Spring 2016 Course Catalog

CIC Consortium for Online Humanities Instruction

This catalog includes upper-level humanities courses offered by the colleges and universities that are part of CIC’s Consortium for Online Humanities Instruction, a pilot project for the development and sharing of online courses among smaller liberal arts institutions. Undergraduate students from the participating institutions will be invited to enroll in any of these courses, for credit, subject to limits on class size, course prerequisites, and regulations in place at their home institutions. Qualified students will be accepted on a first-come basis. There will be no additional tuition or fees for students who enroll in these courses.

This listing includes course descriptions only. For additional details about meeting times and registration requirements, please visit the online catalog at www.cic.edu/2016catalog. For questions about an individual course, contact the instructor. For questions about registration, ask the registration contact listed for each course. For questions about the CIC Consortium, contact Philip M. Katz at pkatz@cic.nche.edu.

Course Listing by Field of Study

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*Russian courses offered in Fall 2015 only.
ANTHROPOLOGY

Cultures of the Bible
AN 255C Saint Vincent College (PA)

The people of the Bible lived in an environmental and cultural setting very different from that of modern times. Using a variety of frameworks and sources from archaeology and cultural anthropology, this course will examine how Biblical narratives take place within social, economic, political and ecological contexts of the ancient Middle East and surrounding areas. Students will apply a combination of archaeology and cultural anthropology to illuminate the lives and times of the Biblical eras. No prerequisites.

Instructor: Elaine M. Bennett
Credits/Units: 3 credit hours
Dates: January 11, 2016–April 30, 2016
Required real-time meetings? No
ART HISTORY

20th Century Art History
ARTS 342 Grand View University (IA)

Beginning with early modernist styles, this survey course explores the chronological history and variety of artistic expression through the end of the Twentieth century. Exploring integral and conflicting movements and styles of Europe and America, this course examines the development of a rapidly changing culture of artists, media, and styles.

Instructor: Rachel Schwaller
Credits/Units: 3 credit hours
Dates: January 11, 2016–April 28, 2016
Required real-time meetings? No

Ways of Seeing Byzantium
AHY 3365 McDaniel College (MD)

This course will consider the art and architecture of the Byzantine Empire that lasted from 325 to 1453. We will examine the monumental and important examples of Byzantine art through readings as well as digital humanities projects found online. Attention will be paid to the methodology of art history in readings and written assignments as students examine the theological, philosophical and historical influences on the art and architecture of Byzantium. As a major part of the course, students will research a panel painting to possibly add to a digital humanities project on Byzantine influence on Italian thirteenth-century panel painting.

Instructor: Gretchen McKay
Credits/Units: 4 hours
Required real-time meetings? No

Women Artists: A Global Perspective
ARTH 264 Sweet Briar College (VA)

This course casts a wide net with regard to art created by women, including both applied and fine arts, as well as work deemed “arts and crafts,” challenging received notions of what is “Art.” Analyzing the subject thematically within the context of both Western and non-Western cultures contrasts with most courses on women artists, which are primarily taught chronologically and focus on painting and sculpture produced by women from the United States and Europe. We will study textiles made by the Kuna women of Panama, for example, together with those produced by female artists at the Bauhaus Weaving Workshop in Germany. We will pay special attention to works being created by women around the world today, particularly those that do not conform to contemporary Western notions of “Art,” despite being highly collectible. Prerequisite: ARTH 115, ARTH 116, ARTH 117, or GNDR 102, or by permission of the instructor.
ART HISTORY

Instructor: Kimberly Morse Jones
Credits/Units: 3 credits
Dates: January 18, 2016–April 29, 2016
Required real-time meetings? No
“A Sermon and a Striptease”: 18th-Century British Literature  
INST 3525 Otterbein University (OH)

This course will sample the lively range of literary forms and themes in 18th-century Britain. We’ll explore at least one literary revolution in the growth of the British novel. Mapping the novel’s rise from scandal to respectability, we’ll identify its transformative literary traits: narrative immediacy, ordinary events, private experience, and readerly empathy and vicariousness. Frequently we’ll notice the dual tendency in 18th-century texts to both instruct and titillate (as our course title, borrowed from critic Ian Watt, suggests). We’ll read in a range of literary genres that feel alien (and often outrageous): satire, amatory fiction, travel narrative, graveyard poems, popular periodicals, true crime, ballad opera, verse epistle, and the gothic. The course will emphasize literary responses to historical events, particularly Britain’s New World contacts and the growth of empire and the transatlantic slave trade. We’ll ask how literary texts both shape and sometimes resist narratives of national identity.

Instructor: Margaret Koehler  
Credits/Units: 4 credit hours  
Dates: January 11, 2016–April 25, 2016  
Required real-time meetings? Yes

American Literature  
EN 334 Bethune-Cookman University (FL)

This course is a survey of major American writers from the pre-colonial period to the twenty-first century. American history, literary movements, philosophies and cultures that influenced the writers will also be examined. Prerequisites: EN 131 and 132 (College English I and II) or permission of the instructor.

