of traditions in art related to global religions either created within South Asia (Buddhism, Hinduism, and Sikhism) or imported from neighboring regions (Islam and Christianity). From the latter discipline, this course will examine how India's political institutions have been able to integrate the country's diverse and multidimensional identities into a collective overarching sense of nationality, and also into a vibrant, inclusive and institutionalized democratic political system. Thus, this course will not only study identity in India from an interdisciplinary perspective, but will also examine its phenomenon's observable expression and representation in both art and politics. The course will involve travel to India to encounter, experience, and analyze India's rich diversity first-hand. This course fulfills the Experiencing the World requirement.
Core: Experiencing the World
INTD 26100: NARRATIVE MEDICINE:IM - 4 Hour(s)

NARRATIVE MEDICINE:IM~ In recent years, doctors have turned to the study of narrative as a means of improving patient care. Although medicine has grown significantly in its ability to diagnose and treat biological disease, doctors often lack the tools necessary to recognize the plights of their patients, to extend empathy toward those who suffer, and to join honestly and courageously with patients in their struggles toward recovery or in facing death. Proponents of this practice argue that part of the problem lies in a physician’s failure to respond to his or her patient’s story of illness. Narrative knowledge will, they contend, increase a physician’s capacity to honor these stories. The incorporation of narrative competence into the practice of medicine encourages, then, a reexamination of medicine’s methodologies and the ethics underwriting the relationship between physicians and patients. Doctors trained in narrative become better readers of their patients’ stories and, as a result, better caretakers of their beleaguered bodies. This seminar will use the study of narrative to analyze literature and film concerned with numerous ethical issues related to the practice of medicine. This course will serve as one of the core courses for the Biomedical Humanities major. This course fulfills the Interpretive Methods requirement.

Core: Interpretive Methods

INTD 28000: SEM:: 1-4 Hour(s)

SEMINAR~

INTD 28100: INDEPENDENT STUDY: 1-4 Hour(s)

INDEPENDENT STUDY~

INTD 28600: SCIENCE LITERACY: 4 Hour(s)

SCIENCE LITERACY: WHAT IS IT AND WHY IS IT DIFFICULT TO ACHIEVE? ~ “Education has no higher purpose than preparing people to lead personally fulfilling and responsible lives. For its part, science education – meaning education in science, mathematics, and technology – should help students develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on.” – Science for All Americans (1990). This book provides the framework to transform science education with the goal of achieving a scientifically literate society. Nearly 20 years later, there is no indication that society is more literate now than it was when this document was first published. Why has the transformation been a slow process? What can be done to overcome the literacy gap in science? This course will analyze the issue of science literacy from the different perspectives of science inquiry and classroom practice. Although science inquiry is one approach that is championed by AAAS and NRC to address science literacy, it hasn’t been thoroughly integrated into classrooms at all levels, despite studies that demonstrate inquiry approaches motivate students and improve conceptual understanding. Inquiry is central to science learning. It is also the most effective way to engage and motivate students to learn science and understand science concepts. Engaging in inquiry requires students to describe objects and events, ask questions, construct explanations, design investigations to test explanations, and communicate results to others. Science is an active process and learning science is something that students do, not something that is done to them. The emphasis on science inquiry as a best practice will be balanced with a study of classroom practices and realistic demands on teachers, curriculum and student learning. Current research and trends in science education will be explored, including teaching strategies, learning goals, and the development of science process skills. Experiences in 7-12 classrooms with master science teachers will provide students the opportunity to observe various teaching techniques and student learning outcomes in practice. The target audience for this course is rising second-year and incoming first-year students with an interest in a STEM major. The goal is to immerse them in the nature of science through science inquiry, and to introduce them to science education. The target audience for this course is rising second-year and incoming first-year students with an interest in a STEM major. The goal is to immerse them in the nature of science through science inquiry, and to introduce them to science education.
INTD 28850: ENTR URBAN REVITALIZATION: 3 Hour(s)
ENTREPRENEURSHIP IN THE CONTEXT OF URBAN REVITALIZATION~
This course combines two fields of study: urban planning and entrepreneurship. Urban planning seeks to create the most effectively organized cities by focusing on concepts such as environmental sustainability, economic vitality, equitable distribution, resource management, aesthetic architectural design, etc. Entrepreneurship, as a discipline, provides its practitioners with the skills necessary to develop and run successful businesses, such as the ability to draft a thorough business plan, to conduct a financial feasibility study, to market a product, and to address legal issues pertaining to business ownership. This course will focus on the basic elements needed to start and run a business, particularly in the context of urban revitalization. Urban revitalization projects—which are typically led by governmental organizations—provide a range of opportunities for new business to start-up and thrive. These opportunities include the provision of affordable real estate, tax exemptions, and government support with marketing and networking. Since most of the urban centers in Ohio and neighboring states are currently undergoing revitalization efforts, it makes sense for new businesses to take advantage of the opportunities afforded by such. As examples for study, this course will pay particular attention to the entrepreneurial activities in which Hiram students are already engaged in Ravenna, and where the local government is actively pursuing an urban renewal agenda. In order to facilitate this direct engagement in the Ravenna process, the course is structured as follows. Students will spend at least twenty hours—over the course of three months (June-August) working on extant entrepreneurial projects which are currently underway in Ravenna. There will be three class sessions—one per week—during June, which will focus on concepts of urban revitalization. Students will then spend the month of July engaged further in the Ravenna projects, while also reading assigned texts on business-plan development. During this July phase, students will correspond/meet individually with the instructors regarding ideas they have for their own business plans. In August, there will then be three more class sessions, during which the class will discuss topics relating to business plan development, and students will present their business pitches to the rest of the class. This course counts as an elective in the Entrepreneurship Minor.

