



## Summer 2021 Course Descriptions

**JUNE 28, 2021 – JULY 29, 2021**

### **AM CLASSES**

#### **BRIT 220; 320; 320H British Studies: Historical Perspectives (3)**

**British Faculty, Harlaxton College**

British Studies offers students an historical perspective on the emergence of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the problems associated with a British national identity. Students are encouraged to reflect on the issues and stereotypes that emerge out of competing national identities and contested borders in England, Scotland, Wales and, Ireland. AM Session

#### **HSA 406/506 Jurisprudence and Ethics in Health Care (3)**

**Dr. Bill 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 \$350.00. AM Session.

#### **PSYC 205/405: Forensic Psychology (3)**

**Dr Robyn Long, Baker University**

The American Academy of Forensic Psychology defines Forensic Psychology as follows: "Forensic Psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system. The word "forensic" comes from the Latin word "forensis," meaning "of the forum," where the law courts of ancient Rome were held. Today forensic refers to the application of scientific principles and practices to the adversary process where scientists with specialized knowledge play a role." The lead author of our course text (Wrightsmen) notes that forensic psychology is "... any application of psychological knowledge or methods to a task faced by the legal system." Forensic psychologists can play many roles: from criminal profiler to child-custody evaluator, from police counselor to prison psychologist, from expert witness to evaluation researcher. This course focuses upon the criminal justice system and does not address civil cases. When a crime appears to have been committed and authorities have been notified, the legal apparatus or the criminal justice system is set in motion. The criminal justice system is the societal response to crime and includes three major

activities - law enforcement, the judicial process, and corrections. In this course, forensic psychology is the application of psychology to these three components of the criminal justice system. AM Session.

### **THTR 110 Introduction to Theatre (3)**

**Professor Nicola Boyle, Harlaxton College**

Acquaints students with the process of theatre creation and enhances their ability to enjoy and appreciate performances.

At Harlaxton, students will attend theatrical performances in London and nearby cities, to experience first-hand, theatre as a form of artistic expression. Backstage tours and meetings with cast or creative teams are scheduled whenever practical. Class sessions will further explore these plays, their connection to contemporary culture, as well as the “how and why” of their creation. Course fee \$350. UE Outcome 5. AM Session.

## **PM CLASSES**

### **BRIT 230; BRIT 330; BRIT 330H (Honors): British Studies: Literary Perspectives**

**British Faculty, Harlaxton College**

This course introduces students to a range of literary perspectives in relation to the development of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the ways in which literature has both shaped and questioned British identity. We will consider how national identity intersects with other key themes including gender, race, class and belonging. Includes field trips to locations of literary interest and experiential learning opportunities such as visits to Shakespeare’s Globe Theatre in London, Romantic poet John Clare’s cottage and garden, and a walking tour of Bloomsbury.

Moving broadly chronologically, the course will examine a variety of literary styles and genres (including plays, poetry, novels and slave narratives) to explore how different writers responded to a changing Britain and sense of what it means to be “British”. We will look at a selection of literary works including some classic British literature alongside texts and voices previously marginalised or left out of the canon. These include writers such as William Shakespeare, Aphra Behn, William Wordsworth, Dorothy Wordsworth, Mary Shelley, Virginia Woolf and Benjamin Zephaniah. How have these different writers articulated what it means to be British? How were these works shaped by, and how did they respond to, the changing historical, political and cultural contexts in which they were written? PM Session

### **HSA 499/599 Special Topics in Health Services Administration (3)**

**Dr. Bill 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 \$350.00. PM Session.

**ID 220 The Holocaust Revisited (3)**  
**Professor Rebecca Briley, Midway College**

The most horrific era in modern history was arguably the systematic murder of 6 million Jews during the Holocaust of WWII—an atrocity the world vowed then never to repeat. And yet, in the 21<sup>st</sup> century, anti-Semitism is on the rise again at an alarming rate. According to the Washington Post, two-thirds of Millennials claim not to have heard of the Holocaust, and another one-third of Americans deny it ever happened. As the last of the generation of Holocaust survivors dies off, the danger of the knowledge dying with them grows, making the study of their stories more and more imperative today. This course, **The Holocaust Revisited**, will bring back into the spotlight the primary evidence of the Holocaust—the stories, pictures, records, and videos that have been archived—for new examination. We will read, listen, view, and consider the most compelling from the vast collection of material, using our classroom time to discuss and our free time to view the best films and visit the museums and memorials where we can. Weekend trips to the Continent to view concentration camps, Anne Frank’s house, and other original sites will be figured into the schedule. Students will keep a mixed-media journal, creating innovative chronicles of their experiences. PM Session.

**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. Prerequisites: SOC 105 or SOC 230 and junior or senior standing; or permission of instructor. PM Session.

**WRTG 205 Introduction to Creative Writing (3)**  
**Professor Robert Griffith, University of Evansville**

In an effort to experiment with creative writing (perhaps for the first time), and in an effort to apprentice ourselves as writers, our goal for this course is to learn how to read and write poems, short stories, and short plays. Through discussion and practice, we will tackle the basics of these genres, examining techniques of organization, description, narration, and characterization, among others. Toward these ends, we will also try to visit as many places of literary interest as possible, seeing a play by the Royal Shakespeare Company in Stratford-upon-Avon, visiting Byron’s house in the country and D.H. Lawrence’s house in Nottingham, and touring London to examine the history of innumerable poets, novelists, and playwrights who have lived there over the centuries. Above all, we will have fun, reading and discussing work that moves us and speaks to us as humans and citizens of the world. Additionally, please keep in mind that our goals (which include creative thinking and writing) are applicable across the curriculum, so try to consider ways that these skill sets can help you in your own major. UE Outcome 5. Writing Across the Curriculum. PM Session.