

Fall 2020 PIO 201 COURSE DESCRIPTIONS

PIO 201 – 01 [Pending Approval – Instructor A. PERRY

3 credit hours

This course has three primary objectives. First, students will be introduced to the main philosophical and historical ideas surrounding mental health particularly as it relates to social justice and our understanding of “normal.” This course will provide you with the tools to understand the major social issues and cultural themes which have defined concepts of normal, disordered, functional, and so on as related to mental health and illness. The second main objective of this course is to attempt to answer the question “how are scholarly questions in the liberal arts addressed?” by introducing students to different disciplinary approaches to the same overarching questions through the analysis of a variety of primary and secondary source readings. Finally, the third objective of this course is to strengthen the critical reading, thinking and writing skills for students. To this end students read several primary source documents and complete several writing assignments over the course of the semester. Scholars in the liberal arts are writers, and the bulk of student grades will be based upon performance on writing assignments.

PIO 201 – 02 Who Makes History – Instructor Nicole Livengood

3 credit hours

Who owns knowledge? How do we know what we know? Who makes history...and can it be unmade or remade? (What does it mean to “make” history anyway)? These are some of the questions we will explore as we interrogate “the archive”: “documentary evidence of past events” and “the facts we use to interpret and understand history” (Society of Archivists).

The questions of who/what makes history or owns knowledge may seem preposterous—but the fact is that the narratives regarding Marietta College education, ca. 1969 to the history of medicine, from the understanding of the most popular novels to labor uprisings, depends on what records are kept or maintained, what are accessible...and which are read, studied, and deemed worthy of value. Thus, the questions of “who makes history” and “who owns knowledge” extend to others, including: If history is stories, who gets to tell the stories? Whose voices get heard, and how do we hear them? Further, how *can* we hear voices and stories and truths for those whose voices have been marginalized, muted, or even silenced? Why does it matter?

In this class, we’ll ponder these “big questions” on a small scale, through experiential learning labs and reflections informed by guest speakers, theoretical readings, and primary and secondary research about physical and digital archives. We will focus especially on newspapers, literary journals, and periodicals in general, and will examine them as both literature and as history. Students are encouraged to bring their own interests and disciplinary lenses to the course as they recover, edit, and interpret an archival document of their own.

PIO 201 – 03 The Disappearing Body – Instructor Todd Comer

3 credit hours

If we live long enough, we all end up disabled. This is a truism in disability studies. Despite this fact, and the fact that we are all born weeping, dependent, and, yes, lacking ability, we are for the most part incapable of looking at our bodies as the fragile, mortal things that they are. This course addresses how and why we refuse to look, *really* look, at bodies *as* bodies. We will examine this question through close readings of Frank Miller’s *300*, *Rudolph-the Red-Nosed Reindeer*, Pixar’s *Toy Story*, Octavia Butler’s *Kindred*, Bernard Pomerance’s *The Elephant Man*, Genesis, and many, many secondary readings in sociology, history, and cultural studies. Our larger ethical goal will be to refocus our attention on the human body, as one body among many others in a complex, interdependent ecological world.

PIO 201 – 04 - Instructor Ken Itzkowitz
Pending

3 credit hours

PIO 201 05 - Who are You?- Identity – Instructor Brent Beeson

3 credit hours

This course invites students from varied disciplines, majors and personal backgrounds to explore their own answer to the timeless *Big Question* posed by the iconic rock band The Who - *Who Are You?* Students will identify themes and messages from self-selected classical, popular, and alternative music, literature, poetry, visual, dance, and dramatic arts.

Utilizing these identified themes and messages as springboards, students will then analyze, compare, and contrast multiple theories and perspectives through critical reading and synthesis assignments (verbal and written) which explore the emergence of an individual 's sense of self.

In addition, students will identify and actively engage aspects of their own intersectional identity, as well as the emerging identities of their peers on a weekly basis. Ongoing integration will be explored through the creation and sharing of students' own multimedia/artistic expressions through music, poetry, narratives, visual art, video and movement, reflective class processing and discussion, and weekly journaling.

PIO 201 – 06/07 Risky Business – Instructor Susan Peterson

3 credit hours

How can we manage our business ventures or projects to reduce risk? All projects are inherently risky because they are unique, constrained, based on uncertain assumptions and forecasts, performed by people, and subject to internal and external influences. The tools and techniques of risk management introduced prepare us to manage proactively the uncertainties, opportunities, and threats. The course explores iterative steps of risk and uncertainty identification, qualitative and quantitative assessment, communication, and mitigation . It integrates probability, statistics (data analytics,) economics, and cost/ schedule estimation with risk analysis to provide proven methods of communicating and managing risks across all disciplines represented in "the project." Examples from diverse industries) will_ illustrate risks, uncertainty, and the value of the risk management process.

PIO 201 -08 More than Just a Head Count – Instructor Thayer

3 credit hours

The U.S. Census, a decennial census mandated by Article 1, Section 2, of the U.S. Constitution, was first administered in 1790. It is the most relied upon sources of population data in the U.S. But is that reliance justified? Throughout its history, the U.S. has made numerous adjustments in its definitions and use of race and ethnic classifications depending on the political, social, economic, and demographic realities of a particular time. These adjustments have been made because of situations such as slavery, large-scale immigration, the emergence of multiracial identity. The recent controversy over the "citizenship question" is evidence that identity classification in the census will remain vulnerable to change for years to come.

The changes in racial and ethnic classifications of the U.S. Census are not readily detectable in the many, many tables of data that come out every ten years. But they are significant enough to warrant investigation as to their origins and rationales. By closely examining racial and ethnic categories developed and utilized by the U.S. Census over time, one discovers that they are influenced by several different forces - politics, public policy, social perceptions & attitudes, law, and even pseudoscientific belief.

We teach students that statistical surveys by government and other institutions are authoritative and unbiased. But such surveys are not developed and administered in a vacuum. The purpose of this course is to look at the reality "behind the numbers" from political, social, legal and other perspectives.

PIO 201 – 20 Do the Right Thing - Instructor Mark Miller

3 credit hours

This course is centered around the question, "What's the right thing to do?" To that end, students will explore different approaches, components, and considerations related to decision making, particularly in light of mathematical reasoning, moral and religious reasoning, and creative expression. No prior exposure to collegiate-level mathematics, philosophy, or religion is required for this course.