

Uncatalogued Courses for 2008-2009 Academic Year

ACCT 499-2E - Tax Practice and Procedure Topics

Winter 2009 Credit Hours: 5

Take your taxation knowledge and skills to a new level. This course will teach you the organization, structure and processes involved in practice before the IRS.

We will study the administrative structure of the IRS, ethical duties of the practitioner, preparer penalties, and the statute of limitations. We will learn the Service's procedure in determining, reviewing, litigating and collecting tax deficiencies, and the role of all of the keys groups within the IRS. We will study the IRS criminal investigations division and the use of the IRS summons.

We will study all the latest IRS structural changes and review the official letters, forms and notices used by IRS. Students will get a clear sense of how the IRS works at a practical level.

We will study the primary sources including Federal tax law, Constitutional and Legislative Sources; Administrative Regulations and Rulings and Judicial Interpretations. We will also use secondary sources as research tools including: citators and other finding devices, annotated tax services, topical tax services, tax journals and newsletters. You will learn to use these research tools to communicating research results for tax planning and tax practice to tax clients.

Prereq.: None

ARAB 100 - Elementary Arabic I

Autumn 2008 Credit Hours: 5

This course is a beginner's level of Modern Standard Arabic. Students will be expected to learn to speak using simple sentences, read, and write. Attention will be given to grammar and conjugations. This course may be used with ARAB 110 to complete the Foreign Language Requirement for the Bachelor of Arts degree. **Prereq.: None**

ARAB 110 - Elementary Arabic II

Winter 2009 Credit Hours: 5

This is the second course beginner's level of Modern Standard Arabic. Students will be expected to learn to speak using simple sentences, read, and write. Attention will be given to grammar and conjugations. This course may be used with ARAB 100 to complete the Foreign Language Requirement for the Bachelor of Arts degree. **Prereq.: ARAB 100 or permission from the instructor**

CHIN 100-1E - Elementary Chinese 1

Autumn 2008 Credit Hours: 5

Elementary Chinese 1 is open to everyone who is interested in learning Chinese language and culture. Students begin to learn how to express themselves in Chinese and understand when they hear Chinese. They will learn a limited vocabulary in Pinyin and in Characters. They will learn about Chinese culture.

CHIN 110-1E – Elementary Chinese 2

Winter 2009 Credit Hours: 5

Elementary Chinese 2 is a continuation of Elementary Chinese 1. Students continue to learn how to express themselves in Chinese and understand when they hear Chinese. They will increase their vocabulary in Pinyin and in Characters. They will continue to learn about Chinese culture. **Prereq.: CHIN 100 or permission**

ENGL 180 - Reading Course - Screwball Comedy

Autumn 2008 Credit Hours: 2

This course has as its primary focus the genre of Screwball Comedy—Hollywood's answer to the Depression Era. As Pauline Kael once said about these comedies, they present "Americans' idealized view of themselves—breezy, likable, sexy, gallant, and maybe just a little harebrained." What we'll do is read plays, screenplays, and a novel that exemplify this quintessential American form of anarchy. We will view a few films in class, and students will be expected to view several more outside of class. A tentative list of readings includes Philip Barry's play *The Philadelphia Story*, Ben Hecht's and Charles MacArthur's plays *The Front Page* (which becomes *His Girl Friday* in the movies) and *Twentieth Century*, and Dashiell Hammett's *The Thin Man*.

ENGL 180 - Reading Course - Three Masters of the Short Story: Chekhov, Munro and Martone

Winter 2009 Credit Hours: 2

This course will explore the evolution of the short story over the last century and a half, focusing on three innovators: the compassionate Russian realist Anton Chekhov (1864-1900); the Canadian Alice Munro (b 1931), explorer of self-deception and frustration amidst moral confusion; and Michael Martone (b 1956), whose array of stylistic experiments only enhance his insight into contemporary American, especially Midwestern, culture.

