

CRN-Section	Days/Times	Location	Theme	Instructor
12885-001	MW 9:30a-10:20a	HCRS 1076	Film	Anwer, Megha
12886-002	MW 10:30a-11:20a	HCRS 1054	Film	Anwer, Megha
12890-003	MW 12:30p-1:20p	HCRS 1054	Film	Anwer, Megha
12891-004	MW 12:30p-1:20p	HCRN 1143	Water	Brite, Elizabeth B
12892-005	MW 1:30p-2:20p	HCRS 1054	Water	Brite, Elizabeth B
12913-010	MW 3:30p-4:20p	HCRS 1076	Water	Brite, Elizabeth B
12916-011	T/Th 12:30p-1:20p	HCRN 1143	Wilderness	Jarriel, Katherine M
12928-012	T/Th 1:30p-2:20p	HCRN 1143	Wilderness	Jarriel, Katherine M
12931-013	T/Th 3:30p-4:20p	HCRS 1076	Wilderness	Jarriel, Katherine M
12933-014	MW 9:30a-10:20a	HCRS 1066	Globalization	Jengelley, Dwaine H
12934-015	MW 10:30a-11:20a	HCRS 1066	Globalization	Jengelley, Dwaine H
12938-016	MW 12:30p-1:20p	HCRS 1076	Globalization	Jengelley, Dwaine H
12939-017	MW 3:30p-4:20p	HCRN 1143	Experiment	Moore, Jonathan P
12941-018	MW 4:30p-5:20p	HCRN 1143	Experiment	Moore, Jonathan P
12945-019	T/Th 2:30p-3:20p	HCRS 1076	Experiment	Moore, Jonathan P
12946-020	MW 9:30a-10:20a	HCRN 1145	Noise	Parry, Jason R
12947-021	MW 1:30p-2:20p	HCRN 1145	Noise	Parry, Jason R
12948-022	MW 4:30p-5:20p	HCRS 1076	Noise	Parry, Jason R
12949-023	MW 10:30a-11:20a	HCRS 1076	University	Swanson, Nathan W
12950-024	MW 12:30p-1:20p	HCRS 1066	University	Swanson, Nathan W
12899-006	MW 1:30p-2:20p	HCRS 1066	University	Swanson, Nathan W
12900-007	MW 10:30a-11:20a	HCRN 1145	GATTACA	Tehrani, Zahra A
12901-008	MW 11:30a-12:20p	HCRN 1145	GATTACA	Tehrani, Zahra A
12903-009	MW 1:30p-2:20p	HCRS 1076	GATTACA	Tehrani, Zahra A
16338-025	MW 8:30a-9:20a	HCRS 1054	Selfie	Ware, Jason A
16339-026	MW 9:30a-10:20a	HCRS 1054	Selfie	Ware, Jason A
16340-027	MW 11:30a-12:20p	HCRS 1054	Selfie	Ware, Jason A
16341-028	T/Th 9:30a-10:20a	HCRS 1076	Play	Watkins, Adam E
17157-029	T/Th 10:30a-11:20a	HCRN 1143	Play	Watkins, Adam E
17159-030	T/Th 11:30a-12:20p	HCRN 1143	Play	Watkins, Adam E

### **Film – Dr. Anwer**

It's impossible to imagine a time when "going to the movies" was not available to us as a mode of pleasure and entertainment. This course will begin by exploring the implications of that impossibility, revisiting the origins of cinema, and understanding the earliest responses of moviegoers. How did people come to distinguish the cinematic medium from other art forms that preceded it? In other words, how is cinematic vision different from the painter's or the photographer's vision? What is unique about the way in which films tell stories? The history of film itself is full of dramatic twists and turns: from silent to sound, from black and white to color, from nascent editing tricks to the implausibility of CGI images. However, what these exponential developments in film technology don't explain are the politics latent in different cinematic genres, the meanings created by different camera movements, our motivations for creating celebrity cults, or even our fetish for CGI images. These are some of the directions through which we will explore "Film," and end, perhaps, with asking what the futures of cinema might look like.

### **Water – Dr. Brite**

On average, humans can survive nearly 8 weeks without food, but may die in a matter of days or even hours without access to water. This makes water perhaps the most critical element in human life, both from a biological perspective and in terms of our existence as social beings. In this class, we explore the evolution of water as central concept in the formation and regulation of human societies. We concentrate on two essential aspects of human-water systems. First we examine the relationship between water and power, and consider how human needs for water have shaped our systems of social organization. Second, we explore the concept of water cleanliness or "purity," and explore how these ideas have impacted human-water landscapes through time. Insights derived from our explorations of water as power and purity will then be applied to study critical issues related to today's global water crises.