Instructor: Jan A. Holston  
Credits/Units: 3  
Dates: January 11, 2016–May 6, 2016  
Required real-time meetings? Yes

Capstone Seminar  
EN 490 Park University (MO)

English 490 serves as the culminating experience for English literature and writing majors. Students design and execute an original research project that aligns with rhetorical norms within the field of English Studies. The Department will host a virtual “Capstone Conference” to provide a venue for students to present their work akin to an academic conference.

Instructor: Emily Sallee  
Credits/Units: 3 credit hours  
Required real-time meetings? Yes
ENGLISH AND LITERATURE

Concepts of the Heroic
HU 350 Bethune-Cookman University (FL)

Concepts of the Heroic will examine ideas of what constitutes the heroic using an interdisciplinary perspective. Examples of the hero projected in the arts and letters of a variety of world cultures, past and present, will be analyzed in the context of the cultures that produced them, compared across cultures, and assessed in terms of their potential to lead or mislead. Particular attention will be devoted to the comparison of ideal models of heroism and leadership projected by the arts with their effects on the behavior and reception of historical figures who have sought to reflect and project those ideals.

Instructor: Stephen Jones
Credits/Units: 3
Dates: January 11, 2016–May 6, 2016
Required real-time meetings? No

Dragons, Monks, and Maidens: Medieval Literature and Its Manuscripts
ENGL 35300 Hiram College (OH)

—not offered in Spring 2016 but available in Fall 2015—

What do you think when you hear “medieval?” What sorts of images and ideas come into your head? You will notice in this course the huge variety of subjects and approaches, from extremely pious to very bawdy, from violent to contemplative, from grave to funny. We will also need to talk about the cultures that this literature was a part of, the ideologies, events, material objects, and everyday life. This course will explore the development of literature in the island of Britain from the sixth through the fifteenth centuries, including major authors, works, and genres. We will approach the course using the framework of alterity (“the past is a foreign country”) and what Katherine Biddick called “the shock of medievalism.” This will allow us to pivot between alterity and familiarity since medieval Europe is both familiar (the roots of much of our American culture) and foreign (with very different cultural beliefs and practices). Examining medieval manuscripts and other objects give the course a grounding in material culture, which confronts us with the hand-crafted physicality of medieval life. Anthologies of edited, translated texts tend to suggest homogeneity, abstraction, and distance while manuscript study disrupts those tendencies. Cultural and historical contexts, such as the rise and decline of feudalism, pilgrimage and crusading, and the Black Death, will inform the discussion and analysis.

Instructor: Paul Gaffney
Credits/Units: 4 credit hours
Required real-time meetings? Yes
Global Environmental Literature & Film
EN 295 Wartburg College (IA)
This class will explore the ways in which the relationship between humans and the natural world, as well as the ethical questions that arise from this relationship, are experienced, perceived, and represented in literary and film texts from around the world. In the course of the semester, we will engage a wide range of literary and film texts, including creation myths representing diverse perspectives on the place of human beings in the natural world; essays and other works from the past two centuries that reflect our evolving environmental consciousness; more recent texts that respond to the aftermath of nuclear catastrophes in Japan and Belarus; and contemporary writings that seek to recover, as well as re-imagine, our relationship with the natural world in the face of current environmental concerns.

Instructor: Joyce Boss
Credits/Units: 1 course credit/3.5 semester hours
Dates: January 5, 2016–April 15, 2016
Required real-time meetings? No

Magic and Witchcraft in British Literature
EN 295 Wartburg College (IA)
From Merlin to Macbeth’s three witches to Harry Potter, magic and witchcraft have played crucial roles in the literatures of the British Isles. This course examines the literature and histories of magic and witchcraft in Britain from the Middle Ages to the present. Throughout the course, we will discuss how magic and witchcraft are depicted and develop through different times and cultural shifts. What is the difference between “magic” and “witchcraft”? Is it all down to gender? How do class, race, and religion also play into literary and historical accounts of magic? What’s so dangerous about it, and why is it such a compelling concept? Note: This course does not focus on religious or theological debates about the occult. Instead, it takes an analytical view of magic in literature and social history.