ENGL 291 - Digital Essaying**Winter 2009 Credit Hours: 5**

Digital essays enable students to explore and reflect on their own experiences using a rich repository of media: digital photos, voice-overs, web graphics, and soundtrack. Students will incorporate their writing, visual literacy, project management and computer literacy skills to enrich their understandings of the building blocks of expository, creative, and autobiographical writing. Students will view and critically analyze the growing body of work in this medium, participate in a series of hands-on tutorials and critique sessions, culminating in a public screening of their own best digital essays. While there are no prerequisites, students should be reasonably comfortable working with computers and digital images – in-class software tutorials will be focused on Photoshop (photo editing), Adobe Premiere Pro (nonlinear video editing), and Audacity (sound editing). Students are responsible for purchasing a 2- or 4-GB flash drive to store projects-in-progress (\$30-50 or \$60-100), several CD-ROMs for saving finished projects, and one textbook.

ENGL 325 - Studies in Literature and Culture - Late Twentieth-Century Black Literature**Autumn 2008 Credit Hours: 5**

The Civil Rights Movement preceded the Black Power Movement of the 1960s and early 1970s, an era wherein Black activist organizations opposed pacifist policy of the Civil Rights Movement in the United States. In contrast, Black Power Movement political strategy demanded, rather than requested, freedom and liberation for Blacks throughout the Diaspora. Moreover, whereas the Civil Rights Movement, as evidenced by the leadership of the NAACP, was lead by a middle-class, bourgeois / professional contingency, the aims of the Black Power Movement were activated by disenfranchised youth raised in poor and working class Black families. Late twentieth-century Black literature devotes special attention to the multiple and dynamic tensions between these two crucial groups. Notable authors James Baldwin, Paul Beatty, Pearl Cleage, Charles Fuller, Sam Greenlee, Chester Himes, Gloria Naylor, and Toni Morrison engage this debate. Their novels and plays position readers to analyze how the policy and strategy of these two factions clashed through contemplations about class distinctions, color consciousness, gender roles, citizenship, and cultural identity.

Probable Reading List:

If Beale Street Could Talk, James Baldwin
White Boy Shuffle, Paul Beatty
Flyin' West, Pearl Cleage
A Soldier's Story, Charles Fuller
The Spook Who Sat By the Door, Sam Greenlee
Plan B, Chester Himes
Linden Hills, Gloria Naylor
Paradise, Toni Morrison

ENGL 333 - Studies in World Literatures - Issues in Postcolonial Literatures and Theory: "Language Wars"**Spring 2009 Credit Hours: 5**

A series of key literary tropes might be considered foundational to literary studies: center and periphery, belonging and exile, self and other. This course will investigate the foundations of such literary tropes particularly as they emerge in colonial and postcolonial literatures. How do these binary tropes of power work to set up, narrate, and sustain a legacy of colonial domination and violence? How is such an enduring narrative legacy of violence reproduced—but also reconfigured—in postcolonial literatures? And what does this narrative legacy of power and its dismantling mean for the foundations of literature or reading practices in our current moment? The question of narrative power in postcolonial studies includes issues of nation-languages and national literatures, monolingualism, the politics of translation, minority literatures, "rotten English," and the emergent categories of "global English" or new literatures in English. Beginning with imperial texts of Conrad and Kipling and ending with the "global novel," we will trace how—and by whom—"postcolonial" or "world" literature gets defined. Texts will include theoretical essays by Emily Apter, Kamau Brathwaite, Aimé Césaire, Hélène Cixous, Gilles Deleuze, Jacques Derrida, Frantz Fanon, George Lamming, Bessie Head, Edward Said, Gayatri Spivak, and Derek Walcott, along with fiction by J.M. Coetzee, Brian Friel, Nadine Gordimer, Jamaica Kincaid, Salman Rushdie, Jean Rhys, Ken Saro-Wiwa, Zadie Smith, and Irvine Welsh.

