

## SPRING 2010 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 October 29, 2009.*

### **LIBA 102, Section 01 —Understanding HIV/AIDS in America and Abroad**

**MWF 8:00-8:50**

**Sarahmona Przybyla (HESRM)**

[przybyla@olemiss.edu](mailto:przybyla@olemiss.edu), 915-5521

This course offers students a multi-disciplinary perspective on human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). Specifically, we will discuss HIV/AIDS etiology, epidemiology and the impact on individuals and society. How HIV/AIDS is framed by a society determines not only how sick persons are treated but also the scope and target of prevention programming. Students will read *And the Band Played On: Politics, People, and the AIDS Epidemic*, regarded as a key nonfiction book documenting the early years of the epidemic. We will also view films and documentaries that discuss HIV/AIDS domestically and globally, including *A Closer Walk, Living with Slim*, and *Philadelphia*. At the end of the course, it is expected that students will appreciate the complexity and multi-dimensionality of the evolving phenomenon known as HIV/AIDS and demonstrate an understanding of disease implications for society.

### **LIBA 102, Section 02 – The Civil Rights Movement**

**MWF 8:00-8:50**

**Charles Eagles (History)**

[eagles@olemiss.edu](mailto: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 03 — Research Writing for FASTrack**

**MWF 1:00-1:50**

**Chip Dunkin (English)**

[cdunkin@olemiss.edu](mailto:cdunkin@olemiss.edu), 915-4994

FASTrack students ONLY

### **LIBA 102, Section 04 — Research Writing for FASTrack**

**MWF 10:00-10:50**

**Paul Boran (English)**

[pkboran@olemiss.edu](mailto:pkboran@olemiss.edu), 915-3173

FASTrack students ONLY

### **LIBA 102, Section 05 — “Civil War in Virginia: The Road to Appomattox”**

**MWF 9:00-9:50**

**Donald Trott (Music)**

[dtrott@olemiss.edu](mailto:dtrott@olemiss.edu), 915-6963

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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 — Research Writing for FASTrack**

**MWF 10:00-10:50**

**Chip Dunkin (English)**

[cdunkin@olemiss.edu](mailto:cdunkin@olemiss.edu), 915-4994

FASTrack students ONLY

### **LIBA 102, Section 07 — Haunted American Fiction**

**MWF 11:00-11:50**

**Melanie Anderson**

[mranders@olemiss.edu](mailto: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 of the paranormal for skeptics and believers alike, there is, however, also the function that ghosts serve as symbols of our fears and an ever-present past that we cannot shake. Indeed, as cultural tensions increase, interest in the supernatural expands as well. This writing-intensive class will interact with various literary apparitions and explore their meanings. Thematic concerns will include, among others, historical and psychological contexts and generational tensions, ghosts as outlets for “unspeakable secrets,” as mediators of anxiety, and as metaphors for silenced characters.

Possible readings may include short fiction and novels of Henry James, Edith Wharton, Shirley Jackson, Maxine Hong Kingston, Kevin Brockmeier, and David Auburn. In addition to the readings and class discussion, there will be quizzes, in class writing, and three formal essays ranging from student-analysis of a text to a final paper incorporating research.

### **LIBA 102, Section 08 — Research Writing for FASTrack**

**MWF 10:00-10:50**

**Karen Forgette (English)**

[kforgett@olemiss.edu](mailto:kforgett@olemiss.edu), 915-7718

FASTrack students ONLY

### **LIBA 102, Section 9 – Baseball, Politics, and Society**

**MWF 10:00 – 10:50**

**Zach Baumann (Political Science)**

[zbaumann@olemiss.edu](mailto:zbaumann@olemiss.edu), 915-

Baseball, as noted by scholars and journalists alike, pervades America's consciousness and identity. The game and business of baseball is also deeply intertwined with government and public policy, with debates occurring in city halls about the costs and benefits of attracting teams, in Congress, on issues such as steroids and the leagues' antitrust exemption, and in the federal judiciary, such as now-Supreme

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Court Justice Sotomayor's ruling credited with helping end the 1994-1995 strike. This is a course on writing, research, and critical analysis in the context of baseball, politics, and society. We will investigate these interactions through a variety of mediums including literature, scholarly studies, hands-on experiences, and films, and will address issues including baseball's relationship with the American ethos, legal precedents and public policy outcomes, and the involvement of government in baseball's management and operation.

