

FALL 2009 LIBA 102 COURSE DESCRIPTIONS

Please direct all questions regarding course content to the Department of English at (662) 915-7439. This course list was last revised on August 12, 2009.

LIBA 102, Section 01 — Writing on Modern Propaganda Techniques

MWF 8:00-8:50

Chip Dunkin (English)

cdunkin@olemiss.edu, 915-4994

This class seeks to engage students in a semester-long discussion on the use of propaganda in modern culture. We will deal primarily with the techniques used by today's advertisers and media that are constructed to make us more likely to buy certain products, vote for certain candidates, or subscribe to certain belief systems. More specifically, we will work to hone college-level writing and research skills while developing a more comprehensive understanding of writing as a dramatic act. Students will be asked to "write back" at creators of/ participants in propaganda, to become propagandists, and finally to offer scholarly commentaries on particular instances in which manipulative techniques have had statewide, national, and/or global impact.

LIBA 102, Section 02 — The Living and the Un-Dead: An Inquiry into Zombies in Cinema and Literature

MWF 11:00-11:50

Matt Saye (English)

jmsaye@olemiss.edu, 915-3173

What is it about the idea of a zombie that is so deeply unsettling and creates a source of horror for moviegoers and readers? In this course we will delve into why it is that zombies are both horrific monsters but also a source of fascination for audiences. We will also examine how the zombie is used as a trope in cinema and literature for various critiques of society and, in particular, late capitalism. As a class, we will watch several zombie films (prospective students should be warned that these can be rather graphic in nature) and also read zombie literature. We will also spend time dealing with the actual instances of Haitian zombies and attempt to discover how these people were transfigured into the well-known "living dead" zombie of film and literature. Finally, we will examine academic articles on zombies in order to view others' perspectives on the subject. Students will be expected to maintain a reading schedule, film journal, and produce three papers (two shorter papers and a longer research paper).

LIBA 102, Section 03 — The Civil Rights Movement

MWF 1:00-1:50

Charles Eagles (History)

eagles@olemiss.edu, 915-7733

This course will examine the southern civil rights movement from the 1940s to the 1970s. Two required books will be used: Anne Moody's Coming of Age in Mississippi and Harvard Sitkoff's The Struggle for Black Equality. Topics covered will include the civil rights movement in Mississippi, the Brown decision and other actions of the federal government, protests such as the sit-ins and freedom rides, Martin Luther King and other important individuals, the Little Rock crisis and the integration of the University of Mississippi, campaigns for voting rights, and the development of Black Power. Students will also use Maimon, A Writer's Resource. Weekly writing assignments will be based on the assigned readings and short research assignments. Emphasis will be placed on rewriting essays.

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LIBA 102, Section 04 — Somethin's Happening Here: The History of Student Protest MW 4:00-5:15

Sparky Reardon (Leadership & Counselor Education)

sparky@olemiss.edu, 915-7248

On April 23, 1968, students at Columbia University seized an academic building and one of the deans inside. A member of the Columbia Students for Democratic Society quipped, "We've got something going on here and now we've just got to find out what it is." What is student protest and how has it shaped higher education and, thus, the United States and the world? What do Thoreau, Ginsburg, Ghandi, and *Mad Magazine* have to do with the student protest movement? Do panty raids, pep rallies, and streaking count as student protest? This seminar will examine the history of student protest from Colonial times to the present. Literary influences, political influences, and social situations will all be studied. Particular emphasis will be given to The Sixties and the integration of higher education. Selected readings will come from a variety of texts including *American Insurrection* (Doyle), *Student Protest: The Sixties and After* (DeGroot), *From Camelot to Kent State: The Sixties Experience in the Words of Those Who Lived It* (Morrison), *Student Resistance: A History of the Unruly Subject* (Boren), *Takin' It to the Streets: A Sixties Reader* (Bloom and Breines), and others. In addition, selected video clips, as well as guest lecturers and class discussions, will be utilized. Students will be encouraged to conduct independent research involving student protest, maintain a journal, and make a presentation on their research.

LIBA 102, Section 05 — "Youth Culture and the Power of Music: From Bluesmen and Crooners to Gangsters and Pop Divas"

MWF 10:00-10:50

William Mark Franks (Department of Sociology and Anthropology)

wmfranks@olemiss.edu, 234-4671

The power of music grows every day in American popular culture, and the youth market finds itself increasingly influenced by music in a variety of formats, for a variety of purposes. This course aims to improve each student's ability in the areas of critical thought, responsible research, composition, and oral presentation. Anna Tomasino's excellent and accessible text, *MUSIC AND CULTURE*, provides a springboard for developing thought-provoking topics, and features critical writing about music and issues, often controversial, that envelop youth culture. We'll also use Bruce Ballenger's wonderful book, *THE CURIOUS RESEARCHER*, 6th edition. The goal is to produce students who are more confident, competent, and curious academic thinkers, researchers, writers, and speakers. We will focus on a work rhythm of reading, reasoning, and writing; and the skills acquired in the course will serve all students well in their major fields of study, and beyond. After all, what profession or academic discipline doesn't seek persons who can frame intelligent questions, responsibly seek answers to those questions, and present their findings in an impressive written or oral format?