ENGL 340 - Studies in a Major Author - William Blake**Winter 2009 Credit Hours: 5**

The ambitious aim of this course will be to read and understand Blake's major poems, especially Jerusalem. We will approach this task by starting with the more straightforward Songs of Innocence and Songs of Experience. We will make use of Frye's justly famous Fearful Symmetry as a guide, and read, as he recommends, The Four Zoas in preparation for our study of Jerusalem. The challenge of this course will be to provide the needed background in the history of ideas, in the analysis of Blake's imagery, and in his personal biography, while at the same time establishing a felt connection to his long poems as works of imaginative literature. We will also grapple with the extreme diversity of interpretation in Blake scholarship, exemplified by such figures as Harold Bloom, Thomas Altizer, and Northrop Frye.

ENGL 355 - Studies in Literary and Critical Theory – Psychoanalysis and Interpretation

Spring 2009 Credit Hours: 5

Freud's publication of *Interpretation of Dreams* (1900) at the dawn of a new century inaugurated a revolutionary way of thinking about individual human beings, social groups, and the place of both in the greater world at large. Though Freud's aims for psychoanalysis were largely scientific, therapeutic and practical—the province of the doctor's office—he continually sought to show how literature and the literary text exemplified the truth of various aspects of his theories. Today, psychoanalysis continues to be among the most vital critical, interpretive theories in English Studies. In this course, we will try first to understand some of the basic theses and categories of psychoanalysis as a conceptual system. This will involve us in a direct encounter with significant Freudian texts—as well as with the ideas of his modern interlocutors and interrogators (most notably the French psychoanalyst, Jacques Lacan). In this encounter, we shall also track and deepen our understanding of the connections between psychoanalysis and the critical theories inseparable from it (e.g., feminism, Marxism, post colonialism, queer theory, etc.). Throughout, we will try to uncover the way psychoanalysis helps us become better readers and interpreters of literature and culture. Our overarching goal here will be to see how, and to what extent, basic psychoanalytic concepts—desire, fantasy, enjoyment, hysteria, obsession, perversion, etc.—might be a part of an ethics for the twenty-first century.

Texts:

Freud, *Five Lectures on Psycho-analysis*

Freud, *Civilization and Its Discontents*

Freud, *Beyond the Pleasure Principle*

Freud, *The Future of an Illusion*

Freud, *Totem and Taboo*

Fink, *A Clinical Introduction to Lacanian Psychoanalysis: Theory and Technique*

Žižek, *The Plague of Fantasies*

Edelman, *No Future: Queer Theory and the Death Drive*

Goldberg, *Bee Season: A Novel*

EQSC 291-01 – Introduction to Equine Assisted Therapy

Spring 2009 Credit Hours: 3

This course will explore the many different possible avenues of work in the field of equine assisted therapy. Equine Assisted Therapy, an innovative and progressive field of therapy, combines elements of a variety of skill areas, in particular those relating to equine, mental health, education and several other professions. Basic theories of equine application will be studied and will include the potential role of the various practitioners and the differing options of participation. Students will learn to implement a variety of basic techniques, and discuss the effectiveness of this alternative therapy.

FREN 291-01 - Francophone Literature and Culture

Winter 2009 Credit Hours: 5

This course is designed to provide students with a broad introduction to various French-speaking literary and cultural traditions outside of geographic France. Stops along this worldwide tour of “la Francophonie” will include North Africa, Sub-Saharan Africa, Indochina, the Caribbean, and Canada. Approaches include literature, the arts, music, and cinema. **Prereq: FREN 140; FREN 120 with special permission from the instructor.**

FREN 391-01 - Francophone Issues

Spring 2009 Credit Hours: 5

This course is a continuation of FREN 291. It is designed to provide students with specific issues regarding French-speaking literary and cultural traditions outside of geographic France. Stops along this worldwide tour of “la Francophonie” will include North Africa, Sub-Saharan Africa, Indochina, the Caribbean, and Canada. Approaches include literature, the arts, music, and cinema. **Prereq.: FREN 140; FREN 120 with special permission from the instructor.**

GERM 291-01 - German Culture and Civilization

Spring 2009 Credit Hours: 5

This course provides the student with an overview of German literature in translation through several genres, including novels, short stories, novellas, and drama. Works will focus on late 20th-Century literature by non-West German authors. The relationship between the literary texts and the course theme will be explored and developed through class discussion, Discussion Board postings, a paper, an oral report, and a midterm and final exam. Filmed versions of the course books may be viewed in class.