INTD 28900: GENETICS/ID/POPULAR CULTURE: 4 Hour(s)
GENETICS, IDENTITY & POPULAR CULTURE~ There is no doubt that contemporary work involving the human genome is changing the way we think about who and what we are. The guiding question for this course, then, is: how is genomic science changing, challenging, and complicating our collective sense of what it means to be human? As an integral part of exploring this question, we will investigate how it is that we come to learn about genomic science in the first place. For most of us, our understanding of genomic science is filtered through popular culture: we learn the "facts" about genomics through a variety of texts (mainstream science writing and journalism, popular fiction, film, and television, etc.) that already provide a framework through which these facts are made to make sense. Such popular texts at once register and shape the public's understanding of and anxieties about profound social and cultural change. This course is premised on the idea that our values and beliefs inhere in the verbal and visual images through which we communicate: the language we use (e.g., metaphors and grammatical constructions), the stories we tell, and the pictures and visual technologies that are part of our daily lives. We rarely notice those devices, yet they structure our most basic thoughts. In this class, we will attend to how the language, images, and narratives emerging from human genomics influence the way we imagine our bodies, our selves, our social responsibilities, and the enterprise of science itself.

INTD 29100: DEU MUSIC,PHI&NAT'L ID:EW,TT: 3 Hour(s)
GERMAN MUSIC, PHILOSOPHY, AND NATIONAL IDENTITY:EW, TT ~
This course will explore the richness and depths of the musical and philosophical soil of 19th and 20th century German identity. We will learn about such canonical philosophers and composers of post-Enlightenment Germany as Hegel, Schopenhauer, Nietzsche, Forcher, Scheibe, Bach, and others. Forcher and Scheibe sought to define a transcendental ideal of "German" music and set Germany on its Sonderweg, separating itself from its Eastern and Western neighbors, and Bach, the beloved composer who was esteemed as a national folk-hero and placed at the epicenter of a German Protestant culture. At the same time, German Jews struggled for emancipation and equality. The Jewish Enlightenment philosopher Moses Mendelssohn and his grandchildren, the Romantic composers Fanny and Felix Mendelssohn, represented both the significant contributions of German Jews to German musical and philosophical thought and 19th century German ambivalence towards the Other. The devastating economic hardships of post-WWI Germany fueled fear and anger that contributed to the rise of the National Socialist Party, which sought to destroy Jewish culture while promoting German Romanticism as an ideal. German composers who opposed the Nazi party divorced themselves from the Romantic tradition, embracing atonality, which had been outlawed by the Third Reich as "degenerate," and Germany became an international center for New Music, i.e., atonality, a position it still holds today. Meanwhile, the German philosophers Nietzsche and Heidegger directly and indirectly supported the National Socialist party, while others, such as Adorno and Bloch, opposed it and became major influences of the student revolution of the 1960s. The tensions and tragedies of the past are very present in 21st century German identity, and this is reflected in contemporary views of music and philosophy.
Prerequisite: MUSI 26600 or PHIL 26600

INTD 29400: VISIONS OF ENGLAND II:EW: 3 Hour(s)
VISIONS OF ENGLAND II: MAKING THE NATION THROUGH WRITING & LANDSCAPE:EW~ This course is the Study Away portion of the Visions of England course. Students who enroll in this course must have taken English 29300 in the twelve-week semester. This course fulfills the Experiencing the World requirement.
Prerequisite: ENGL 29300
Core: Experiencing the World

INTD 29500: SHAKESPEARE'S ENGLAND:EW: 3 Hour(s)
SHAKESPEARE'S ENGLAND~ The disciplines of dramatic literary criticism and the theatre have very different ways of studying or considering plays. Each discipline can exploit the methods of the other without clearly realizing or identifying the separate origins of the insights. Students will begin to identify different methods and techniques used by the different areas, and will be expected to clearly differentiate the distinct approaches, while learning from both. The course will investigate how England appears in Shakespeare's plays while also looking at how Shakespeare's plays appear in England. A variety of plays will be chosen to match travel and viewing opportunities, concentrating on how Shakespeare pictured Great Britain in his history plays, in his tragedies, and even in his comedies which, although usually not physically set in England, are still peopled with clearly British characters. Through travel, reading, and watching we will reflect on how Shakespeare's plays helped to define and shape the language he used as well as the country he loved. Instructor Permission Required. Prerequisite: ENGL 29500 or THEA 29500.
Prerequisite: ENGL 29500 or THEA 29500
Core: Experiencing the World
INTD 29700: OBLIGATIONS TO OTHERS:ES  4 Hour(s)
OBLIGATIONS TO OTHERS:ES~ This course takes as its starting point the following question: What obligations do we have to others? From this initial question more arise. How do we define obligation and who are the people or groups to whom we are obligated? Are we, as educated individuals, obligated to donate our skills and time to people less fortunate than ourselves? Does the relative prosperity most of us enjoy as Americans obligate us to share our resources with countries whose citizens live in squalor and without access to basic services, education, and healthcare? Should we help those in poorer countries before we assist the poor and disadvantaged living within our own borders? These are just a few of the questions we will consider. The process of answering these questions will inevitably lead to further inquiry, requiring our compassion and, most importantly, our skills as critical readers and thinkers. To those ends, we will turn to a significant number of literary, filmic, historical, and philosophical texts that will challenge our preconceived notions of justice and invite us to re-imagine how we define and fulfill our obligations to others. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

INTD 29900: WHAT IS HUMAN?:ES  3 Hour(s)
WHAT IS HUMAN?:ES~ Until recently, we thought we had clear answers to the question, "What is Human?". We knew the genetic makeup of the species; we knew how humans were conceived and born; we knew the maximum life span; we knew there are a great deal about unique human characteristics that made us different from other animals. This course will examine whether or not current and future science will someday result in a Superhuman race. We will explore a variety of topics related to enhancement technologies such as using performance drugs, extending life, creating better babies, and the blending of machine and human. The scientific, ethical, and cultural issues raised by these new technologies will be examined using the perspectives of different disciplines to help us recognize the complexities and potential effects. We will also focus on if and how we ought to control the development and use of these technologies. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Core: Meaning/Ethics/Soc Responsibil

INTD 30010: CREATIVE LIFE: SELF-DISCOVERY  4 Hour(s)
THE CREATIVE LIFE: A JOURNEY OF SELF-DISCOVERY~ This interdisciplinary course integrates Narrative Psychology with its emphasis on learning in groups with Ecology and our connection to the natural world. In addition, students explore the nature of learning versus protection and the function of beliefs. To date this course has been held at the North Woods Camp in the Upper Peninsula of Michigan, or at Hiram’s Field Station. A large portion of the course is experiential using psychological group processes in the natural environment as an integral part of student’s learning. For example, students experience doing without electricity and other conveniences while exploring how they may have clung to comforts in order not to feel something. Students will explore their own stories and beliefs in order to see more clearly what they may have created consciously or unconsciously. From a place of greater awareness, students begin to try out new approaches and benefit from the work done by others. Each student will map their course by deciding what areas in life they would most like to see improvement in. The goal is to have each student begin to see how they have created and continue to create in their own unique lives and stories and how that impacts society and the conservation of the natural world. Students will write two short essays, give two short presentations, and be required to read course materials and journal daily insights and experiences.