LIBA 102, Section 06 — History of Economic Thought

MW 2:00-3:15

Michael V. Namorato (History)

hsmvn@olemiss.edu, 915-7488

This course will study modern economic thinkers and how they have impacted 20th-century American governmental fiscal and monetary policy. Students will be introduced to classical economics initially and, then, they will read selected works of modern economic

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thinkers. Students will be exposed to a wide variety of economic thought ranging from Adam Smith to J. M. Keynes to J. K. Galbraith and Milton Friedman. Each economist will be studied in terms of his life, his specific economic writings, and his contributions to modern economic policy-making. All study and discussion of these economic thinkers will be done in the context of learning and practicing the proper forms of writing and effective oral communication.

LIBA 102, Section 07 — The Living and the Un-Dead: An Inquiry into Zombies in Cinema and Literature

MWF 10:00-10:50

Matt Saye (English)

jmsaye@olemiss.edu, 915-3173

What is it about the idea of a zombie that is so deeply unsettling and creates a source of horror for moviegoers and readers? In this course we will delve into why it is that zombies are both horrific monsters but also a source of fascination for audiences. We will also examine how the zombie is used as a trope in cinema and literature for various critiques of society and, in particular, late capitalism. As a class, we will watch several zombie films (prospective students should be warned that these can be rather graphic in nature) and also read zombie literature. We will also spend time dealing with the actual instances of Haitian zombies and attempt to discover how these people were transfigured into the well-known “living dead” zombie of film and literature. Finally, we will examine academic articles on zombies in order to view others’ perspectives on the subject. Students will be expected to maintain a reading schedule, film journal, and produce three papers (two shorter papers and a longer research paper).

LIBA 102, Section 08 — An examination of the thriller novels parts and characters

MWF 10:00-10:50

James Piiparinen (English)

jmpiipar@olemiss.edu, 915-7679

In all good thriller novels there are basic reoccurring characters such as the hero, the villain, and the femme fatale. In this class we will look at these characters, as well as such things as the money and the chase, and examine how they differ from novel to novel. We will read and study the likes of Ian Fleming’s James Bond and Raymond Chandler’s Philip Marlowe to comprehend what is being said about the thriller.

LIBA 102, Section 09 — Impact of the Internet on Society

TTH 8:00-9:15

Steven Davis (Chemistry & Biochemistry)

davis@briar.chem.olemiss.edu, 915-5981

The internet has unleashed a tidal wave of information freely available in the home, school, and workplace. This section of LIBA 102 will discuss the impact the internet has on governments, politics, economics, academics, and individuals. We will explore how society is evolving to master this recent phenomenon. It is expected that students will have varied opinions on these topics and each will be equally respected and discussed. The purpose of this class is to have the students develop their own opinions and be able to express them through writing. Weekly reading assignments will be required from sources including the internet, news organizations, periodicals, and books. Writing assignments will include two 8-10 page research papers and several shorter papers.

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LIBA 102, Section 10 — "Music and Identity"

TTH 9:30-10:45

Matthieu Dessier (Sociology)

mdessier@olemiss.edu, 915-7295

This seminar proposes to stir students' curiosity about the social world through the study of a familiar object. Contemporary literature in social sciences suggests that music plays a significant role in the construction of our sense of identity. Through the direct experience of music, we place ourselves in imaginative cultural narratives. In other words, the music that sounds good, the musical experience we value, is the one that allows us to construct an ideal perception of social reality. Likewise, if "bad" music is so unbearable, it is because the cultural narrative it embodies is wrong, offensive, even humiliating. By analyzing music as a social phenomenon, students will be encouraged to develop critical thinking skills about the social forces that impact their perception of the world and construction of identity. The material will consist of academic articles and books from cultural studies and social sciences dealing with the production, diffusion and experience of music and its role in the construction of the social self. Throughout the semester, short writing assignments will encourage students to reflect on the concepts encountered in the readings. A final research paper will lead them to apply the material to their own understanding and experience of music.

LIBA 102, Section 11 — THE ART OF FILM

TTH 11:00-12:15

Phyllis Nobles (English)

pnobles@olemiss.edu, 915-1502

This course seeks to acquaint students with the history, tradition and evolution of the cinema. We will look at major American and international cinematic works, beginning with the Lumière Brothers' first motion pictures, continuing with the works of Charlie Chaplin, Alfred Hitchcock, Federico Fellini, Woody Allen, Claire Denis, and Pedro Almodóvar. This course will provide an understanding of cultural and artistic issues at work in film and will supply a technical and literary vocabulary for discussion and critical analysis. Class members will choose a director of film movement to research and write about for the semester. Students should be advised that no mainstream or Hollywood films will be shown in this course: some films might contain language/ situations which might offend the sensibilities of some.

LIBA 102, Section 12 — History of Mathematics

MW 3:00-4:15

James Reid (Mathematics)

mmreid@olemiss.edu, 915-7437

Geneticists suggest that there were less than 5,000 adult females 70,000 years ago due to the ice age and the eruption of Mount Toba in Sumatra. The founding population of modern humans migrated from Africa 50,000 years ago. Special symbols that represent numbers arose only 6,000 years ago. Forty years ago, humans set foot upon the moon. The time span of civilization and mathematics represents a small fraction of geologic time.