HNRS 191 – 1H - The Chernobyl Incident

Autumn 2008 Credit Hours: 5

Many scientific questions are highly interdisciplinary and require diverse fields of knowledge to both ask and answer them.

Unfortunately, many students experience science and math as a collection of isolated and unrelated topics. The goal of this course is to dissect a single event (the Chernobyl nuclear accident) using a variety of scientific tools from a range of disciplines. Each week will cover a different aspect of the accident and integrate math, physics, engineering, biology, and chemistry among others to determine why the accident happened and what happened in the aftermath. **Open to Honors Program students only.**

HNRS 191-1H – The Meaning of Life

Spring 2009 Credit Hours: 5

The course will explore how this classic issue of philosophy has been transformed by current intellectual, moral, and social debates. Here are some of the questions we shall pursue: What do we mean in today's world when we ask whether life has a meaning? Does life have a meaning at all? Can there be a meaning to life if there is no God? Does life need to have a meaning for life to be worth living? Do we get different answers if we ask about the meaning of the lives of individual people as opposed to asking about the meaning of the existence of the human species? Does the success of evolutionary biology and the rise of modern science entail that life has no meaning? Our readings shall be drawn from both classic and contemporary philosophers. **Open to Honors Program students only.**

INST 100-01 – Freshman Seminar – The Arts ARE Alive!

Autumn 2008 Credit Hours: 5

Arts are a central part of culture. This course will examine the important function of arts in our society in contemporary times in the United States and Western Europe. Areas of study will include technology's effect on contemporary artists creating, performing and producing the arts of our time. This course will explore the arts on the Otterbein College campus available through the Department of Theatre and Dance, the Department of Music, and arts related events available across campus. Course will require attendance at arts events, and analysis and critique of these events through discussion and written assignments.

INST 100 (-1H, 2H) - Freshman Seminar: Disaster Narratives

Autumn 2008 Credit Hours: 5

Flood, war, nuclear meltdown, global warming, infertility, the space shuttle explosion, 9/11, a terrorist attack. Stories of apocalypse and trauma appear in the U.S. news on an almost daily basis, and each event seems catastrophically poised as if to threaten national security itself. The challenge of this Integrative Studies composition and literature course will be to examine the complex production and dissemination of these "disaster narratives" in literature and film throughout the twentieth century. We will discuss a variety of topics over the course of the term, including the disaster of war; witnessing disaster and the problem of representation; environmental catastrophe and the rhetoric of the "natural disaster"; the relation between terror and disaster; Hollywood and disaster films; and finally, the possibility of "disaster relief" or the ethical responsibility of "writing the disaster." Possible texts: J.G. Ballard, *Crash*; Samuel Beckett, *Happy Days*; Edwidge Danticat, *The Farming of Bones*; Mike Davis, *Ecology of Fear: Los Angeles and the Imagination of Disaster*; Don DeLillo, *White Noise*; Joan Didion, *Salvador* and *The White Album*; Chris Hedges, *War is a Force that Gives Us Meaning*; Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families*; Mine Okubo, *Citizen 13660*; Cynthia Ozick, *The Shawl*; Bapsi Sidhwa, *Cracking India*; Susan Sontag, "The imagination of disaster"; Nathanael West, *The Day of the Locust*; and Slavoj Žižek, *Welcome to the Desert of the Real*. Films may include Alfonso Cuarón, *Children of Men* (2006), Stanley Kubrick, *Dr Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (1964); Spike Lee, *When the Levees Broke* (2006), and Don Siegel, *Invasion of the Body Snatchers* (1956). **Open to Honors Program students only.**

INST 100-02 - Freshman Seminar - Race and Resistance in the Francophone World: African and Caribbean Literature

Autumn 2008 Credit Hours: 5

The aim of this course is to introduce students to a variety of texts and traditions from Francophone literature from Africa and the Caribbean. All works will be read in translation. Race and resistance will be the driving focus of this class and as such the course will attempt to examine what complications arise from the history of French colonialism and its aftermath for authors. We will examine how colonialism and the postcolonial condition influence the writing of African and Caribbean authors. Our work will pay particular attention to the ways that race and resistance acquire form in narrative. Our focus in the class will be on detailed analyses of texts. As such we will attempt to go far beyond plot summaries and instead examine what types of creative yet justifiable analyses we can identify in the works for this class.