### **LIBA 102, Section 10 — Women at Work**

**MWF 10:00-10:50**

**Theresa Starkey-Pendarvis (English Department)**

[tastarke@olemiss.edu](mailto: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*. 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.

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 and budding researchers in a conversation with each other as well as the written page. Over the course of the semester, you will write two short analytical papers and one research paper.

### **LIBA 102, Section 11 — Contemporary Topics in Multiculturalism on College Campuses**

**MW 2:00-3:15**

**Donald Cole (Mathematics)**

[dcole@olemiss.edu](mailto: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 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

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regarding multicultural topics in the academy. Student's papers will discuss fact and opinions on these topics.

### **LIBA 102, Section 12 — Research Writing for FASTrack**

**MWF 1:00-1:50**

**Karen Forgett (English)**

[kforgett@olemiss.edu](mailto:kforgett@olemiss.edu), 915-7718

FASTrack students ONLY

### **LIBA 102, Section 13 — On The Road: Travel and Social Identity**

**TTH 1:00-2:15**

**Scott Barretta (Sociology and Anthropology)**

[barretta@olemiss.edu](mailto:barretta@olemiss.edu), 915-7421

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 14 — Art of The Last Days**

**MWF 11:00-11:50**

**Millie Moorehead West (English)**

[mmwest@olemiss.edu](mailto:mmwest@olemiss.edu), 915-5572

In this first half of this class, we will study of principal elements of **self-taught art** from inspiration to completion. In the second half, we will look to **photography** and study the work of contemporary American photographers. You will practice basic skills of writing inspired by the Southern self-taught artists who made art from available materials and listening to the spark within to create art despite personal hardships and poverty. We will then begin to look at photography not only as art but as a vital part of media and other documentation. Your investigation of contemporary photographers and their work will be the inspiration for your research. There will be several field trips.

You are writers. You will not be limited by what you have done before, but you will be asked to expand your thinking, your insight, while improving your writing. You will make your own art project using available materials and will make a poster using your own photos.

### **LIBA 102, Section 15 — Current Theories of Language Learning**

**MW 11:00-12:15**

**Susan Major (Linguistics)**

[smajor@olemiss.edu](mailto: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

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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 — An examination of the thriller novels parts and characters**

**MWF 8:00-8:50**

**James Piiparinen (English)**

[jmpiipar@olemiss.edu](mailto: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 17 — Modern Apocalypse in Literature**

**MWF 1:00-1:50**

**Sean Ennis (English)**

[sennis@olemiss.edu](mailto: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 18 — Traveling The World**

**MWF 11:00-11:50**

**Przemo Kranz (Mathematics)**

[mmkranz@olemiss.edu](mailto:mmkranz@olemiss.edu), 915-7819

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The goal of this course will be to “visit” the countries of the world in the manner of the great travel writers such as Jack Kerouac (On the road), Paul Theroux (The Great Railway Bazaar), Pico Iyer (Falling off the map), Bruce Chatwin (In Patagonia, The Songlines), Ryszard Kapuscinski (Under the sun), and others. We will try to examine the extent of the changes that occur at places described in these and other reports and relate it to other regions of the world. We will try to virtually visit different parts of the world and see the countries, regions, the peoples, and their problems. The knowledge of the countries around the world is a significant component in proper understanding of the rapidly changing economic, social, political, etc. contours of the modern world.

