

## Summer 2019 Course List

### **BIOL 199: Special Topics in Biology: Viruses and Public Health (3)**

**Dr Anne Bost, Wabash College**

This non-lab course introduces pathogenic viruses in a global health context. We will use an evolutionary genetic lens to explore how different viruses copy themselves and express their genes. We also will consider how humans can solve modern virus-related public health crises through multi-disciplinary approaches. From our beautiful Harlaxton campus we will visit Darwin's home, chat in Watson and Crick's favorite Cambridge pub, and interact with exhibits at London's Science Museum and Natural History Museum. Come join us! \*Course Fee \$100\*

### **BIOL 310: History of Life (3)**

**Dr Robert Bran Cromer, Augusta University**

History of Life (3 credits): A study of major events in the history of life from the origin of life some four billion years ago to the extinction and speciation episodes that have resulted in the variety of organisms that occupy the planet in more recent geologic time. Field trips include: the London Natural History Museum, Cambridge Museum of Zoology, Charles Darwin's London House, and fossil finding at Hunstanton Beach. \*Course Fee \$100\*

### **BIOL460: Special Problems (3)**

**Dr Cris Hochwender, University of Evansville**

Independent research of a biological problem under the guidance of a faculty member. At Harlaxton, this course for biology and ES majors will center on developing and implementing a restoration effort. This project may involve interactions with local non-governmental organizations and will provide opportunities to experience natural habitats and restoration sites in the English countryside.

### **ID280/280H Cultural Capitals of Britain and Europe (3)**

**British Studies Faculty**

Travel between Britain and Europe has shaped and continues to shape Britain's national identity. ID280/ID280H considers both historical and contemporary points of cross-cultural and political contact between Britain and Europe. The course is available for General Education credit and for Honors. ID280/ID280H is a journey that runs in parallel with the Harlaxton summer travel program, giving students the opportunity to visit the cultural capitals of Britain and Europe (London, Paris, Rome, Florence, Edinburgh, York, Lincoln, Cambridge) as an informed traveller. London and Lincoln are both required trips. The trips to the other cultural capitals are highly recommended. Students may have their own plans to visit different cultural capitals in Europe or the UK. Regardless of the destination, rather than simply being a tourist, you will become an observer and commentator able to produce an assessed e-portfolio of your travels and conclusions regarding Britain's relationship with Europe. (UE Outcome 2, UE Overlay outcome A). \*Course Fee \$100\*

### **CHNG 320: Creativity, Innovation and the Future (3)**

**Dr Scott Sherman, Claremont McKenna College**

According to a recent survey of 1,500 CEOs, the single most important skill to succeed in the 21<sup>st</sup> century is creativity. This seminar will explore creativity and innovation – how students can develop the essential competency to thrive in the future.

We will specifically look at the role of creativity and innovation in shaping the future – a world of artificial intelligence, virtual reality, and many other transformative changes.



**CHNG 330: The Science of making life better (3)**

**Dr Scott Sherman, Claremont McKenna College**

This class will tackle the paradox of progress: We live in an age of abundance; indeed, most Americans enjoy greater luxuries and comforts than the kings, queens, and emperors of past civilizations. Yet people don't seem to feel any happier. Indeed, much evidence suggests that rates of depression and despair in western nations are ten times higher than they were in past generations.

How do we make life better? During the first five weeks of the class, we will examine some of the theories of change about what will bring us happiness: money, fame, power, beauty, adventure, and pleasure, among many others. We will review the scientific research for and against each of these pursuits.

During the second part of the course, we will explore another theory of change: the paradoxical notion that people are happiest when they pursue selfless behavior. This seems to challenge much of traditional economic and evolutionary theory, which posits that humans seek to maximize their own personal self-interest. Why would humans be willing to put others before themselves? We will look at the science of heroism, altruism, and cooperation. We will examine the human capacity both for cruelty and for compassion. What are the contexts in which people are more likely to act for good than for evil?

Finally, we will examine stories of social entrepreneurs and innovators working to make life better, both for themselves and for their communities. We will examine case studies of success in restoring the environment, resolving conflicts, curing diseases, overcoming poverty, and addressing other major challenges of the 21<sup>st</sup> century.