INTD 30020: GLOBAL HEALTH/HUMAN RIGHTS  4 Hour(s)
GLOBAL HEALTH & HUMAN RIGHTS~ Every day popular media bring us accounts of health-related tragedies, both domestic and global: stories of impossible suffering in the absence of available health care, images of the bodies of infants and children wasted by malnutrition and disease, accounts of unbelievable miscarriages of justice on the part of groups, governments and corporations. This course will explore the impact of these popular depictions—both "fact" and fiction—and the public’s understanding of global health and human rights, on policy decisions, and even on scientific research agendas and medical practices. The course will include a broad introduction to the subjects of "global health" and "human rights," and to the way that—through the work of the World Health Organization, the public appeals of Paul Farmer, and others—we have become increasingly familiar with looking at global health through the lens of human rights. This lens allows us to see the "health problems" in front of us not only as matters of dangerous microbes and damaged bodies, but also as matters of embedded structural violence and social injustice, of unequal access to resources, and of a complex interaction of many factors, including aid agencies, celebrities, governments, corporations and the media itself.

INTD 30060: BOHEMIANS & REBELS: ART & LIT.  3 Hour(s)
BOHEMIANS AND REBELS: ART AND LITERATURE OF THE ROMANTIC AGE~ Growing out of the Age of enlightenment, Romantic artists and writers of the late 18th century despaired at perceived failures of rationalist thought and began to explore new themes related to the individual. While nationalist impulses were taking hold throughout Europe and America, creative people were questioning the meaning of collective values rooted in the distant past, individual genius in their present, and the inner realities of dream, nightmare, and emotion. They looked to the past, to nature, and to exotic and primitive cultures for inspiration to find their authentic "voice" through the arts. Romanticism changed our ideas about nature, history, individualism, and nationalism. Beginning in the 18th century, it transformed painting, sculpture, writing and music. Romanticism was deeply connected with the politics of the time, echoing people’s fears, hopes, and aspirations. It was the voice of revolution at the beginning of the 19th century and the voice of the Establishment at the end of it. This course will investigate how the movement we call Romanticism helped to revolutionize the Western perspective in ways that still are very important.
INTD 30070: LEGEND & LORE OF THE KILT: 4 Hour(s)
THE LEGEND AND LORE OF THE KILT-- Where does our cultural identity come from? Is it handed down to us as tradition—or do we invent it as needed? In 18th century Scotland, people experienced a crisis of identity and searched for new ways to define themselves. Today when we think of Scotland we think of kilts and plaid, bagpipes, whiskey, and stories of magical folk. But where do these traditions come from? Are they really ancient and true symbols of Scotland and its people? The stories in which we cast ourselves as heroes and the costumes we choose for ourselves are two of the most compelling ways we define ourselves. The word “costume” comes from “custom;” the word “dress” comes from the Latin for “to direct” or “to rule;” “apparel” derives from “to prepare” or “to make ready.” Clearly, what we choose to wear holds some powerful meaning. In this hands-on class, students will tell stories and make their own kilt in our quest to answer the big question of how we define who we are.

INTD 30080: POLITICS & ARCHITECTURE: 4 Hour(s)
POLITICS AND ARCHITECTURE-- In this course we will examine a variety of famous examples of architecture; we will consider the historical circumstances and personages which brought those buildings into being; and we will analyze the political ideas which are reflected in the styles of those structures. More specifically, the purpose of this course is to examine the interconnection between political ideologies and architectural styles. Both architecture and politics are expressions of order on a grand scale: architecture is an ordering of the material realm, while politics is an ordering of the social realm. When architecture is well-ordered, it displays beauty. When politics is well ordered, it displays justice. Often times, the same ideas are used to assess whether a building is beautiful and whether a political system is just. For instance, in a totalitarian state, buildings are considered beautiful if they convey the overwhelming power of the totalitarian ruler, etc. We will therefore examine some of the most prominent buildings on the planet in order to see what political ideas they convey. We will also examine the manner in which the styles of those buildings have been utilized by architects in the United States in order to convey those architects’ own political views. We will do this via the reading of books and articles pertaining to political theories and political history, as well as to architectural history, architectural theory, and specific architectural works.

INTD 30090: ENTREPRNRSHP & STUDIO ART: TT: 3 Hour(s)
ENTREPRENEURSHIP AND THE STUDIO ARTS--This course has students and student artists explore the entrepreneurial mindset with a cross-section of professional studio artists in the fine and commercial arts. Class sessions will cover networking, co-operative marketing, and finding a niche market that reflects one’s values, talents, and passion. Visits to a variety of art enterprises, conversations with art entrepreneurs, and galleries and museums as “businesses” will be integrated into our class-time. Students will produce a one page business plan, design a business card and present a rocket-pitch presentation. Travel to local and near-by cities is included.

INTD 30110: HUMAN TRAFFICKING: 4 Hour(s)
HUMAN TRAFFICKING-- Third only to drugs and weapon sales, human trafficking is the largest and fastest growing organized crime activity in the world resulting in a multi-billion dollar industry. Forced factory and agricultural labor, the sex trade, debt bondage, domestic help, children soldiers, and the selling of human organs comprise the many facets of this contemptible trade. How can there be 27 million slaves in the world when slavery is illegal in every country? Why do freed slaves often voluntarily return to work for their former owners? Why does the global economy help determine the amount of slaves in the world? Why would former child slaves grow up and become slave owners? Does a six-year-old child slave, digging tunnels by hand in the Congo River basin, have anything to do with your cell phones and laptops? There are over 100,000 slaves in the United States secretly held captive and forced into manual labor and the sex trade. In this course we will explore the world slavery problem with emphasis on women and children. The economic reasons slavery is so prolific, and the political undertakings currently trying to combat this scourge, will also be investigated. The psychological effects of individuals involved in the slave trade, both victims and perpetrators, and the role they play in their communities is a prime concern. Many of the look-the-other-way cultures regarding human trafficking, especially when human trafficking becomes “normalized,” will be explored in detail. The U.S. State Department’s document, “Trafficking in Persons Report 2010,” now, for the first time, including figures for slavery in the Unites States, was presented by Secretary Clinton on June 14, 2010, and will be part of this curriculum. Where human trafficking exists, how it is supported, the psychological culture it needs to flourish, and what can be done about stopping this practice is the basis for this course.

