

Gateway Colloquium 2009-2010

GW 100 01 In Another Country

While writing can be challenging enough when you're seeing familiar faces, we'll be investigating what happens when you venture beyond the boundaries by which we define familiar territory. If you look behind and around the landmarks we take for granted, what do you discover? How do you define that familiar space? How do you know what your surroundings mean? Is your interpretation the same as anyone else's? Perhaps most important of all for this course is the following question: Is your interpretation of reality really yours? To investigate these questions, this course will borrow some methods and assumptions from semiotics to analyze the strange world of contemporary America. We will examine the familiar territory of American culture as if we were strangers, on the look-out for signs, symbols, cultural practices and the values they serve--or hide. Writing assignments will focus primarily on analysis and interpretation of popular cultural forms, like advertisements, home decor, movies, music, and television programming.

GW 100 02 Talking about Revolution

Revolution, indeed a powerful word. The singer Tracy Chapman once said: "Don't you know you're talking about a revolution" so, what is a revolution anyway? This course will explore the cultural and social implications of some of the great revolutions of the 20th Century like Surrealism, the Spanish Civil War, the sixties, and the digital revolution.

GW 100 03 CSI: IWU

What is the public's current fascination with television crime shows like *CSI: Crime Scene Investigation* and *CSI: Miami* all about? We will explore the mind-set required to logically and scientifically resolve the facts surrounding a crime scene. The forensic techniques used, the collection of data, and the problem solving skills necessary for a successful investigation will be discussed through oral and written exercises. Many of the ideas we discuss will be useful in cutting through the mystique associated with the organization of tasks encountered in everyday life.

GW 100 04 Live Long and Prosper

A scientist recently remarked, "The first person to ever live to the age of 150 is probably alive today." Far fetched? Consider the case of Jeanne Louise Calment, born in February, 1875, who met Vincent van Gogh in 1888 when she was 13, took up fencing at the age of 85, made her first film appearance in 1990 at age 114, and released a rap CD at age 120. This course offers an opportunity to (a) review the emerging scientific research on life extension (that's the "Live Long" part), (b) consider the quality of one's extended life by reviewing what is often called "self-improvement" writings (that's "Prosper, Part I"), and (c) consider the implications of super-longevity for your long-term financial security by examining the advice of financial writers (which is "Prosper, Part II").

Critical thinking and writing exercises may include examining questions like these: Does the scientific literature persuade you that super-longevity is likely? What might be the social implications of super-longevity, if it occurs? What roles do interpersonal skills and relationships have on one's longevity and/or happiness? Can you gain happiness by following the advice in books like *How to Win Friends and Influence People*, or are these ideas simply "con games"? If you're in fact going to "live long," then how can you plan financially to end up a winner? As you ponder your future through written and spoken word, you will also develop the rhetorical tools to write in a way that will earn you the respect of your professors and be successful in both academic and public settings. Fondness for Star Trek and/or Leonard Nimoy not required.

GW 100 05 What is Poetry For?

This course is an investigation into what critics and poets have said about the uses and importance of poetry, for the individual and for society. By the end of the course the student should have developed a sense of why poetry persists, of the diversity of poetic uses, and of how emphasis on the importance of some uses over others may change over time. Note that this is not a creative writing course, but the student who has never tried to write a poem, or who has never read poems for pleasure, probably has not a sufficient curiosity about the subject to be happy in this study.

GW 100 06 Other Voices, Other Books: Exploring Self and Other Through Multicultural Children's Literature

Literature provides us with a lens to view the world and learn about ourselves and other people. In this course we will read, discuss and analyze children's literature to gain perspectives into our own lives and learn about others' lived experiences. While reading, discussing, writing, and sharing, we will make connections and critical comparisons between the characters' lives, situations, and experiences and our own. We will also examine the issues of voice, perspective, culture, and lived experience with each novel and compare how different authors address each in their work. In discussing the young adult novels, we will also examine themes such as arranged marriage, love, poverty, immigration, sacrifice, identity, cultural traditions and customs, civil rights, and family relationships.

