

Goshen CORE Perspectives Courses Descriptions

A selection of courses from each area is offered each year.

> indicates course is offered in 2017-18

**For Goshen Seminars, Natural World & Social World courses, the Quantitative Literacy requirement must be met prior to or concurrently with taking a course.*

GOSHEN SEMINARS*

- CORE 152 SW GC Seminar: Free Information? 3**
Should information be free to all, or should we pay for it? Should the government be involved to either create information for the good of all or protect the intellectual property rights of individuals and corporations? A Goshen Seminar and Social World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.
- CORE 153 SW GC Seminar: Digital Age 3**
Explores the impact of mass media on individuals and cultures, both historically and in contemporary society. Considers legal and ethical issues as well as strategies for users, creators and critics of the media. A Goshen Seminar and Social World course in the Goshen Core. Prerequisite CORE 110 or equivalent, quantitative literacy.
- CORE 154 SW GC Seminar: Hope for a New World 3**
Why do end times movements develop during stressful times--environmentally, politically and socially? What can we learn from three late 19th century movements in China, Brazil and South Africa, about how people construct communities and dream of a better world? A Goshen Seminar and Social World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy
- >CORE 160 NW GC Seminar: Energy & the Environment 3**
Humankind has built an amazing civilization on planet Earth by exploiting fossil fuels. Now we confront challenges such as climate change, the limits of oil extraction, and our impact on other species. An understanding of physics, particularly of energy, is key to identifying promising solutions. A Goshen Seminar and Natural World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.
- >CORE 170 RW GC Seminar: Speaking of Death 3**
Why do we fear death? How is our understanding of death bound together with our concept of human nature, the sacred, and human responsibility? This course will look at the economics of death, religious beliefs, commemoration and consolation. It will draw heavily from literature and the arts. A Goshen Seminar and Religious World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.
- >CORE 172 RW GC Seminar: Religion & Politics 3**
How does religion function as a force for transformation and change in society, or a source of stability? And how does the political world feed back into the world of faith? This course examines the impact of religious beliefs, religious practices, and religious communities on the broader world of politics: governance, social issues, and the organization of the polis. A Goshen Seminar and Religious World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.
- >CORE 173 RW GC Seminar: World Christianity 3**
Why is Christianity growing so rapidly in most parts of the world while it appears to be declining in Europe and North America? This course will investigate assumptions about secularization and globalization. It will look especially at Catholicism, African Indigenous Churches, Pentecostalism, and the Anabaptist-Mennonite church. Students will participate in interpreting data gathered in primary research by the professor. A Religious World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.
- >CORE 180 AW GC Seminar: Identity in World Literature 3**
Explores the expression of individual and national identity in novels, essays and poems from post-colonial global contexts. Uses multiple lenses: literary, historical, political, faith, and gender. A Goshen Seminar and Artistic World course in the Goshen Core. Prerequisite CORE 110 or equivalent, quantitative literacy.
- CORE 182 AW GC Seminar: Good Work 3**
What is work, and what role does work play in building a meaningful life? How is work connected to the formation of the self and to the building of community? This course considers both historical perspectives and contemporary expressions of vocation and calling through essays, memoir, fiction, and poetry. A Goshen Seminar and Artistic World course in the Goshen Core. Prerequisite CORE 110 or equivalent, quantitative literacy.
- >CORE 183 AW GC Seminar: Writing about Home 3**
How do we think about "home" and represent "home" to one another? Is it where we are from, or where we are, or both? How does it relate to where we are going? We will explore these issues at the level of our families, our campus, our local communities, and our nations, using literature, film and other resources. A Goshen Seminar and Artistic World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