INTD 30120: AGING, SEX & THE BODY: 4 Hour(s)
AGING, SEX AND THE BODY-- Scholars in the humanities who study aging often argue we are “aged by culture;” in other words, that we “learn to be old” through social and cultural processes, through our own expectations and other’s perceptions of us. Moreover, they assert that these processes, expectations and perceptions are often gender-dependent, and that women face unique challenges as they age. This course will explore the question: “What is aging?” We will find that there are numerous possible answers to this question, depending on who is asking and in what context. To reveal some of the more contested notions of what aging is, we will pair different disciplinary perspectives on various aspects of aging with the way these same aspects are represented in popular culture. We will keep the aging body at the forefront of our inquiries, questioning the relationship between biological changes and cultural ascriptions, between sexual identities and popular representations of the body, between the perceptions of health care workers and the self-images of the aging patients with whom they work. As aging is a process we all experience, this course will also ask you to confront your expectations, hopes and fears for your own aging, and to recognize how those impact your interactions with “older” people. Counts toward Gender Studies Minor. This course counts as one the 3 required medical humanities seminars for the BIMD major and minor.
INTD 30130: INVADING OZ:EW ~ 3 Hour(s)
INVADING OZ:EW ~ Human and interspecies interactions, and the framing of policy responses to those interactions, have been the driving dynamic in Australia's modern history. The European and Aboriginal worldviews contrast sharply, in part because they were informed by two different traditions. The two human groups' policy responses to ecological issues and dilemmas, and political matters more broadly, thus diverged decisively — and still diverge sharply. This dichotomy is particularly evident in the perceptions of "invasions" — actual, metaphorical, and perceived — that have characterized Australia's history. These include: native lands being removed from the Aboriginal people; invasive animal species forever changing the landscape of the continent; environmental and human threats to the Great Barrier Reef and Australia's natural resources in general; and most recently, changes in political policies and military presence in response to China's increased influence and probable future dominance in the oceanic region. This course will prepare students to understand Australia by appreciating deeply the effects of contrasting responses of Australians, European and Aboriginal, where environmental and political policies — past, present, and future — are concerned. Fills Experiencing the World
Prerequisite: (POLS 30100 or PSYC 30100)
Core: Experiencing the World

INTD 30150: GOING TO THE GODZONE:EW ~ 3 Hour(s)
Going to the Godzone: EW (Study Abroad): Survey studies and cultural analyses indicate that in recent years New Zealanders routinely rate as being among the happiest people in the world. In this course, we will conduct an interdisciplinary examination of human happiness at two levels of analysis: individual and societal. We have identified the following key themes, around which the course will revolve: 1) the pivotal role of fairness in determining the effectiveness of the relationship between individual and societal wealth and happiness; 2) the role of social connections in determining the happiness of individuals, as well as that of their country; and 3) the relationship between individual/ self-focus, materialism, and happiness. We will witness firsthand how New Zealand differs from the United States in these respects, despite having substantial overlap in key values: both are wealthy, democratic, market-oriented societies that cherish the concept of freedom, yet the two countries have taken very different trajectories since the late 1970s. We will also use some of the venues in New Zealand as opportunities to engage in hands-on practice with the types of activities that research suggests promote happiness, and then consider whether such activities seem more or less "built in" to the cultures of the Maori, the New Zealand majority, or the United States cultures.
Prerequisite: (POLS 30160 or PSYC 30160)
Core: Experiencing the World

INTD 30160: INSIDE/OUTSIDE AUTISM ~ 4 Hour(s)
INSIDE AND OUTSIDE AUTISM ~ This class will explore autism spectrum disorders from without and within, examining the work of those who study autism and work with those on the spectrum, the representations of autistic individuals in popular culture, and — perhaps most importantly — the voices and stories of those with autism. Students will examine the tension between medical and social models of autism, working to recognize the difference between a conception of autism as an ailment for treatment or cure and a conception of autism a different way of thinking and being that should be accommodated. To this end, students will engage the topic of autism through historical studies, scientific papers, representations of autism in popular culture, and stories told by those on the spectrum. Students will be expected to do all course readings and activities, participate actively in discussion both in online forums and in class, conduct an interview, prepare a presentation, and write several essays. Can count for Biomedical Humanities students as one of their Medical Humanities courses. Can count as elective for Psychology major.

INTD 30170: GIMPY GEEZERS:ABLEISM AND AGEISM ~ 4 Hour(s)
GIMPY GEEZERS: ABLEISM AND AGEISM ~ Disability and older age are social categories that anyone can join. Despite the stakes we all have as current or future "disabled" and "older" adults, people belonging to these categories frequently experience stigma and discrimination, with a double burden faced by those belonging to both. However, quality of life may or may not be compromised with disability and/or age. Personal accounts of pleasure, satisfaction, stigma and discrimination all depend on social policies, cultural perceptions, political power, access to resources and individual appraisals. This course examines both the socially informed and embodied experiences involved in the transitions to (and sometimes from) disability and age status. We will interrogate the assumptions and stereotypes about disability and age that circulate through mainstream culture and how these shape interpersonal and institutional practices. How might we begin to recognize, respond to, and change the place of disability and aging in our culture, and thus our own inevitable experiences?

