

MAY TERM 2012 SUPPLEMENTAL COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION

BUS300 A – Database Marketing: Database Marketing is designed to broaden the knowledge of database marketing over the typical marketing coursework. As database marketing becomes more important as a micro-marketing tool instead of mass marketing, business needs more people with database marketing skills. It is estimated that database marketing expenditures will exceed tradition advertising expenditures within the next 10 years. This course will focus on building a database from internal or external sources, how to target the market, selection of the direct marketing channel to be utilized, and design of the direct marketing material (internet websites, letters, brochures, catalogs, etc.). Students will learn how to plan and implement a successful database marketing program for consumer and business products.

Prerequisite: BUS250

EDUCATION

EDU300 A – Traveling to Happiness: Off-Campus Trip: We will be traveling to Denmark from May 7-17. During the travel portion of the course, we will study and visit cultural sites located in and around Copenhagen as well as take a 3-day trip to the northern city of Humlebaek, where students will visit all levels of schools and stay with host families. Students will return to visit universities in Copenhagen, particularly with Danish education and psychology programs. There will also be a one-day trip to nearby Malmo and/or Lund, Sweden. The trip will end with an outing to the famous Tivoli Gardens amusement park.

ENGLISH

ENG335 A – The Place of Fiction: This course explores the idea of place in fictional narratives. Where and how do stories originate in space and time? We will talk about the traditional notion of setting as an expression of a character's mind. However, our main focus will be international as we analyze the geopolitical spaces that produce stories around the world. Using the short story as our primary mode of transportation, we will visit over 20 countries across five continents. We will conduct micro-investigations of each country and its people as we discover the powerful connection between self and the place. Required Text: *The Story and Its Writer*, 7th ed.

Prerequisites: a 200-level course in literature or permission of the instructor.

POLITICAL SCIENCE

POL300 A – Politics & Film: This course seeks to wed two nearly ubiquitous entities, those of politics and film. In particular, the overall course objective is to learn how to understand the manner in which politics is portrayed in the cinema. Hollywood has a long history of being involved in politics. From the early days of film, movies have told the story of politics. In some cases, of course, film stars have entered politics. Clint Eastwood, Arnold Schwarzenegger, and Ronald Reagan are all actors who have also been chief executives. Moreover, many films tell the story of the socio-political environment of the time and place in which they were made.

This iteration of the course will focus on the portrayal of terrorism in film. What does portrayal of terrorism in a film tell us of the politics, sociology and economics of terrorism? This will be the question presented, and answered, by the end of the course. We will also better

understand how to apply the material from areas such as politics, law, history, philosophy, and sociology to our understanding of film.

Prerequisite: FAR 215; HIS 104; POL 112; POL 211.

PSYCHOLOGY

PSY300 A – Traveling to Happiness: Off-Campus Trip: We will be traveling to Denmark from May 7-17. During the travel portion of the course, we will study and visit cultural sites located in and around Copenhagen as well as take a 3-day trip to the northern city of Humlebaek, where students will visit all levels of schools and stay with host families. Students will return to visit universities in Copenhagen, particularly with Danish education and psychology programs. There will also be a one-day trip to nearby Malmo and/or Lund, Sweden. The trip will end with an outing to the famous Tivoli Gardens amusement park.

SPANISH

SPA300 A – Spanish Cultural Studies: A Bollywood production about three men celebrating a bachelor party, filmed in Spain, with flamenco dancing? A dusty town in Andalucia that bases its economy on selling the nostalgia of Clint Eastwood and the Spaghetti Western? A Spanish production about an Egyptian woman from the 4th century B.C. whose mathematical theories may have preceded those of Galileo? What do these diverse images and representations of Spain tell us about the county itself and about its relationship to larger global issues? This course will introduce students to Spanish Cultural Studies through the medium of film. Students will read critical theory broadly related to transnational studies, cultural and film studies and then apply these ideas to film from Spain or about Spain. The motivating questions of analysis will focus on two interrelated pieces: first, what does film tell us about national identity, citizenship, family, communities, and the individual and, second, what does the production and distribution of film tell us about the relationships between global economy, global citizenship, and the nation? Students will engage readings from social geography, sociology, and current trends in Hispanic critical literature

Prerequisite: TNS or INT 201 or any 300 level Spa class or permission from instructor.

