UISA190 ST: Poets and Painters  
3 credit(s)  
This course encourages students to explore the cross feed between the literary and visual arts. In each of three units poetry, the novel, and the short story – students will first act as literary critics, identifying and writing about literary ideas, before taking on the role of artists, translating these literary ideas into artistic compositions. The course moves students through the creative process: from generating ideas, to refining and arranging them, to creating coherent works of literary analysis and art. Hands on workshops include sketching, collage, photography, and bookmaking, as well as writing workshops on revision. Laboratory fee.

UISA190 ST: Activist Arts: Queer  
3 credit(s)  
Art has a transformative power to engage people through their emotions and senses to educate, incite action and reaction. In this course, students will examine the ways creative individuals use film, literature, music, dance and visual art to inform, engage, symbolize and mobilize in social movements, and the ways in which their audiences/viewers have been activated by their work. Our methodology will be the careful critique and analysis of works of art and their cultural contexts, the interrogation of art practices, and the examination of audience reactions to reveal embedded messages, tropes, and emotional sensory triggers that cause works and their creators to become symbolic and inspirational in social change movements. We will focus on the artist’s historical context, documented aim for the work, and then evaluate the historical, cultural and social context for the work as an “activist” artifact.

UISA190D ST: Gender, Power, and Representation in the Arts  
3 credit(s)  
ST: Gender, Power and Representation in the Arts will integrate gender studies with the current instructor’s chosen field in the visual, literary or performing arts. The course will analyze how the social construction of gender has affected this art form, as well as that of the audience/reader/viewer. Students will use their critical and creative thinking skills as they critique the given artistic discipline, by observing such aspects as form, content and aesthetic judgment. Assigned reading, group discussion, presentations and research projects will allow students repeated opportunities to consider, analyze, discuss, and write critically. Focus will be on artists and their work that have both functioned within and challenged normalized gender stereotypes and hegemonies. This course counts toward the Diversity requirement for UIS. Laboratory Fee.

UISC 165: Environmental History of Latin America  
3 credit(s)  
Through this course students will understand how and why their way of life, thinking, or simply coping with daily small or big problems originates from a complex, unfinished, painful, and revolutionary process we call modernity. Modernity has quickly improved the conditions, quality, and extended the span of billions of human lives. However, this process also began and became possible thanks to the irresponsible exploitation of natural resources of the world largest biodiverse environment, Latin America. This course
focuses on the impact of modernity on the sustainability of natural resources, integrating the disciplinary fields of history, ecology, economics, and social development. This course aims to promote international environmental awareness of the crucial role Latin America has had in the world economy and environment over time.

**UISC 190D: Trials that Shaped America**

*3 credit(s)*

This course examines landmark court cases that changed society in the twentieth and twenty-first centuries. Combining sociocultural history with close readings of court documents and trial accounts, the course will shed light on the most powerful controversies that influenced, and continue to influence, contemporary life in the United States. Integrating approaches from cultural history and political science, the course will focus on controversies that exemplify the major social, political and cultural cleavages of their times. We will select approximately ten cases, roughly one per decade, for detailed study. A key goal of the course is to show how these different subject areas are threaded into the fabric of American social life. Another goal is to show how each of these subject areas—civil rights, culture, and politics—connect to each other in complicated ways. In so doing, we hope that the connection of these subject areas across court cases will give the course continuity as it moves through the twentieth century. This course counts toward the Diversity requirement for UIS.

**UIST165: Living in Extreme Environments**

*3 credits*

This course examines the reciprocal relationships between humans and environments, particularly extreme environments. While environments have shaped human evolution and civilization, the reverse is also true: humans have shaped environments in profound ways, both at home and at the frontiers. It considers the challenge of humans living “on the edge” from three, linked perspectives: the challenge of facing extreme environments (polar regions, mountains, deserts, and space), the technologies used to facilitate life in extreme environments (food, equipment, and life support systems), and the way such environmental challenges affect society back home.