Gateway Colloquia are designed to be discussion-oriented courses designed to develop students' proficiency in writing academic and public discourse. To achieve this end we will focus on writing as a major component of intellectual inquiry (IWU Course Catalog, p. 68). In this Gateway, students will: read three young adult books; compare/contrast our own experiences to those expressed in the literature; identify, discuss and analyze literary themes; use reading and writing as a means of discovery and understanding; develop critical thinking and communication skills; learn to use the library to conduct research; and reflect on their development as a writer. Writing assignments include personal essays, book reviews, reading reflections, analytical essays, reflective essays, and a research paper.

GW 100 07 Lincoln and the Civil War

Like other Gateway Colloquia, this one concentrates on the form and manner of writing essays. Unlike some of the rest,

however, we will employ a liberal definition of 'essay:' prose pieces that describe, tell, explain, argue or persuade (or combinations of these). Your professor assumes that you are already a basically competent writer: we will work, therefore, on the refinements of style and structure, and our topics will derive from a study of the American Civil War and its Union president, Abraham Lincoln. We will concentrate on Lincoln's speeches and writings, the major battles in the course of the war and the significance for our own culture today of the Gettysburg Address. There will be six essays, in differing modes, including first-person narrative and third-person analytical.

GW 100 08 The Perversion of Evolutionary Theory

Since its original proposal, Charles Darwin's theory of evolution has remained one of the most significant and influential concepts in biological science. Scientific investigation is continuously a "work-in-progress," and more recent work is continuing to shape these original ideas into a very robust set of principles. Despite the impressive amount of progress made along these lines of investigation, there appears to be a perceptible divide which exists between what is known by the scientific community and what is understood by the population at large.

Owing to this lack of comprehension, a variety of situations exist in which the ideas put forth by evolutionary science are twisted, misrepresented, or otherwise subjected to controversy. These "perversions," which range from the amusing (the Piltdown man hoax, cryptozoology, etc.) to the irritating (the portrayal of evolution by popular media) to the egregiously appalling (using evolution as a justification for discrimination), will form the basis of student writings and discussions. As it is of particular relevance to our educational culture in the United States, the idea of Intelligent Design as a potential counterpoint to evolutionary theory will also be examined. Source material from selected readings, videos, and presentations will be used to provide direction for the course. Furthermore, students will be encouraged to explore and research ancillary topics of interest.

GW 100 09 Native American Spirituality

In this course, we will examine the distinctive religious traditions and spiritual paths developed by Native North American communities, with specific emphasis on the Lenapé (Delaware), Cherokee, Lakota (Sioux) and Navajo nations. Our challenge will be balancing the "outsider" perspectives of the academic study of religions with the "insider" understanding of religions within their own social, historical, and personal contexts.

GW 100 10 Beyond the Statistics: The Face of Homelessness

"We fall through the cracks. We're stuck, and we have no choice but to be stuck. I've always been a statistic ever since I was in school--something they put on a piece of paper and threw in a file." Darby, living on the cusp of homelessness.

What words come to mind when you consider the word homelessness? Sympathy? Anger? Frustration? Perhaps something else entirely. Join us in this Gateway session as we engage in an honest exploration of biases, preconceptions, judgments, and subjectivities associated with the concept of homelessness. We will delve into homelessness within the context of communities, religious organizations, political structures, and educational systems. Using a variety of rhetorical frameworks, we will attempt to put a face to the statistics on homelessness.

GW 100 11 Understanding Comix

Comix? as high art? as serious literature? It's true: comics have moved off the drugstore rack and onto the winner's lists of prestigious literary prizes. With Scott McCloud's *Understanding Comics* as a guide, we'll explore the workings of the comix form. As we read and analyze both classic and contemporary examples of the comics form, we'll investigate how the mind processes the comics form, the interplay between word and image, what happens between panels, and how time flows through a comics narrative.

Warning: No superheroes; no *manga*.

GW 100 12 Legal Decision Making: Law, Logic or Experience?