### **LIBA 102, Section 19 — Contemporary Literature: 1945-Present**

**MWF 1:00-1:50**

**Danielle Sellers (English)**

[dlseller@olemiss.edu](mailto:dlseller@olemiss.edu), 915-5572

Designed to strengthen your interest in Contemporary literature, this course will offer opportunities to work on reading strategies that will help you gain insight into texts. It will also create opportunities for you to expand and sharpen your ideas through discussion and writing. Texts are contemporary fiction, drama, and poetry from 1945-present. Themes focus on madness, isolation, feminism, war, and other social issues.

### **LIBA 102, Section 20 — Are they for Real?: The Transcendentalists and Their Crazy Ideas**

**MWF 9:00-9:50**

**Travis Montgomery (English)**

[tdmontg1@olemiss.edu](mailto:tdmontg1@olemiss.edu), 915-3173

In their time, the mid-nineteenth century, the Transcendentalists were outside the American mainstream; some lived on communal farms, and one famously gave up on society altogether, taking up residence in the woods surrounding Walden Pond. Decidedly eccentric, these offbeat dreamers still command our attention. They were ahead of their time, and their notions about slavery, the rights of women, green living, and education seem rather commonsensical to us. This class is devoted to understanding these intriguing thinkers from our past, people whose ideas can still shock and challenge us. To this end, we shall read works by Emerson, Fuller, Thoreau, and Hawthorne while researching the Transcendentalists and their world. Such study might help us face some daunting problems of our own time.

This seminar-style class is designed to help students become better writers and researchers, and the goals of this course include writing clearly and purposefully, appropriately organizing prose, and learning more about mechanics and style. Other objectives are locating relevant sources and citing print and web-based materials accurately.

### **LIBA 102, Section 21 — Impact of the Internet on Society**

**T-TH 8:00-9:15**

**Steven Davis (Chemistry & Biochemistry)**

[davis@briar.chem.olemiss.edu](mailto: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

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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.

### **LIBA 102, Section 22 — Hauntings in Mississippi TTH 5:00-6:45**

**Jennie Gunn, FNP (University Of Mississippi Medical Center)**  
[jgunn@olemiss.edu](mailto:jgunn@olemiss.edu), office 915-2049 or cell 832-9700

This seminar will explore reported hauntings in Mississippi. Through the exploration of such places and the literature, students will rediscover the Mississippi's history and geography. Students will research places of interest, make site visits as appropriate, write literature reviews, interview people of interest, complete a narrative, and compile a booklet of class discoveries. Correct writing, referencing, and research techniques will be explored. This class will focus on improving skills in English and research in dynamic way.

### **LIBA 102, Section 23 — Wellness: Facts, Fads and Fallacies TTH 11:00-12:15**

**Dr. Michael A. Dupper (HESRM)**  
[mad@olemiss.edu](mailto: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 24 — “Music of the South” TTH 8:00-9:15**

**Michael V. Namorato (History)**  
[hsmvn@olemiss.edu](mailto: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 25 — Evolution and Human Behavior TTH 9:30-10:45**

**Matt Reysen (Psychology)**  
[reysen@olemiss.edu](mailto:reysen@olemiss.edu), 915- 3461

There has recently been a large increase in interest in the application of evolutionary theory to the study of human behavior. Evolutionary psychology is based on the hypothesis that people think, feel, and act

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in ways that increased the likelihood of their ancestors' reproductive success. The goal of this course is to introduce you to topics such as human mate choice, altruistic behavior, and patterns of violence in families, among others and discuss how such topics relate to principles in Cognitive Psychology. Throughout the semester, you will receive training in research and academic writing based on current studies in the areas of both Evolutionary and Cognitive Psychology.