Instructor: Rachel Clark
Credits/Units: 1 course credit/3.5 semester hours
Dates: January 5, 2016–April 15, 2016
Required real-time meetings? No

Medieval History and Literature
CHUMS 3600 Lesley University (MA)
Students explore European and near Eastern history and literature from 600–1500 A.D., focusing on primary texts, art objects, and buildings. We study landmark events such as the Norman Conquest and the Crusades; students do in depth work with digital versions of medieval manuscripts and other artifacts. They also write an interdisciplinary term paper focused on one set of primary sources. Prerequisite: First-year writing sequence or a 4 or 5 on the AP History or English Literature test.
ENGLISH AND LITERATURE

Instructor: Mary Dockray-Miller  
Credits/Units: 3 semester credits  
Required real-time meetings? No

Poetry of Response  
ENGLISH 264C Saint Vincent College (PA)

In this advanced creative writing course, we will explore the phenomenon of poetic response. How, and why, do poets engage with other poets, texts, and art forms? What is “collaborative poetics,” and how pervasive is it today? Topics range from poetry and the visual arts (ekphrasis), to textual interrelationships (e.g., erasure), translation as collaboration (transnational/translingual exchanges), and adaptation and performance. Also, we will consider new digital perspectives to poetic collaboration and experiment with new online techniques for collaboration. Coursework includes weekly book-length readings, writing experiments, a collaborative online literary magazine project, and a final portfolio. Prerequisite: introductory or intermediate workshop course in creative writing.

Instructor: Michelle Gil-Montero  
Credits/Units: 3 credit hours  
Dates: January 11, 2016–April 30, 2016  
Required real-time meetings? No

The Future of Reading  
ENG 471 Gordon College (MA)

In this course, we will explore the practice of reading in American culture. As we consider our current reading practices, their relationship to those of the past, and their implications for those of the future, we will discover much about the affiliation between reading and technology. We will begin by thinking about the history of this association, investigating the extent to which nearly everything about a book, from the alphabet used to form its words, to the printing press used to mass-produce it; to the scroll, codex, or digital file upon which it is printed, is a technology. We will also take note of the strategies through which writers and their texts enable, resist, or offer commentary upon the symbiotic relationship between reading and technology. After anchoring ourselves in this history, we will use the insights we glean from the past to articulate our present understandings about the value of books and reading, and to consider the ways in which technological innovations may change our future relationships to these things. Among the questions that will guide our inquiry are the following: What is the relationship between reading and our culture of information? How is reading related to cognition? Are digital technologies changing the way we read and study literature? What do we gain, and what do we lose, when we employ different reading practices? What does the future hold for the practice of reading in the digital age? In this course, we will read works of literature alongside the work of historians, literary and cultural critics, and others as we generate our own insights about the past, present, and future of reading. In so doing, we will practice applying humanities research skills to real-world problems, and developing our ability to think critically about cultural ideas and practices.
ENGLISH AND LITERATURE

Instructor: Andrew Logemann  
Credits/Units: 4 credits  
Dates: January 18, 2016–May 13, 2016  
Required real-time meetings? Yes

Unpacking the Bookstore  
ENGL:390 Susquehanna University (PA)

This course explores the history and cultural functions of bookstores in the U.S. in order to understand better how they shaped, and continue to shape, public conceptions and meanings of “literature.” Students will analyze five significant bookstores that exemplify the issues the course raises and that invite important questions about readers as consumers, writers as products, and literature as an activity constituted not only by authors and texts, but also through commerce and within social space. Course assignments help students learn to write documentary stories through digital media using a WordPress blog platform.

Instructor: Laurence Roth  
Credits/Units: 4 credit hours  
Dates: January 18, 2016–April 30, 2016  
Required real-time meetings? Yes
Conviviality at the Table: Food Politics in French
FREN 327 Bucknell University (PA)

This seminar explores multiple constructions and interpretations of conviviality at the table in French & Francophone cultures. The material in this course will expose students to various kinds of food discourses as well as current interdisciplinary perspectives in order to achieve a cross-cultural understanding of the politics of conviviality necessary in the 21st century. Through the critically examination of mainstream and alternative food practices, students will deepen their understanding of cultural artifacts, social practices and political choices, as they improve and reinforce their own analytic skills. The language of instruction will be French.

Instructor: Philippe C. Dubois
Credits/Units: 1 course credit
Dates: January 19, 2016–May 11, 2016
Required real-time meetings? Yes

Race, Gender, and Power in the Francophone World
FREN/WLC 317 Concordia College (MN)

This course, taught in English, examines Francophone texts translated into English from a variety of media such as literature, film, and newspapers. We cover all corners of the globe, from Africa and the Americas to Asia and Europe. Students will develop an understanding of the impact of racial, gender, and economic relationships on the people of the French-speaking world, from a historical and contemporary perspective. The course emphasizes power in its many forms and seeks to understand, though in-depth analyses, conversations, simulations, and written assignments, the ways in which power plays a role in our lives. This course also counts toward the global studies, women’s studies, and international business programs. Note: Students with high intermediate/advanced French proficiency may take the course for French credit. They would do all the readings and written assignments in French.

