



ConnCourses - Spring 2019

The following is a list of the ConnCourses with their course descriptions that are being offered next semester. More information about Connections and ConnCourses can be found at: <https://www.conncoll.edu/connections/>

AFR 201 CC: Africana Studies Matter: B(I)ack to the Future

TR 1:15 – 2:30 pm, David Canton

How has our understanding of the “black experience” changed from the 19th and 20th centuries up to the present day? What constitutes a “black perspective”? How and why did continental and diasporic Africans become “black people”? Students will explore the origins of the black history movement in the late 19th and early 20th centuries and trace the development of Africana Studies as a discipline from the civil rights, Black Power, and student movements of the 1960s up through the intersectional perspectives of the present day. Readings and discussions will explore topics such as black feminism, black radical thought, and black nationalism, and consider the problems of existence as posed by black thought in history literature, cinema, and music. Assignments will examine the contributions of Martin Luther King, Jr., Malcolm X, Ella Baker, and others. Students will read blogs and journal articles, analyze changes in media, and critically examine a variety of black intersectional perspectives as they develop the tools to understand the complexity of black thought and culture in the modern world.

ANT 114 CC: Power and Inequality

Section 01 – MW 10:25 – 11:40 am, Rachel Black

Section 02 - MW 1:15 – 2:30 pm, Rachel Black

Power and Inequality in a Global World. Almost half of the world's population lives in poverty. What are the mechanisms of power that reproduce inequality in different settings around the world? Through examining ethnographies of migration from the Middle East to Europe and from south to north in the Americas; systemic racism in the United States; issues of food access and security; and gender disparities in the workplace, students will identify the means by which power is used to create unequal access to resources in different contexts. Why do we have so much poverty on earth? What factors contribute to wealth gaps? How is poverty structuralized and institutionalized? What realities do people living in poverty face, and how do they deal with them? How do intersectional approaches to race, class, and gender apply? Using an anthropological approach, this course investigates how global economic systems reinforce the growing wealth gap and how cultural practices around race, class, and gender are often used to justify and reify unequal distributions. Students will use a variety of anthropological methods such as participant-observation, interviews, and the collection of visual data to gain first-hand knowledge of issues of inequality in our local community. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered.*

ANT/BOT/ES 117 CC: Coevolution of Plants & People

TR 9 – 10:15 am, Manuel Lizarralde

How have plants shaped human societies and how have humans shaped the plant world? What are the cultural and environmental consequences of the exploitation of plant resources? For much of our existence humans have depended on plants. Most of our food, in bulk and diversity, comes from plants. Plant materials provide shelter, warmth, light, and medicine. Plants intoxicate us and transport us to other spiritual worlds. In the form of flowers, plants provide a way to celebrate love and commemorate the dead. Plants present all kinds of resources that are utilized in various ways by different cultures, but they are generally ignored and taken for granted. In the face of climate change and the rapid transformation of our natural environment, understanding the plant world is of central importance for the maintenance of human societies. Students will learn the techniques used by ethnobotanists to study the relationship of people to their plant world. Through lectures, readings, films, discussions, excursions to the arboretum, and the preparation and sharing of foods, students will explore how humans and plants have coevolved to create the world that we live in today. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. As a ConnCourse, this class will make connections across the liberal arts. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered.*

ARC/AHI 103 CC: Building Cultures

TR 11:50 am – 1:05 pm, Anna Vallye

We wake up in rooms, walk out onto streets, zip along roads in moving vehicles; we work and play, pray and protest, mourn and celebrate in spaces designated and designed for each activity. All this is architecture. It is the physical framework of society, the material theater of our lives. This course seeks to understand buildings as they shape social practices through history, grouped around the functions of Shelter, Ritual, Discipline, Community, and Power. Focusing on Europe and America from the fifteenth century to the present, we will embark on a historical journey guided by a set of ancient or mythical archetypes. These archetypal structures (the “primitive hut,” the Egyptian obelisk, the Greek agora, the Roman aqueduct, and others) have defined the modern meanings of architecture through its uses. On our way, we will explore both elite monuments and everyday structures: the Washington Mall and the U.S. interstate highway system, the royal palace of Versailles, and the plantation slave cabin. We will discuss how architecture is embedded in broader social and cultural histories, creating connections to fields of study such as economics, engineering, government, sociology, anthropology, philosophy, and religious studies. Our goal will be to understand the fundamentals of architectural design, experience, and interpretation through reading discussions, speculative writing projects, field trips, and hands-on studio work. Is architecture an art or a service? Who is an architect and how does a person become one? Why do buildings look the way they do, and what makes them stand up? Such will be the core questions of architectural knowledge explored in this course. Students may not receive credit for this course and AHI 123. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered. Prerequisite: No previous experience in art history is required.*