Readings will include:

The Wretched of the Earth, Frantz Fanon

Complete Works of Léopold Senghor

So Long a Letter, Mariama Bâ

Crossing the Mangrove, Maryse Condé

Black Shack Alley, Joseph Zobel

INST 100-03 – Freshman Seminar – 21st Century Sounds

Autumn 2008 Credit Hours: 5

Since WWII American popular music has become a controversial mix of Rhythm and Blues, Pop Music, and Country and Western. While still reflecting this heritage, music in the 21st century is subject to many more influences; the advanced techniques of studio recording, the economic issues of unauthorized downloading, the politics of hip hop, rap and “hate” music, the use of music in videos and movies, affecting what we hear and who produces it. This seminar will examine the roots of 1950’s popular music and the most recent directions it has taken. *Music majors may not enroll.*

INST 100-04 – Freshman Seminar – Growing Up in the Global Village

Autumn 2008 Credit Hours: 5

As our world is increasingly growing “smaller” and more interconnected, knowing about other countries and cultures has become crucial to our daily lives – whether we think about the world in terms of international politics, economics, or the environment. This class invites you to board an imaginary airplane and go to places/cultures that may be unknown to you and to learn about them in a variety of ways. It invites you to explore what it is like to grow up in a country or culture other than your own. On our journey we will read in translation texts by international authors, watch films from around the world, and listen to international music. We will discuss our findings and reflect critically on the implications for our own lives in the U.S. In addition to classroom discussions, you will be given ample opportunity to further explore the themes and issues at hand through a personal journal, essays, and interviews with international students at Otterbein as part of your own research project.

INST 100-05 - Freshman Seminar - Representations of Otherness: The Self is an Other

Autumn 2008 Credit Hours: 5

That image with which you identify yourself is determined by the other/Other. Who is this other/Other then? The question depends on your vantage point. Students in this course examine, question, and recast world representations of identities marginalized, excluded, or exploited because of race, gender, sexual orientation, religion, national origin, and language. Film screenings (Denis’ *Chocolate*, 1988, *I can’t Sleep*, 1994; Ferroukhi, *The Grand Voyage*, 2004; Kechiche, *Games of Love and Chance*, 2006) and literary works (Marivaux, *The Game of Love and Chance*, 1730; Lispector, *The Passion according to G.H.*, 1964; Oyono, *Houseboy*, 1970), and Mexican painter Frieda Kahlo’s self-portraiture, for example, will enlighten our understanding of otherness.

INST 100-06 - Finding Yourself in a World of Difference

Autumn 2008 Credit Hours: 5

We are each born into a unique situation—shaped by family, culture, economics, race, gender and other categories—that helps to create who we are. But that process continues when we get additional messages from the media, bosses, coaches, teachers, friends, and others. How do you sort through these myriad messages to determine who you want to be, what you want to do, what you truly believe? We will look at the stories of a variety of people who documented this journey while we explore the paths that our own journeys are taking. Possible texts: *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League* by Ron Suskind, *Beautiful Stranger* by Hope Donahue, *Limbo: Blue-Collar Roots, White-Collar Dreams* by Alfred Lubrano, *Funny in Farsi: A Memoir of Growing up Iranian in American* by Firoozeh Dumas, *The Short Bus: A Journey Beyond Normal* by Jonathan Mooney, *Identity Lessons: Contemporary Writing About Learning to be an American*, Edited by Maria Mazziotti Gillan and Jennifer Gillan.

