

MAY TERM 2010 COURSE OFFERINGS

BIO-915 **Advanced Research Laboratory I and II** **Christensen**
Extensive independent or group investigations of a particular topic or set of topics in biology. Designed to be a research experience in preparation for teaching, graduate school, or direct entry into a biotech field after graduation. Advanced Laboratory I may be repeated as Advanced Laboratory II with a different instructor. Prerequisites: Introduction to Biology Laboratory (BIO-140), Cellular and Molecular Biology (BIO-145), Organismal and Ecological Biology Lab (BIO-150), Organismal and Ecological Biology (BIO-155), General Botany (BIO-255), Genetics (BIO-265), and consent of instructor.

BUS-905 **Business Sustainability and the Environment** **D. Hayes**
The course examines the global trend of the growing attention organizations are giving to environmental and sustainability issues. Specific attention is given to why and how corporations are embracing such concerns. Topics covered include NGO-business partnerships, eco-labeling, corporate environmental strategies, and new markets for environmental goods and services. Significant attention will be given to global warming concerns and the emerging strategies for measuring and reducing the carbon footprint of business. Travel and visits to both local and out of state businesses that are leaders in the sustainability trend will be required of all students. This includes visiting Ventura, California, to explore the work of Patagonia, a recognized leader in sustainable business. Contact Professor Hayes for additional information about the costs of travel.

The course requires no prerequisites, although strong reading and writing skill are essential. The course will be reading intensive, and will consider multiple books in class. A reading list will be available before spring break for those students who wish to get a head start. Students will be evaluated based on one significant topics paper, a major group project and presentation, and participation in all class activities, including travel and class discussions. This exploratory course does not count for any major, or any general education requirement.

ECO-905 **From Socialism to the EU: Economic and Organizational Change in (East) Germany and the Czech Republic** **Eichhorn & Kuennen**

The course will introduce students to the economic and organizational changes experienced in the former Soviet states of (East) Germany and the Czech Republic. Through course work, travel¹, and arranged lectures, students will be exposed to the following economic and business management issues:

Economic: issues related to 1) the performance of the transition economies in general after the fall of the Soviet Union; 2) a comparison of the policies employed in the "successful" and "less successful" transition economies; and 3) the nature of economic shocks to fragile economies and the insulating effects of EU membership.

Business Management: issues related to 1) the impact of the post-communism transition on organization behavior and human resources practices; 2) the re-emergence of the marketing function; and 3) the use of nation-branding to attract foreign direct development.

¹ Travel Schedule [Educational First (EF) College Tours (www.eftours.com) will provide travel (including round-trip air from Cedar Rapids) with a full-time bi-lingual tour guide, lodging, daily breakfast, three dinners, and two lectures]:

- 3 nights in Berlin, German
- 2 nights in Weimar, Germany
- 3 nights in Prague, Czech Republic

ECO-915 **The Economics and Ethics of Alternative Energies** **M. Knudson**
Examines the benefits and costs of alternative energies both in terms of economics and ethics. High oil prices, coupled with the concern over global climate change, have brought attention to the need for alternatives to petroleum-based sources of energy. Several alternative sources exist, but how do we decide which is the best source to use? This course will examine three alternative sources of energy – wind, biomass, and solar – using benefit-cost analysis, cost-effectiveness analysis, social benefits versus economic impact analysis, and equity analysis. Government policies that impact development and adoption of new technologies will also be addressed. Lecture, discussion, and case studies will be used in teaching this material. Field trips to where biomass, wind, and solar energy are produced in Iowa will be required of all students.

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EDU-905 **Equity in Education** **Wolfe**
Examines issues of equity in education, with particular emphasis on economic factors relating to educational decision-making. In 1954, the U.S. Supreme Court determined in *Brown versus Board of Education* (347 U.S. 483) that “in the field of education, the doctrine of ‘separate but equal’ has no place.” However, over 50 years later, many researchers contend that schools in America are more segregated by race and socio-economic status now than they were prior to the *Brown* decision. Students in this course will research the social, political, and legal history of school segregation, as well current trends in educational attainment by race, class, and gender, in order to better understand the complicated nature of educational reform and educational stagnation in American schools. Travel to schools and areas noted for educational innovation or frustration will be part of the course, including tentatively scheduled visits to East St. Louis, Chicago, and Milwaukee. Preference will be given to students who have passed Human Relations (EDU 387).