Instructor: Gay Rawson
Credits/Units: 4.0 semester hours
Dates: January 4, 2016–April 29, 2016
Required real-time meetings? Yes; offered as a hybrid course for Concordia students
GENDER STUDIES

A College of Their Own
GNDR 216 Sweet Briar College (VA)

Students will explore the character and value of their own single-sex and/or coed college experience in the context of gender theory. Using shared readings, independent research, field studies, and critical reflection, students will 1) examine the changing role of single-sex education in America; 2) scrutinize pedagogical and social aspects of the single-sex environment, such as its effect on communication, sports, traditions, dating, and work; 3) investigate how their single-sex college experience contributes to their perception of their own and others’ sex and gender; and 4) consider current issues in single-sex education, such as the public perception of single-sex institutions, student’s preparation for the mixed-gender workforce, and the inclusion of transgender and gender queer students in the student body. Throughout all, students will collaborate with peers on other campuses to consider how these norms and practices differ at women’s, men’s, and co-ed colleges. 

Prerequisites: One course in gender studies and permission of the instructor.

Instructor: Anthony Lilly
Credits/Units: 3 credits
Dates: January 18, 2016–April 29, 2016
Required real-time meetings? Yes

Race, Gender, and Power in the Francophone World
FREN/WLC 317 Concordia College (MN)

This course, taught in English, examines Francophone texts translated into English from a variety of media such as literature, film, and newspapers. We cover all corners of the globe, from Africa and the Americas to Asia and Europe. Students will develop an understanding of the impact of racial, gender, and economic relationships on the people of the French-speaking world, from a historical and contemporary perspective. The course emphasizes power in its many forms and seeks to understand, though in-depth analyses, conversations, simulations, and written assignments, the ways in which power plays a role in our lives. This course also counts toward the global studies, women’s studies, and international business programs. Note: Students with high intermediate/advanced French proficiency may take the course for French credit. They would do all the readings and written assignments in French.

Instructor: Gay Rawson
Credits/Units: 4.0 semester hours
Dates: January 4, 2016–April 29, 2016
Required real-time meetings? Yes

Women Artists: A Global Perspective
ARTH 264 Sweet Briar College (VA)

This course casts a wide net with regard to art created by women, including both applied and fine arts, as well as work deemed “arts and crafts,” challenging received notions of what is “Art.” Analyzing the subject thematically within the context of both Western and non-Western cultures
contrasts with most courses on women artists, which are primarily taught chronologically and focus on painting and sculpture produced by women from the United States and Europe. We will study textiles made by the Kuna women of Panama, for example, together with those produced by female artists at the Bauhaus Weaving Workshop in Germany. We will pay special attention to works being created by women around the world today, particularly those that do not conform to contemporary Western notions of “Art,” despite being highly collectible. **Prerequisite:** ARTH 115, ARTH 116, ARTH 117, or GNDR 102, or by permission of the instructor.

**Instructor:** Kimberly Morse Jones  
**Credits/Units:** 3 credits  
**Dates:** January 18, 2016–April 29, 2016  
**Required real-time meetings?** No
GERMAN

Topics in German: German Literature after 1945
GER/WLC 430 Concordia College (MN)

This course will examine the literature of the German speaking countries after 1945, with a focus on literary movements, genres, and representative works from major authors. Special attention will be given to the sociohistorical context from the end of World War Two, to the division of Germany during the Cold War and further to German reunification and its impact up to the present. The course will be conducted in German and English online by way of a synchronous virtual classroom (Adobe Connect), threaded discussion forums, and other online platforms. Students will have the option to take the course in English only or with a German-language component. Prerequisite: for German option, four semesters of college German or equivalent.

Instructor: Stephen Grollman
Credits/Units: 4.0 semester hours
Dates: January 4, 2016–April 29, 2016
Required real-time meetings? Yes
HISTORY

A Revolutionary Time: Europe during the Modern Era
HIST 325 Augustana University (SD)

This course will examine the major events of the modern era and will particularly focus upon the social, economic and cultural developments in Europe from the French Revolution through the First World War. The course will contextualize the major changes that resulted from events including the industrial revolution, imperialism, and nation building. This course will particularly focus on social and economic changes and how these impacted gender roles during the modern era. Finally, this course will seek to bring students a better understanding of the long-term consequences of the wars that book-end the long nineteenth century. Using works of fiction, non-fiction and film, this course, through discussion, examination and writing assignments, will provide an understanding of how these many events transformed modern European society.

Instructor: Margaret Preston
Credits/Units: 3 credits
Required real-time meetings? No

African American Spirituals and Gospel Song
MU 243 Saint Michael’s College (VT)

This course takes a historical and analytical look at African American sacred song from the ring shout to holy hip-hop with an emphasis on the great body of nineteenth century spirituals and subsequent twentieth century development of gospel song – its composers, stars, and influence on popular forms including jazz, rock and soul. There is a strong listening and filmed component as well as the reading and interpretation of texts. Students become familiar with essential primary sources, both written and recorded, and maintain a class blog for the sharing of responses, perspectives, and experiences. Largely asynchronous and self-paced in design, the course will have the rare synchronous meeting time to accommodate talks by experts in the field. This course fulfills the Historical Studies LSC requirement. Prerequisite: none.