"The life of the law has not been logic: it has been experience." Though Oliver Wendell Holmes recognized the incompatibility between logic and law over 100 years ago in *The Common Law*, most Americans still react derisively when law or litigation leads to seemingly illogical and unjust results. At the same time, Americans are uniquely enamored with the jury system. Ironically, a substantial source of the perceived lack of logic may be a direct result of the nearly uncontrolled confidence Americans place in juries. This colloquium uses as its source of reading, writing and critical thinking demonstrations of the tension between the judicial system's objective of procedural fairness, primarily through the use of citizen juries, and the desire that trials reach substantive conclusions fair to the parties and the community. Specific topics may include the jury selection process, the influence of politics and money on judicial selection, the use of expert witnesses, the legal conflict between religious convictions and medical science, product liability and class action lawsuits, and the testimonial use of hypnotically refreshed or recovered memory.

GW 100 13 Why Talk if We Disagree?

In this discussion-oriented and writing-intensive course, we will try to analyze some contemporary debates that continue to divide our society. The specific topics/questions will be decided after consulting with students in the class. But, in order that you may get a sense of the class, here are some examples of issues discussed by students last year. What distinguishes science from nonscience? Should same-sex marriage be legalized? Should Creationism or Intelligent Design be taught in science classrooms in our high schools? Should the National Science Foundation support research in homeopathic medicine? Here are two other issues of great contemporary significance that we might choose to discuss. What should we do to address the issue of greenhouse gases and global warming? Many conservatives are claiming that nuclear energy is the "new" green: Really?

The goal of these discussions is to appreciate the manner in which a shared commitment to evidence and reason can engender authentic communication even when we disagree on substantive issues. We will use iterative writing and responsive listening as tools for discovering and shaping our own ideas and to effectively communicate them to our peers.

GW 100 14 Wild Strawberries, Communes and Death: A Smorgasbord of Nordic Cinema and Basic Film Theory

This course will enable students to discuss and write about film in an intelligent and informed way by providing the critical tools to do so. The course will, therefore, consist of several related components. First, students will view a variety of Norwegian, Swedish, Danish, Finnish, and Icelandic films from roughly the late 1950s to the early 2000s. Second, they will read basic film theory and apply it to films by directors like Ingmar Bergman, Lasse Hallström, Lukas Moodysson, Thomas Vinterberg, and Aki Kaurismäki, among others, in classroom discussions. Next, students will continue their examinations and analyses outside of class in several writing assignments and a group presentation late in the semester. Finally, students will receive extensive instruction and guidance in library use and basic research skills. All of these linked activities will lead to a final research paper. All classroom discussion and coursework is in English.

GW 100 15 Jesus at the Movies

This course will examine Jesus the movie star. We will be particularly interested in the problems and ways in which Hollywood has depicted Jesus on the silver screen. We will explore how the portrayal of Jesus has varied as social, political and religious perspectives have shifted over the last century.

GW 100 16 Baseball in American History

This writing-intensive course is an introduction to significant themes in American history through the lens of "America's favorite pastime," baseball. We study the game in relation to historical change in the United States from the late nineteenth century through the 1970s. The topics we focus on include but are not limited to the following: the development of baseball from a recreational activity to a mass-entertainment industry; the changing nature of race relations as the country moves from being a highly segregated (Negro Leagues) to a more integrated society; changing gender roles as women lose the right to play ball in the nineteenth century and then gain "a league of their own" during World War II (All-American Girls Professional Baseball League, 1943-1954); the role professional baseball has played in reinforcing regional and local identities at the same time it has become a national leisure activity; the history of labor relations in Major League Baseball as the professional sport developed with other businesses; and the impact globalization has had on Major League Baseball and on American society. This course is more than a survey of baseball history, however. It is a first-year seminar designed to develop students' academic thinking and writing skills. Consequently, grades will be based in large part on a series of research papers. YOU WILL HAVE TO READ, RESEARCH, THINK AND WRITE LUCID AND COHERENT ESSAYS AS YOU LEARN ABOUT THE EVOLUTION OF BASEBALL IN RELATION TO THE HISTORICAL CIRCUMSTANCES WITHIN WHICH THE GAME DEVELOPED. THE WORK IS DEMANDING AND THE WRITING RIGOROUSLY CRITIQUED. IF YOU ENROLL, BE PREPARED TO WORK.