INTD 30210: NARRATIVE BIOETHICS:ES ~ 3 Hour(s)
NARRATIVE BIOETHICS:ES ~ In recent years, medical practitioners have turned to the study of narrative as a means of improving patient care. Although medicine has grown significantly in its ability to diagnose and treat biological disease, medical caregivers often lack the tools necessary to recognize the plights of their patients, to extend empathy toward those who suffer, and to join honestly and courageously with patients in their struggles toward recovery or in facing death. Proponents of the use of narrative in medicine argue that caregivers' shortcomings lie at least in part in their failure to respond to their patients' stories of illness. Narrative knowledge will, they contend, increase a caregiver's capacity to honor these stories. The incorporation of narrative competence into the practice of medicine encourages, then, a reexamination of medicine's methodologies and the ethics underwriting the relationship between medical practitioners and patients. Practitioners trained in narrative become better readers of their patients' stories and histories and, as a result, better caretakers of their beleaguered bodies. This course offers a narrative approach to issues in bioethics. It focuses on story (case studies, fiction, biographies) as starting points for moral interpretation in bioethics, with special attention to issues in health care. The course will help students recognize and evaluate conflicting perspectives about how ethical dilemmas should be addressed. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is also offered in a revised version for 4 hours as INTD 30200.
Core: Meaning/Ethics/Soc Responsibility
INTD 30220: BLACK DEATH: PLAGUE/ MEDICINE/ SOCIETY ~ 3 Hour(s)
THE BLACK DEATH: PLAGUE, MEDICINE, AND SOCIETY ~ This course examines Europe’s most significant encounter with epidemic disease: the Black Death, which may have killed half or more of the population in 1347-50 and remained endemic for centuries thereafter. The class will examine plague from the viewpoints of both history and the biological sciences, dealing with the disease itself, changing medical views of its nature, and treatments and public health measures used to combat it. It will explore the plague’s social, economic, and psychological effects and its impact on literature, art, and religion. The course will focus mainly on the second plague pandemic (c. 1340-1770) but will also address the third (c. 1890-1950, but in fact still ongoing).

INTD 30290: CULTURE & ETHICS OF FOOD:ES ~ 3 Hour(s)
CULTURE & ETHICS OF FOOD:ES ~ Food is one of the universal and essential dimensions of human existence: No human being can exist without a relationship to food. Food fashions and food habits reflect both enduring and traditional dimensions of cultures while changing and adapting continuously to tastes and preferences as well as values and goods. These goods are conditioned by and made sense of within communities and cultures that embed values about what is good food, or even what counts as food, but also how we should eat, from etiquette and table-manners to the practices of preparing food and coming together for shared meals. And, it is not only the practices surrounding our preparation and consumption of food: food must also be produced and distributed. How and what food we produce is affected by the very ecology of place. In this course, we will examine food within the context of French culture while analyzing the normative dimensions of our practices and intuitions about food and reflecting on our own relationship to food. The course will involve significant experiential dimensions afforded by our travels in France and residences in three distinct food-micro-cultures—Paris, Languedoc-Roussillon, and Normandy. Students will regularly encounter and reflect upon the differences in French attitudes and practices with respect to food and gain an appreciation for how these attitudes and practices arise from traditions surrounding food. Fills Ethics and Social Responsibility.
Core: Meaning/Ethics/Soc Responsibl

INTD 30310: WOLVES & CIVILIZATION:TT ~ 3 Hour(s)
WOLVES & CIVILIZATION:TT ~ This course examines the complexities of the natural and political relationship between humans and wolves, from its virtual extinction in the lower 48 states to reintroduction efforts, to present-day conflict. Readings demonstrate how the lives of humans and wolves are deeply connected to our society. For hundreds of years our country engaged in a campaign to exterminate the wolf. The ferocity and sadism of hundreds of years of wolf slaughter calls out for intellectual inquiry. With wolves now reclaiming some former habitat in the lower 48 states, we ask why this mysterious yet social animal has provoked such violence, compassion, and interest. This course is team-taught.

INTD 30320: TAKING TO THE TREES:TT ~ 3 Hour(s)
TAKING TO THE TREES:TT ~ For four main reasons, the Pacific Coast of the United States, from Seattle southward to the Los Angeles Basin, is the ideal setting for this study away course exploring firsthand the subject of ancient forests and great trees. First, although many Americans tend to associate ancient forests and rainforests with other quarters of the globe (the Amazon in South America, the Daintree in Australia, etc.), the United States has been graced with some of the world’s greatest old-growth forests. Second, in recent decades this region has been the North American epicenter of the timber industry and other, less self-evident threats to the integrity of the remnants of the planet’s ancient forests. Third, this region has become a mecca of sorts for organized interest groups that seek to put an end to the felling of ancient forests. Fourth, and finally, there may well be no other venue and route in the continental United States that could make so viscerally real the concepts the group will have studied in preparation for this trip. The immoest aspiration of this expedition is to do nothing less than instill in the participants a lifelong sense of wonder at the sublime majesty of ancient forests and great trees — and that the students become invested in conveying these crown jewels of the Earth to future generations. Through reading, discussion of those readings, onsite presentations, reflective academic journaling in response to pointed prompts, and a final reflective paper, students will come to fully appreciate the academic material from the preceding twelve-week course (Ancient Forests and Great Trees). Prerequisite: BIOL 34600 or POLS 34600

INTD 30400: PUBLIC POLICY MAKING ~ 3 Hour(s)
PUBLIC POLICY MAKING ~ Public Policy Making takes an interdisciplinary approach to the analysis of several areas of government policy that definitely affect the society and the economy in which we live. Using the perspectives of both Political Science and Economics, the course will cover a series of topics. They will include the analysis of the federal government’s budget decision making process; the process of taxation, including its economic impact and political justification; an analysis of the government’s increased regulatory activity; an overview and critique of cost-benefit analysis as a taxnlytical technique that permits an evaluation of the government’s efficiency; and a discussion of current policy issues that are of present concern.