**\*Course Fee \$50\***

**ECON 102 Principles of Microeconomics (3)**

**Dr Amanda Kerr, University of Evansville**

Microeconomics provides a model of human behaviour based on certain simplifying assumptions. The "micro" signifies a focus on the individual decision maker, typically a consumer or a producer (in the real world, you and I are both). Microeconomics can be summed up by the phrase, "people respond to incentives." In this class, we will apply the economic model to real world examples: Should I go to class today or explore the manor instead? Why does the US import aircraft parts from the UK rather than developing the parts themselves? What would happen to enrolment at Harlaxton if the school received a tuition subsidy from the British government? Students will be trained to tackle problems by applying the "economic approach," which relates the basic principles of rational choice to business decisions, public policy issues, and everyday life. While studying at the manor, students will have the opportunity to visit surrounding businesses and universities in order to explore professions accessible to a student with a degree in economics: the corporate world, consulting firms, law school, government and not-for-profit sectors, professor, researcher, or educator. Potential visits include the Jaguar Headquarters, the World Bank Group, London School of Economics, and the University of Cambridge. This class not only provides the material typically taught in an Intro. to Microeconomics course, but the interactive aspect with businesses and the community will give students a full understanding of what a degree in economics offers. (UE Outcome 9). **\*Course Fee \$100\***

**EDUC 201 Introduction to Special Education and Mild Disabilities (3)**

**Dr Dusty Embury, Eastern Kentucky University**

Interdisciplinary course for students in education, social work, psychology, pre-medical, public health, sociology, or any other field where students are interested in the diversity of the human condition. We will investigate social and medical models of disability, discrimination and oppression of people with disabilities, and how to shift paradigms (for ourselves and others) that remove barriers and create an inclusive society. Specifically, we will address education as an equalizer with regard to disability and survey the range of disability categories that are protected by US Federal Law with regard to education, employment, and community access. We will also learn about etiological, psychological, and sociological factors related disabilities and the people who have them. Emphasis on elements of coordinated programming and practices between special and general education personnel that are required to effectively educate students with specialized educational needs. (UE Overlay outcome: writing across the curriculum).

**EDUC 320 Teaching Strategies in K-12 Schools (3)****Dr Jennifer Collins, University of Wisconsin-Platteville**

Trying to find fun and engaging ways to deliver developmentally appropriate content in your K-12 classroom? Want to learn how to creatively incorporate your school's 'place' when developing content-specific lesson plans? Here's your chance! Using Harlaxton Manor as your canvas, you will create a series of lessons using the instructional strategies we learn in class, you'll deliver those lessons to a real audience at Harlaxton, and then adapt them to use at your own 'place' back home! \*Course Fee \$100\*

**ES 103 Fundamentals of Environmental Science (3)****Dr Cris Hochwender, University of Evansville**

This course studies the interdisciplinary nature of problems relating to the human environment, including social, political, and economic aspects. At Harlaxton, this course uses a discussion-based learning approach, invests in multiple field trips as a means to engage in experiential learning, and exposes students to a broad diversity of plants, animals, and habitats. (UE Outcome 8)

**EXSS 428 A Global Approach to Cardiac Rehabilitation (3)****Dr Don Rodd, University of Evansville**

This class utilizes a comparative approach to study the design, implementation and administration of multidimensional cardiac rehabilitation programs in the American and British health care systems. Additionally, this class will exam the methodologies utilized in rehabilitation programs, and the patient adaptation to those methodologies. While this class will focus on Cardiac Rehabilitation, the principles apply to other rehabilitation systems, which may be explored.

**HSA 406/506 Jurisprudence and Ethics in Health Care (3)****Dr William Stroube, University of Evansville**

This course emphasizes the legal and ethical processes and their application to the health care organization, administrator, staff, employees, and patients. Includes ethical dimensions of the decision making process and current ethical issues in health care. Additional Information: This class discusses the ethical and legal issues in health care and their application to the health care organization, administrator, staff, employees and patients. Topics include issues at the end of life, distribution of health care, privacy, and regulatory issues. Please note there is a site visit course fee of \$350. A tuition surcharge will be assessed if the course is taken at the graduate level. \*Course Fee \$350\*

**HSA 499/599 The British and Health Care Systems: A Comparative Study (3)****Dr William Stroube, University of Evansville**

This course examines the origin and current status of the health care system of Great Britain. Visits are planned to modern health care facilities and historical sites in Leicester, Grantham, and Lincoln. Other activities include group discussions with British citizens concerning the consumer's view on the British health care system. British health care professionals will visit and discuss their roles in the National Health Service. Additional Information: A surcharge of \$350 is assessed for required field trips. A tuition surcharge is assessed if the course is taken at the graduate level. All majors welcome. No prerequisites. \*Course Fee \$350\*

**HIST 111: World History to 1500 (3)****Dr Robert Royalty, Wabash College**

Study world history while you travel the world next summer! We will learn about human civilization from the beginning of human history to the height of the Renaissance in 1500 AD. We will trace the development of social structures, conflict and wars, cultural values, empires and other political systems, gender relations, and religion. Course readings and class discussions will be paired with weekly field trips to London and other sites in England highlighting different periods of world history. World history includes Africa, Asia, and the Americas as well as Europe and the Mediterranean basin; we will pay special attention to areas students plan to visit during the summer session and include travel experience in course discussions and assignments. No prerequisites. (UE Outcome 3).