GW 100 17 Popular Culture and Social Change, 1945-1960

The immediate post-World War II period in American history was a time of great tension and concern about both gender and family relationships as well as class and racial politics. This course will explore the ways in which popular culture from 1945 to 1960 represented and mediated these conflicts and tensions. We will examine the role of television in the new suburban family, the Hollywood films that millions left their televisions to see, and the politics and appeal of the new rock and roll music.

Americans spend a great deal of time engaging with popular culture. It is important that we understand and explore this significant aspect of everyday life and social history. Indeed, the seeds of the conflicts that would lead to the large-scale social movements in the 1960s--women's rights, civil rights, and student protest--were presented and debated in popular culture forms in the 1940s and 1950s. By examining and writing about these forms, you will not only learn about this important period in American history, but will learn how to think about popular culture in the present as well.

GW 100 18 Monsters and Angels in the Machine

This colloquium examines the American love-hate relationship with technology. We will hear what technophiles and technophobes have to say on a variety of technology-centered issues, including identity and self, medical ethics, robots and AI, community and democracy, and cyborgs and the future of the body. We'll do a lot of writing, including five formal papers culminating in a portfolio, informal writing assignments, a blog exploring your interface with technology, and an error notebook. Students will give a short oral presentation summarizing their final project, a short research paper. Class time will be devoted to critical reading, discussion of our readings, peer editing, and writing workshops. There will also be extensive work locating, evaluating, and synthesizing scholarly sources through Ames Library.

GW 100 19 The Words and Music of Bob Dylan

Despite temporary dips in popularity from time to time, no contemporary writer in any genre has had the longevity of public interest that Bob Dylan has garnered. Within the last few years a best-selling and National Book Award nominated work of non-fiction, *Chronicles, Volume 1*; a Grammy Award winning CD, *Modern Times*; a British and American award-winning television documentary, *No Direction Home*; a critically acclaimed film, *I'm Not There*; and even a weekly satellite radio program, *Theme Time Radio*, have all brought Dylan back to national prominence.

The study of Bob Dylan's life and music provides a variety of possible writing experiences and topics for class discussion. There is the man, who remains both a myth and a mystery. There is the music, ranging from folk to rock 'n' roll to gospel to an amalgam of all that went before. Finally, there are the words - sometimes narrative, sometimes lyrical, sometimes didactic, sometimes comedic, but always worthy of examination.

In reacting to the major recordings and critical reactions to them, students will be expected to participate actively in class discussions and to write persuasively in argumentative essays. Since there are competing ideas on all of the writing topics assigned, essays will be graded based upon how effectively students have supported their thesis statements, not on the positions they have taken.

GW 100 20 Facing the Extreme

Why are some people drawn to dangerous pursuits like climbing Mt. Everest or exploring subzero Antarctica? Why does one person emerge from a concentration camp and go on to live a happy, meaningful life, while others remain depressed or shell-shocked? And finally, how much does our spirit influence the way we recover from debilitating setbacks like cancer, paralysis, or blindness? In this course we will read autobiographical accounts of people who survive extreme situations. Students will analyze our heroes in their essays, and then students will spend time researching psychological theories of risk-taking and survival.

GW 100 21 The Economics of Poverty

Imagine where you will be ten years from now. Where will you be living? What kind of a job will you have? How much and what type of education will you have? How much money will you be earning? For millions of Americans, the answers to these questions are disturbingly negative. In this course we will find out why. We will examine the effects of such factors as race, ethnicity, education, unemployment and housing policy in determining who is poor. Through the use of readings, films, and guest speakers, we will also explore the things we can do as individuals and as a society to improve the lives of the disadvantaged.

GW 100 22 Genes, Evolution, and the Mind

How much of our mind is determined by our genes? Can the modern mind be better understood as a product of our evolutionary history? How does our understanding of the brain inform or constrain theories about the mind? The goal of this gateway course is to engage students in critically examining and writing about contemporary scientific research on the mind from genetic and evolutionary perspectives. Genetic and evolutionary perspectives play an increasingly important, but controversial, role in scientific research on the mind and brain. Students will read, discuss, and critique theoretical perspectives and empirical research on these issues. Students will also write and revise focused papers that elaborate on ideas developed in the readings and class discussions.