We investigate the history of the most beautiful and useful of all human endeavors during this time: mathematics. Topics investigated will include Egyptian and Babylonian mathematics, Greek mathematics, Indian and Islamic mathematics, the contributions of the founders of

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Calculus, and modern mathematics. This is a general writing course, so no special knowledge of mathematics is required. The emphasis is on writing and the logical modes of critical thinking developed over the course of history.

LIBA 102, Section 13 — "Modern Apocalypse in Literature"

MWF 12:00-12:50

Sean Ennis (English)

sennis@olemiss.edu, 915-3173

This course will examine a number of novels and short stories that explore the end of times for the human race through multiple causes: war, technology, disease, religion, and even faulty memory. We'll raise a number of thematic questions, such as: What is the public's interest in such a morbid topic? Where does each author place blame for the apocalyptic event? To what extent is the end of the world avoidable within the drama they've created? Are the institutions of science, religion, and/or government to blame for these events? Or do they represent hope within the texts? This course will also offer students the opportunity to research very real threats to humankind such as nuclear war, genetic engineering, cybernetics, nanotechnology, global warming, etc. in relationship to the fictional texts.

LIBA 102, Section 14 — Women at Work

TTH 11:00-12:15

Theresa Starkey-Pendarvis (English Department)

tastarke@olemiss.edu, 915-1493

The image of the working woman is a contested and multifarious one. In this course, we will examine the various ways in which working women have been portrayed and are currently depicted in American culture, particularly literature and film. We will be both past- and present-minded as we examine our subject.

The working woman is the struggling actress from the Midwest in Theodore Dreiser's *Sister Carrie*, the Polish immigrants' daughter from New York's Lower East Side in Anzia Yezierska's novel *Bread Givers*, a working mother in Harlem, raising her son alone in Ann Petry's *The Street*. She is the homemaker turned savvy businesswoman in *Mildred Pierce*, the office secretary in the Hollywood comedy *9 to 5* and the television series *Mad Men*.

The spaces in which these women work are gendered zones that shape the types of work they do. However, as we will discover in the course, gender isn't the only force that shapes a woman's work: class and race are just two factors that influence women's lives and shape their personal experiences.

This is a writing-intensive course focused on enabling you to develop research and writing skills. From the first day of class to the last, we will engage not only with our subjects but also in the act of writing itself. We will approach each text critically and examine how an author chooses to frame his or her subject. One way to approach this course is to think of yourselves as scholars in a conversation with each other as well as the written page.

Textual Analysis & Final Research Paper:

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Students will write two short textual analysis papers over the course of the semester, in addition to a final exam/research paper. I will provide you with the topics for your short papers.

LIBA 102, Section 15 — Current Theories of Language Acquisition

MW 3:00-4:15

Susan Major (English)

smajor@olemiss.edu, 915-6655

This seminar will address some persistent questions of college students in foreign language classrooms: Why do adults have to work so hard to learn a new language while children just seem to “pick it up” easily? What are some of the extra-linguistic factors operating in adult language learning? Is the Critical Period Hypothesis relevant for second language learning? Readings for the seminar will include topics such as foreign language teaching methods, and their comparative efficacy; language attitudes, motivation, and standards; intercultural communication; societal multilingualism; language planning and policy; and World Englishes. Students will first write short analytical papers on articles of their choice from the class readings. Then each student will focus on one topic and write a research paper.

LIBA 102, Section 16 — Understanding Today’s Science News

MWF 9:00-9:50

Gary Gaston (Biology Department)

bygaston@olemiss.edu, 915-7162

What should a college-educated person know about science? This semester we will discuss current events and science news. Students will read assignments in the news media, participate in class discussions about relevance of the articles in today’s world, and pen their interpretations and feelings in writing assignments. Students will be expected to discuss topics in science and put that knowledge to pen with effective writing. No text required. Reference text: The Cooper Hill Stylebook: A Guide to Writing and Revision.

LIBA 102, Section 17 — Writing on Modern Propaganda Techniques

MWF 1:00-1:50

Chip Dunkin (English)

cdunkin@olemiss.edu, 915-4994

This class seeks to engage students in a semester-long discussion on the use of propaganda in modern culture. We will deal primarily with the techniques used by today’s advertisers and media that are constructed to make us more likely to buy certain products, vote for certain candidates, or subscribe to certain belief systems. More specifically, we will work to hone college-level writing and research skills while developing a more comprehensive understanding of writing as a dramatic act. Students will be asked to “write back” at creators of/ participators in propaganda, to become propagandists, and finally to offer scholarly commentaries on particular instances in which manipulative techniques have had statewide, national, and/or global impact.