### **Wilderness – Dr. Jarriel**

Are there any wildernesses left? To answer that question, we must first define "wilderness" and become aware of how our worldview shapes our understanding of the wilderness. In this course, we will explore wildernesses ranging from fictional space colonies to unmapped terrestrial jungles to the ruins of post-industrial landscapes in the United States. We will unravel the way wildernesses entangle people, places, and things. Finally, we will ask why humans are drawn to the call of the wilderness, and, maybe, we will even answer it.

### **Globalization - Dr. Jengelley**

Globalization explores the continuity and change of global interconnectedness. It centers around a fundamental question regarding the causes and consequences of globalization for human development and international relations. We discuss topics including global culture, global trade, climate change, global governance institutions, migration, communication, and economic and health contagion. In this course, students participate in project-based and active learning through simulations and critical thinking exercises. Using interdisciplinary approaches to problem solving, students will work in groups to develop solutions to global challenges, bringing to bear their disciplinary backgrounds.

### **Experiment– Dr. Moore**

This class will explore the concept of the experiment and examine its place in history. We will begin our study by engaging with the sociology of the scientific experiment, interrogating the self-evident methods that scientists often overlook in their pursuit of facts and explanatory constructs. We will ask the following questions: What is an experiment? How is an experiment performed? Do experiments exist to prove previous-held assumptions or do they exist to revolutionize paradigms of knowing? In the first section of the course, we will study a handful of notable scientific and social-scientific experiments, from Robert Boyle's Air Pump to Stanford's Simulated Prison. In the second section, we will consider the ways in which artists and writers borrow and build upon the concept of the experiment.

**Noise – Dr. Parry**

The cosmos, we are told, began with a bang. The biggest, perhaps, but only the first of many: all perhaps a prelude to the whimper that the poets say will accompany the world's end. An origin and an apocalypse both expressed as noise. Noises drive us mad, like the followers of the Greek god Pan whose propheticess was, after all, the muse of music. Noisy data frustrates our predictions; but, in image processing, a little noise can go a long way (stochastic resonance). In this course we'll make some noise and study it - it's plastic mutability and relative form. We'll trod some shifting boundaries and seek out the noise in between music and signals. We'll craft alternate soundtracks, listen out for alien life, run a silent disco, and archive the acoustics of our daily surround. We'll imagine possible future worlds from the soundscape up and engineer new acoustic ecologies that might just stave off extinction. To rehearse an apt phrase: It'll be a blast.

**University – Dr. Swanson**

The university is not merely a place we pass through as we study and prepare for our futures—it is also a place where people live, work, and interact every day and where histories are recorded in texts, memories, and the built landscape. Sometimes mocked as “Ivory Towers” disconnected from the “real world,” universities are in fact deeply imbedded in their surroundings, and our individual and collective experiences of the university are subject to the same social, political, and economic structures at work in broader society. In this course, we will focus on the evolution of the university as an institution and on its evolving relationships with other institutions in society. As we move through time, we will consider how the university changes as our understandings of knowledge change. We will also analyze contradictions in the university's mission to serve the public and the histories of colonization and exclusion that have limited access to it. While our class lectures and discussions will focus on “the university” generally, we will turn our focus specifically to Purdue for our recitation meetings and—in this 150th anniversary year—complete projects exploring the historical and contemporary geographies of our campus.

**GATTACA – Dr. Tehrani**

Genetically modified organisms (GMOs) are a hotly debated topic today. Recently developed DNA editing technology has made it easier to create humans who are GMOs. Should we do it? Could we become a better species or might eugenics lead to a genetic dystopia? This course will explore cutting-edge genetic technologies that have made genetically modified humans possible and examine the legal, ethical, and social implications of human genetic modification.

**Selfie – Dr. Ware**

To what extent is one's self accessible through narratives? In what ways do our narratives emerge from our physical settings, cultural rituals, social norms, and shared values? These questions will launch our exploration into composing life portraits as a means to research and capture the complexity and aesthetic of shared human experience. In this course we will use self-portraits to bring us in touch with the lives of strangers and to imagine how who we are informs collectively who we may become. We will use our self-portraits to think analytically about issues that concern us and to inspire collective action.

**Play - Dr. Watkins**

All work and no play? Play is often seen as the immature antecedent to work, and yet play is integral to human development and adaption. Play allows us to succeed in our present environments and prepare for new ones. For a long time, though, play was seen as the mere buffoonery of children, replete as they are with surplus energy and nonsense. In this course, students will explore the evolution of “play” – including playthings, board games, and playgrounds – as this concept changed significantly over time and across a variety of disciplines. In addition to dynamic class discussions, students will participate in various forms of play as well as design their own board games and playscapes. The underlying mission of this course: to encourage students to “play with purpose” in their new, college environment – that is, to actively use this developmental setting for their own mental and emotional growth.