101 – World Views in Art: The Indian Subcontinent/ Gerry Kiefer

There are more Hindu deities than one can imagine, each richly portrayed in art, costume and pageantry and each representing multiple aspects of a divine unity. There is one Buddha, but there are many "disciples" or Bodhisattvas, each richly attired and assisting devotees towards purity of heart and Nirvana. For centuries Hindu and Buddhist artists, in India, have made beautiful shrines to and presentations for their deities. In this class we will take on the roles of devotees as we learn about, create and adorn celebratory places for powerful forces in human, animal and multiple form. We'll also learn about contemporary Indian art through animation, visit a Hindu temple and meet Indian students in Washington, D.C. We'll do art in glam style!

102 - Muslim Journeys/ Cal Allen

Examines the diversity of the Muslim experience across time and space, from the time of the Prophet Muhammad in Arabia to modern America and everything in between.

103 - The Global Religion of Professional Sports?/ Justin Allen

Religion involves a deep commitment to a belief system. While some global religions started to wane in the 20th century here in the United States, the rise of professional sports have seemed to take on a religious faith identity. What do faiths and professional
athletics have in common? They both have committed adherents that pass on their beliefs to their children. They both require a level of commitment that requires money and time. They both have believers that are willing to stand up and defend them against any non-believers. This class will investigate the major faiths, their tenets, their traditions, and their culture. Finally, we will explore (and play!) Cricket, Rugby, Soccer, and Baseball. This class will determine whether these international sports have characteristics that would enable them to be deemed a global faith.


How can people and the environment coexist? How can protecting natural places, improving environmental quality and developing local economies actually support each other? Our class will examine the potential, challenges and issues of sustainable development by investigating examples from Guatemala and comparing them with those here in the Shenandoah Valley region. Case studies, local field trips and discussions with guest speakers will be included.

105 – Marijuana, Contraception and Same-Sex Partnerships: Contemporary Social Issues in the Business World/ Miles Davis

This class will debate, argue, ponder, analyze and synthesize the intersection of social issues and business issues. Sample issues include, but are not limited to benefits for same sex partners, pharmacist refusing to dispense birth control pills, healthcare reform, legalization of marijuana, workers rights, and social responsibility of corporations. Other current issues explored will be ripped from the news, blogs and other social media around the world.

106 – Say What? How Language Influences Thought/ Ann Lesman

In our seminar, “Say What?: How Language Influences Thought” we will examine how the language we speak determines the way we think. The class will pick four languages represented by students and/or faculty on campus and study the areas where the languages are spoken. Working in teams, students will interview speakers of the languages.

Using code-switching analysis, the class will identify vocabulary gaps between English and the other language. Which words do we have in English that do not exist in the other language? Which words does that language have that English lacks?

We will analyze the vocabulary gaps to examine what they reveal about our own language and culture and the other language and culture.
107 - Cell phones, Low Power Ovens, Water Purification: Tools to Change the World/ 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 an environmentally 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. As a class, we will build a tool to help a developing country.

108 - Warrior Women Around the World/ Michelle Brown

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 of 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.

109 – Please Accept Me For Who I Am/ Diane Painter

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.

110 – Why the Simpsons Aren’t Funny in Germany: Media Trends Around the World/ Kelley Crowley

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.

111 – Do All the Good You Can/ Rhonda Colby

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 - Bleaching, Hair Straightening, and Nose Jobs: Whiteness and White Privilege in the Americas/ Andrea Smith

What does it mean to be “white”? Why do we use the term minority to mean “people who aren’t white”? How does being or not being white affect your daily life? If you’ve never even thought about it, what does that tell you about your worldview? This course examines the meaning and history of whiteness in the US before addressing whiteness and white privilege in North and South America. The course explores the social, economic, and cultural benefits of being/looking white, as well as the contemporary practices of body alteration: hair dying, skin bleaching, eyelid surgery, nose jobs, etc. By seeking a deeper understanding of the history and complexity of racial identity, students will prepare themselves to be informed and active global citizens.

113 – Speaking of Sex: Gender Identity and Sexual Orientation in Global Perspective/ Amy Sarch & DeLyn Celac

Ever wonder why a show like The Bachelor prevails on American television, a reality television show where the winner receives a rose and a marriage proposal? How is gender, sexual orientation, and American culture constructed and constrained in such a snapshot of “reality”? This course asks you to closely examine how you experience gender and sexuality in your everyday life and then challenges you to broaden that experience to exploring how cultures outside the U.S. construct gender identity and sexual orientation. Why are only some kinds of sex legitimated and institutionalized as the proper form of sexuality? Why are only some partnerships considered legitimate or normal? This course provides a framework for addressing questions such as these;
together we will look globally to find answers, question those answers, and question our own perceptions of what is “normal."

114 – Sex, Power and Poverty Among Global Youth/ Bethany Gallipeau-Konate & Tracy Fitzsimmons

What are the joys and struggles of 12 to 22 year olds across the world? How different might your life be as an 18 year old if you had been born across town or across the globe? Over the course of the semester, we will study the issues of youth across varying cultural, political and economic contexts: Child soldiers in Africa. The anti-violence youth movement in Honduras. Sex-trafficking in India. Teens in the Latin American drug trade. The environmental youth movements. Teenage poverty and pregnancy in the United States. Child laborers in southeast Asia.

116 – Awakening Your Contemplative Mind: An Alternative Way of Knowing Your World/ R.T. Good

STOP THINKING! Can we dare say that at a University?