ART 210 CC: Decoding Color: Factual vs. Actual Color

M 10:25 am – 12 pm, W 10:25 – 11:40 am, Pamela J. Marks

Bright yellow is one of the easiest colors to detect in human vision, making it a good color choice for humanitarian food parcels. In 2001, cluster bombs dispersing bomblets of this color were dropped in the same areas as food parcels in Afghanistan by the US resulting in dire consequences. Most color choices we make are not life

threatening, but an in-depth study of color coding can increase awareness of how important color is in our world. In this course students will learn about the physical attributes of "factual" color and broaden their understanding of "actual" color in context. Do we all see color the same? In studying "factual" color students will learn how color perception works in the eye and brain. They will gain knowledge of the properties of color, history of pigments, identification of color and additive/subtractive color systems. Building on this information, students will look closely at "actual" color in context. Considering the psychological and cultural aspects of color, students will analyze and manipulate color through perceptual training and hands-on studio applications. Creative and personal expression is encouraged. This studio-based course will focus on increasing color awareness and build a consensus regarding color perception. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered.*

AHI 105 CC: Mona Lisa to Instagram

TR 10:25-11:40 am, Karen Gonzalez-Rice

Images flood our vision in twenty-first century life. We are surrounded by a constantly-changing visual field, with Netflix, t-shirts, news images, Instagram, beer advertising, and Facebook all simultaneously competing for our attention. On social media, we contribute our own deluge of photos, from selfies to animated GIFs. Without even noticing, we have learned to make split-second decisions about what to see and what to ignore, what to share and what to delete. How have images become so omnipresent and so powerful in our lives? Why do we find some images more effective than others? How does seeing influence our thoughts, behaviors, and identities? In this hands-on introduction to art history, we will explore how our contemporary ways of seeing continue to be shaped by the visual worlds of the past. We will consider the political, economic, social, and cultural implications of images like the Mona Lisa, and we will ask what kinds of value these images carry in the present (#monalisa). In the process, we will participate in the real practices of art history: working with actual art objects, using interdisciplinary approaches to discovering the meaning of images, and exploring unresolved debates. As a ConnCourse, this class will make connections across the liberal arts. *Open to first-year students and sophomores, and to juniors and seniors with permission of the instructor.*

CLA 101/HIS 108: Ancient Greece

MW 10:25 -11:40 am, Darryl Phillips

What enabled Athens to rise above other city-states to become the political and cultural center of ancient Greece? How did the conflicting ideals of competition and collaboration combine to lift the Greeks to political, economic and cultural heights never before seen in the western world? Why were the Greeks constantly at war? Through reading a selection of works of poetry, history and drama and examining the archaeological remains that present first-hand evidence of public and private life, the course considers these and other questions by investigating the world of the ancient Greeks from the Bronze Age to conquest by the Romans. The course explores the workings of Athenian democracy, trace the development of historical writing, and consider the origin in the Greek world of enduring issues such as the responsibilities of citizenship, the contributions and marginalization of women, foreigners, and slaves, and the development of a divide between east and west. As a ConnCourse, this course makes connections across the liberal arts. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered.*

COM 110 CC: Introduction to Comp Science & Problem Solving

Section 01 – MW 10:25 – 11:40 am, F 1:15-3:15 pm, William Tarimo

Section 02 – MW 2:45 – 4 pm, W 7-9 pm, James Lee

What is computer programming? How can computers be programmed to perform specific tasks such as playing music, displaying images, drawing graphics, and analyzing data for relevant information? Because they can be programmed to solve a wide variety of different problems, computers have become an essential part of every aspect of modern life. Students will learn the basic elements of programming with Python, exploring how these skills can be used to tackle a variety of real-world problems. They will have the opportunity to consider the role technology plays in everyday life and in a variety of disciplines, solving problems in areas such as visualization of text or data, political speech analysis, image processing, and sound manipulation. Students will also work with graphics and animation, simulation, object-oriented design, and text manipulation. Students will progress from writing simple programs to creating their own unique, self-designed final projects. These applications will enable students to connect acquired skills in programming and problem-solving to the wider perspectives of the liberal arts education and real-world problems. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered. Corequisite: Registration is also required in COM 110L.*