- >CORE 184 AW GC Seminar: Are We Still Human? 3**
 How has the definition of being human changed over time--along with societal developments in biology, technology, and spirituality? And how is that changing definition of humanity reflected and explored in literature, film and other arts? A Goshen Seminar and Artistic World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.
- >CORE 190 PX GC Seminar: Crossing Borders 3**
 How do stories shape communities and offer possibilities for crossing boundaries and creating connections between them? In this course we will examine social, national, interpersonal and intrapersonal borders through literature that explores immigration, assimilation, the "hybridizing" of cultures and the experience of those who exist "between" cultures. A Goshen Seminar and Peacemaking course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.
- >CORE 192 PX GC Seminar: War, Peace & Nonresistance 3**
 Can or should Christians participate in war? What form should the responsibility to pursue peace take? From early in the tradition, Christians have struggled to answer these questions. In this course we examine how concepts of pacifism, just war, and holy war developed and the many forms that peacemaking takes--especially today. A Goshen Seminar and Peacemaking course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

ARTISTIC WORLD

- >ART 201 AW Art & Holiness 3**
 How does visual art reinforce, expand or contradict our ideas of what is holy? In this course, students will strengthen their skills in interpreting visual art. They will look for parallel and divergent structures and understandings in theology, literature, theater, and music.
- ART 210 AW What is Beauty? 3**
 This course uses the visual arts as a starting point for exploring the nature of beauty. Includes both historical and contemporary artworks and the societies and individuals that created them. Students explore what beauty means to them personally through hands on creation of art, attendance of live events (music, theatre and art events), and the development of a personal philosophy of beauty.
- ART 211 AW Making the Spiritual Physical 3**
 What does religious art and architecture tell us about the theology and worldview of its creators? This class is a comparison study of world religions and how believers express what is spiritual and sacred through what they make. Examining religious objects and imagery allows us to understand, appreciate, and gain new perspectives on the faith of others as well as our own.
- ENGL 205 AW Warriors & Peacemakers 3**
 War profoundly impacts the adulthood initiation experience of soldiers, peacemakers, and civilians. In addition to reading novels, plays, poems and memoirs, viewing films, painting and sculpture, we will listen to those who have lived through or served in conflict situations. We will also explore how artistic frameworks can help us to make sense of our own experience and the lived experiences of others.
- ENGL 206 AW Why Does Travel Writing Matter? 3**
 Travel writing attempts to bridge the distance between the observing self and the world, in a context where knowledge, power, and control are loosened from their normal orientations and subject to reorganization and reimagining. Students will examine the narratives of travelers who have undergone such experiences in new places and new societies and also create their own narratives of travel and intercultural exchange.
- ENGL 209 AW Stories That Need to be Told 3**
 Explores recent literary fiction in the U.S. that has broken into bestseller lists largely because of its urgent and authentic voice in the national cultural conversation. How does this fiction express the unique and changing identities and cultures of the United States?
- ENGL 211 AW How Books Change the World 3**
 How have books changed the ways people think about their world? What is the future of the book in a digital information society? This course investigates the importance of books in shaping societies as well as individual identity and values. It also considers the history of books as material objects, cultural and communal objects, and instigators of technological change.
- >ENGL 212 AW Word and Image 3**
 This course explores the relationship between visual and verbal art. Students develop skills in describing and analyzing visual and verbal works of art, including ekphrasis, the attempt to imitate visual art in writing. Students will contribute to class dialogue about how words and images work together, culminating in a final research project on a conversation between verbal and visual works. They will also create their own visual and verbal works of art.
- ENGL 213 AW Shakespeare and Film 3**
 Why is Shakespeare still relevant today, across a diverse range of cultures and contexts? This course investigates the relationship between selected plays and their adaptations in film and popular culture. Students will develop skills in reading and interpreting texts of Shakespeare's plays and also skills in visual and cultural analysis of films they have inspired.