**UIST165: Trauma: The Mind-Body Experience**

*3 credit(s)*

This class aims to integrate the fields of biology and psychology in understanding how trauma is experienced, the impact trauma has on brain functioning, and how changes in brain functioning contribute to the development and continuation of post-traumatic symptomatology. Specifically, the field of neuroscience will be used to explain how the brain processes traumatic experiences, including the activation of the sympathetic nervous system. Discussions will include brain structure, neurotransmitter activity, and the formation of memories. How these biological functions translate into the experience of thoughts, behaviors, and emotions will incorporate psychological perspectives including learning theory and cognitive behavioral theory. In essence, the class will examine how the body and the mind simultaneously experience trauma. Exploring why some individuals develop long-lasting difficulties as a result of trauma.
will also take memory formation, attachment theory, relationship formation, and self-efficacy into consideration. Finally, various treatment approaches, such as Dialectical Behavioral Therapy, Eye Movement Desensitization and Reprocessing, neurofeedback, and mindfulness will be explored from both the neuroscientific and psychological perspectives.

UIST 165: Pathways to Sustainability
3 credit(s)
The development of affordable and sustainable energy is one of the greatest challenges of the 21st century. The technologies being developed and implemented depend not only on their technical attributes and cost but also on public policy and social acceptance. Through lectures, local field trips, and a spring break trip to Germany, students enrolled in this course will be able to analyze the similarities and differences on how the US and Germany are reducing their dependence on fossil fuels, addressing climate change, and adopting renewable energy and conservation technologies.

UIST 165: Protecting our Oceans
3 credit(s)
The world’s oceans are vital to the health and sustainability of the planet, and yet suffer from the impacts of massive pollution, overfishing, and climate change. This course introduces students to the basic tenets of oceanography and marine science including plate tectonics, chemistry, atmospheric and oceanic circulation, tides, and the life that inhabits this valuable resource. Students also learn about the problems plaguing the ocean and the policies designed to combat these problems. Students will conduct a service-learning project to collect and report on marine litter.

UISS 165D: Social Construction of Motherhood
3 credit(s)
Motherhood is a social institution that has been created through social practices, cultural discourses, and face-to-face interactions over time. In this course, we will examine motherhood through the lens of different academic disciplines, drawing from sociology, public policy and mass media/communication studies. This course will approach motherhood as continuously created and recreated by social practices and shared cultural understanding of members of society. Attention will be paid to representations of motherhood in different forms such as fiction, narrative nonfiction, news articles, documentary films, popular culture, and in the fields of sociology and policy studies. Our studies will expose the gap between rhetoric and reality while examining the cultural stories we tell about motherhood and mothers. At the same time, we will explore the role of the state in the social construction of motherhood by looking at the way in which public policies in the United States have helped to define and constrain women in their role as mothers. This course counts toward the Diversity requirement for UIS.

UISS 165: Sustainable Food: Farm to Table
3 credits
Do you ever wonder where that organic filet of salmon—or highly processed bag of Doritos—comes from and why? In this course we will explore our food system through the lenses of sustainability, public policy, and public health. This course examines questions such as: How will we continue to feed ourselves in a world challenged by climate change? Who regulates the way we grow and produce food? And Why are Americans “supersizing” their way to poor health? We will explore the way environmental, political, and health questions intersect in the American food system. Examining the food system from several disciplines allows us to better understand why questions of policy must consider environment and health, and why public health is not as simple as altering legislation. Instead, the environment, health, and policy elements of the food system interweave in often confounding waves. This course includes a service-learning component in local community gardens.

3 credits
In this course, we will critically examine systems of oppression through an interdisciplinary, intersectional, and social justice lens. The course approaches systems of oppression through socially constructed binaries that privilege some groups and oppress others. Several systems of oppression, which may include but are not limited to racism, sexism, classism, ableism, and religion, will be explored in the course. Each category of oppression will be presented in three different ways—context, voices, and “breaking the binary” (strategies for change). “Context” allows us to participate in class activities, discussion of the readings, and lectures. “Voices” allows us to listen to community organizations/individuals who are addressing oppression in their work. “Breaking the binary” allows us to take a leadership role in providing strategies for change based on the readings, conversations with community partners, and research. “Breaking the binary” will occur both inside and outside the classroom. This course counts toward the Diversity requirement for UIS.