ENG 119 CC: Literature and Evolution of Mind

TR 2:45 – 4 pm, Steve Shoemaker

Why do people tell stories? What's in it for the listener? For the teller? What is it about our brains, our minds, that makes us love the act of story-telling, and the literary embodiments of that act, so much? Why do some stories survive while others are lost? Why do certain stories have so much meaning for us as individuals? And why are some stories so central to entire cultures? Taking story-telling to be a fundamental human drive, this course will explore the evolving relationship between storytelling and the mind through close reading of literary texts, with help from cognitive neuroscience and philosophy. As part of this exploration, we will investigate how knowledge is constructed in the field of literary study, and look at various ways in which this field interacts with other areas of study in the liberal arts. Covering a diverse range of course materials, the course will begin with one of the foundational texts of the Western literary canon (Homer's *Odyssey*) and conclude with the work of a major African-American novelist (Toni Morrison's *Beloved*). Literary works are particularly successful embodiments of the story-telling impulse, and we will consider these works in relation to the role that "story" plays in our everyday lives. As a ConnCourse, this class will make connections across the liberal arts. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered.*

ES/SOC 250 CC: Climate and Society

TR 10:25 – 11:40 am, Julia Flagg

What is climate change? What does climate mean to different social actors, both now and in the past? How are people responding to the problem of climate change, and what are the consequences of their actions? This course investigates the answers to these and related questions, with the intention of deepening students' understanding of the relationships between climate and societies. Anthropogenic global climate change is often conceived of as the scientific issue of our time given the cataclysmic anticipated effects of living in a warming world. Yet viewing climate change as only an issue for the natural sciences occludes understanding critical dimensions of the problem, including but not limited to its human-driven causes, the dramatically uneven nature of its effects, and the myriad ways in which social groups respond. The goal of this course is for students to develop a highly interdisciplinary understanding of the causes and uneven consequences of this problem, as

well as to investigate and compare a wide array of social responses to the problem. Understanding the dynamic, complex, and highly consequential problem of climate change requires insights to be drawn from across fields.

** Pending Faculty Approval*

ENG 102 CC: The Invention of Adolescence: Representations of American Youth at the Turn of Two Centuries

MW 1:15 – 2:30 pm, Rae Gaubinger

Adolescence may seem to us now like an inevitable rite of passage, but in fact the concept has a relatively short history: it was only at the beginning of the twentieth century that adolescence began to be theorized in the West as a stage of human development distinct from either childhood or adulthood. Taking this historical watershed as our starting point, this course asks: what characterizes thinking about adolescence in America as it was first defined, and what characterizes thinking about it in the present? How do these ideas inform cultural products like novels, magazines, advice manuals, and advertising? Drawing on a wide range of texts, students will explore the ways that teenage narratives communicate ideas about sexuality and the body; innocence and experience; gender, race, class, and nation; family relationships; and the parameters of childhood and adulthood. They will also encounter scholarship on adolescence in other disciplines by looking at research being undertaken right here at Conn College by faculty from a range of departments.

** Pending Faculty Approval*

GER/GSIS 260 CC: Global Creativities in the German-Speaking World

MW 1:15 – 2:30 pm, Suzuko Knott

How do artists and their work circulate globally and why do certain artists choose to create art in the German-speaking world? How do we choose to represent ourselves and what is meaningful to us through visual art, film, literature and music? With an emphasis on cultural exchange among non-native artists, writers, public intellectuals and filmmakers who choose to create their works in the German-speaking world, we will explore questions of identity, equity, sustainability and migration together. We will focus on the key terms globalization, transnationalism and intersectionality to analyze the ways in which countries, cultures and peoples are imagined across borders. These key terms will frame our studies as we engage with the works of authors, artists and filmmakers whose biographies are punctuated by crossing linguistic and cultural borders. Students will learn to disrupt assumptions around gender, race, and class expressed through art and literature in this course by questioning what defines culture and who has the power to determine what is or is not a part of a culture. Students will learn first-hand how this process works by engaging in the co-creation of course content and by curating artists engaged in this work. Together we will question how cultural knowledge is constructed and how the individual situates themselves inside and outside of national and cultural identities through art as we learn how German Studies connects to other disciplines in the liberal arts like Film Studies, Art History and Gender, Sexuality and Intersectionality Studies.