ENGL 214 AW	Banned Books	3
<p>Why are works of literature so frequently banned in the U.S.? How can literature honor dissenting voices and create a space for dialogue around controversial issues? This course will examine four or five major banned books in their historical and cultural contexts. Groups of students will research each situation and lead class members in examining objections and responses to each text, including aesthetic, ethical, social and religious values.</p>		
>ENGL 230 AW	Arthurian Literature	3
<p>In this class, we will examine the Arthurian legend in a variety of narrative forms, to understand the relationship between literature and social structures and values. We will also explore the relationship between works of literature and their adaptations in film and popular culture. Students will develop the tools for literary and visual analysis of texts and films as art forms. Through a series of close studies of contemporary film adaptations and the texts that inspire them, we will better understand how cultural values and ideals shape narratives and how narratives shape culture.</p>		
>ENGL 307 AW	Diverse Voices	3
<p>We will examine contemporary classics from American literature, beginning with mark Twain's <i>Huckleberry Finn</i> and F. Scott Fitzgerald's <i>The Great Gatsby</i>, noting the ways in which these books set up a framework for presenting race, class and gender among other issues, such as the American "rags to riches" metanarrative through the lens of race, gender and class and trace the ways that American writers from diverse backgrounds have grappled with these issues in a variety of contexts up to the present day. Pre-requisite: Core 110</p>		
>MUS 206 AW	Music Theater: Opera to Musical	3
<p>Examines examples of musical theater, from Monteverdi's <i>Orfeo</i> to the musical adaptation of Victor Hugo's <i>Les Miserables</i>. The chief emphasis will be to better understand how ideas, emotions, and themes within an opera or musical also depict social, cultural, and theological perspectives of a given historical epoch. Conversely, music theater can also affect the social, cultural, and theological imagination of its audience.</p>		
>THEA 201 AW	Theater for Social Change	3
<p>History, elements, and methods of theater performance. Includes script analysis, developing a performance vocabulary, idea generation/research, theater games/exercises, acting/improvisation techniques, production work and performance critique. Class members will create and present a public performance that explores a current campus or regional social issue.</p>		
NATURAL WORLD*		
>BIOL 205 NW	Pollinators in Peril	3
<p>What is causing a rapid decline in global pollinator populations? The answer is of immediate concern because many human crops are pollinated by bee, butterfly, bird, or bat species. Recent bee declines will be used as a model to understand the multiple forces impacting all pollinators. Labs will involve hands-on work with bee hives, in addition to field experiments.</p>		
>BIOL 207 NW	Roots of Environmental Crisis	3
<p>What are the roots of our current environmental crisis? Can religious, economic, cultural, political, and/or biological worldviews help us understand the challenges? The course will analyze our local use of natural resources (both on campus and in Goshen city). The course will center on giving students opportunities to propose (and implement) restorative solutions.</p>		
BIOL 313 NW	Landscape Limnology	3
<p>This course examines the physical, chemical and biological variables of freshwater lakes, streams and wetlands, which influence living organisms in these aquatic ecosystems. Emphasis on how their interactions contribute to the environmental, economic and social health of watersheds that make up every landscape. Taught as part of Sustainability Semester in Residence.</p>		
>CHEM 103 NW	Chemistry and Health	4
<p>The study of organic and biochemistry, along with applications of biology, health care, and other fields, will be used to understand a public health problem such as malaria. The fundamentals of organic and biochemistry will be learned in the context of reducing infectious agents, protecting people from infection, detecting infections, and pharmaceutical treatments for diseases. A laboratory component will involve chemical experimentation, research skills, experimental design, and communication of results. Collaborative learning will be used in the laboratory. Prerequisite: two semesters of high school chemistry with grades of B- or higher or Chem 101.</p>		
>PHYS 154 NW	Descriptive Astronomy	3
<p>An introduction to astronomy, with emphasis on basic sky patterns and their historical explanations. Considers the Copernican revolution, simple Newtonian physics, and contemporary understandings of stars, galaxies and cosmology. Includes a field trip to a Planetarium and (weather permitting) an overnight observing trip to Merry Lea. Taught in May term.</p>		
>PHYS 215 NW	Climate Change	3
<p>How can and should humans relate to nature? This question raises vigorous, passionate, and political discussion. Using an interdisciplinary approach, students explore (a) how information is generated, refined, and debated in scientific disciplines, (b) how science, archaeology and other disciplines shed light on Earth's climate beyond the horizon of a few generations' experience, and (c) how past cultures reacted to environmental challenges. The class includes laboratory activities, but within the constraints of a 3 credit hour course. Required for elementary education majors.</p>		