### **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](mailto: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 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: A WRITER'S RESOURCE: A HANDBOOK FOR WRITING AND RESEARCH, by Elaine P. Maimon and Janice H. Peritz

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 27 – Culture: The Fabric of our Lives**

**MWF 8:00-8:50**

**Jess L. H. Haley (Sociology and Anthropology)**

[jlhardy@olemiss.edu](mailto:jlhardy@olemiss.edu), 915-1852

Culture is all of the traditions and ideas you learn and develop as part of your life experience. We often use the word culture to distinguish between groups of people who share the same beliefs and traditions. Generally we think of other cultures as being different from our own, but this is not always the case.

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This class will analyze trends and traditions from around the world to reveal both the amazing diversity of culture and the global similarities that unite us all as people. The class will compare the popular culture of several regions, including the U.S., Asia, and the Middle East, to consider the similarities and differences in ways that, worldwide, cultures express their outlooks and identities. Contemporary examples from television, literature, film, music, and art will be used to examine their impact on our daily lives. This class is designed to encourage students to hone their writing skills while investigating and discussing a number of topics related to intriguing and influential features of today's culture. Students will employ practical writing and research strategies to create original written works in several styles. Tasks will include an interactive blog, a cultural research proposal, a syndicated column, and a formal comparative analysis. The projects are designed to inspire students to better understand how culture affects our perceptions of the world around us.

### **LIBA 102, Section 28 — Ethics in the World of Politics: do the ends justify the means?**

**TTH 9:30-10:45**

**Sue Ann Skipworth (Political Science)**

[saskipwo@olemiss.edu](mailto:saskipwo@olemiss.edu), 915-6784

In the aftermath of political crises and scandals questions often arise as to whether or not the decisions and behavior of politicians were ethical. This class seeks to engage students in a semester long discussion on ethical dilemmas in the world of politics. We will examine difficult situations that political leaders have had to face and assess the degree to which decisions were ethical or unethical. Specific questions to be addressed will include: what constitutes ethical/unethical behavior, and under what, if any, circumstances it is acceptable for political leaders to make decisions that may lean towards being or are outright unethical? In addition, students are encouraged to assess in their responses the broader implications of the ethical dilemma. For instance, have there been or will there be further consequences due to these political decisions? Where there any external forces that complicated the dilemma, which may have impacted the subsequent decisions/actions?

### **LIBA 102, Section 29 – “Those Sexy Victorians”**

**TTH 2:30-3:45**

**Jessica Stock (English)**

[jstock@ic.sunysb.edu](mailto: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 30 — "Music and Identity"**

**TTH 11:00-12:15**

**Matthieu Dessier (Sociology)**

[mdessier@olemiss.edu](mailto: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

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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 31 —Experiencing Art**

**TTH 1:00-2:15**

**Cindy Grant (Art)**

[cgrant@olemiss.edu](mailto:cgrant@olemiss.edu), 915-7193

In this class, we will look at art, read about art, and learn to write about art.

We will examine at least three couples in art, Rivera and Kahlo, Stieglitz and O'Keeffe, Pollack and Krasner, three men and three women, strong in their own contributions to contemporary art. Students will specifically analyze the different approaches to art between men and women in light of a male dominated society. We will learn to write creatively and critically about art. Students will describe art, identify content and style, and ask questions about art. We will attempt to take what was created in the past and observe it in a new light with a fresh and contemporary interpretation.

### **LIBA 102, Section 32 — Examining “The American Dream”**

**TTH 1:00-2:15**

**Alicia Casey (English)**

[aacasey@olemiss.edu](mailto:aacasey@olemiss.edu), 915-5572

In his book, *The Epic of America*, John Truslow Adams coined the phrase “The American Dream,” and defined it as:

“that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement....It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position” (p.214-215).

This course seeks to examine the ways in which “The American Dream” has been expressed and/or subverted in 20<sup>th</sup> Century American Literature. Students will be encouraged to explore a variety of topical questions including: Does “The American Dream,” as Adams defines it, still exist? Has it ever existed for all facets of American society? How do distinctions in gender, race, socio-economic status, education, etc. affect an individual’s ability to achieve “The American Dream?” What influences does popular culture have on our 21<sup>st</sup> Century understanding of it?