LIBA 102, Section 18 — Contemporary Topics in Multiculturalism on College Campuses

TTH 2:30-3:45

Donald Cole (Mathematics)

dcole@olemiss.edu, 915-1712

The course will consist of writing, library research, and stylebook assignments on many diverse topics that are of current interest and debate on college campuses. Students will be able to select

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from a number of topics on which to write (weekly) papers. In addition, a cumulating "Term Paper" will serve as a final project. The course will follow a Standard English Stylebook Handbook and the student must demonstrate mastery of material covered in this text from quizzes and in the writing of short papers on various topics relating to multiculturalism. The papers will increase in length and complexity as the course progresses. Students will be allowed to choose topics from an assigned list. Some of these topics are listed below. Students will be expected to attend several seminars, performances and/or campus lectures related to the course's contents. Many assignments will parallel current debate and editorials regarding multicultural topics in the academy. Student's papers will discuss fact and opinions on these topics.

LIBA 102, Section 19 — "Civil War in Virginia: The Road to Appomattox"

MWF 9:00-9:50

Donald Trott (Music)

dtrott@olemiss.edu, 915-6963

First Year Seminar is designed to provide an educational environment of a small class setting to enable the students to have direct interaction between instructor and student. This particular section of LIBA 102 will focus on Civil War history in Virginia, presenting the rise and fall of the Confederacy through examination of various strategic battles fought in Virginia. Emphasis will be given to the following battles; First Manassas, Ball's Bluff, The Peninsula Campaign of 1862 including The Seven Days' Battles, Second Manassas, Fredericksburg, Chancellorsville, Spotsylvania and Wilderness, Cold Harbor and the entire retreat route from Petersburg to Appomattox Court House.

LIBA 102, Section 20 — The History of New York through the Arts

TTH 4:00-5:15

Laura Antonow (Art)

antonow@olemiss.edu, 915 6511

Once the nation's capital, New York City is considered by some "the center of the universe." While its political importance may have diminished, the city's significance to the art world is immeasurable. From skyscrapers to street performers, New York's cultural influences are undeniable. This course examines New York City through the visual and performing arts. Architecture and urban design will be explored so students can gain an appreciation of the cityscape. Painting, photography and film by New York artists and about New York themes will also be examined. Important events in the arts -- the gift of the Statue of Liberty, the Harlem Renaissance, the establishment of New York's great museums, the development of the skyscraper, and development of artistic movements such as the Ashcan School, the New York School and Pop Art -- will be explored. Readings will include selections from several texts including *How the Other Half Lives*, *Inventing the Skyline*, *Off the Wall*, *The Philosophy of Andy Warhol* and *The New York Times*.

LIBA 102, Section 21 — Beyond Protest: Music Affecting Social Change

MW 4:00-5:15

Greg Johnson (Library)

gj1@olemiss.edu, 915-7753

While music often simply mirrors cultural, societal, and political landscapes of the time in which it is composed, it is also used to affect changes and directly influence societies and institutions.

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Throughout history, musicians have written music critical of oppressive governments, disagreeable political policies, dangerous societal attitudes, and hypocritical religious leaders or teachings. This course will examine the many varied ways music has been used as an agent of social change throughout history, in various cultures, and through different musical genres. Students will learn about music of the /Nueva Canción/ movement in Latin America; Mapfumo and other protest musicians of Africa; war protest songs from the American Revolution, Vietnam, and today's war in Iraq. From Victor Jarra to Frank Zappa, Pete Seeger to Green Day, Josh White to Willie Nelson, and Dmitri Shostakovich to Bob Dylan, students will be exposed to a wide array of musical dissent of varying genres and time periods. In addition to critical listening and analytical skills, the student will learn to utilize library resources to improve research quality.

Primary goals of the course are to improve the quality of each student's writing and oral communication skills. This course will provide instruction in basic research skills and experience in academic writing based on research.

LIBA 102, Section 22 — Western on Film

TTH 8:00-9:15

Whitney Hubbard (English)

wahubbar@olemiss.edu, 915-7718

This section of Liba 102 is intended for film enthusiasts. In this course, we will watch and study Westerns directed by the likes of John Ford, Sergio Leone, and Sam Peckinpah. We will place each film in a historical and present day context, analyzing and writing about their content. We will do the same for each director's cinematic style as it pertains to the way their artistic visions reshaped the genre.

LIBA 102, Section 23 — Writing about Poe

TTH 8:00-9:15

Travis Montgomery (English)

tdmontg1@olemiss.edu, 915-3173

LIBA 102 is an introductory literature-based course designed to help students become better writers. The goals of this course include writing clearly and purposefully, appropriately organizing prose, and learning more about mechanics and style. Throughout the semester, students will practice writing as a process, paying close attention to the steps of inventing, organizing, drafting, revising, and editing. Additionally, students will learn basic research skills and deliver oral reports. Course readings include various works by Edgar Allan Poe.

LIBA 102, Section 24 — Greek Mythology

TTH 2:30-3:45

Ted Capps (Emeritus Professor of Classics)

ecapps@olemiss.edu, 915-7679

The main goal of this section will be to explore what some Greek (and a few Roman) myths, being among the first stories recorded, have to say about human relationships. The assigned readings will be translations of 3 ancient sources these myths, Hesiod (most of his Theogony and a couple of selections from his Works and Days), many of the Homeric Hymns (the 5 full-length hymns and 4 shorter ones), and the Metamorphoses of Ovid. There will be four

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papers --2, 3, 4, and 6 pages in length -- counting as 80% of the grade—with the remaining 20% based on class participation including an oral presentation to the class.