Instructor: William L. Ellis
Credits/Units: 4 credit hours
Dates: January 20, 2016–May 4, 2016
Required real-time meetings? Yes

Contemporary China
HI 371 Elizabethtown College (PA)

In this course we will investigate contemporary Chinese society, defined as the post-Mao era, with a focus on history, politics, economics, social structures, and culture. Upon successfully completing this course, each student will analyze the political, economic, societal, and cultural structures of contemporary China; understand the ways in which race, ethnicity, gender, and class inform individual and collective identities; demonstrate a knowledge of the beliefs, values, and issues that
HISTORY

influence Chinese society; develop and nurture his or her critical reading, writing, and speaking skills; and understand China’s impact as a world power. There are no prerequisites for the course.

Instructor: David Kenley  
Credits/Units: 4 credit hours  
Dates: January 11, 2016–May 6, 2016  
Required real-time meetings? No

History Methods  
HIST:300 Susquehanna University (PA)

This course introduces participants to the practice of historical research. Each participant will use a set of primary sources to explore a historical topic. The course emphasizes critical reading and analysis of primary sources in the first seven weeks and readings of secondary literature about theory, methodology, and individual topics in the second seven weeks. The course moves beyond the traditional research paper format to feature digital humanities projects. Each participant will produce a digital presentation that interprets archival materials and considers historiographic discussions. By the end of the course, participants will know how to analyze primary sources, critique secondary sources, take useful research notes, cite sources properly, and present their findings effectively. A final aspect of the course is the development of a professional portfolio for history majors.

Instructor: Ed Slavishak  
Credits/Units: 4 credit hours  
Dates: January 18, 2016–April 27, 2016  
Required real-time meetings? Yes

History of Humanitarian Organizations  
HIST 3450 Lesley University (MA)

What does it mean to bring humanity to times of crisis and conflict? From the protection of prisoners of war during the First World War, to relief for Syrian refugees today, humanitarian aid has had a profound effect on the social, legal, and ethical development of the modern world. This advanced seminar examines the history of international humanitarian organizations like the International Committee of the Red Cross and Doctors Without Borders from 1863 to the present. We will interrogate a set of tensions that continue to characterize humanitarian relief today: the conflict between traditional principles and contemporary human rights; the role of governments in the provision of foreign aid; and the difficulties of enforcing the humanitarian protections of international law during sectarian conflicts. Prerequisites: First-year writing sequence or a 4 or 5 on the AP History test or permission of the instructor.

Instructor: Kimberly Lowe  
Credits/Units: 3 semester credits  
Required real-time meetings? No
HISTORY

History of the American Family
HI 332 Saint Michael’s College (VT)

This course will explore the functions of the institution, changes in the structure, size and character of the family, roles and relationships within the family and the institution of the family as a reflection of the broader social and historic trends in American culture and society. It will also consider methodologies and perspectives in American social and cultural history.

Instructor: Susan Ouellette
Credits/Units: 4 credit hours
Dates: January 20, 2016–May 4, 2016
Required real-time meetings? Yes

Medieval History and Literature
CHUMS 3600 Lesley University (MA)

Students explore European and near Eastern history and literature from 600–1500 A.D., focusing on primary texts, art objects, and buildings. We study landmark events such as the Norman Conquest and the Crusades; students do in depth work with digital versions of medieval manuscripts and other artifacts. They also write an interdisciplinary term paper focused on one set of primary sources. Prerequisite: First-year writing sequence or a 4 or 5 on the AP History or English Literature test.

Instructor: Mary Dockray-Miller
Credits/Units: 3 semester credits
Required real-time meetings? No

Slavery and Abolition
HIST 26200 Hiram College (OH)

Students in this course will describe the origins and nature of slavery in North America and will analyze and evaluate the ideas, strategies, and struggles of antislavery activists in the 18th and 19th centuries. Students will explain how and why slave labor was introduced into North America, describe what the slave experience was like and how it changed over time, identify and interpret the connections between slavery and race, and evaluate how slaveholders sought to justify and defend their so-called peculiar institution. Students will also develop arguments about what prompted the rise of an antislavery movement, explain how the abolition movement changed over time, assess the ideas and strategies that abolitionists embraced, and appraise the impact of abolitionists in ending slavery and pushing the nation into Civil War. During the final module of the course, students will debate the issues raised by John Brown’s raid on the federal arsenal at Harper’s Ferry in 1859 and will evaluate the significance of John Brown’s activism in U.S. history.
The Civil War and Reconstruction
HIST 349 Grand View University (IA)

This course is an intensive survey of the United States during the era of Civil War and Reconstruction, roughly 1848-1880s. While the Civil War and Reconstruction were certainly dominant (and dominating) elements of the national experience during this period, there was much more to this turbulent and complex period than developments on eastern battlefields or inside the halls of national government. We will approach this era in a manner in which the war and Reconstruction figure prominently, but not exclusively, for a more complete sense of US history in this troubled period. We will attempt, as best we can, to see these years as the many and varied peoples of the U.S.—workers, African Americans, women, Native Americans, soldiers, civilians, politicians and rebels—experienced them.

