

SPRING 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 November 21, 2008.

LIBA 102, Section 01 —Spirituality and Science

MWF 8:00-8:50

Gerard Buskes (Mathematics)

mmbuskes@olemiss.edu, 915-7425

The class will connect and contrast spirituality and science. The books to be read will include *Consilience*, *The Unity of Knowledge* by E. Wilson, *Rocks of Age*, *Science and Religion in the fullness of life* by Stephen Jay Gould, *Lame Deer*, *Seeker of visions* by Richard Erdoes, *The Tibetan book of the Dead* and *Siddartha* by Herman Hesse. In addition, we will read other shorter writings by spiritual leaders and scientists.

LIBA 102, Section 02 – Ideas that challenged Christianity

MWF 8:00-8:50

Patricia O'Sullivan (Philosophy and Religion)

posulliv@olemiss.edu, 915-7020

In this section of Liba 102 we will explore ideas that challenged and, arguably, changed the nature of Christianity. In particular we will look at Copernicus's heliocentric cosmology, Erasmus's criticisms of the Church, Spinoza's theory on Biblical authorship, Darwinism, Abolitionism and Feminism. 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.

LIBA 102, Section 03 — Greek Mythology

MWF 1:00-1:50

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 reading will be translations of three ancient sources of these myths, Hesiod (most of his *Theogony* and a couple of selections from his *Works and Days*), many of the Homeric Hymns (the five full-length hymns and four shorter ones), and Ovid's *Metamorphoses*. There will be four papers -- 2, 3, 4, and 6 pages in length -- counting as 80% of the grade--with the remaining 20% based on class participation.

LIBA 102, Section 04 — “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

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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 05 — “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 06 — Politics in Pop Culture

MWF 10:00-10:50

Lindsey Scruggs (Political Science)

lscrugg@olemiss.edu, 915-1290

Many students are turned off by government. They find politics to be boring. At the same time, they enjoy many forms of popular entertainment – movies, television, music, art, and poetry. Many political issues are found at the heart of popular entertainment. The conflict that they find boring in our nations' capitols comes to life in popular culture. Students are expected to read or view selected works and be prepared to discuss these works in class. Furthermore, the students are expected to write short essays on these topics as well as complete one project that will be due at the end of the semester.

LIBA 102, Section 07 — Impact of the Internet on Society

MWF 11:00-11:50

Steven Davis (Chemistry & Biochemistry)

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

The advent of the internet has unleashed a tidal wave of information freely available for perusal in the home, school, and workplace. This section of LIBA 102 will discuss the impact the internet has on society including businesses, academic institutions, and individuals. It is expected that students will have varied opinions on these topics and each opinion will be equally respected and discussed. The purpose of this class is not to try to reach a consensus, but 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. The writing assignments strictly

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adhere to the counsel given by the English department for LIBA 102. We will discuss the following major themes.

- 1) News
- 2) Privacy and Security
- 3) Commerce
- 4) Academic Information
- 5) Music and Video

LIBA 102, Section 08 — Modern Apocalypse in Literature

MWF 10:00-10:50

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? To what extent is this a modern obsession? Where does each author place blame for the event? To what extent is the end of the world avoidable within the drama they've created? What can be learned by exploring fictional examinations of the End of Times? How do modern ideas of the end of the world compare with that of writers of the past? Is there any room for hope?

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.

Proposed Reading List:

Brief History of the Dead, Kevin Brockmeier

Parasites Like Us, Adam Johnson

The Apocalypse Reader, Justin Taylor

The Road, Cormac McCarthy

On the Beach, Nevil Shute

Cat's Cradle, Kurt Vonnegut

LIBA 102, Section 9 – 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.

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LIBA 102, Section 10 — The Good Life

MWF 10:00-10:50

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's orations to contemporary fiction), class discussion, and writing assignments designed to propel an undogmatic exploration of what constitutes The Good Life, this course considers issues such as friendship, responsibility (to oneself and to others), moral integrity, and contemplative experience.