LIBA 102, Section 25 — Haunted American Fiction

TTH 8:00-9:15

Melanie Anderson

mranders@olemiss.edu, 915-3173

From movies like *Ghostbusters* (1984) and *The Orphanage* (2008) to the current popularity of TV programs like *Ghost Hunters* and *Most Haunted*, American popular culture has followed a spectral course. Beyond the entertainment appeal, however, there is also the function that ghosts serve as symbols of our anxieties, fears, and an ever-present past that we cannot shake. This writing-intensive class will involve interaction with various literary apparitions and exploration of their meanings. Readings may include the work of Henry James, Edith Wharton, Shirley Jackson, Maxine Hong Kingston, and David Auburn. In addition to the readings, there will be quizzes, regular journal responses, essays (including a final, researched paper), and an oral report.

LIBA 102, Section 26 — Western on Film

TTH 9:30-10:45

Whitney Hubbard (English)

wahubbar@olemiss.edu, 915-7718

This section of Liba 102 is intended for film enthusiasts. In this course, we will watch and study Westerns directed by the likes of John Ford, Sergio Leone, and Sam Peckinpah. We will place each film in a historical and present day context, analyzing and writing about their content. We will do the same for each director's cinematic style as it pertains to the way their artistic visions reshaped the genre.

LIBA 102, Section 27 — Clearly Speaking

TTH 8:00-9:15

JoAnn Edwards (Forensics)

jedwards@olemiss.edu, 915-3799

Students will examine “great” historical and contemporary speeches and examine their impact on society. Students will spend the semester reading, researching, writing, discussing and presenting about the power of the spoken word in an historical and contemporary context.

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LIBA 102, Section 28 — Diversity and Socio-ethnic Issues in Contemporary Dramatic Literature

TTH 9:30-10:45

Joe Turner Cantú (Associate Professor of Theatre Arts)

jtcantu@olemiss.edu, 915-5745 Isom Hall, Room 303

This course is an exploration of cultural, ethnic and gender diversity in contemporary dramatic literature. The course explores the contributions to contemporary American drama of women, African Americans, Latinos and Gay Americans. A significant portion of the course of study is devoted to the perspectives of contemporary ethnic/cultural groups and individuals. Students will consider the playwright's use of dramatic action in communicating themes and stimulating emotional and thoughtful responses from an audience. *The plays contain mature themes and mature language.*

The chosen plays are all indicative of the social nature of the themes they represent, and will develop the student's critical thinking skills to better analyze the playwright's creative choices. The plays have either changed the direction of theatre in general or have been awarded for their excellence as literature. The purpose of this class is not to try to reach a consensus, but have the student develop his or her own opinion and express it through writing essays and one or two research papers.

REQUIRED TEXTBOOK: THE CURIOUS RESEARCHER, by Bruce Ballenger, Pearson Longman - latest edition.

REQUIRED PLAYS: *Pulitzer Prize for Drama

The Colored Museum by George C. Wolfe

Take Me Out by Richard Greenberg

Marisol by José Rivera

How I Learned To Drive by Paula Vogel *

Angels In America by Tony Kushner *

Anna In The Tropics by Nilo Cruz *

Proof by David Auburn *

LIBA 102, Section 29 — “Growing Old in America: Blessing or Curse?”

TTH 9:30-10:45

Sarah Moses (Philosophy & Religion)

mosessa@bc.edu, 915-7020

The question of whether old age is experienced as a curse or a blessing is one of the most important moral questions facing us today, both personally and socially. For instance, how should contemporary families understand their responsibilities to aging relatives? How do doctors and nurses decide when to withhold or withdraw treatment from elderly patients? How can older people maintain a sense of dignity and purpose even in the context of age-related disabilities? What is a just way for our society to distribute medical resources and retirement income in old age? In order to reflect on the moral challenges of contemporary aging, we will draw upon philosophical and religious texts, personal narratives, literature, and film. This course also includes a community-based learning component: students will be required to visit a senior citizen at a local nursing home and conduct interviews which will culminate in a final writing project (a total of five hours of interviews over the course of the semester). The course will also

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include shorter writing assignments based on assigned readings and films, including in-class writing exercises and peer editing.

LIBA 102, Section 30 – “Those Sexy Victorians”

TTH 11:00–12:15

Jessica Stock (English)

jstock@ic.sunysb.edu, 915-1502

Many of our ideas about sex, gender, marriage, and family come from the Victorian era (roughly 1837-1901). During this time theories on sex were developing and many of our contemporary gender expectations were conceived. For an age commonly thought to be “prude,” why was there so much written about sex? As a class, we will look at Victorian literature and the pop-culture of the time (cartoons, photography, newspaper ads, etc) and try to figure out just what those sexy Victorians were thinking and what we think of them. There will be three short novels, a small reading packet, and a research paper

LIBA 102, Section 31 — “On the Road: Travel as a Method of Inquiry”