INTD 30800: FUND IDEOLOGIES/ INST OF JAPAN ~ 3 Hour(s)
JAPAN FUNDAMENTAL IDEOLOGIES AND INSTITUTIONS ~ Human civilization and culture are based upon our agricultural achievements. Agriculture is described by David Orr as “a liberal art with technical aspects.” Since the turn of the century, scientific, social, economic, and political inputs have influenced agricultural development in the United States, producing dramatic change on the farm. Conventional agriculture is extremely productive, and Americans enjoy abundant and cheap food. Yet, there are increasing questions about the sustainability of our agriculture. In this course, we examine past choices that guided agriculture into the future. The roles of farmers, consumers, industry, government, and agricultural scientists in the process will be explored. Institutions, the groups and organizations that are the setting for collective activity, will be examined as they embody these ideologies. These institutions include historical structures, such as the Shogun-Daimyo/Samurai political system, the emperor system, and the religious institutions and their abundant artistic production as well as contemporary structures, such as the educational system, business, the political system, social organizations, and sports. Students going on this Study Away trip must also register for the related one (1) credit hour course offerings of ART 30800 or COMM 30800 in the prior twelve (12) week session.
Prerequisite: (ART 30800 or COMM 30800)
INTD 31400: MASCULINITY-FEMININITY:CA,UD: 3 Hour(s)
MASCULINITY, FEMININITY, AND CULTURE:CA,UD:— Masculinity, Femininity, and Culture is an integration of the insights and perspectives of the humanities and social sciences on the topic of the interaction between gender and culture. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. A revised version of this course is offered for four credit hours as INTD 38400. A student may receive credit for only one of these two courses. Counts toward Gender Studies Minor.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

INTD 31510: BODY AND SENSE OF TOUCH:ES: 4 Hour(s)
BODY AND SENSE OF TOUCH:ES ~ This course explores the themes of body and the sense of touch. Our understanding will expand out of several creative tensions that manifest in both the academic study of body and touch and our own existential encounters: pure reasoning and dualistic conceptualization versus non-dual awareness and alternative rationalities informed by embodied feeling and sensuous and erotic touch; body and touch as representation of ideas versus embodied and tactile being-in-the-world; and body and touch as socially and culturally conceptualized, formed, and constructed versus the lived body's experience of movements, motions, e-motions, feelings, gestures, and other forms of touch, both inner and outer. We first attempt to understand the body from a variety of perspectives in anthropology and sociology that tend to view the body "from the outside" as symbolic representation of ideas, as metaphor of socio-cultural maps of reality, or as socially and culturally constructed (Turner and Csordas). We then immerse ourselves in the phenomenology of the body, studying an eco-philosopher's analysis of the disconnection and possible reconnection between body and the natural environment (Abram); we also explore the possibility of a creative embodied recollection of Being that responds to nihilistic ideologies and technologies (Levin). Special attention is given to the sense of touch, as we investigate its varied manifestations in different cultures, its role in the creation of identities, the extremities of pain and pleasure, tactile virtual spaces and therapies, and hegemonic manipulations and control of touch (Classen). Our social and cultural analysis of touch is balanced by an ethical and phenomenological approach to touch: delving into a series of forms of touch—autistic, pornographic, sadomasochistic, and ascetic—we also attempt to understand mindful forms of touch that recover emotional and sensuous awareness as alternatives to desensitization, hyperr-sensitivity, and other destructive habits (Holler). Finally, we bring phenomenology into deeper dialogue with cultural studies with a series of questions pervading and vitalizing our course: What are the radical implications for self and world of recovering awareness, through being in touch with the lived body? Might we move beyond habitual, limited, contracted, and distorted dualistic modes of being toward more open, expansive, and liberating non-dualistic forms of bodily felt sensing and being aware? How might a recovery of the lived body and the sense of touch be applied in our attempts to make sense of, understand, and learn from the bodies of other cultures? Might a new awareness of the lived body and lived touch give rise to a deeper understanding of any particular culture, of our own culture, and our own creative responses?
Core: Meaning/Ethics/Soc Responsibil

INTD 31800: EARLY 21st C NATL HISTORY:TT: 4 Hour(s)
NATURAL HISTORY IN THE EARLY 21st CENTURY— An examination of the concerns of 19th century and previous natural historians in light of present day understanding of the natural world around us. The course will emphasize a synthesis of historical, biological, and geological approaches. Particular attention will be given to the unique relationship of Americans to their natural environment. Lecture and field experiences will be utilized.

INTD 32410: 19TH C AMER ARCHITECTURE/LIT: 4 Hour(s)
NINETEENTH CENTURY AMERICAN ARCHITECTURE AND LITERATURE— There was a dynamic relationship between the architectural and literary expressions in the nineteenth century American imagination. One of the prime examples of this synthesis is Nathaniel Hawthorne's House of Seven Gables, but many other writers were also concerned with architectural style as the tangible expression of certain moods and attitudes, among them Herman Melville, Harriet Beecher Stowe and William Dean Howells. The course will focus on the intersection of architectural history-colonial, Federal, Greek Revival and Victorian eclecticism—and literary expression. Where possible, local examples of important architectural styles will be utilized. A revised version of this course is offered for three (3) credit hours as INTD 32400. A student may receive credit for only one of these two courses.

INTD 32650: EXPLORE ABILITY&DISABILITY:TT: 3 Hour(s)
EXPLORING ABILITY AND DISABILITY THROUGH PERFORMANCE: AUTISM SPECTRUM DISORDER — This class will explore disability through the power of literature and performing arts focusing on the theme of autism spectrum disorders. In the fall, students will be engaging the topic of autism through the exploration of literature and scientific papers, discussions with medical providers and families who care for people with autism, and through personal interaction with people who have autism. This research will provide students with a comprehensive overview of Autism Spectrum Disorder and the experiences of people who live with it daily. After the interview process, the students will work the material they collected and each other in groups to create a short performance piece that captures particular issues surrounding Autism Spectrum Disorder and engages audiences (predominantly high school and college students) with the topic. The hope is that, in the spring, a selection of the pieces created in class will be toured and performed to area venues and discussion sessions will be held to provide additional information about Autism Spectrum Disorder to those audiences.