LIBA 102, Section 11 — Visualizing Hitler

MW 2:00-3:15

Corina Petrescu (Modern Language)

petrescu@olemiss.edu, 915-7716

This course investigates cinematic depictions of Adolf Hitler from the 1940s until the present. We want to understand how visual media has been used in Germany and elsewhere to create different images of Hitler in the popular imagination. Furthermore we analyze how this figure is constructed. The course aims to reveal differences brought about by both the techniques employed and by the artists' ideology. Students will produce two research papers or essays (8 and 10 pages) about two of the films discussed in class and will present one oral report. The latter should be based on the research for the second paper.

Learning Goals:

- Acquire an understanding of the crucial impact National Socialism had and continues to have on the European and American imaginary.
- Obtain insight into the complex relations between art (visual) and socio-political realities, charisma and dictatorship.
- Engage with visual media and become familiar with the limitations encountered by artistic endeavors when dealing with Hitler's persona.
- Develop individual critical thinking through class discussions and written projects.

LIBA 102, Section 12 — Women at Work

MWF 1:00-1:50

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

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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 mid-west in Theodore Dreiser's *Sister Carrie*, she is the Polish immigrants' daughter from New York's Lower East Side in Anzia Yezierska's novel *The Bread Givers*, a working mother in Harlem, raising her son alone in 1946'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 type 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 experience.

This is a writing intensive course. From the first day of class to the last, we will engage not only with our subjects but also in the act of writing. 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 13 — "Music and Identity"

TTH 1:00-1:50

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.

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LIBA 102, Section 14 — 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 15 — Current Theories of Language Learning

MW 11:00-12:15

Susan Major (Linguistics)

smajor@olemiss.edu, 915-6655

Why do adults have to work so hard to learn a new language while children just seem to “pick it up” easily? How do young children attain mastery of their native language/languages in such a short time, largely without guidance? Do all language learners go through similar stages? This course will explore current theoretical approaches to such questions. We will also look at insights provided by research on language acquisition by deaf children. Students will first write short analytical papers on articles of their choice from the class readings. Then each student will focus narrowly on one topic and write a research paper.

LIBA 102, Section 16 — The People of the United States as Depicted in Short Fiction

MW 2:30-3:45

Alan Payne (English)

alpayn@olemiss.edu, 915-7679

This class offers an overview of the diversity of life in the United States as revealed through reading and discussing short fiction written by Americans at different times, in different places, and from different cultural perspectives. Classic short stories will be juxtaposed with lesser-known works. Class discussion is vital in this section of LIBA 102. All students will be expected to contribute to the collaborative explication of texts.

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LIBA 102, Section 17 — STUDY @ HOME—WORLD EXCHANGE

MWF 1:00-1:50

Phyllis Nobles (English)

pnobles@olemiss.edu, 915-1502

Not able to study abroad this semester? No problem! The world has come to visit here on the UM campus in the form of international students. LIBA 102 students will partner with an international student from an adopted country for the semester and through a series of social interactions build a database of information about that country's culture and history, focusing on the day-to-day news developments and current trends in popular music, television, film, politics, literature and food. In addition to producing a substantial body of research writing students will write and video produce a short filmed memoir/interview piece about this semester of cultural exchange. This is NOT a lecture course: this course is a self-styled project class requiring the ability to work both independently and in groups. A final event for the course will be a film screening. Some Oxford/Ole Miss events providing opportunities for multi-cultural exchange will be built into the syllabus and take the place of some regularly-scheduled class meetings.

LIBA 102, Section 18 — Existential Studies in Literature

MWF 11:00-11:50

Louis Bourgeois (English)

lebourg1@olemiss.edu, 915-1673

In this section of Liba 102, we will explore the creative and philosophical works of some of the major Existential figures, including Sartre, Kierkegaard, Nietzsche, Camus, and others. We will investigate the philosophical themes of these writers as they are found in their novels, stories, plays, etc. To augment our textual analysis, we will also view films and listen to music with Existential themes and motifs.