INST 100-(-07, -08) - Freshman Seminar - Our Monsters, Ourselves

Autumn 2008 Credit Hours: 5

Throughout cultural history monsters have served as important vehicles for understanding what we fear most (and often aspire to): fear of unknown places; fear of our hidden selves or the irrational, violent side of human nature; fear of progress and advancement (particularly in science and technology); and fear of those whom society has considered alienated, unworthy, or somehow “other.” Through narratives and films from several historic periods, we will analyze and discuss how monsters express the concerns and reflect the anxieties of their contemporary societies, how they benchmark our definition of what is “normal,” and how they remind us of what it means to be fully human. Readings : *Beowulf*, *Grendel*, *The Tempest*, *Dracula*, *Frankenstein*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, *The Island of Dr. Moreau*, *Legends of the Windigo* and *La Chupacabra*. Excerpts from films such as “*Nosferatu*,” “*Van Helsing*,” and “*The Elephant Man*” will also be included to highlight course themes.

INST 100-01 - Freshman Seminar - Turning Points

Winter 2009 Credit Hours: 5

Study of novels and films depicting defining moments in human life. Moments of truth that cast a searchlight on the soul and force individuals to confront the reality—of their own selves and the world around them. The films will be from

contemporary World Cinema such as *Turtles Can Fly*, *Pan's Labyrinth* and *Cinema Paradiso*. The novels will be from contemporary world literature such as *The Kite Runner* and *Life of Pi*. The films and the novels will be discussed in the class, and students will be expected to analyze them in three papers during the quarter. The emphasis will be on studying the human response to change and crisis, and how it is one of the major factors determining what it means to be human.

INST 100-02 - Freshman Seminar - Earth Resources and Sustainable Environments

Winter 2009 Credit Hours: 5

This course explores the question "can humans exist in truly sustainable environments?" Students will investigate environmental science principles to appreciate how Earth systems work and understand how humans can and have effected our planet's resources. Specific topics will include a review of geologic processes, assessment of water resources and pollution, problems related to conservation of existing energy resources and difficulties with developing energy alternatives. Students will be challenged to explore how personal actions can ultimately affect global conditions and reflect on how modifications of personal choices can result in preserving and sustaining environments for future generations.

INST 100-(01, 1S) – Freshman Seminar – Death and Dying

Spring 2009 Credit Hours: 5

Since the publication of Elizabeth Kubler-Ross' *On Death and Dying* in 1969, there has been an explosion of interest in this topic. Such an interest is quite healthy because dealing with death and dying allows us to grow and to know more about ourselves as human beings. When we have been honest with ourselves as finite beings and have confronted the human reality of death and dying, we may learn to live and to help others live fuller and more meaningful lives. The study of death and dying allows us, therefore, to learn not only about a "far country" called death, but to know more about our present home which is life.

The purpose of this course is to introduce the student to the general topic of death and dying. Under this general heading, the classroom and reading experiences will be geared to the following subtopics: 1) the reality and definition of death, 2) the grief process, 3) care of the dying and dead, 4) the religious and ethical dimensions of death and dying. Each student will have further opportunity to examine more specific issues of death and dying (e.g. suicide, euthanasia) through individual reading and research papers.

INST 191-01 Towers Scholars Seminar

Autumn 2008, Winter, Spring 2009 Total Credit Hours: 2 (.5 cr. - Autumn, .5 cr. - Winter, 1 cr. - Spring)

The Towers Scholars Seminar is a year-long seminar in which students will deepen the learning that is taking place in their other first year courses. During the Autumn Quarter, students will think about the nature, purpose, and value of a liberal arts education and how their experience of college compares with their pre-conceptions of what college would be. During the Winter Quarter, students will think about the different disciplines that constitute a college, and the ways in which their experience in courses from different disciplines connect together. In the Spring Quarter, we will bring together what we have learned about what college is and what college could be by constructing an ideal vision of college. The point of this seminar is to provide a space for students to reflect on what a liberal arts education is and to help them make the connections between their various experiences – both inside the classroom and outside – during their first year at Otterbein.

This course is open to entering first-year students only.