PEACEMAKING

- >BIOL 212 PX Empathic Animals 3**
Explores conflict, violence and peace in human interaction with animal life. Perspectives from animal behavior, sociology, ethics, religion, agriculture, and conservation will illumine the precarious balance humanity faces in sustaining or exploiting lives that share this planet with us.
- MATH 201 PX Fair Allocation 3**
This course examines the fair distribution of resources such as money, goods, voting power, and jobs. Case studies might involve dividing an estate, deciding priority for organ transplant, or creating a fair system of taxation. Allocation methods will be analyzed from mathematical, economic, political, and philosophical perspectives.
- >NURS 309 PX Healthcare Ethics 3**
Students will actively reflect on ethical issues which are present in health care for practitioners and consumers. The focus will be on the process of ethical inquiry rather than decision outcomes. In the process of analyzing bioethical issues, student will be introduced to ethical theory and modes of ethical analysis informed by the Christian faith. Prerequisites: Open to third- and fourth-year students from all departments.
- >PJCS 201 PX Violence and Nonviolence 3**
This course addresses the questions, when and why are people violent, and when and why are they peaceful? How does nonviolence address the destructive force of violence and stand as an alternative?
- PJCS 202 PX Spirituality of Peacemaking 3**
How do peacemakers sustain their work for peace and justice over a lifetime without burning out? This course examines spiritual paths of peacemakers: theories, teachings and practices for sustaining active nonviolence and peacemaking.
- PJCS 203 PX Authentic Mission 3**
While fully recognizing both abuses committed in the history of Christian mission and the ongoing challenges of working well across cultures, this course will tease out what it means to translate the Christian gospel into different cultural settings in an authentic, sensitive, culture-affirming way.
- >PJCS 204 PX Vengeance and Forgiveness 3**
This course will help students appreciate the strengths and weaknesses of vengeance and forgiveness, their internal contradictions and their sometimes surprising shared qualities, as both seek to provide victims with a way to move beyond the domain of insult, injury, and injustice toward wholeness.
- >PJCS 210 PX Transforming Conflict & Violence 3**
Explores the potentially constructive nature of conflict, the destructive nature of violence and the relationship between the two. Examines various patterns of communication, conflict and violence and what is needed for transformation. Students will reflect on their own conflict styles, build their skills for peacemaking and examine their personal temptations for violence. Note: Because PJCS 210 introduces concepts developed in greater depth in PJCS 325, this course may not be taken concurrently with or following PJCS 325.

RELIGIOUS WORLD

- BIBL 213 RW Story of the Early Church 3**
This course will look at the first three centuries of the early church. Students will participate in constructing coherent and nuanced narrative by applying the principles of the Jewish tradition of midrash (retellings of Biblical stories for contemporary audiences) and effective contemporary storytelling to Christian narratives, using modern historiography, the insights of cultural anthropological studies, memory studies, and hagiography (biographies of saints).
- >HIST 204 RW What is the Good Life? 3**
Why do humans long for utopia, yet consistently fail to produce it? To what extent do we assert our individual freedom in creating the communities we live in, and to what extent do we recognize our lives as resting on forces beyond our control? Is it still possible, in our postmodern context, to anticipate the future with hope? Drawn from five centuries of utopian thought, the readings, discussions and assignments in this course will focus on three general themes: human nature, human community, and human encounters with Transcendence.
- PHIL 202 RW Philosophy, Wonder & Existence 3**
A recurring issue in philosophy is the relationship between the body and the soul. One approach to this perplexing problem is to separate or dichotomize these two features of human existence, contending that we are fundamentally material beings or most essentially spiritual beings. This course asks students to confront the body/soul question (or mind-body problem) through the careful reading of seminal texts in philosophy, psychology, theology, and literature. Critiquing what Blaise Pascal and Soren Kierkegaard describe as a culture of distraction that avoids metaphysical questions, course readings and assignments invite students to existentially confront and personally engage with central philosophical questions. While interdisciplinary in nature, this course serves as a primary introduction to the field of philosophy through the lens of a salient and enduring issue.