MWF 1:00-1:50

Miguel Centellas (Assistant Professor of Political Science Mount St. Mary's University Emmitsburg, MD 21727)

centellas@msmary.edu, (301)447-5374

This is a course about discovery, both personal and intellectual. We often travel for pleasure or business, but we less frequently think of travel as a means of learning about ourselves or as a means to explore an intellectual curiosity. We will follow in the footsteps of others: retracing Che Guevara’s motorcycle trip through South America, searching for the trail of a 14th century Islamic traveler in the contemporary Middle East, looking for George Orwell’s old haunts in Burma, and canoeing down the Mississippi River. Throughout the semester, students will work on a “research proposal” of their own, preparing for a future journey of personal and intellectual discovery

LIBA 102, Section 32 — The Rise of the Graphic Novel

TTH 1:00-2:15

Paul Boran (English)

pkboran@olemiss.edu, 915-3173

This class will discuss the rise of the graphic novel. Students will be asked to research, write, and critically tackle four graphic novels during the semester. The course will cover graphic novels by Frank Miller, Alan Moore, Neil Gaiman, and will also look at their influence to film as well. Besides writing several long research papers, students will be asked to complete an oral component on one of the authors' works we did not discuss in class.

LIBA 102, Section 33 — Developing Interpersonal Communication

TTH 1:00-2:15

Jere Littlejohn (Management)

jlittlejohn@bus.olemiss.edu, 915-5728

You cannot *not* communicate. That is a fact. Every day we face situations in which communication choices produce a wide spectrum of results. From satisfying exchanges with friends or family to a total impasse in workplace politics, we can take the communication process for granted, or we can actively pursue a plan destined for effective outcomes. Students in this

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seminar will examine and experience the process of communicating one-on-one to discover the possible strategies that will provoke what they would like to achieve. Through the reading of selected books, current periodicals, and personal research, they will view recognized approaches to a variety of circumstances and analyze their effectiveness. The students will develop their own strategies as they research, write, and discuss. Collaboration and practice will contribute to an interactive learning environment.

LIBA 102, Section 34 —

TTH 1:00-2:15

Theresa Starkey-Pendarvis (English Department)

tastarke@olemiss.edu, 915-1493

The image of the working woman is a contested and multifarious one. In this course, we will examine the various ways in which working women have been portrayed and are currently depicted in American culture, particularly literature and film. We will be both past- and present-minded as we examine our subject.

The working woman is the struggling actress from the Midwest in Theodore Dreiser's *Sister Carrie*, the Polish immigrants' daughter from New York's Lower East Side in Anzia Yezierska's novel *Bread Givers*, a working mother in Harlem, raising her son alone in Ann Petry's *The Street*. She is the homemaker turned savvy businesswoman in *Mildred Pierce*, the office secretary in the Hollywood comedy *9 to 5* and the television series *Mad Men*.

The spaces in which these women work are gendered zones that shape the types of work they do. However, as we will discover in the course, gender isn't the only force that shapes a woman's work: class and race are just two factors that influence women's lives and shape their personal experiences.

This is a writing-intensive course focused on enabling you to develop research and writing skills. From the first day of class to the last, we will engage not only with our subjects but also in the act of writing itself. We will approach each text critically and examine how an author chooses to frame his or her subject. One way to approach this course is to think of yourselves as scholars in a conversation with each other as well as the written page.

Textual Analysis & Final Research Paper:

Students will write two short textual analysis papers over the course of the semester, in addition to a final exam/research paper. I will provide you with the topics for your short papers.

LIBA 102, Section 35 — The Art of Madness

TTH 9:30-10:45

Jason Solinger (English)

jdsoling@olemiss.edu, 915-5867

This first-year seminar provides an introduction to literature, spanning genre, period, and culture, with special attention given to representations of madness and other aberrant states of mind. Taking a crooked path through realms literary and psychological, we will question what it means

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to be mad. In so doing, we hope to understand how writers and filmmakers use depictions of madness to think about gender, race and the body politic.

LIBA 102, Section 36 — Literature + Music = Opera

TTH 2:30-3:45

Robert Riggs (Music)

muriggs@olemiss.edu, 915-7149

This class explores the magical combination of literature and music known as opera. Since the birth of opera around 1600 in Italy, composers have used important literary works as the basis for their librettos. (A libretto is the text for an opera.) William Shakespeare's *Macbeth* and *Othello*, Pierre-Augustin de Beaumarchais's *The Marriage of Figaro*, Walter Scott's *Bride of Lammermoor*, Oscar Wilde's *Salomé*, Georg Büchner's *Woyzeck* and Thomas Mann's *Death in Venice* have been transformed into operas. Reading these works in tandem with studying the operas inspired by them is a stimulating approach to the social, ethical and philosophical issues that they address. What is gained by the addition of music? What is lost? DVDs will permit us to view and hear the operas. Prior musical training is not a prerequisite for this class. Short papers, class discussions, and a final project will develop research and writing skills.

LIBA 102, Section 37 — On The Road: Travel and Social Identity

TTH 2:30-3:45

Scott Barretta

This course explores how individuals create their sense of self and develop new understandings of regional and national identity through a wide range of travel and tourism literature. One of the most important aspects of travel is that it allows and sometimes forces us to see "reality" in a different light. Once outside of our everyday comfort zone, we find that people often have different conceptions of time, are guided more (or less) in their daily lives by traditional customs and values, and have different relations to modern consumer culture. In exploring these topics we'll be drawing upon authors including Mark Twain, Jack Kerouac, Henry Miller, and V.S. Naipul, as well as examining contemporary cultural tourism efforts in Mississippi surrounding the blues.