LIBA 102, Section 19 — The Living and the Un-Dead: An Inquiry into Zombies in Cinema and Literature

MWF 1:00-1:50

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).

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LIBA 102, Section 20 — “Who are you?” - Concepts of Identity in Literature

MWF 9:00-9:50

Anna Smith (English)

aksmith1@olemiss.edu, 915-3173

How do we define who we are? Do we decide ourselves, or are we defined by those around us? Do we have a single identity, or do we have many? What elements of the world around us affect our identities? How does literature address these questions?

Using Bruce Ballenger’s *Curious Researcher* as a writing guide, students will begin to explore such questions through writing about and researching various literary texts from around the world. Authors will include Salman Rushdie, Toni Morrison, N. Scott Momaday, Koko Abe, Jhumpa Lahiri, and others.

LIBA 102, Section 21 — Predictions of 1939

T-TH 8:00-9:15

Jessica Stock (English Department)

jsstock@olemiss.edu, 915-1502

There has been much written on how WWI changed literature and Western culture; many scholars mark it as the beginning of Modernism. However, there is an overlooked literary moment in 1939 on the eve of WWII when many writers sensed another cultural shift. We will look at several novels that predict the failure of nations to stop another “Great War.” Along with 1939 literature we will examine art, film, and news articles that remind us that nothing was solved or ended by WWII. As a class we will look into the cultural events surrounding these works, as well as the authors’ biographies to try and find an organizing ethos for these texts.

LIBA 102, Section 22 — Contemporary Topics in Multiculturalism on College Campuses

TTH 8:00-9:15

Donald Cole (Mathematics)

dcole@olemiss.edu, 915-1712

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

LIBA 102, Section 23 — Prelude to Katerina: The Mississippi River flood of 1927 and its aftermath.

TTH 8:00-9:15

Carolyn Staton (Chancellor’s Office)

ces@olemiss.edu, 915-5773

This is an interdisciplinary course which will focus on the Mississippi River and its people. We will look at basic engineering history and theory, history of the Mississippi Delta and New Orleans, race ,

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class, and the devastation of the Mississippi River. The required texts are *Rising Tide, The Great Mississippi Flood of 1927 and How It Changed America* by John M. Barry and *Lanterns on the Levee* by William Alexander Percy.

This is a seminar which depends on interactive participation of the students. We will focus on developing effective written and oral communication around the interdisciplinary themes of this course.

LIBA 102, Section 24 — Prelude to Katerina: The Mississippi River flood of 1927 and its aftermath.

TTH 9:30-10:45

Carolyn Staton (Chancellor's Office)

ces@olemiss.edu, 915-5773

This is an interdisciplinary course which will focus on the Mississippi River and its people. We will look at basic engineering history and theory, history of the Mississippi Delta and New Orleans, race, class, and the devastation of the Mississippi River. The required texts are *Rising Tide, The Great Mississippi Flood of 1927 and How It Changed America* by John M. Barry and *Lanterns on the Levee* by William Alexander Percy.

This is a seminar which depends on interactive participation of the students. We will focus on developing effective written and oral communication around the interdisciplinary themes of this course.

LIBA 102, Section 25 —Clearly Speaking

TTH 9:30-10:45

JoAnn Edwards (Forensics)

jedwards@olemiss.edu, 915-3799

This seminar will examine the writing for reading vs. writing for speaking. Students will examine the “great” American historical and contemporary speeches. Considering Aristotle’s three most important elements of rhetoric, ethos, logos and pathos, students will read and/or view up to three speeches and discuss them in their historical context. Students will then be required to write a response from their subjective, contemporary perspective.

LIBA 102, Section 26 – 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

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

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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 research paper.