**HIST 380: Topics in History: Tudor England (3)****Dr Clayton Drees, Virginia Wesleyan University**

Explores specialized topics in history in a lecture-discussion format. This topics course introduces students to the political, social, religious, economic, intellectual and literary developments that ushered England from the late Middle Ages into a *renaissance* of culture under the Tudor rulers. Topics will include the Lancastrian ascendancy, the Wars of the Roses, early Tudor humanism, the Henrician “revolution” in government, the English Reformation, the “Little Tudors” and the reign of “Gloriana” Elizabeth I. Students will gain an appreciation for the failings and triumphs of human nature through their study of the great events and personalities of the Tudor age. Repeatable course. Content changes each time course is offered. Prerequisite: Sophomore standing or permission of instructor.

**MATH 105: College Algebra (3)****Dr Clark Kimberling, University of Evansville**

Treats properties of linear, quadratic, polynomial, exponential, and logarithmic functions, inequalities, and systems of equations. Develops critical thinking and emphasizes real-world applications. Includes a field trip to the International Meridian Line and Royal Observatory in Greenwich (London). (Satisfies UE General Education Outcome 7.) Prerequisite: three semesters of high school algebra.

**NEUR 499: Special Topics in Neuroscience : Neural and Behavioral Resilience (3)****Professor Becker, University of Evansville and Dr Michael Kerchner, Washington College**

What does it mean to possess resilience? In this course we will explore what factors contribute to the resilience that a person may exhibit in response to social, personal and physiological stressors as well as what factors may impair their resilience. We will explore these questions at numerous levels – the social, cultural, cognitive and spiritual factors as well as the fundamental genetic, physiological and neural factors. Our mode of inquiry will include peer reviewed primary research articles, highly regarded books on resilience, field-trips to regional research laboratories and our own empirical research project. Some readings will be assigned prior to arrival at Harlaxton.

**NURS 395: Special Topics in Health Care and Nursing (3)****Dr Gayle Roux, University of North Dakota**

Societal and global health issues are critically examined for the impact on individuals and families, health care providers, and society as a whole. Focuses on analysis of social health determinants, using background of the student’s liberal and professional education. Includes interactive learning with presentations, seminars, class reviews, and field trips. Peer and faculty reviews of drafts will prepare the students for the required paper and class presentation. \*Course Fee \$350\*

**PHIL 111: Introduction to Western Philosophy (3)****Dr Jack Davidson, Texas Lutheran University**

Examines key questions and issues raised in the history of Western philosophy to help students 1) develop critical and analytical skills; 2) become aware of their own fundamental beliefs about themselves, others, and the world; and 3) recognize the complexity that underlies the apparently simple, particularly with regard to human identity, value, and our place in the world. Develops and enhances critical thinking skills through the analysis and discussion of perennial philosophical problems. Prerequisite: Freshman or sophomore standing (closed to junior and senior students). (UE Outcome 4).

**REL 212: Living World Religions (3)****Dr Mark Waters, McMurray University**

This course is a comparative study of the origin, development, literature, organization, and controlling ideas of major world religions. Students will participate in field trips to various religious sites, engage in dialogue with people of diverse religious identities, and gain skills for living and working in settings characterized by religious diversity. Students of all majors and career goals will benefit from this course. Classes will include a combination of lecture, discussion, and real-world experience. (UE Outcome 4). \*Course Fee \$100\*

**SOC 230: Social Problems in the Modern World (3)****Dr Mari Plikuhn, University of Evansville**

Focuses on major social, economic, political, and environmental issues confronting the modern world. Covers both global and U.S. issues. (UE Outcome 9 & UE Overlay B).

**SOC 386: Death and Dying (3)****Dr Mari Plikuhn, University of Evansville**

Explores thanatology – the study of death – using a sociological lens. Examines how American society shapes attitudes and behaviors toward dying, death, and bereavement. Topics of study include: cultural traditions, rituals, practices, and attitudes toward death, self-awareness and value identification concerning death and dying, grief and bereavement, the impact of death and dying across the life span, and end-of-life planning.

**THTR 110 Introduction to Theatre (3)****Professor Eric Renschler, University of Evansville**

Acquaints students with the process of creating theatre and enhances their ability to enjoy and appreciate performances. Requires observations of some evening rehearsals and performances in addition to attendance at lectures. (UE Outcome 5). \*Course Fee \$350\*

**THTR 495 Independent Study in Contemporary European Theatre (3)****Professor Eric Renschler, University of Evansville**

This course is designed for students with significant theatre experience at the collegiate level, who wish to independently explore topics of personal interest in the UK or Europe. Designers, Directors, Actors, Historians and Dramaturgs are all welcome. Group and independent travel required. \*Course Fee \$350\*