Instructor: Kevin Gannon
Credits/Units: 3 credit hours
Dates: January 11, 2016–April 28, 2016
Required real-time meetings? No

The Era of the American Revolution
HIST 4350 Otterbein University (OH)

The American Revolution is at the core of American identity, but the real Revolution is shrouded by myth, making it difficult for most Americans to truly understand this important historical event. Just how revolutionary was the Revolution? And for whom? In this course we will relive the difficult decision of choosing sides in an uncertain rebellion; we will evaluate the Revolution from political, social, and cultural standpoints; and lastly, we will analyze what the Revolution meant to Americans in the past and continues to signify today.

Instructor: Jonathan DeCoster
Credits/Units: 4 credit hours
Dates: January 11, 2016–April 25, 2016
Required real-time meetings? Yes

Twentieth Century Europe: Reconciling the Paradox of Destruction and Promise
HIST 494 University of St. Francis (IL)

We will examine the major events, phenomena, and figures of Europe during the tumultuous 20th century. To help students reconcile the violence and destruction with the tremendous material and social advances that also characterize this period, we will study the complex interrelations between
demographic change, cultural development, and political revolution, war, and reconstruction. Through role-play, discussions, and essays, students will critically analyze and reflectively evaluate the choices and constraints that confronted not only nations but communities, families, and individuals. Lastly, students will develop a “historical mindedness,” to include sensitivity to multiple causation, context, and the interplay of continuity and change in human affairs through study of historians’ methods and approaches. No prerequisites.

**Instructor:** Debra Workman  
**Credits/Units:** 3 credit hours  
**Dates:** January 11, 2016–May 6, 2016  
**Required real-time meetings?** Yes
Advanced Japanese: Literature and Media
JAPN 302 Bucknell University (PA)

This course is designed for students of the Japanese language who have completed study at the third-year level (six semesters of language study or the equivalent) and who are prepared to read and treat authentic texts (non-textbook texts) from various genres: novels, short stories, poetry, blogs, newspapers, magazine, online news sources and other digital media. The goal of the course is offer a general overview of Japanese literature by introducing students to selected literary works in the modern canon, examining contrasting representative current digital media, and juxtaposing the two for the purpose of illuminating aspects of Japan’s literary evolution.

Instructor: Elizabeth A. Armstrong
Credits/Units: 1 course credit
Dates: January 19, 2016–May 11, 2016
Required real-time meetings? Yes
MEDIEVAL STUDIES

Dragons, Monks, and Maidens: Medieval Literature and Its Manuscripts
ENGL 35300 Hiram College (OH)

—not offered in Spring 2016 but available in Fall 2015—

What do you think when you hear “medieval?” What sorts of images and ideas come into your head? You will notice in this course the huge variety of subjects and approaches, from extremely pious to very bawdy, from violent to contemplative, from grave to funny. We will also need to talk about the cultures that this literature was a part of, the ideologies, events, material objects, and everyday life. This course will explore the development of literature in the island of Britain from the sixth through the fifteenth centuries, including major authors, works, and genres. We will approach the course using the framework of alterity (“the past is a foreign country”) and what Katherine Biddick called “the shock of medievalism.” This will allow us to pivot between alterity and familiarity since medieval Europe is both familiar (the roots of much of our American culture) and foreign (with very different cultural beliefs and practices). Examining medieval manuscripts and other objects give the course a grounding in material culture, which confronts us with the hand-crafted physicality of medieval life. Anthologies of edited, translated texts tend to suggest homogeneity, abstraction, and distance while manuscript study disrupts those tendencies. Cultural and historical contexts, such as the rise and decline of feudalism, pilgrimage and crusading, and the Black Death, will inform the discussion and analysis.

**Instructor:** Paul Gaffney  
**Credits/Units:** 4 credit hours  
**Dates:** October 19, 2015–December 23, 2015  
**Required real-time meetings?** Yes

Medieval History and Literature
CHUMS 3600 Lesley University (MA)

Students explore European and near Eastern history and literature from 600–1500 A.D., focusing on primary texts, art objects, and buildings. We study landmark events such as the Norman Conquest and the Crusades; students do in depth work with digital versions of medieval manuscripts and other artifacts. They also write an interdisciplinary term paper focused on one set of primary sources.  
**Prerequisite:** First-year writing sequence or a 4 or 5 on the AP History or English Literature test.