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

REQUIRED TEXTBOOK: A WRITER'S RESOURCE: A HANDBOOK FOR WRITING AND RESEARCH, by Elaine P. Maimon and Janice H. Peritz

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 27 - Feminine Imagery in the Hebrew Bible

MWF 8:00-8:50

Willa Johnson (Philosophy & Religion)

wjohnson@olemiss.edu, 915-1367

In Feminine Imagery in the Hebrew Bible students investigate the representations of women and the feminine presented in the Hebrew Bible and other post-biblical Jewish writings such as the Apocryphal books of Judith or Susannah. Analysis and interpretations by history's greatest artists are discussed as well as a part of the overall analyses. In addition to discussing this imagery, a path to how biblical scholars view and examine texts is developed.

LIBA 102, Section 28 — Developing Communication Strategies

TTH 9:30-10:45

Jere Littlejohn (Management)

jlittlejohn@bus.olemiss.edu, 915-5728

You cannot *not* communicate. That is a fact. Everyday 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 seminar will examine the communication process as theorized and practiced in literature and other secondary resources to discover possible strategies. Through the reading, researching, writing, and discussing, they will have opportunity to develop their writing skills in an interactive classroom. Students will develop papers conveying their own communication hypotheses, validated by their research and critical reasoning.

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LIBA 102, Section 29 – Western on Film

TTH 2:30-3:45

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 30 — Hemingway's Short Stories

TTH 11:00-12:15

Peter Wirth (English)

phwirth@olemiss.edu, 915-5035

We will read, analyze, and interpret short fiction--and possibly also newspaper articles--by Ernest Hemingway. The main text will be *The Short Stories of Ernest Hemingway*. This section should be useful to students who are interested in writing fiction as well as students who are interested in reading it. Some attention will be given to historical and biographical background.

LIBA 102, Section 31 — "International Relations Theory in the Media and Film"

TTH 1:00-2:15

Cary Nailling (Political Science)

scnaili@olemiss.edu, 915-

In the course students will be exposed to various theories in the the field of International Relations that have found their way to popular culture through film. Examples include Graham Allison's conceptual models of foreign policy decision making applied to the Cuban missile crisis by viewing the movie "Thirteen Days" and examining nuclear posture, defense, and deterrence theories by viewing "WarGames." In addition to film, we will examine the extent to which various international relations theories can be found accurately in other video media such as documentaries and in the media in general. Students will be required to write several short (2-4 page) writing assignments throughout the semester and one longer research assignment applying international relations theory to a film of their choosing.

LIBA 102, Section 32 — Writing on Modern Propaganda Techniques

TTH 1:00-2:15

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 American 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. Students will be asked to "write back" at creators of/ participators in propaganda, to become propagandists by creating Public Service Announcements, and finally to offer

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scholarly commentaries on particular occasions in which propaganda has had statewide, national, and/or global impact.

LIBA 102, Section 33 — “What is it about Beethoven?”

TTH 1:00-2:15

Linda Pereksta (Music)

pereksta@olemiss.edu, 915-7268

Beethoven’s music and image are ubiquitous not only in our concert halls but throughout our society. (“A Clockwork Orange,” “Peanuts,” “Die Hard,” “Saturday Night Fever,” and “Sun Silk” shampoo commercials are but a few examples.) He is a unique figure among canonical Western European classical composers, having attained substantial success during his own lifetime, as well as unflagging popular and critical esteem throughout the years since his death. He was a pivotal figure in the transition between the Classical and Romantic periods, and the circumstances of his life and career (naive idealism, antagonistic anti-social behavior, a mysterious secret love, triumph over disability) made an indelible impression on succeeding generations of artists and continue to fascinate us today.

This course will use Beethoven’s life, philosophy and music as a framework for a variety of reading, writing, presentation and discussion topics, including:

- Enlightenment ideals versus the philosophy of the Romantics.
- The aftermath of the French Revolution and its effect on 19th-century thought.
- Originality and innovation versus the preservation of tradition.
- The role of the artist in society and the archetype of the troubled genius.
- The role of art criticism, then and now.
- The intersection of the arts and politics.
- The idealization and romanticization of tragedy, including infirmity and unrequited love.
- Public funding of the arts versus artistic entrepreneurship.
- The effects of technology on aesthetic values.
- Portrayals of Beethoven and the use of his music in modern media.