GW 100 23 People in the Street: The Politics of Popular Protest

From the civil rights movement, to the 'battle in Seattle,' popular protest is an established tradition in recent history. From time to time, citizens have taken to the streets in marches, rallies, and even riots, to demand social justice. When and why do they do so? Using personal histories, case studies, and some theoretical works, this course explores answers to that question and examines the significance of street politics in society today.

GW 100 24 Citizens and Strangers

In an era of globalization, the citizen is apparently obsolete. The citizen is a national, one who belongs to and is a member of a nation. But after decades of unprecedented global migration, masses of people live as aliens and non-members in foreign nation-states where they are often treated as strangers. Citizenship promotes attachment and inclusion but simultaneously ranks and excludes. Today more than ever citizens and strangers are counterparts; they define and oppose each other. Ironically, at the very moment when civil and women's rights movements worldwide have made the promise of equal civil rights possible, a new age of migration and a new wave of ethno-nationalism are making citizenship an obstacle to social justice.

With the counterpart theme as a guide, this Gateway will assess the history, ideals, and current practices of citizenship. We will ask: is world citizenship a coherent ideal? Is the consumer democracy movement a viable approach to rehabilitating citizenship? Should people be free to join states at will? (If goods are free to move about the globe, why not people?) Do the ideals of citizenship help or hinder the achievement of social justice internationally? And, with global capitalism as the world's operating system, what is the alternative?

GW 100 25 They Laughed 'til They Cried: An emotional walk through life and art

We all know deep sorrow when we see it. We know true joy when we feel it. But what is it that makes honest emotion ring true and "faking it" so obvious? In this course we will begin our exploration of emotion from a theoretical point of view and then study the emotions we see in the world around us. We will observe those experiencing intense real-life emotions by viewing news footage, documentaries and home movies. Finally, we will see how emotion is captured in literature and visual art, and how it is depicted by actors on stage and in television and film.

GW 100 26 Perspectives on Drugs and Pharmaceuticals

The development of landmark drugs including aspirin (1853), penicillin (1928), and oral contraceptives (1960) has substantially improved human health and heavily influenced our society. This course will survey several important discoveries of the pharmaceutical industry over the last 200 years and will involve discussion of the societal, moral, and ethical implications of these discoveries. This will include discussions of contemporary pharmaceuticals and how they affect the developing world. We will also examine the history of the pharmaceutical industry and discuss how its evolution has changed the way we think about drugs and medicine. Through in class discussion and persuasive writing, this course will help students gain a perspective on how drugs and pharmaceuticals have shaped our lives.

GW 100 27 'It Stinks!' Evaluating Musical Criticism

What impact have critics had on the course of music history? Even the best of them make egregious errors of judgment. Reviewing the Vienna premiere of Chaikovsky's *Violin Concerto* Eduard Hanslick wrote famously, "This is music that stinks to the ear." The work's reception history has demonstrated the folly of that statement. But do the conservative critics somehow manage to slow musical progress? Do the progressive ones facilitate it? We will start the course by defining the discipline of musical criticism idealistically, then evaluate various critics' works from the past two centuries. "Art music" (classical music) will be the primary focus; however, both jazz and pop music will also be discussed, as will issues of performance practice and quality. (The ability to read music is not required.)

GW 100 28 Emerging Trends in Business and Society

Business and society in general have changed considerably in recent years. Both have become more global, more frenetic, and in many ways more impersonal. The evolution in these and other areas is often complete, or at least past reversal, before it can be challenged or perhaps criticized. The purpose of this Gateway course is to think ahead: to anticipate the changes that are coming and to determine whether they should be welcomed. We are not so much going to predict the future as we are going to decide how to live in it. Like all Gateway Colloquia, we will be challenged to resolve inherent and imposed conflicts - in this case, free markets in regulated industries; individual freedoms within communities; profit-making and profiteering. We will identify emerging trends and balance these conflicts in writing and in person. We will engage the future on our own terms, and in that way we just might affect it.