Oprah does it! So did Albert Einstein! Hugh Jackman does it too! As does Sheryl Crow! Politicians do it (Bill and Hilary Clinton), Athletes did it (Phil Jackson & the Chicago Bulls), and Business leaders too (Steve Jobs)! Singers like Katy Perry, Moby, Tina Turner and Paul McCartney all do it! As do comedians Ellen DeGeneres and Jerry Seinfeld! And the list could go on! Think about any group of people you admire and among them will probably be people who meditate. In fact, possibly you do too! Whether you do or don’t, meditation – known in academia as contemplative learning – is a great way to find your center, open your perspective and cultivate a different way of learning about your world! Join Dr. RT Good for the First Year Seminar course, “Awakening Your Contemplative Mind – An Alternative Way of Knowing Your World,” in which you will be asked let go of your usual way of learning to allow for the training of attention and way of the heart. No matter your experience, all who have a sincere interest are welcome!

117 - Ghosts and Legends/ Ginger Garver

How to stop a zombie? What is a pookah? What is the one way to escape a Cajun werewolf? The answers to these questions and more wisdom on the supernatural await you in the FYS adventure Going Global: Ghosts and Legends. Our class explores the lore of specific cultures as well as the universal themes that unite all cultures from Ireland to Mexico to Eastern Europe. It turns out we all have the same fears, hopes, and dreams. Listen to a real paranormal investigator. Record ghostly voices. Create a project on the Top Ten Haunted Locations. Join us this for Fall 2013.
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 Himalaya: Traditional Music and the sense of Place/Michael Maher

This course examines how traditional music defines a sense of place, home and belonging within a global community. Using music of Appalachia as a model, music of other cultures will be explored for their ability to define a sense of place.

120 – Acts of Genocide Against Children/ Petra Schweitzer

Focusing on atrocities against children such as “The Armenian Genocide” (1915-1918); “The Destruction of the European Jewry” (1939-1945); the Cambodian Genocide (1975-1979), the Sierra Leone Genocide (1991-2002) and the “Rwandan Genocide” (1994-2003), students engage in a comparative study of these genocides within the framework of Crimes against the Child – Crimes against Humanity. We explore the terms of genocide, violence and mass murder through written and visual testimonies of child-survivors. The course is divided into four parts: 1) The Origins of Genocide, 2) Modern Genocides and man-made Mass Murder, 3) Hidden Children, Orphans and Child Soldiers and 4) Children’s Right Movement.

This course seeks to analyze literary texts, visual images and films as testimonies of these particular genocides. What is the significance of literary and visual works in relation to memory and testimony? How can history be the mediating force in the creation of art?

121 - Into the Wilderness: Exploring the Wild through Cultural Rites of Passage / T. Grant Lewis

A rite of passage is a ritual event that marks a person's transition from one status to another, and are considered being associated with theories of socialization. These rites
function by ritually marking the transition of someone to full group membership within a community setting. These rites also link individuals to the community, and in many cultures, the community to the broader and more potent spiritual world. Throughout centuries, people of many cultures have gone into the wilderness to mark life transitions and seek guidance. While the rites fall under a variety of terms, such as vision quests or walkabout, individuals are afforded an opportunity to find time alone, exposure to the elements in an unfamiliar place, a radical shift in self and world, a trial and a gift, and a ritual death and rebirth. This course will explore a variety of diverse cultures and how the essence of wilderness has been a milieu for these rites to occur in both ancient and modern times. Time will be spent in the field to directly experience and explore the essence of wilderness.

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.

123 - WorldBeat: Encounters between Western and non-Western in American Rock, Pop, and Hip-Hop/ Mitchell Ohriner

The Indian sitarist and composer Ravi Shankar passed away this past December, ending a performance career that lasted decades and entertained millions. Shankar was introduced to American listeners through his student, George Harrison of the Beatles, who in the mid-1960s initiated a craze for Indian music that was as fervent as it was short lived. Yet the “Indian music” of the Beatles is a far cry from the music of the Hindustani classical tradition, as Shankar observed later: “Western musicians haven’t the time or patience to study for the years necessary. They just borrow a flavour. We think it very childish.”

What becomes of “World Music” when it enters the orbit of Anglo-American popular music? Is the music of both cultures enriched, or is the music of one culture appropriated by the other at the expense of its identity? Through listening journals, album reviews, shared readings, film screenings, and concert performances, this course will examine the intersections of non-Western music and American pop, rock, and hip-hop from the 1960s to the present.
124 – Why Didn't the World End in 2012? Understanding the Mayan Worldview/ Bryan Pearce-Gonzales

This course is designed as an exploration of some of the ancient civilizations of this American continent. Focusing primarily on the Maya people, the students will explore specific universal aspects of culture such as time, religion, family, and intellectual accomplishments. Through the study of these Mesoamerican peoples and their way of life, students will articulate a deeper understanding of their “2012” prophecy and why the world did not come to an end.

125 - Melting Pot or Mixing Bowl?: The Immigrant Experience/ Karin Lukacs

Franklin D. Roosevelt once remarked, “Remember... all of us are descended from immigrants and revolutionists,” yet our nation continues to debate how to best address the immigration issue. With that in mind, this First Year Seminar is designed to allow students to better understand the immigrant experience from many different points of view. Together, we'll explore topics like: who immigrants are, why they leave their homeland, and how they transform our nation.