LIBA 102, Section 38 — Southern Culture and Identity through the Years

TTH 4:00-5:15

James Thomas (Center for the Study of Southern Culture)

jgthomas@olemiss.edu, 915-5993

This course examines how Southern culture and identity are represented in literature, music, film, religion, language, and even food. We will attempt to answer such questions as: How has Southern culture changed over the past 100 years, and how has it remained the same? Through the lenses of race, class, and gender we will gain a deeper understanding of what it means to be a "Southerner" and to appreciate the differences between us all. We will explore various southern literary and academic texts, including those by writers such as John Shelton Reed, William Faulkner, and Richard Wright, as well as watch a number of films on the South. Writing assignments will consist of informal, in-class writing; reader-response critiques on Blackboard; and formal research papers.

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LIBA 102, Section 39 – Looking Autism in the Eyes: Changing perceptions of Autism as seen in memoirs, novels, and psychological theory and research

MWF 2:00-2:50

Beth Boerger (Psychology)

boerger@olemiss.edu, 915-6541

Autism (and related disorders, such as Asperger's Syndrome) remains one of the least understood of developmental psychological disorders. As such it is both a fascinating topic of ongoing psychological study and a significant challenge for individuals with the disorder and their families. In this course we will study changing concepts of the nature of Autism, including its causes, treatments and impact on affected individuals and their families, through popular and professional sources. Popular sources will include classic memoirs written by parents of children with Autism, such as Barry Neil Kauffman's *Son-Rise*; recent memoirs written by adults with Autism (Temple Grandin's *Thinking in Pictures*; John Elder Robinson's *Look Me in the Eye*); novels (Sue Miller's *Family Pictures*; Mark Haddon's *The Curious Incident of the Dog in the Nighttime*). Professional sources will include classic and recent psychological works (Ivar Lovass's *The Autistic Child*; Simon Baron-Cohen's *Mindblindness: An Essay on Autism and Theory of Mind*).

LIBA 102, Section 41 – It's News to Me: The Role of the Media in Your Life

TTH 4:00-5:15

Robin Street (Journalism)

rbstreet@olemiss.edu, 915-5081

The media inform, educate, entertain and influence us. This class will explore the world of newspapers, magazines, television news, public relations and advertising. We will examine how each medium works and learn the special demands of being a journalist. The techniques, skills and methods of journalistic research and information gathering will be explored. The role of ethics, accuracy, fairness and objectivity will be stressed.

LIBA 102, Section 43 — Sports Journalism and American Culture

TTH 1:00-2:15

Brad Schultz (Journalism)

bschultz@olemiss.edu, 915-5161

An examination of the relationship between American culture and sports journalism, especially as it has been practiced since the 20th century. The class will focus on the importance of sports in the American culture, and how American cultural values affect the practice and style of sports journalism.

LIBA 102, Section 44 —Religion and American Culture in the 1960s

TTH 9:30-10:45

Adrian Weimer (Philosophy and Religion)

acweimer@googlemail.com, 662-234-3092

An exploration of religious life in the United States in a tumultuous decade, this course analyzes how religion shaped American culture, and how, in turn, cultural events shaped religious ideas and practices. Topics include the Jesus People, the Counterculture and its impact on mainstream religious groups, the Civil Rights movement, Charismatic revivals, Nation of Islam, Vatican II, Asian immigration, and New Religious Movements.

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LIBA 102, Section 45 — Developing the Leader within You

TTH 8:00-9:15

Col. James Shaver/Maj. Scott Caldwell(TA) (Military Science and Leadership)

caldwell@olemiss.edu, 915-7085

In a culture confused over the difference between management and leadership, this seminar will focus on what sets “leader-managers” apart from “run-of-the-mill managers.” Few of us are natural-born leaders, though fortunately the traits that are the raw material of leadership can be acquired. By focusing on a definition of leadership and exploring leadership defined by five levels of leadership, the student will participate in self-assessments and group interactions to develop and expand their own leadership skills. Throughout the course, students will develop reading, writing, and oral communication skills through the study of individual leadership profiles, organizational case studies, video presentations, group practical exercises and readings from the required texts, *Developing the Leader within You*, by John C. Maxwell and *Level Three Leadership: Getting Below the Surface*, by James G. Clawson. The primary instructor for this course is MAJ Scott Caldwell and can be contacted at 662-915-7085 or Caldwell@olemiss.edu. MAJ Caldwell is a Senior Military Science Instructor for the Army ROTC program.

LIBA 102, Section 46 — Health Issues: School of Nursing

TTH 5:00-6:15

Jennie Gunn, FNP (Medical Center Oxford Campus)

JGunn@son.umsmed.edu, 915-2049 or 662-832-9700

This Liba class is designed to explore health issues through writing. The student selects health issues of interest. Utilizing writing, research, and correct grammar, the student will explore the topics. Correct grammar, research techniques, and writing skills will be enhanced through the class assignments and class discussions. Several small writing assignments and one research paper will be completed for grade.