Prior musical experience is not required for success in this course. The first few class sessions will focus on a small amount of necessary musical terminology and background information.

LIBA 102, Section 34 — Explorations in Cultural Psychology

TTH 2:30-3:45

Laura Johnson (Psychology)

ljohnson@olemiss.edu, 915-5185

In this course you will embark on a cultural journey – learning about the intersection of culture and psychological factors in others, the world around you and yourself. We will explore cultural and psychological factors in human behavior including topics such as worldview, intercultural communication, racism, racial and cultural identity development, and different cultural approaches to psychological treatment, including indigeneous and non-western perspectives. During the course, students will learn skills in critical thinking about cultural issues, how to present cultural

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concepts through oral presentations and through experiential, hands-on activities, skills in intercultural communication, how to access and review psychological literature from different cultures, and how to develop a research proposal for examining cultural factors in psychology.

Required textbook: Mio, J.S., Barker-Hackett, L., & Tumabling, J. (2008). Multicultural Psychology: Understanding Our Diverse Communities. San Francisco, CA: McGraw-Hill. You will also be assigned supplemental readings.

LIBA 102, Section 35 — Music of the South

TTH 2:30-3:45

Michael V. Namorato (History)

hsmvn@olemiss.edu, 915-7488

This course will study the music of the South. It will examine music in terms of its different genres as well as a cultural phenomenon. Emphasis will be placed on the regional uniqueness of the South and its development of its own forms of music. Specifically, the seminar will focus on the South and its adoption of and immersion in country music, bluegrass, the blues, gospel, rockability, and jazz. Students will be exposed to how each genre appeared in the South, who were its principal practitioners, and how each form of Southern music impacted the rest of the United States. All of this will be accomplished through readings, short research projects, class discussions, oral reports, and a final research paper.

LIBA 102, Section 36 — "International Relations Theory in the Media and Film"

TTH 2:30-3:45

Cary Nailling (Political Science)

scnaili@olemiss.edu, 915-

In the course students will be exposed to various theories in the the field of International Relations that have found their way to popular culture through film. Examples include Graham Allison's conceptual models of foreign policy decision making applied to the Cuban missile crisis by viewing the movie "Thirteen Days" and examining nuclear posture, defense, and deterrence theories by viewing "WarGames." In addition to film, we will examine the extent to which various international relations theories can be found accurately in other video media such as documentaries and in the media in general. Students will be required to write several short (2-4 page) writing assignments throughout the semester and one longer research assignment applying international relations theory to a film of their choosing.

LIBA 102, Section 37 — 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

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research and information gathering will be explored. The role of ethics, accuracy, fairness and objectivity will be stressed.

LIBA 102, Section 38 — Wellness: Facts, Fads and Fallacies

TTH 11:00-12:15

Dr. Michael A. Dupper (HESRM)

mad@olemiss.edu, 915-5564

The seminar will explore the facts, fiction and fads related to health and wellness in our society, from a consumer's perspective. The areas of exercise, nutrition and dietary supplements, surgical enhancement and self-responsibility and informed decision making will be investigated from a pro-active and highly selective and critical approach. Class members will research and review both print and media-produced materials pertaining to the areas of health promotion and lifestyle management in our society.

LIBA 102, Section 39 — Women at Work

MW 2:30 - 3:45

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 mid-west in Theodore Dreiser's *Sister Carrie*, she is the Polish immigrants' daughter from New York's Lower East Side in Anzia Yeziarska's novel *The Bread Givers*, a working mother in Harlem, raising her son alone in 1946'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 type 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 experience.

This is a writing intensive course. From the first day of class to the last, we will engage not only with our subjects but also in the act of writing. 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.