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Students will be expected to write one film review, two essays about texts we read in class, and to complete a final research project on “The American Dream.”

### **Proposed Reading List:**

*The Great Gatsby*, F. Scott Fitzgerald  
*Their Eyes Were Watching God*, Zora Neale Hurston  
*The Moviegoer*, Walker Percy  
*The Electric Kool-Aid Acid Test*, Tom Wolfe  
*A Gathering of Old Men*, Ernest J. Gaines,  
*Nickled and Dimed: On (Not) Getting By in America*, Barbara Ehrenreich

### **LIBA 102, Section 33 — Greek Mythology**

**TTH 1:00-2:15**

**Ted Capps (Emeritus Professor of Classics)**

[ecapps@olemiss.edu](mailto: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 of 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 papers --3, 4, 5, and 8 pages in length -- counting as 80% of the grade--with the remaining 20% based on class participation.

### **LIBA 102, Section 34 — Film Genres**

**TTH 2:30-3:45**

**Whitney Hubbard (English)**

[wahubbar@olemiss.edu](mailto:wahubbar@olemiss.edu), 915-7718

This course is an introduction into film studies in which students will watch and analyze the cinematic principles in a number of films from various genres. Students will be responsible for composing a major research paper and crafting a short film of their own.

### **LIBA 102, Section 35 — The Good Life**

**TTH 2:30-3:45**

**George Kehoe (English)**

[gkehoe@bus.olemiss.edu](mailto: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.

## SPRING 2010 LIBA 102 COURSE DESCRIPTIONS

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This course list was last revised on October 29, 2009.*

### **LIBA 102, Section 36 — The Natural (and Un-Natural) History of the Wild Turkey**

**TTH 2:30-3:45**

**Richard Buchholz (Biology)**

[byrb@olemiss.edu](mailto:byrb@olemiss.edu), 915-5012

The wild turkey is one of the few birds that has become integrated into American language, myth and culture. But what do you really know about turkeys? In this course we will explore not just the biology of this noble beast, but also the ways in which it has become intertwined with human history through hunting, politics, story-telling, domestication, foodways, and the arts (even dance!). Did your grandma tell you turkeys drown in the rain? Did you know that Ben Franklin thought the wild turkey should be our national symbol? Why do turkeys have naked, bumpy heads? How do turkey hens store sperm? Did the pilgrims really eat turkey for Thanksgiving? These are some of the questions we will explore as we read and write about, and discuss this iconic yet enigmatic bird.

### **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](mailto: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 38 — “Youth Culture and the Power of Music: From Bluesmen and Crooners to Gangsters and Pop Divas”**

**TTH 11:00-12:15**

**William Mark Franks (Department of Sociology and Anthropology)**

[wmfranks@olemiss.edu](mailto: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*, 6<sup>th</sup> 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 39 — Film Genres**

**MW 2:30 - 3:45**

**Whitney Hubbard (English)**

[wahubbar@olemiss.edu](mailto:wahubbar@olemiss.edu), 915-7718

## SPRING 2010 LIBA 102 COURSE DESCRIPTIONS

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This course is an introduction into film studies in which students will watch and analyze the cinematic principles in a number of films from various genres. Students will be responsible for composing a major research paper and crafting a short film of their own.

### **LIBA 102, Section 40 –Beyond Protest: Music Affecting Social Change**

**MW 4:00-5:15pm**

**Greg Johnson (Library)**

[gj1@olemiss.edu](mailto: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 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 41 — Magical Realism in 20<sup>th</sup> Century Japanese Literature**

**TTH 2:30-3:45**

**Chris Hayes (English)**

[cphayes@olemiss.edu](mailto:cphayes@olemiss.edu), 915-3173

In this course, we will explore several different depictions of magical realism in 20th Century Japanese Literature. Students will be encouraged to explore the following questions: How is magical realism being used to discuss the nature of personal identity? What critiques on modern Japanese culture are being made through the use of magical realism? How have depictions of the modern Japanese male/female changed over the last century?