>PHIL 203 RW Living Ethically 3
Living Ethically will focus on ethical decision-making as well as ethical being, drawing on historical and contemporary forms and structures in ethics as well as contemporary applications of ethical frameworks. Students will be encouraged to identify the bases for their own ethical processes and discern whether there is a distinctively Christian/religious way of living ethically, and if so, what the distinguishing characteristics of such living might be. Moral reasoning and character-formation will be addressed as well as both personal and social ethics.

PHIL 204 RW Environmental Ethics 3
This course will focus on ethical decision-making as well as ethical being, drawing on both ancient and contemporary applications of ethical frameworks. Students will bring their own ethical issues into the course and help shape its basic trajectories. The course will also address questions of vocation/calling, from a religious perspective, and how that notion is related to ethical being.

>REL 203 RW Jesus at the Movies 3
How does retelling the story of Jesus in film either enhance or diminish our understanding of the gospel stories? Students will become literate in filmmaking techniques as well as narrative and dialogue and will evaluate the artistic and theological value of a selection of films. We will examine a range of Jesus films and also some Christ films (in which the main character is a self-sacrificing redeemer) and second coming films.

REL 205 RW Religion in America 3
Given competing truth claims, how do we learn to appreciate religious diversity, open ourselves to new learning, and yet remain relatively grounded in faith? This course examines historical and contemporary religious life in the USA, with attention to conflicts that have arisen from the first European explorers to the present day.

>REL 206 RW Religion and Sports 3
This course explores the profound and ubiquitous interweaving of religion and sports in Western civilization. From its roots in classical Olympian festivals to its emergence as a multi-billion dollar modern industry, the active presence of religious themes in sports, from spiritual ordeal, to the ethos of fairness, to the manifestation of moral reward in victory, will be tracked and analyzed. Particular attention will be devoted to the ways in which sport interacts with Christianity in North America, both in the quasi-amateur context of intercollegiate athletics as well as the professional ranks of league franchises.

>REL 207 RW Religion and Politics 3
How does religion function as a force for transformation and change in society, or a source of stability? And how does the political world feed back into the world of faith? This course examines the impact of religious beliefs, religious practices, and religious communities on the broader world of politics: governance, social issues, and the organization of the polis.

SOCIAL WORLD

HIST 101 SW Ancient Roots of Cultures 3
An exploration of the origins of humanity's basic social institutions as they developed from earliest times up to 1300, in different ways in different areas of the world. The course also introduces the analysis of primary sources in reaching conclusions to our questions about origins, interactions and difference.

>HIST 102 SW Becoming Modern 3
This course will survey the sweep of Western history with a particular focus on competing sources of authority and the rise of modern individualism. Beginning with motifs from the Greco-Roman and Judeo-Christian traditions, we will explore assumptions about the individual during the "Age of Faith" in the European Middle Ages; the new expressions of individuality in the Renaissance and Reformation, the authority of reason and the concept of "individual rights" that emerge in the Enlightenment, and new forms of collective identity that coalesce in the aftermath of the French Revolution. The course will conclude with an exploration of the complexities of individual identity in Western society today, particularly in light of the challenges posed by "postmodernity." At each step, the course will draw on insights from literature, political theory, philosophy, and theology as well as history, always with a view to encouraging students to look on their own culture, and their personal assumptions, with a new critical eye.

>HIST 205 SW Immigration & American Identity 3
Immigration has been central to personal and national identity in the United States. It has also been a fiercely contested issue. Why has the movement of people across national borders generated both celebration and scorn? How has immigration produced patterns of inclusion, exclusion, assimilation and discrimination? This course will include debates and case studies from both the past and the present.

>HIST 211 SW Revolution! 3
How does radical social, political and economic change occur and what are its consequences? Examines the major political "revolutions" in world history from the French Revolution to Cuba and beyond, as well as addressing the larger revolutionary changes since 1500, from the abolition of slavery to women's rights and independence from imperialism.