GW 100 29 Being Responsible

Seeing ourselves as morally responsible agents - as possessing a free will and control over our own actions - plays a crucial role in our experience of our own lives, our relationships with others, and our thinking (and feeling) about these things. There is, however, a long philosophical and scientific tradition of arguing that this conception of ourselves is illusory. This course will focus on assessing challenges to our status as morally responsible agents. Along the way, we will read and think about a variety of topics: guilt, praise, shame, respect, God, punishment, temptation, possibility, and consciousness; as well as recent scientific work on the neuroscience and psychology of the will.

GW 100 30 Punishment

Punishment is a pervasive part of our public and private lives. However, other than controversies about capital punishment, we seldom pause to think carefully about this practice. In this course, we will indeed spend some time considering the cases for and against capital punishment, but our overall focus will be broader. What is punishment: What (if anything) distinguishes it from coercion, corrective treatment, or revenge? How might an institution acquire the right to punish, and what sorts of limits are there on such a right? On what grounds can the practice of punishment be justified? What sorts of purposes or functions might punishment be thought to serve? Does it in fact serve them? Are these sufficient to justify punishment as presently practiced? We will read, develop, and critically assess arguments that defend a variety of ways of answering these questions. Although much of our thinking will address criminal punishment imposed by governments, we will also think about punishments meted out within other institutions: the corporation, the university, and the family.

GW 100 31 I'd Love to Change the World: Civil Rights and Feminism

"I'd love to change the world, but I don't know what to do." (Ten Years After, 1960's rock group)

This course will examine two movements for social change-the civil rights' and feminist movements. Through the writings of Martin Luther King and bell hooks-both fine essayists-we will explore controversies about the direction that social reform should take and the best methods of achieving it. We will also analyze what makes an essay or other piece of writing effective in achieving its rhetorical purpose-to inform, to persuade, or even to inspire.

GW 100 32 Artistic Nuts and Bolts

This course offers you a chance to take a mechanic's approach to artistic creations. Together, we will take apart works of art, analyze their construction, and put them back together to gain understanding of the processes by which artists and authors create order and meaning. We will examine an elementary but technique-rich novel (*Holes*, by Louis Sachar), some stories (by a wide range of authors including the Brothers Grimm, James Joyce, and Robert Coover), a play, a movie (*American Beauty*), and either music or painting. By looking closely and making connections, you will change the way you perceive aesthetic creations.

GW 100 33 Inspired

Why are certain thoughts worthy of being remembered? Why do we study the works of renowned philosophers and artists in order to understand the quests of humanity? What makes certain inspirational conceptions valuable? *Inspired* is an intellectual journey that will investigate the imaginative thoughts of Homer, Galileo, Michelangelo, Mozart, Locke, Rousseau, and Jefferson (et al.).

GW 100 34 Music and Western Society

This seminar explores the relationships that can exist between music and its social, economic, and cultural contexts. In order to avoid excessive abstraction and to provide a common ground for discussion, the class will focus on specific topics from the late 18th Century through the present. Topics will include: Music and Message in French Revolutionary Choruses; Composition and the Role of Institutional Patronage; Génie oblige – the Social Burdens of Talent; Gender in Music – is *Carmen* Dangerous for Women?; The Terezín *Requiem* – Music during the Third Reich; Shostakovich and the Russian Regime; and Musical Censorship in Post 9/11 America. The ability to read music, while a useful skill given the context of this class, is not a requirement.

GW 100 35 Science in German Fiction and Film

This course is designed first and foremost as an introduction to college-level writing. It requires a variety of writing assignments, presentations, and library visits associated with this goal. The material covered looks at the influence of science and technology on society as envisioned by German, Swiss, and Austrian authors and directors. We examine the ethical, political, social, and cultural impact of scientific innovation in a variety of short stories, drama, novels, and film from the nineteenth century to today. Topics touch upon the mad scientist, the female robot/automaton, military innovation, socialism/capitalism, gender, and colonialism/globalization among others. Authors and directors include E.T.A. Hoffmann, Franz Kafka, Hermynia zur Mühlen, Friedrich Dürrenmatt, Christa Wolf, Andreas Eschbach, Fritz Lang, and Wolfgang Staudte. Readings include some examples of the fairy tale and science fiction. All course work is in English.