INST 240-01 - Exobiology

Winter 2009 Credit Hours: 5

This course follows the guidelines for all INST 240 courses in that it is team-taught, multidisciplinary and focuses on scientific methodology through lab activities. This section will ask students to consider the constraints on the development of life from a physical and a biological point of view. The faculty from Physics and Life Science will discuss how we identify and categorize planetary systems outside our own, how we search for life on other celestial bodies, and what we know about the requirements for life in general. This includes extreme environments on Earth that may give us insight into opportunities for life on other planets such as Mars and the moons of Jupiter. **This course may be used to help fulfill the two-course INST Natural Sciences requirement. Prerequisite(s): Open to sophomores only. Permission of instructor required.**

INST 240-02 - Science: Why Sex?

Winter 2009 Credit Hours: 5

In this class we will attempt to understand from a scientific perspective what sex is and why humans, as well as many other species, engage in sexual reproduction. We will explore the evolutionary origins of sex, the wide variety of mating systems that exist in nature and the future of sex. We will participate in "hands-on" activities designed to answer questions such as "What makes a fish sexy?" and "Do humans choose mates by scent?" Throughout we will discuss the implications of the science of sex for understanding ourselves and our own sexuality. **This course may be used to help fulfill the two-course INST Natural Sciences requirement. Prerequisite(s): Open to sophomores only. Permission of instructor required.**

INST 240-02 - CSI: Otterbein College
Spring 2009 Credit Hours: 5

How do they know whodunit? Can they really get all that information from a single hair or paint chip? This course will explore the science of forensic analysis combining techniques from Chemistry and Biology, including DNA analysis, chromatography, microscopy, and spectroscopy. The laboratory portion of the course will integrate open-ended "college scene" investigations that require analysis of evidence, deductive reasoning, and presentation of conclusions. **This course may be used to help fulfill the two-course INST Natural Sciences requirement. Prerequisite(s): Open to sophomores only. Permission of instructor required.**

INST 240-03 - Science: Water
Spring 2009 Credit Hours: 5

This course follows the guidelines for all IS240 courses, in that it is team-taught, multidisciplinary and focused on scientific methodology through lab activities. This section will ask students to consider the Earth's most important natural resource. Called the elixir of life, water is as important chemically as it is biologically. Faculty from Chemistry and Life Science will discuss what we know about the chemical and biological properties of water. The strength of the class, however, will be in the activities we will pursue to come to a better understanding of just how important water is to each one of us. This course may be used to help fulfill the two-course INST Natural Sciences requirement. Prerequisite(s): Open to sophomores only. **Permission of instructor required.**

INST 291-01 – Critical Theory

INST 391-01 – Critical Theory

Spring 2009 Credit hours: 5

This course provides an introduction into Critical Theory – an interdisciplinary method of social, cultural, and humanistic investigation that views research not as an academic exercise but as social engagement. The course examines Critical Theory's intellectual roots in Marx and Freud, its major development with the Frankfurt School, the contribution made to it by French Theory, and its most contemporary practitioners. The main focus of this course will be the way Critical Theory examines the fate of human beings in modern society and the possibility of transforming that fate by engaging socially, politically, and ethically with others. **INST 291 may be used as a substitute for INST 250 or 260. INST 391 may be used as a substitute for INST 380.**

ITAL 291 - Aspects of Modern Italian Culture

Autumn 2008 Credit Hours: 5

This course will provide students with a cultural understanding of contemporary Italy. Topics will include: Italian family, politics, films, mass media, music, food and geography. Course taught in Italian. **Prereq: ITAL 120 or permission from the instructor.**

MCOM 391-01 - Media for Social Change

Winter 2009

Also called Edu-tainment and Entertainment-Education, Media for Social Change uses the techniques of drama, advertising, print and broadcasting to weave educational messages into entertainments programs. The class is open to students from other disciplines, particularly theater, music and English. Projects will be group-driven with most of the work done in class. Depending upon the size and talents of the group, the class will produce any of the following: self-contained soap opera, mini-drama, commercial-length Public Service announcements (PSA's) or an entire package of media approaches focused on one social issue. The products of the class will be radio packages. **Prerequisite(s): It is recommended that students should speak with the instructor prior to registering for the class.**