**Instructor:** Mary Dockray-Miller  
**Credits/Units:** 3 semester credits  
**Dates:** January 25, 2016–May 13, 2016  
**Required real-time meetings?** No

Ways of Seeing Byzantium
AHY 3365 McDaniel College (MD)

This course will consider the art and architecture of the Byzantine Empire that lasted from 325 to 1453. We will examine the monumental and important examples of Byzantine art through readings
MEDIEVAL STUDIES

as well as digital humanities projects found online. Attention will be paid to the methodology of art history in readings and written assignments as students examine the theological, philosophical and historical influences on the art and architecture of Byzantium. As a major part of the course, students will research a panel painting to possibly add to a digital humanities project on Byzantine influence on Italian thirteenth-century panel painting.

Instructor: Gretchen McKay
Credits/Units: 4 hours
Required real-time meetings? No
African American Spirituals and Gospel Song
MU 243 Saint Michael’s College (VT)

This course takes a historical and analytical look at African American sacred song from the ring shout to holy hip-hop with an emphasis on the great body of nineteenth century spirituals and subsequent twentieth century development of gospel song – its composers, stars, and influence on popular forms including jazz, rock and soul. There is a strong listening and filmed component as well as the reading and interpretation of texts. Students become familiar with essential primary sources, both written and recorded, and maintain a class blog for the sharing of responses, perspectives, and experiences. Largely asynchronous and self-paced in design, the course will have the rare synchronous meeting time to accommodate talks by experts in the field. This course fulfills the Historical Studies LSC requirement. Prerequisite: none.

Instructor: William L. Ellis
Credits/Units: 4 credit hours
Dates: January 20, 2016–May 4, 2016
Required real-time meetings? Yes
PHILOSOPHY

Indian Philosophy
REL 393 Elizabethtown College (PA)

This course will explore the philosophies of India—Hindu, Buddhist, and Jain. Starting with the hymns of the Rig Veda, which contain some of humanity’s earliest philosophical reflections, this course will trace the development of Indian philosophy from ancient times to the present. In addition to their historical development, the relevance of the various Indian philosophical systems to contemporary issues and universal human problems will be explored. No prerequisites for CIC Consortium students.

Instructor: Jeffery Long
Credits/Units: 4 credit hours
Dates: January 11, 2016–May 6, 2016
Required real-time meetings? No

Meta-Ethics
PHIL 355 Moravian College (PA)

This course studies the foundations of morality through an exploration of its fundamental concepts from metaphysical, ontological, epistemological, semantic, and psychological perspectives. Its central task is to discern the meaning and status of ethical statements. The course examines two central questions: (1) In what does the truth of an ethical statement consists? (2) If nothing can make an ethical statement true, then why do we think and talk as though they can be true. Prerequisite: Ethics or Applied Ethics.

Instructor: Bernie Cantens
Credits/Units: 4 credit hours
Dates: January 18, 2016–May 6, 2016
Required real-time meetings? No

Morality and Freedom: Kant’s Ethics and Kantian Ethics
PH 350 Park University (MO)

This course will consist of a close reading of Kant’s *Groundwork for the Metaphysics of Morals* and an examination of its central themes and arguments. It will also examine the contemporary descendants of Kant’s ethics—particularly the work of Christine Korsgaard and Barbara Herman.

Instructor: Adam Potthast
Credits/Units: 3 credit hours
Required real-time meetings? No
PHILOSOPHY

Philosophy of War and Peace
PHIL 494 [University of St. Francis (IL)]

This course is an introduction to understanding the stark contrast between the realities of war and peace through the prism of Just War Theory. This survey course will discuss the basic historical and situational problems, ethical and moral concepts, proponents and advocates, impediments and obstacles, ideals and objectives, and the overall existential vocabulary of war and peace. Issues and topics to be treated include the meaning and value of human life, the dignity of the human person, religious influences in war and peace, the understanding of death, human freedom, philosophy of good and evil, human solidarity, justice and international law, origins of historical and current conflicts, and the definition, history and application of Catholic Just War Tradition.

**Instructor:** Timothy Weldon  
**Credits/Units:** 3 credit hours  
**Dates:** January 11, 2016–May 6, 2016  
**Required real-time meetings?** No
RELIGION

Cultures of the Bible
ANTHROPOLOGY 255C Saint Vincent College (PA)

The people of the Bible lived in an environmental and cultural setting very different from that of modern times. Using a variety of frameworks and sources from archaeology and cultural anthropology, this course will examine how Biblical narratives take place within social, economic, political and ecological contexts of the ancient Middle East and surrounding areas. Students will apply a combination of archaeology and cultural anthropology to illuminate the lives and times of the Biblical eras. *No prerequisites.*

**Instructor:** Elaine M. Bennett  
**Credits/Units:** 3 credit hours  
**Dates:** January 11, 2016–April 30, 2016  
**Required real-time meetings?** No