Students will be expected to write two responses/essays about texts we read in class, as well as present a critique of a recent film which utilizes the use of magical realism and/or depictions of the modern Japanese male/female.

### **Proposed Reading List**

*Magical Realism: Theory, History, Community* by Lois Parkinson Zamora

Short Stories by the following:

Kobo Abe

## SPRING 2010 LIBA 102 COURSE DESCRIPTIONS

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Kawabata Yasunari  
Haruki Murakami

*Hard-Boiled Wonderland and the End of the World* by Haruki Murakami

### **LIBA 102, Section 42 — The Chemistry of Love** **MWF 8:00-9:15**

**Susan Pedigo (Chemistry and Biochemistry)**

[spedigo@olemiss.edu](mailto:spedigo@olemiss.edu), 915-5328

What is love? What is trust? Why do we care about people we don't know? These questions will be explored from a chemical and social perspective. We will read from the current scientific literature on the chemistry and physiology of love, and on altruism and culture. These readings will seed discussion as we turn to the established literature of love with a new perspective.

### **LIBA 102, Section 43 — Developing Interpersonal Communication** **TTH 9:30-10:45**

**Jere Littlejohn (Management)**

[jlittlejohn@bus.olemiss.edu](mailto: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 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.

Grading will be based on written and oral critiques of assigned reading. Students will develop papers conveying their own communication strategies given a number of hypothetical cases. They will validate their choices through authoritative research and critical reasoning.

### **LIBA 102, Section 44 – Outward Boundaries** **MWF 2:00-2:50**

**Mandy Murfee (English)**

[mamurfee@olemiss.edu](mailto:mamurfee@olemiss.edu), 915-4994

In this section of LIBA 102, we will discuss international topics and issues, relating 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: creation stories, tribal initiation/coming of age rituals, past and present immigration, gender roles and expectations, foodways, and others. Students will pick their own international issues to address in their research papers. 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.

## SPRING 2010 LIBA 102 COURSE DESCRIPTIONS

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### **LIBA 102, Section 45 — The Art of Film**

**MWF 8:00-8:50**

**Phyllis Nobles (English)**

**[pnobles@olemiss.edu](mailto:pnobles@olemiss.edu), 915-1502**

This course explores the artistic elements that work together to make a film. We will look at some major and minor American and international cinematic works and movements, beginning with the Lumière Brothers' first motion pictures, continuing with the works of Charlie Chaplin, Alfred Hitchcock, Federico Fellini, Woody Allen, Claire Denis—just to name a few—and ending with Spanish director Pedro Almodóvar's latest work *Volver*. 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. Students should expect to attend the Oxford Film Festival (February) as part of this course, to choose an auteur whose body of work will become the subject of research, writing and presentation, and finally students will work together in groups to create a short film of their own. Students should be advised that no mainstream films will be shown in this course and that some films might contain language/situations which some might find offensive.

### **LIBA 102, Section 46 — Women at Work**

**TTH 2:30-3:45**

**Theresa Starkey-Pendarvis (English Department)**

**[tastarke@olemiss.edu](mailto: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*. 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.

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 and budding researchers in a conversation with each other as well as the written page. Over the course of the semester, you will write two short analytical papers and one research paper.