INTD 32700: CYBER CRIME MODRN BUSINESS:ES: 4 Hour(s)
CYBER CRIME IN MODERN BUSINESS:ES— Today’s businesses use pagers, cellular phones, fax machines, PCs connected to modems, and the Internet. This course deals with the Physics of how these devices operate. The fundamentals of electronics will be thoroughly covered. Then the issue of corporate culture and ethics will be addressed from a Management perspective. Often ethics and culture clash with new technology. Failure to consider corporate culture and ethics when implementing these devices into daily business operations could result in decreased corporate unity and spirit, increased employee fraud and theft, reduced employee self-esteem, and lower operating efficiencies.
Core: Meaning/Ethics/Soc Responsibil
INTD 32800: SEIZING THE MOMENT: GENDERED PERSPECTIVES ON SUCCESS AND LEADERSHIP AND 20TH CENTURY US
- This interdisciplinary course analyzes two special “moments” in the past that appeared uniquely poised to offer special opportunities to one gender. The first occurred in the early 19th century, the era of the “self-made man” mythology, when the new United States was experiencing unprecedented expansion and development. The second “moment,” during and following WWII, saw women taking on so-called male roles as builders, doers, and providers. Each “moment” resulted from a unique convergence of economic, political, and social conditions, and beckoned the most ambitious to step forward and claim participation in it. The themes of success and leadership inform our examination of these two unique situations. The disciplines of history and organizational behavior provide the framework to help determine what individuals, organizations, and society deemed successes and failures within organizational or institutional settings, including the idea of home and housewifery considered a career for women.

INTD 32900: GENDER AND CREATIVITY: 3 Hour(s)
- GENDER AND CREATIVITY—Despite the scarcity of information about them, there have been creative women throughout human history. A chronological survey of the achievements of women—primarily in the Western heritage—will feature questions about the factors which hindered or aided them in their work. Each student will have a research project centering on one notable woman, preferably in the student’s major field, including women in the arts, sciences, and social sciences.

INTD 33600: URBAN DESIGN/REGIONAL PLANNING: 3 Hour(s)
- URBAN DESIGN AND REGIONAL PLANNING—A study of the physical design decisions as they impact the nature of community. The contemporary American urban setting will be analyzed through an examination of the impact of the city beautiful and garden city movements. The implications of local planning issues such as zoning will be considered in addition to regional planning efforts. Northeast Ohio communities are utilized as examples of past and current planning theories.

INTD 34300: WEST ART/MUSIC: RENSSNCE-MODRN: 4 Hour(s)
- WESTERN ART AND MUSIC: RENAISSANCE-MODERN: MUSES ENTWINED—Western art and music from the Renaissance to the modern world. This course explores the relationships among Western classical music, painting, sculpture, and architecture, finding connections and differences and relating the languages of both disciplines. Through guided listening and slide study, students are introduced to representative works of art and music from each style period. Emphasis is placed on how media are used to create form, and how the arts reflect context; i.e., the cultural values and biases of their time and place.

INTD 34350: TRIUMPH, TRAGEDY, AND THE ARTS: 3 Hour(s)
- TRIUMPH, TRAGEDY, AND THE ARTS—Students are presented the chronological narrative from Renaissance (c. 1450) to the present. Students are expected to master this narrative with the goal of better understanding the political (and diplomatic), intellectual, social, religious, economic and cultural histories and their cause-effect relationships. Central to this historical narrative is to create a working content knowledge of the art and music, genres and individuals, reflective of the history of Modern Europe. Chronological and thematic European history is thus used to develop the students’ intellectual and academic skills. To better accomplish this, effective note-taking skills are modeled and stressed. Analysis of primary documents (texts, charts, maps, paintings, music, and relevant graphics) is strongly and frequently used. This culminates with the goal of increasing the students’ ability to compare and contrast, analyze, and evaluate events, trends, human actions, and various movements within the narrative and thematic history both verbally and especially in writing.

INTD 36000: LITERATURE AND AGING: 3 Hour(s)
- LITERATURE AND AGING—Literature about aging is one of the most fruitful resources for understanding interactions between the experiences of clinicians, health care providers, family and friends of the elderly, and the aging person. Literature serves several purposes in these situations. One of the most important is its ability to put us readers in the perspective of the aging person allowing us to identify with the aging person. Literature gives us empathy for the patient, an understanding which sometimes is hard to achieve in any other way. This course is also offered in a 4 credit hour format as INTD 36010. A student may receive credit for only one of these two courses.

INTD 36100: WHATS NORMAL?: PHYS ABNORMLTs: 4 Hour(s)
- WHAT IS NORMAL?—PHYSICAL ABNORMALITIES—This course will look at the pressures to make everyone normal, and the consequences of those pressures. We will examine several examples of what the “normal people” consider to be “abnormal.” The readings will include medical and ethical articles as well as selections of drama, poetry, and fiction.

INTD 36400: QUANTUM REALITY: 3 Hour(s)
- IN SEARCH OF QUANTUM REALITY—Or what really happened to Schrodinger’s cat? Quantum mechanics is a physical theory used to describe the structure of the microscopic world. This theory is the most quantitatively accurate description of nature ever constructed. However, since its initial formulation there has been an ongoing debate as to the meaning of interpretation of quantum theory. In particular, quantum mechanics demands that we abandon some of our preconceived common-sense ideas about the nature (or even existence) of “reality”. In this course we will examine just what it is that quantum mechanics has to say about the nature of reality. In the process we will also try to understand how the microscopic world can be so weird while the macroscopic world continues to be so seemingly normal. Finally, we’ll try to understand the terrible entangled fate of a simultaneous [live cat]+ [dead cat] state.
INTD 37700: THE TUSKEGEE AIRMEN: 4 Hour(s)
THE TUSKEGEE AIRMEN~ The Tuskegee Airmen were the first, black, military pilots in 1941. Although President Roosevelt initiated the training program, many government and military officials in charge of the training did not want blacks flying military aircraft. Until this initiative, the usual position for blacks in the military was limited to mess cooks, janitors, road builders, and grave diggers. Many supervisors charged with training the black cadets decided that this program must fail showing everyone once and for all that blacks cannot fly aircraft. However, despite cruel discrimination, unfair regimentation, lack of resources, and limited opportunities, the Tuskegee Airmen succeeded beyond all expectations setting combat records still unbroken today. How they accomplished this is what this course entails.

INTD 38000: SEM:: 4 Hour(s)
SEMINAR~

INTD 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPICS~ A special opportunity to study an interdisciplinary topic. The content will vary each time this course is offered and therefore the course may be repeated with permission. This course counts toward fulfillment of the interdisciplinary requirement only when it is offered for at least 3 hours of credit.