PHIL 291 - Philosophy of Art

Autumn 2008 Credit Hours: 5

In this course we will study some philosophical puzzles that are central to the contemporary discussions that go on in the philosophy of art. Some of the questions that we will consider are "Why is an authentic work of art of greater artistic value than a forgery of this work?" "What is the difference between mass art and high art?" "What is photography?" "Is photography an inferior or superior form of art?" "Is there something irrational or strange about being moved by fictional characters?" "What is 'horror' and why do we seek out such experiences?" "Are artworks artistically flawed if they are morally flawed?" "Why should we fund public art?" **This course may be used as a substitute for INST 250.**

PHIL 391 - Moral Value and the Human Good

Spring 2009 Credit Hours: 5

This course is in philosophical ethics. We will undertake a critical examination of various philosophical views of the basis and presuppositions of morality and moral knowledge. We'll inquire into questions like these:

Is there anything that is valuable for its own sake?

How should we assess the quality of one's life?

What makes a right act right?

What is the role of character in ethical behavior?

In an attempt to answer these questions we will look to three influential ethical theories; utilitarianism, Kantianism, and virtue ethics. This course will also include a section on meta-ethical questions. We will undertake a critical examination of the meaning of moral terms and the possibility of objectivity in ethics. In an attempt to answer these questions we will draw from sources from this century.

PHYS 291 - Introduction to Physical Science II

Winter 2009 Credit Hours: 5

A continuation of PHYS 210 treating thermodynamics, electromagnetism, modern physics and basic astronomy. Problem solving and reasoning skills are developed in the course of understanding basic physical concepts. Emphasis is on concepts and hands-on activities suitable for use in early and middle childhood classrooms.

PSYC 300 - Seminar in Disaster Psychology

Autumn 2008 Credit Hours: 5

This course will provide a broad introduction to the field. We will examine theory, research and practice in disaster psychology (including terrorism) in order to understand the psychological impact of disasters and terrorist attacks on victims, families, rescuers and society. This course has a service learning component. Students will be required to take the necessary training to work as a disaster relief volunteer. This will be done through the Red Cross (ARC), Community Emergency Response Training (CERT) or possibly the Franklin County Medical Reserve Corps (MRC).

PSYC 391-1E - Advanced Social Psychology

Autumn 2008 Credit Hours: 5

Understanding the individual in his or her social context is the main theme of this course. This course will extend the basic topics covered in PSYC 225 Social Psychology. The topics of persuasion and social cognition will be studied in depth. Additional topics may include the social psychology of law, environmental psychology, political psychology, judgment and decision-making, stereotypes and prejudice. The social constructs of culture, gender, and race will be considered. Students will read original source material and become familiar with the current research in the field. Students will learn to integrate theory and research in the field with real world experiences and phenomena. **Prerequisites: PSYC 100, 225 and 260.**

SOCL 291 - The Criminal Justice System

Winter 2009 Credit Hours: 5

This course will explore the various stages of the American criminal justice system, including the role of policing, trial, attorneys, judges, sentencing, corrections, and parole. Special attention will be paid to disparities between how the system operates "on the books" and how it operates "on the streets," and also to issues of equality for those in different social locations (race, sex, age and social class). Students will be expected to participate in at least two off campus field experiences during the quarter.

WOST 200 – Reclaiming the Body's Breath

Winter 2009 Credit Hours: 5

This class will focus on the ways in which the female body has been used as an actual medium for expression. Historically, women's bodies have been written about, on and for competing cultural ideologies. In the last several decades, however, a surge of women (writers, artists, musicians, activists, etc.) have been reclaiming authorship of female bodies. We will investigate the reasons why women's bodies have been used in public discourse; what's at stake in these conversations' what silences are still laid upon female bodies; how those silences are navigated by women; what it means for women to reclaim the body's rhetorical power to speak for, about, and in defense of women's experiences; the ways in which such acts can be transformative for women's understandings of the world and of themselves. Readings will include works by Inga Muscio, Eve Ensler, Toni Bentley, Catherine Millet, Andrea Dworkin, Helene Cixous, etc.