### **LIBA 102, Section 47 — The Art of Mathematics**

**TTH 11:00-12:15**

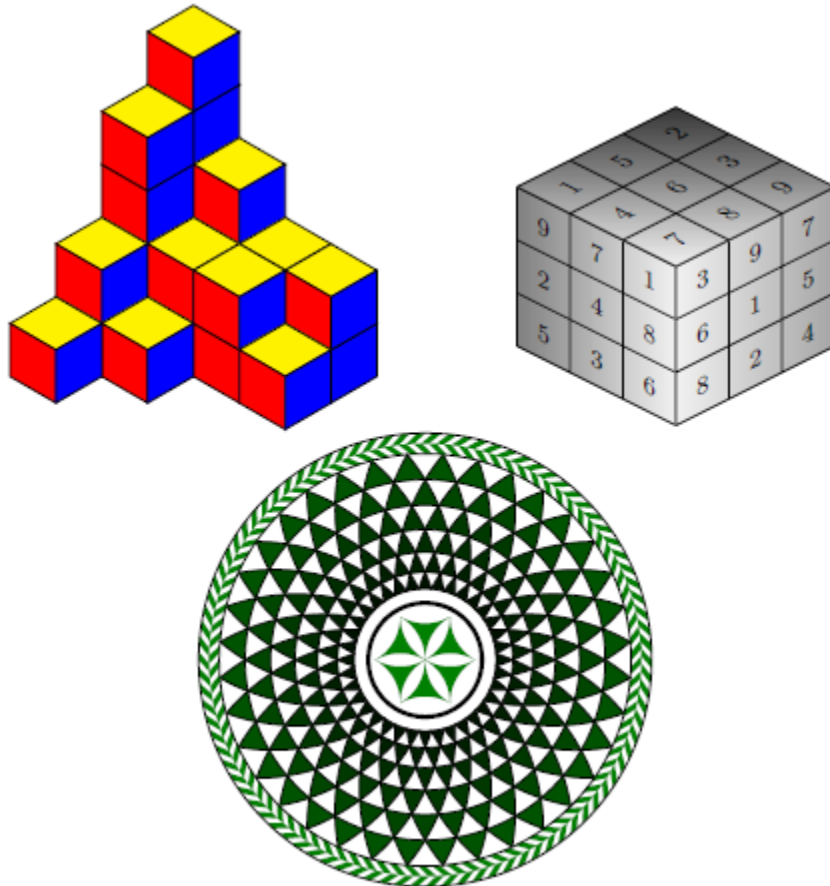
**James Reid (Mathematics)**

**[mmreid@olemiss.edu](mailto:mmreid@olemiss.edu), 915-7437**

## SPRING 2010 LIBA 102 COURSE DESCRIPTIONS

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We will learn how to produce beautiful mathematical artwork using a computer. In this course the student will be guided through the steps needed to create document containing drawings that are both simple and complex. Students from all academic disciplines will benefit from the ability to incorporate graphic elements into their writing. This is a general writing course so no specialized knowledge of art or mathematics is needed. The required textbook is *The Curious Researcher* 6th edition, by Bruce Ballenger, ISBN 13:978-0-205-66611-9, Longman.



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

**TTH 1:00-2:15**

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

[centellas@msmary.edu](mailto: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

## SPRING 2010 LIBA 102 COURSE DESCRIPTIONS

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### **LIBA 102, Section 49 — The Southern Experience: Southern Culture and Identity through the Years**

**TTH 4:00-5:15**

**James Thomas (Center for the Study of Southern Culture)**

[jgthomas@olemiss.edu](mailto: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.

### **LIBA 102, Section 50 — Somethin’s Happening Here: The History of Student Protest**

**MW 4:00-5:15**

**Sparky Reardon (Leadership & Counselor Education)**

[sparky@olemiss.edu](mailto: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 51 — Outward Boundaries**

**Mandy Murfee (English)**

**MWF 1:00-1:50**

[mamurfee@olemiss.edu](mailto:mamurfee@olemiss.edu), 915-4994

In this section of LIBA 102, we will discuss international topics and issues, relating 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: creation stories, tribal initiation/coming of age rituals, past and present immigration, gender roles and expectations, foodways, and others. Students will pick their own international issues to address in their research papers. In addition, they will be required to make a short

## **SPRING 2010 LIBA 102 COURSE DESCRIPTIONS**

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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.