** Pending Faculty Approval*

HIS 101 CC: Big History: From the Big Bang to the Future of Humanity and the Cosmos

TR 10:25 -11:40 am, Frederick Paxton

Since the eighteenth century, physicists and astronomers have been piecing together the history of the universe and our solar system; geologists the history of our planet; evolutionary biologists the history of life on Earth; and archaeologists the history of humanity before written records. Realizing this, some historians have breached the walls between history and prehistory, and between the social and natural sciences, to create a continuous narrative account of everything we know about the past: Big History. Using a textbook and an extended

theoretical essay written by leading figures in this emerging field, this course focuses on the fundamental forces that have shaped change and continuity across the 13.8 billion years of observable time. By exploring processes and themes common to natural and human history, students will receive basic training for a lifetime practice of situating everything they learn within the complex web of similarities, and differences, between human behavior and natural phenomena. They will also have the tools to develop their own ideas about how best to meet the challenges of the present, and shape the future, for the benefit of humanity and the natural systems upon which all life depends. As a ConnCourse, this course makes connections across the Liberal Arts. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered. Open to first-year students and sophomores only.*

HIS 104 CC: U.S. Natives and Newcomers: An Introduction to the History of the United States

MW 1:15 – 2:30 pm, James Downs

This course recasts the traditional survey of United States history through the thematic frame of "natives and newcomers." Narrowly constructed, the concept of "native and newcomers" evokes two familiar topics in US history courses: the encounters between the diverse indigenous peoples of North America with Euro-American settler colonialists and the often hostile relationships between voluntary and involuntary immigrants, including African slaves, and the "nativist" Americans who are empowered to define their status. Less expectedly, the course will use this framework to reframe other critical episodes and issues in the American past, including the American Revolution and early national period; abolitionism and social reform; slavery and emancipation the Civil War and Reconstruction; first, second and third wave feminist movements; industrialization and the labor movement; the Progressive era; the Great Depression and New Deal; Japanese internment in the second world war; the red and lavender scares of the 1950s; the multi-faceted Freedom movements of the 1950s, 60s, and 70s; the Reagan Revolution; and the role of the American military abroad, among others. In sum, the concept of seeing the American past through "natives and newcomers" will redefine American history as a struggle for power in its traditional sense - a battle for control over land, freedom, wealth, citizenship, and political power - and also in its cultural connotation - a battle for control over the meaning and production of American identity. As a ConnCourse, this course makes connections across the liberal arts. Students may not receive credit for both this course and HIS 105. Offered both semesters. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered.*

MUS 122 CC: Making Music at the Keyboard: Theory, Practice, and Creativity

MW 10:25 – 11:40 am, John Anthony

Have you always wanted to learn to play the piano or to read music? This ConnCourse teaches the fundamentals of music theory: notes, intervals, key signatures, triads, seventh chords, as well as how music exists in time. Weekly lab sessions encourage active learning through one on one and group instruction, four-hand (and more!) keyboard performances. The class explores classical, folk, blues, and jazz musical literature. Students will create short melodies and compositions to be shared and performed, and discussed with each other. In addition to "hands-on" learning at the keyboard, projects and readings introduce the importance of the piano, harpsichord, organ, and synthesizer to people over the centuries and around the world. As a ConnCourse, this course makes connections across the liberal arts. This course is intended for students with little or no background in reading musical notation or playing a keyboard instrument. Students may not receive credit for both MUS 104 and MUS 122. *This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered.*

MUS 130 CC: Foundations of Music Theory

TRF 11:50 am – 1:05 pm, Wendy Moy

This course explores the nature of music through an introduction to the field of music theory, considering the complex roles of theorist, performer, listener, composer, and historian. We will grapple with such questions as: how an understanding of rudiments enhances our relationship with music; how musical materials (rhythm, melody, harmony, form) function across genres; how musical meaning and effect are created; why certain types of Western art music occupy a privileged position in music-theoretical discourse; and to what extent the concepts of this course can be brought to bear on other repertoires (popular music and non-Western traditions). Coursework will include an intensive review of the rudiments of music theory (clefs, notation, meter, key signatures, scales, intervals, triads, seventh chords), the development of musicianship skills, exercises in counterpoint and elementary composition, attending concerts, and undertaking primary source readings. The canonical position of Western art music in the study of music will be examined through the application of course topics to musics both within and outside of the traditional canon. In addition, as a ConnCourse, this class will make connections across the liberal arts, addressing questions that may include: how do musical structures display mathematical logic, how can dance choreography reflect musical meter, how might certain musical styles interact with theater and film, and how can a consideration of cognition enhance the study of music theory? Two lectures and one ear-training session per week; students will be placed in ear-training section based on an in-class assessment. This course is intended for students with some musical background who are able to read music fluently in at least one clef. Prospective music majors should take this course in the fall of the first year; may be exempted with a qualifying score on a placement examination. *Students may not receive credit for this course and Music 131. This course is initially open to first-year and sophomore students. It will be open to all students after first-year students have pre-registered.*