101  World Views in Art: The Arts of India  Gerry Kiefer
This course will focus on the art, culture and history of the Indian subcontinent, with units devoted to Hindu, Buddhist, Islamic, court (Maharaja) and contemporary Indian art. Art forms to be studied include temples, paintings, decorative arts, costume and prints. There will be a carnatic saxophone concert by Dr. Sumanth Swaminathan with mridangam and violin accompaniment. Beyond experiencing this music, in this class students will explore the history of arts associated with religion by doing interactive performances, dressing in costume, and creating works of two- and three-dimensional art. Field trips will include the Freer and Sackler galleries in Washington D.C. and the Durga Hindu temple in Fairfax. Richly textural, coloristic, and eye-popping, Indian art will forever change your opinions on what art is and how it can open new dimensions of spirit and life.

102  Women and Sport: Film, Fashion and Footage  Gina Daddario
Women and Sports explores women’s sporting experiences through documentary film, digital photography and video footage. Using a cross-cultural perspective, we will examine the role the mass media have played in influencing women’s inclusion/exclusion in sport and in shaping our perceptions.

103  2012: The End of the World?  Bryan Pearce-Gonzales
This course will examine the ancient and contemporary Mayan culture, their concept of time and their complex worldview. Through the study of the Mayan people and their way of life, students will articulate a deeper understanding of the notorious “2012 prophecy.”
104 Why Does the World Love Soccer? Desmond Lawless

Soccer is without doubt the most popular game in the world, with more countries in FIFA than the United Nations. The course will break down the nature of the game by numerous themes via history (how the game developed around the world, national differences, competitions, the modern game (its development, economic impact, development of the women's game, the “Beckham effect”) culture, (its art, literature, photography), nationalism, religion (Glasgow Celtic and Glasgow Rangers), soccer and identity both local and nationally (Barcelona and Real Madrid), the game on different continents, (especially Africa and USA), controversial issues (racism, hooliganism, violence, money), the fans, its most infamous incidents, great rivalries both national and local), great games and players from around the world all the while developing an appreciation of the game. Plus we will play street pick up soccer!

105 Race, Gender and the Other in Disney Julie Hofmann

The characters in Disney’s animated films have changed a lot since Snow White. Princesses are braver, princes are more interesting, and the casts now include African-Americans, East Asians, Pacific Islanders, and Native Americans. Through a selection of Disney’s most popular films and a variety of readings, the class will explore changes in how race, gender, and disability have been presented in Disney over the years and consider what they say about America’s relationship with itself and with other nations. Students must attend a weekly film lab in addition to class.

106 The Universal Language of Numbers: Games, Puzzles & Beyond Paula Grajdeanu

Whether we go shopping, call a friend, build a house, search the internet or plan a vacation, we are using number-related principles to get things done. Often called the universal language of numbers, mathematics is everywhere, deeply affecting the way we live our daily lives. In this course, key mathematical concepts are explored, across times and across countries, through interactive games, puzzles or hands-on activities. While (re)discovering how much fun numbers can be, we will also develop an appreciation and understanding of how mathematical ideas are used to solve complex everyday life problems, turn ideas into reality and reshape the world around us.

107 Technology for Global & Economic Development Anne Marchant

Have you ever dreamed about making the world a better place? Then think about this. The Grameen Phone Bank project won a Nobel prize for economic development in Bangladesh. Investors gave village women cell phones and “micro loans” that created an entire telecommunications industry. Using this model, we will explore how technology can help developing countries “leapfrog” into the Global Economy in a sustainable way. We will also explore the ethical implications of the introduction of technology including such beneficial side effects as the rise of NGOs and improvements in women’s education.
Women fight on the front lines, stitch up wounded comrades, supply combat troops, and spy, yet the popular misconception of war as masculine erases society’s awareness of these crucial services. This course will examine the contemporary political, cultural, and social ramifications of women serving in what is widely considered to be an all-male context. We will view films, and read autobiographies and interviews with contemporary warrior women to learn about the myriad roles and experiences of women at war around the world. Finally, we will learn about the ways in which women’s place in society—outside the military and after the war—changes from their participation in war.

Students will gain a global awareness about what it means to have a disability in various cultures throughout the world and how different cultures and communities include persons with special needs. Students will examine their own cultural and social identities and understand how those identities shape personal beliefs and attitudes. They will engage in a service learning experience that supports personal engagement with people who have special learning and/or social challenges. Finally, they will articulate a personal philosophy of responsibility for promoting a more just and humane society within a sustainable global environment.

Media culture is a reflection of cultural life. In this course we will explore both entertainment and news media from every continent to understand how it reflects cultural differences. By exploring global media cultural we will also re-evaluate what we know about American media culture as seen through a foreign lens. Students will create a personal blog to reflect on their media encounters and views of media cultures. At the end of the semester students will present a project about the media culture in the country of their choice.

People across the globe navigate their lives based on their principles and passions. Oaths, codes, and creeds are alive in many cultures. What’s yours? We’ll learn principles from the religious roots of Shenandoah University and contrast them with other principles and passions from around the globe. Enjoy the annual Unity Walk in DC, exploring cultural and religious diversity. Visit an Islamic Center, a Jewish synagogue and a Buddhist vihara. Experience sacred tastes and smells you’ve never encountered. Learn how to be confident in your own beliefs without dismissing or disrespecting those of others through interfaith dialogue. Along the way you will discover your own personal code and creed for the life you are forging.
112 Dreaming & the Afterlife

Bryon Grigsby

The course examines how Christianity, Buddhism, and Islam interpret dreams of the afterlife. For Islam, we will examine the writings of the Islamic Sufis, particularly Hafiz, and Jalal-ad-Din Muhammad Din ar-Rumi, and the Persian al-Ghazali. We will also watch the film Baraka. For Buddhism, we will explore Ashvaghosha’s Buddhacarita and Tantric mystical writings. We will also watch Cry of the Snow Lion. We will then end with Christianity and read the Gawain poet’s Pearl and William Young’s The Shack. We will also watch some You Tube sermons against Young’s work as a violation of scripture. Most of the primary readings will be online except for Young’s work. The students will also use Kelley Buckley’s Dreaming in the World Religions to add a theoretical and psychological framework to the readings. Field trips to a mosque, shrine, and a church will occur throughout the semester.