LIBA 102, Section 47 — Art of the Last Days: Reflections on Society from Southern Self-taught artists and Contemporary American Photographers

TTh 11:00-12:15

Milly Moorhead West (English)

millemoorheadwest@hotmail.com

Students will look at the work or numerous Southern self-taught artists who make art despite lack of traditional materials and education. For example, Howard Finster, the Georgia preacher who preached with every piece of art he produced, or Jimmie Lee Sudduth, who used a mixture of sugar and mud to paint images of people and familiar scenes—plus we will look at contemporary photographers and examine how their work reflects society and defines culture. In addition to research, and topic development, there will be collaborative projects and small assignments which will offer the student opportunities to develop as an independent thinker and writer. Students will get to know each other through class discussion and presentation of some writing assignments. Students will write a research paper based on their own inquiry (within the study) and will use their writing and photo skills for a final art project. This class is designed to be fun and instructive.

Book required: **Bruce Ballenger, *The Curious Researcher***, available at the **Ole Miss Bookstore** or online at www.half.com/textbooks , or through www.amazon.com

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Also required: Subscription (free) to the New York Times on line. www.nytimesonline.com

*Quote by Howard Finster on the back of one of his cut-out angels.

LIBA 102, Section 48 — "On the Road: Travel as a Method of Inquiry"

MWF 11:00-11:50

Miguel Centellas (Assistant Professor of Political Science Mount St. Mary's University Emmitsburg, MD 21727)

centellas@msmary.edu, (301)447-5374

This is a course about discovery, both personal and intellectual. We often travel for pleasure or business, but we less frequently think of travel as a means of learning about ourselves or as a means to explore an intellectual curiosity. We will follow in the footsteps of others: retracing Che Guevara's motorcycle trip through South America, searching for the trail of a 14th century Islamic traveler in the contemporary Middle East, looking for George Orwell's old haunts in Burma, and canoeing down the Mississippi River. Throughout the semester, students will work on a "research proposal" of their own, preparing for a future journey of personal and intellectual discovery

LIBA 102, Section 49 — Outward Boundaries

TTH 11:00-12:15

Mandy Murfee (English)

mamurfee@olemiss.edu, 915-4994

In this section of LIBA 102, we will discuss international topics and issues, and relate these issues to elements of American culture in order to learn research and analytical strategies. Readings will include essays of world and American affairs, multicultural American literatures, world literatures in English, etc. Topics consist of the following: past and present immigration, tribal initiation/coming of age rituals, gender roles and expectations, creation stories, and others. Students will pick a culture/country or international issue in which they are interested and write a series of slightly directed papers about it. In addition, they will be required to make a short oral presentation of their research to the class. Class discussion and participation are key as is learning to produce thoughtfully-researched, solidly-focused, well-developed, organized papers.

LIBA 102, Section 50 — The Good Life

TTH 8:00-8:50

George Kehoe (English)

gkehoe@bus.olemiss.edu, 915-5471

Society's long-lived institutions from the campaign trail to the marketplace appeal to and perpetuate our concept of The Good Life, and yet when asked for a lively, concrete definition of that concept, we often struggle to move beyond further abstractions and generalities. How do we define the values that shape our decisions and the goals we pursue? Where do they come from and how do they manifest themselves in our everyday lives? Writers throughout time and from all parts of the world have wrestled either implicitly or explicitly with these fundamental questions. With readings (ranging from Cicero to Thomas Merton to Martin Luther King, Jr.), class discussion, and writing assignments designed to propel an undogmatic exploration of what constitutes The Good Life, this course considers issues such as social responsibility, moral integrity, and contemplative experience.

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LIBA 102, Section 51 — Explorations in Environmental Literature

MWF 8:00-8:50

Alicia Casey (English)

aacasey@olemiss.edu

In his book, *The World without Us*, Alan Weisman notes: “A generation ago, humans eluded nuclear annihilation; with luck, we’ll continue to dodge that and other mass terrors. But now we often find ourselves asking whether inadvertently we’ve poisoned or parboiled the planet, ourselves included” (3). This course seeks to explore that question through active engagement with a variety of environmental non-fiction texts. Students will be given the necessary tools to critically read longer environmental works such as Rachel Carson’s *Silent Spring*, Terry Tempest Williams’ *Refuge*, and Barbara Kingsolver’s *Animal, Vegetable, Miracle*, while also looking at shorter essays by past and contemporary environmental writers. Grades will be issued on the following criteria: participation, discussion questions, quizzes, one personal essay, two essays analyzing readings, and a final research paper on an environmental topic (preferably in students’ own communities).

LIBA 102, Section 53 —In The Beginning: Jewish contributions to early America

MWF 9:00-9:50

Patricia O’Sullivan (Philosophy and Religion)

posulliv@olemiss.edu, 915-7020

In this section of Liba 102 we will look at Jewish communities and individuals in the American colonies particularly Asser Levy of New Amsterdam, Aaron Lopez, and Isaac Touro of Newport, Haym Solomon of Philadelphia and Judah Touro of New Orleans, and Levi Strauss of San Francisco. Students will be expected to complete readings each week, participate in class discussions, give a formal presentation and successfully complete several writing assignments including a research paper that will constitute the final exam grade in the class.