Emerging Religions
REL 3365 McDaniel College (MD)

Modern sects, cults, and “alternative” religious groups have held popular imagination, whether we are members of New Religious Movements (NRMs), or are outsiders fascinated by them. This course will use social science perspectives to explore theories and concepts relevant to the study of NRMs; to consider the relevance and meanings of religion in many people’s lives; to learn how cults develop into established institutions (or not); to analyze the legal, social, and political issues relating to emerging religions; and to create strategies for interacting with NRM groups that prevent popular misunderstandings and violence. Additionally, attention will be given to the impact of race, class, and gender identities on conversion to NRMs and on the public perception of certain NRMs. *Prerequisites:* None.

**Instructor:** Jill M. Krebs  
**Credits/Units:** 4 hours  
**Dates:** January 25, 2016–May 13, 2016  
**Required real-time meetings?** No

Indian Philosophy
REL 393 Elizabethtown College (PA)

This course will explore the philosophies of India—Hindu, Buddhist, and Jain. Starting with the hymns of the Rig Veda, which contain some of humanity’s earliest philosophical reflections, this course will trace the development of Indian philosophy from ancient times to the present. In addition to their historical development, the relevance of the various Indian philosophical systems to contemporary issues and universal human problems will be explored. *No prerequisites for CIC Consortium students.*
RELIGION

*Instructor:* Jeffery Long  
*Credits/Units:* 4 credit hours  
*Dates:* January 11, 2016–May 6, 2016  
*Required real-time meetings?* No

**Jeremiah: Justice and Judgment, Proclamation and Promise**  
RELI 320 Augustana University (SD)

The biblical prophet Jeremiah lived in the volatile ancient near eastern world of the late 7th and early 6th century B.C.E. Threatened by internal political and social instability and by external Babylonian military aggression, the Hebrew nation of Judah, his home, was on the verge of collapse. Into this explosive situation, Jeremiah issued a call for revolution. He delivered both a message of divine judgment for social injustices, political corruption, and religious apostasy and also a message of divine promise for renewal beyond the judgment. Through a study of the biblical book of Jeremiah, students will encounter, engage with, and analyze the political, social, and theological issues relating to the controversial life and message of the prophet Jeremiah. Some of the central issues addressed by the course are patriotism versus treason, understandings of justice, and responses to suffering.

*Instructor:* Richard Bowman  
*Credits/Units:* 3 credits  
*Dates:* February 3, 2016–May 13, 2016  
*Required real-time meetings?* No

**Pilgrimage: Searching for God in a (Post)modern World**  
REL 225 Moravian College (PA)

We will study, reflect and act with respect to the (dis)connections between theology and culture, using “pilgrimage” as a case study. Students will be immersed in various examples of pilgrimage from diverse religions as well as secular examples, and will engage in their own pilgrimage experience as a part of their learning.

*Instructor:* Kelly Denton-Borhaug  
*Credits/Units:* 4 credit hours  
*Dates:* January 18, 2016–May 6, 2016  
*Required real-time meetings?* Yes
Intermediate Russian
RUS 201 Connecticut College
RUSS 201 Trinity College (CT)

Study of Russian language, culture, and current events with an emphasis on Russian grammar, newscasts, video and film clips, and materials from the Russian internet. Students will improve speaking, listening comprehension, reading, and writing skills throughout the semester. Friday sessions will be devoted to the discussion and analysis of Russian and Soviet animated films. 
Prerequisite: Three to four years of high school Russian, two semesters of college Russian at entrance, or RUS 102.

Instructors: Andrea Lanoux (Connecticut College), Carol Any (Trinity College)
Credits/Units: 4
Required real-time meetings? Yes

Advanced Russian: Cultures of Dissent
RUS 304 Connecticut College

The course traces a tradition of dissent in Russian culture against the backdrop of its mainstream history. Includes poetic, musical, performance, and other texts from the nineteenth century to the present that have inspired citizens to question the dominant narratives of the monolithic state.

Instructors: Laura Little
Credits/Units: 4
Required real-time meetings? Yes

Russian Culture and Civilization
RUSS 305 Trinity College (CT)

An exploration of recurring themes in Russian culture through the examination of prose fiction, poetry, theater, film and the visual arts. Emphasis will be placed on canonical works to give students a foundation in the Russian tradition. Since cultural continuity needs to be studied in the context of cultural change, we will simultaneously do an overview of important moments in Russian history from the eighteenth through the twentieth centuries. Students will write a paper every week about an aspect of Russian culture as it appears in the works we are examining. All reading, writing and discussion will be in Russian. Prerequisite: Russian 222 or permission of the instructor.

Instructor: Katherine Lahti
Credits/Units: 3 credits
Dates: TBD (Fall 2015)
Required real-time meetings? Yes