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LIBA 102, Section 40 – “The Southern Experience: Southern Culture through the Years” MW 4:00-5:15pm

James Thomas (Center for the Study of Southern Culture)

jgthomas@olemiss.edu, 915-5993

The purpose of this class will be to examine the culture that Southerners, or transplanted Southern residents, experience in our daily lives and in our studies. We will consider the various perspectives of Southerners and how those various viewpoints are expressed in literature, music, film, religion, language, and even food. In this class we will also attempt to answer questions such as: How has Southern culture evolved over the past 100 years? Has it really changed all that much? What perceptions do Southerners have of themselves, what perceptions do non-Southerners have of the South, and from where do these perceptions originate? Through various interdisciplinary readings and 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. Primary texts may include John Shelton Reed’s *Whistling Dixie: Dispatches from the South*, Richard Wright’s *Uncle Tom’s Children*, John Egerton’s *Cornbread Nation: The Best of Southern Food Writing*, Robert Palmer’s *Deep Blues*, Larry Brown’s *Big Bad Love*, William Alexander Percy’s *Lanterns on the Levee*, short stories by William Faulkner, and essays by Willie Morris. Non-Southerners welcome!

LIBA 102, Section 41 — Social Issues in 20th Century Musical Theatre

TTH 2:30-3:45

Rene Pulliam (Theatre Arts)

rpulliam@olemiss.edu, 915-6991

This course is an exploration of Twentieth Century American Musical Theatre and it’s reflections on the racial, gender, sexual identity, political, and economic issues of the particular eras in which it was written. We will cover basic script/libretto analysis and examine the form as well as the content of each libretto. The musical libretti/script will be examined as literature and theatre, as well as used as a springboard for discussion of current vs. historical American issues. The musicals to be covered are all indicative of the social/political nature of their own historical era, many commenting on prevailing social issues of their time period. Some have either changed the direction of theatre in general or have been awarded for their excellence as literature.

LIBA 102, Section 42 — Who am I? What am I doing here?

MWF 8:00-9:15

Robert Barnard (Philosophy and Religion)

rwbjr@olemiss.edu, 915-7020

Based upon a series of philosophical and literary readings and simple library research tasks, students will have the opportunity to begin to answer these nagging questions. Our goal will be the clear articulation of these questions and of potential answers through clear and precise writing.

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LIBA 102, Section 43 — "The Vikings: Fact and Fantasy"

TTH 9:30-10:45

Nancy Wicker (Art)

nwicker@olemiss.edu, 915-1293

Who were the Vikings? Were they really barbarians who plundered and murdered their way across Europe while civilizations cowered in fear? Did the Vikings really wear helmets with horns? In this class, we will examine fact and fantasy about the Vikings, from popular films and novels to the latest scholarly literature. Using archaeological and textual sources, this course will introduce students to the art, history, and life-ways of various Viking peoples.

Students will learn to appreciate the crucial role that Scandinavian Vikings played in the creation of medieval Europe, in the expansion of Western geographic knowledge, and in the development and identity of modern European states.

LIBA 102, Section 44 – The Civil Rights Movement

MWF 2:00-2:50

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.

LIBA 102, Section 45 — Modern Apocalypse in Literature

MWF 2:00-2:50

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? To what extent is this a modern obsession? Where does each author place blame for the event? To what extent is the end of the world avoidable within the drama they've created? What can be learned by exploring fictional examinations of the End of Times? How do modern ideas of the end of the world compare with that of writers of the past? Is there any room for hope?

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.