113 Violence Against Women: A Global Perspective

Amy Sarch

This course closely examines specific forms of violence against women across the globe. Domestic and sexual violence against women and girls in all forms—from physical abuse to forced marriages to female circumcision to sexual slavery—is shockingly common worldwide and accepted as “normal” within too many societies, including the United States. We will examine the global epidemic of violence against women and girls from the perspectives of race, gender, sexual orientation, religious affiliation, other ‘social marker’s that impact the manifestations of violence.

114 Development and Disaster Relief

Bethany Gallipeau-Konate & Tracy Fitzsimmons

The earthquakes in Haiti, Chile and China of the last year raise important questions about international development and disaster assistance. Does a natural disaster provide an insurmountable challenge or a window of opportunity for developing countries? Are there approaches to development that are applicable across distinct regions and cultures? What effect does the international economic system have on domestic development? The central challenge of the course is to grapple with the underlying issues or “tensions” of development and disaster assistance that will lead us to question the assumptions which we, our governments, and aid organizations might hold.

115 Chopsticks, Calligraphy & Zen (Dance): A Taiwanese Approach to Culture, Etiquette and the Arts

Ting-Yu Chen

This course consists of four components which focuses on community, creativity and discovery. Students will explore Taiwanese culture, etiquette, and the arts through the lens of the instructor Ting-Yu Chen who is a native Taiwanese. A Taiwanese tea ceremony will permit students to learn about the art and health benefit of tea, teamwork and shared responsibilities. Through Chinese calligraphy students will experience peace and harmony by creating their own distinct brushwork art. Zen(dance) will be used to explore the depth of expression that engages a person physically, emotionally and spiritually. This course encourages students to question, interpret, and evaluate their own culture and other cultural traditions in the global community with awareness and respect.
116  **Understanding Intercultural Communication**  
Sohayla Raja

How do our everyday and sometimes subconscious generalizations and biases influence our ability to communicate with others? How does the mass media influence our perception of “others”? How can we be a mindful communicator so we can communicate with our eyes, ears, and hearts? These are some of the topics that will be analyzed and lived through in this course. On the lighter side, a Persian Immersion field trip immerses students in the sights, scents, tastes, and the overall culture of Persia.

117  **Ghost Stories and Legends**  
Ginger Garver

Enter the realm of banshees, ghosts, pookas, and chupacabras. This class focuses on folk ghost stories and legends from around the world. We will see how common American tales have their origins in other lands. The class will gain an appreciation of how “we are the tales we tell” as these reveal common hopes, dreams, and fears in every corner of the globe.

118  **Apples Aren’t Always Red and Grapes Aren’t Always Green: Color Theory in Design**  
Chris Ham

Does the RED in a Traffic Light really signal you to stop? Red is the visual caffeine. It is POWER, Lusty and Defiant. One moment we are Anxious and Angry with our Red; the next moment we are Romantic and thinking about our first love. When does the color Red signal the Dark Side of the American Dream; transform from the Immaturity of Youth and Violence, to the Maturity of Religious Devotion; how does it become the color of the sun in Japanese culture, the tradition in bridal wear of Indian Culture, or the color of death and mourning in parts of Africa that an organization such as the Red Cross has to change their traditional colors to Green and White.

119  **Appalachia to Tibet: Traditional Music & Sense of Place**  
Michael Maher

Traditional music gives a unique and vibrant insight into a culture. Focusing on Appalachian Music as our local model, we will explore how elements of history, geography and folklore become woven into some of the unique musical tapestries heard around the world. In addition to numerous guest musicians, the class will experience firsthand the process and the joy of community music making.

120  **Remnants of Genocide: Race, Nation & Gender**  
Petra Schweitzer

This course introduces students to a world of genocide and extermination in the Twentieth and Twenty-First-Century. Focusing on atrocities such as “The destruction of the European Jewry,” the Bosnian, Cambodian, Rwandan Genocide or the Genocide of Darfur, students engage in a comparative study within the framework of Crimes against Humanity. The course is divided in three parts: 1) Perpetration against male and female victims, 2) Violent acts against women and 3) Human suffering as spectacle through digital media.
121  Childhood Across Culture  Laura Zimmerman

How a culture views children shapes the social settings in which children live. This course will introduce students to a wide range of cultural attitudes and child-rearing practices, as well as examine how the social settings that result prepare children to succeed in the adult world. The class will also create e-books to help meet the educational needs of children in Uganda as a part of the Books of Hope service-learning program.

122  Popular Culture Around the World  Mark Richardson

Sports, music, dance, comic books, fashion, TV shows, video games, blogs, Facebook pages, photography, romance novels, animation, graphic novels, science fiction, advertising, food, travel, hobbies—these artifacts of popular culture remain one of best sources of insight into cultural identities and differences. While the class as a whole discusses and develops an understanding of popular culture and its relationship to cultural identity, each student will also study an aspect of pop culture interesting to him or her as it is expressed in a different country or region of the world.

124  Musical Identities  Jeff Marlatt

Music provides us with the opportunity to tell the story of our lives. Through music we express emotion, attempt to understand life’s meaning, and share our humanity. This course is designed to explore how people make music meaningful and useful in their lives. Music in relation to global and cross-cultural perspectives is addressed.