TRANSNATIONAL STUDIES

TNS300 A – Spanish Cultural Studies: A Bollywood production about three men celebrating a bachelor party, filmed in Spain, with flamenco dancing? A dusty town in Andalucia that bases its economy on selling the nostalgia of Clint Eastwood and the Spaghetti Western? A Spanish production about an Egyptian woman from the 4th century B.C. whose mathematical theories may have preceded those of Galileo? What do these diverse images and representations of Spain tell us about the county itself and about its relationship to larger global issues? This course will introduce students to Spanish Cultural Studies through the medium of film. Students will read critical theory broadly related to transnational studies, cultural and film studies and then apply these ideas to film from Spain or about Spain. The motivating questions of analysis will focus on two interrelated pieces: first, what does film tell us about national identity, citizenship, family, communities, and the individual and, second, what does the production and distribution of film tell us about the relationships between global economy, global citizenship, and the nation? Students will engage readings from social geography, sociology, and current trends in Hispanic critical literature

Prerequisite: TNS or INT 201 or any 300 level Spa class or permission from instructor.

TNS300 B – Modern Latin America Nation States: Latin America consists of the countries of South America, Central America, Mexico, and parts of the Caribbean. South America currently consists of 12 countries (9 of which are officially Spanish-speaking), Central America currently consists of 7 countries (6 of which are officially Spanish-speaking), there are two major Spanish-speaking Caribbean nations (and Puerto Rico, a territory of the US) and then there is Mexico, the largest Spanish-speaking nation in the world. Then there is Haiti, a French/Creole speaking nation, Belize, a nation where a combination of languages are spoken but English is recognized due to its former status as British Honduras, and Brazil, the largest and most-populated country in the region, where they speak Portuguese. Combined with some of the smaller island nations of the Caribbean, these nations are often categorized as one homogeneous group, Latin America. Sometimes they are more arbitrarily classified by their economies as first-world, second-world, or third-world nations. Obviously, this has not always been the case. Some 500 years ago, the geopolitical map of the Western Hemisphere looked quite different. Such a map from that time would include names that most of us could not recognize, as much of our hemisphere had not yet been discovered by the European powers. After conquest and colonization, the modern nation-states came into being, but not without experiencing many road bumps along the way. Territorially, the modern nation-states in Latin America were formed between 200 and 150 years ago (except for Cuba, Puerto Rico, Belize, Suriname, Guyana, and some Caribbean island nations), depending on how their state came into being. Politically and economically, however, as kings and tyrants were overthrown in favor of democracies and free market societies or, as some democracies were overthrown in favor of dictators, many of these nation-states are just coming into their own. Civil wars ruined, at one point or another, many of these countries. Many of the problems we see today are a result of nation-states dealing with modernity. Many issues are also a result of the growing interconnectedness of the world. Other issues, though, stem from the creation of the nation-states themselves. How were they created? Why is the United States one massive country from coast-to-coast while Central America consists of 7 different, relatively tiny, countries? Why do they speak Portuguese in Brazil and Spanish in Uruguay? Why is Hispaniola divided between the Dominican Republic, where they speak Spanish, and Haiti, a French-speaking nation? It may all seem random, but there are answers to all these questions. The main question, obviously, is: Why is this part of the world currently made up that way it is? As we study the histories and cultures of various countries in this course, we'll see that the manipulation and influence of only a few key players set the stage for the make-up of the geopolitical map of our hemisphere entering the 21st century. As this influence wanes, however, and developing countries emerge with larger roles on the world stage, the shift in the future may be even more dramatic. Who knows what the next 100 years will bring.

Prerequisite: HUM 278 or TNS 201 or SPA 102