GW 100 36 They Laughed 'til They Cried: An emotional walk through life and art

We all know deep sorrow when we see it. We know true joy when we feel it. But what is it that makes honest emotion ring true and "faking it" so obvious? In this course we will begin our exploration of emotion from a theoretical point of view and then study the emotions we see in the world around us. We will observe those experiencing intense real-life emotions by viewing news footage, documentaries and home movies. Finally, we will see how emotion is captured in literature and visual art, and how it is depicted by actors on stage and in television and film.

GW 100 37 Does Religion Matter?

These days bookstores are awash with titles proclaiming or calling for the end of religion. At the same time, a host of authors seem committed to defending the current and on-going relevance of religion in our world. All of which should lead us to ask: Does religion matter? How should we go about answering such a question? What does the debate reveal about the nature and role of religion in the 21st century?

GW 100 38 Shakespeare on Film - Re-inventing Great Plays for the Cinema

Shakespeare was not a screenwriter, obviously, since moving pictures would not be invented until nearly 300 years after his death. More importantly however, the cinema is fundamentally different from live theater. It is a **visual medium**. In film, stories can be told with vivid, realistic pictures, rendering the spoken word less necessary, less useful, indeed, often intrusive. **Shakespeare wrote for the stage**. He needed the voices of his characters to raise mountains, conjure tempests and describe in soaring language, countless scenes and images, which entered the Elizabethans' ears, and filled their minds with pictures. **Shakespeare wrote to be heard**. So how have so many of his plays found their way to the screen? Why have filmmakers turned to him again and again since the dawn of the cinema? How is his language made to work in film and why are some adaptations more successful than others? This course will investigate the history of Shakespeare on film, from the early irony of "silent Shakespeare," through the developing artistry and technology of the twentieth century, to Olivier, Welles, Zeffereilli, Branagh and beyond.

GW 100 39 Understanding Race in 2010: Can we all get along?

Are you interested in learning about race relations in the US? In this class you will look within the experiences of US-born people of color and immigrants to see how race continues to influence life experiences and opportunities. We will also examine how media perpetuates stereotypes and misconceptions. You will learn about tools that can help you understand yourself and others within the context of race and cross-racial dialogue. Students will be encouraged to think about course materials in relation to current events and personal experiences.

Writing assignments will focus on conveying clear and developed ideas whether in the form of reflective, expository or research papers.

GW 100 40 Happiness

In this course, we will examine the nature of happiness by considering a variety of different ideas on the subject. What is happiness? Is happiness the same thing as pleasure, or must there be other, perhaps more serious, elements within it? Whatever happiness is, how do we attain it? Is it even possible--or desirable--to be happy for more than brief moments in time?

GW 100 41 Other Voices, Other Books: Exploring Self and Other Through Multicultural Children's Literature

Literature provides us with a lens to view the world and learn about ourselves and other people. In this course we will read, discuss and analyze children's literature to gain perspectives into our own lives and learn about others' lived experiences. While reading, discussing, writing, and sharing, we will make connections and critical comparisons between the characters' lives, situations, and experiences and our own. We will also examine the issues of voice, perspective, culture, and lived experience with each novel and compare how different authors address each in their work. In discussing the young adult novels, we will also examine themes such as arranged marriage, love, poverty, immigration, sacrifice, identity, cultural traditions and customs, civil rights, and family relationships.

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GW 100 42 Freedom or Fate: Do We Have a Choice?

Are your choices determined before you make them, perhaps by some combination of your genes and your

environment? If your choices were pre-determined, would that mean that you aren't responsible for what you do? Would it mean that your future choices have, in a sense, already been made? Would it mean that your choices aren't really yours? Or aren't really choices? The problem of free will is one of the most vexing, enduring and fascinating puzzles about the human condition. In this course, we will read from a wide variety of philosophers and philosophically oriented thinkers, including Aristotle, Jorge Luis Borges, Ted Chiang, John Dewey, Philip K. Dick, Owen Flanagan, Thomas Hobbes, William James, Thomas Nagel, B.F. Skinner, and Raymond Smullyan. Students will learn how to explicate and evaluate the ideas that these authors put forward about free will, and they will learn how to articulate and defend their own views on the subject.