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Proposed Reading List:

Brief History of the Dead, Kevin Brockmeier
Parasites Like Us, Adam Johnson
The Apocalypse Reader, Justin Taylor
The Road, Cormac McCarthy
On the Beach, Nevil Shute
Cat's Cradle, Kurt Vonnegut

LIBA 102, Section 46 — Outward Boundaries

TTH 2:30-3:45

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 47 — The Celts: Archaeology, History, and the Construction of Cultural Identity

TTH 11:00-12:15

Matthew Murray (Sociology and Anthropology)

mlmurray@olemiss.edu, 915-3995

Most Americans are familiar with the Celtic peoples of Scotland, Ireland, and Wales in the far northwestern margins of Europe. Few may realize, however, that Celtic traditions originated in central Europe more than 3000 years ago. In fact, before Roman (and subsequent Germanic) territorial conquest and colonization after about 58 B.C., nearly all of Europe from the Atlantic to the Black Sea belonged to a thriving late Iron Age Celtic civilization. Celtic identity has recently become a subject of contention as the European Union seeks ways to foster a pan-European political, social, and economic integration. The shared Celtic heritage of many European nations offers a possible argument for unity. In this course, we will examine the prehistoric roots of Celtic cultural traditions and the processes that led to the marginalization of Celtic populations. Students will also explore the nature of ethnicity as a cultural construction, and use the archaeological, historical, and ethnographic record of Celtic identity to consider how groups of people actively create and continuously negotiate their identities.

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LIBA 102, Section 48 — Sex, Violence and Despair from Sophocles to Tennessee Williams TTH 1:00-2:15

William Staton (Mathematics)

mmstaton@olemiss.edu, 915-7071

Class time will be spent viewing and discussing various plays, probably including all of the following:

Oedipus the King	by Sophocles
King Lear	by Shakespeare
The Crucible	by Arthur Miller
The Death of a Salesman	by Arthur Miller
The Glass Menagerie	by Tennessee Williams
Who's Afraid of Virginia Woolf?	by Edward Albee

Additional plays may be added at the discretion of the instructor or the suggestion of students.

During the semester, students will be assigned approximately 20 pages of formal writing, some of which shall involve researching sources not covered in class. 80% of the course grade will be determined by the writing assignments. The remaining 20% will be based on classroom discussion, possibly including a classroom presentation.

Absences will be counted against the classroom participation portion of the grade, for, unless I am mistaken, one can contribute nothing to the discussion without being present.

The class policy on academic honesty will be strict. A single instance of plagiarism results in a grade of "F" and the possibility of further sanctions. Please consult the M-Book.

These plays are deep and interesting. Some are heavy and perhaps depressing. My hope is that they will stimulate serious reflection, discussion, and writing on large issues concerning the strange and fascinating human situation.

LIBA 102, Section 49 — Art of the Last Days* Self-taught Artists of the South TTH 4:00-5:15

Milly Moorhead West (English)

millymoorheadwest@hotmail.com, 915-5572

Students will look at the work 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, Jimmie Lee Sudduth, an Alabama gardener and handyman who used a mixture of sugar and mud to paint images of people and familiar scenes, and Mose Tolliver of Montgomery, Alabama, who worked with a flat paint on plywood, known for his playful images often characterized by their sexually explicit content.

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. This class is designed to be fun and instructive.

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One 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

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

LIBA 102, Section 50 — 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.

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 wars in Iraq and Afghanistan. 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 eras. In addition to critical listening and analytical skills, the student will learn to utilize library resources to improve research quality.

LIBA 102, Section 51 — Cars, Communities and Sustainable Transportation MWF 1:00-1:50

Mike Mossing (Chemistry and Biochemistry)

mmossing@olemiss.edu, 915-5339

Over the last 50 years the American experience has been shaped by the automobile. From interstate highways to suburban sprawl, cheap gasoline and easy mobility have helped to determine how we live and where we work and play. What will the next 50 years look like? One can choose a set of challenges from a growing list. Climate change, infrastructure failure, traffic congestion, fuel price spikes, crises in housing and economic markets and increasing obesity rates all might be addressed by more healthy and efficient modes of transportation and more livable community designs. In this course we will compare contemporary American development and transportation patterns, with historical and European patterns and ask whether "back to the future" might be the best way forward.