INTD 38200: MENTAL/EMOTIONAL DISORDERS: 4 Hour(s)
WHAT IS NORMAL? II: MENTAL AND EMOTIONAL DISORDERS~ This course explores through articles, poetry, stories, and drama how those who fall outside cultural norms for mental and emotional health are "normalized," marginalized or kept out of sight. The clinical and ethical articles address the questions of how cultures construct many definitions of mental disorders, which often vary over time and between cultures. Definitions of disease and disorders allow for medical "treatment" and often for insurance coverage, while the same behavior in other times and circumstances might not be considered a disease at all. Literary works provide insights into the experience of mental illness and disorders. The course is constructed from the disciplines of medicine, literature, and ethics.

INTD 38800: BIOINFORMATICS: 4 Hour(s)
BIOINFORMATICS~ This is a new field that arises from the interaction of biology and computer science. This course will help students become comfortable thinking about problems and arriving at solutions both as biologists and computer scientists. A general introduction to molecular biology and to computer programming will be provided to establish a common language and basis of understanding. The course will cover computational methods for the study of biological sequence data: analysis of genome content and organization, techniques for searching sequence databases, pairwise and multiple sequence alignment, phylogenetic methods, and protein structure prediction and modeling. Each of the problems will be analyzed both from the biologist's and the computer scientist's point of view. The students will have the opportunity to analyze biological data, to experiment with available bioinformatics tools, and to program in Perl to solve bioinformatics problems. Prerequisites: CPSC 17200 or BIOL 23000 or permission. Prerequisite: (CPSC 172 or CPSC 17200) or (BIOL 230 or BIOL 23000)

INTD 38850: BIOMIMICRY: INNOVATIONS NATURE: 4 Hour(s)
BIOMIMICRY: INNOVATIONS FROM NATURE~ Humans have always drawn inspiration from nature to create art and find solutions to technological problems. A recent resurgence in this approach has begun to view nature as the ideal model for sustainable solutions to many, if not most, of our current design and technical challenges. Several basic principles drive this biomimetic perspective including: emulating how life works; using water-based chemistry; being efficient with materials; and changing or adapting as conditions change. This current application of biomimicry relies on interdisciplinary collaboration among several areas including the sciences, design, technology, marketing, and entrepreneurship. Northeast Ohio has become a center of activity for biomimicry with several academic, business, and entrepreneurial groups focused on this methodology. This course will introduce students to biomimicry through readings, discussions, group projects, and meetings with several local groups working in this arena. Prerequisite: Must have upper level standing.

INTD 38900: ALTERNATIVE HEALTH CARE SYSTEMS: 3 Hour(s)
ALTERNATIVE HEALTH CARE SYSTEMS~ Three week intensive course examines several different health care systems around the world, looking at many complex issues, including how just the system is, who gets what kind of health care, where the system succeeds and where it fails, how it is financed, who gets left out and why. The class will propose ways of reforming the United States health care system.

INTD 38910: GOING VIRAL: 4 Hour(s)
GOING VIRAL: EPIDEMICS IN AMERICAN HISTORY, LITERATURE, AND CULTURE ~ Epidemics are not only biological events, but cultural phenomena that produce wide-ranging effects on populations and nations. This course explores how American history, literature, and culture have been shaped by epidemics, from small pox outbreaks in the American colonies to the AIDS crisis of the 1980s. Through a study of historical scholarship, literary texts, and cultural artifacts, we will consider issues such as how epidemiological theory has informed federal policy; how disease has been employed as a metaphor in political rhetoric; how ideas about immunity and susceptibility have produced understandings of race, citizenship, and national belonging; how epidemic events have mobilized initiatives in public health and health activism; and how tropes of communicable disease have manifest in American popular culture. Entering U.S. history at crucial moments of biological crisis, this course aims to analyze the many ways medical theory, practice, and policy have inflected—or infected—the American experience.

INTD 39200: MUSIC AND WAR: 3 Hour(s)
MUSIC AND WAR~ This course examines music and its relationship to power by mingling the study of music with the phenomenon of war. The course will offer the student exposure to an array of musical forms in reference to major historical conflicts of the past four hundred years in both Europe and Asia. Among the themes discussed will be the response of composers to war, the politics of patronage of wartime music, and the significant role of music in mobilizing populations in support of armed conflicts. In addition, the course will explore the contrasts between music written to oppose war and music written to glorify it, a contrast that emerges most fully in our examination of World War II. In order to grapple with these themes, students will gain fluency in basic elements of music and achieve familiarity with the significant historical conflicts in Ireland and continental Europe, Germany and the Soviet Union, and China and Japan. Through guided listening, lectures, films, and readings, students are introduced to representative songs, conflicts, and methods of interdisciplinary analysis.
INTD 39400: NO CHILD LEFT INSIDE: 4 Hour(s)
NO CHILD LEFT INSIDE~ This course will focus on the study of nature with children and how developmentally appropriate nature study encourages environmental responsibility. Students will learn the impact of major environmentalists and discuss applications of their work to education and teaching. This inquiry-based course will study the lack of time spent exploring the outdoors by today’s youth and investigate ways to interest young people in nature and the environment. Study and analysis of local schoolyards will be used to frame theories on the effect of a lack of attachment to nature formed in childhood. This is a field based course and will require work with K-12 students. Students enrolled in this course will meet during Spring 3 at the J. H. Barrow Field Station. This course is intended for any student who wishes to develop a working knowledge of field, forest, and pond ecosystems, habitats, observational skills, and/or students who intend to work in any setting with children ages PreK-12.

INTD 39600: ENGAGED CITIZENSHIP: 3 Hour(s)
ENGAGED CITIZENSHIP~ “I don’t have time.” “It will not make any difference.” “I don’t know how.” These are the often repeated comments when asking someone about their engagement in the civic life of a community. The lack of involvement and trust that the system can be changed contributes to the malaise of many only being spectators, rather than players, in formulating the type of world we would like to live in. This course explores the meaning of engagement for a citizen, and this journey goes into all facets of our lives, not just political, but social, economic, and spiritual. The question to be wrestled with is: What is an engaged citizen? The learning will take several forms. We will read literature (plays) to look at how playwrights pose important social issues and offer some responses; we will read some writings of well known advocates from many disciplines, including law, ethics, economics, etc., and reflect on their challenges. We will do service for a “greater community good”. By the end of our experiences together, we will attempt to draw these understandings together for a personal understanding of “engaged citizenship” to guide us in our daily lives. Some sections of this course may be considered service learning (SL).

INTD 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

INTD 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

INTD 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~