FSA-100 **May Term in Spain** **Fuertes-Arboix**
This course will be conducted based at the University of Alicante, Spain. Alicante is a very convenient Mediterranean location, only three hours from Barcelona and Madrid, one hour from Valencia and three to the beautiful Andalucía.
This course is offered to students with an intermediate level of Spanish (SPA-215, SPA-225) who want to improve and reinforce both their oral and grammar skills. Courses are three hours a day during three weeks. Additional courses will also be available to improve knowledge within a more specific context: Conversation, Business Spanish, Spanish Culture and Civilization, Spanish Language through Cinema, Spanish Language through Literature and Spanish Language through Art. There will be also weekend excursions to Valencia, Barcelona and Madrid to visit some of the most amazing cities in Spain for their different architecture, cultural background art and gastronomy.

FSA-102 **May Term in Scotland and France: Exploring Spirituality in the 21st Century** **Hutson**
This course will be conducted in five locations: two days at Coe College, two days at New Melleray Abbey in Dubuque, one week at the Iona Abbey on the Isle of Iona off the coast of Scotland, a weekend in Paris, and one week at the Taize Community in central France. Through intensive international travel, first-hand experience participating in the life of two different monastic communities, attending Pentecostal Mass at Notre Dame, exploring how art reflects spirituality, and personal reflection and writing, students will be challenged to understand more fully how "spirituality" is lived out in both community and in the individual lives of Christians. Additionally, students will learn how social context, current events, and other factors tend to influence religious movements. This class will be experiential and students will immerse themselves in various spiritual practices including contemplative prayer, silence, mutual sharing, simple living, chant, shared labor, journaling, communal worship, creative arts, and environmental awareness. Participation may, in some cases, be observation as opposed to personal engagement should the student not share the same religious beliefs. The cost for the course (to be determined) will include flights to, from, and within Europe, train travel, all housing, and meals while in residence. Enrollment is limited to 12 students.

INT-895 **Internship in Health & Science** **Dean**
An exploration of the types of work, opportunities, and difficulties that are present in a particular vocational area in the medical, health, or natural sciences. A minimum of 140 hours on-site experience is required. Students work approximately 40 hours per week under one or more supervisors who are experienced practitioners in their field, in such areas as medicine, physical therapy, occupational therapy, veterinary medicine, dentistry, medical technology or in a laboratory science such as medicinal chemistry, toxicology, pharmacology, molecular biology, or industrial chemistry.

PHY-535 **Advanced Lab I** **Feller**
Extensive independent or group investigations of a particular topic or set of topics. Designed to be a research experience in preparation for teaching, graduate school, or direct entry into a technical field after graduation. Advanced Laboratory I (PHY-535) may be repeated as Advanced Laboratory II (PHY-545). Prerequisite: consent of instructor.

MAY TERM 2010 COURSE OFFERINGS

RHE-335

Writers' Colony

R. Marrs

An intensive writing workshop taught off campus; students engage in individual and collaborative writing projects.

RHE-335

Writers' Colony: Bicycle Writing

Miller

At first glance, it may not appear that bicycling is a perfect vehicle for writing, but it turns out it can be. Just ask any one of the many authors who has put together a bicycling travelogue or written dispatches from the road. From John Karras' and Donald Kaul's first reports for the Des Moines Register in 1973 to Thomas Stevens' *Around the World on a Bicycle*, an 1130-page travelogue written in 1884-1887, cyclists have known for decades that there is something about a bicycle that makes a person want to write and create.

Maybe that's because bicycling offers ample opportunities for both unusual experience and quiet contemplation.

When traveling by bike, people want to talk to you, tell you their stories, and ask for your story. It's almost impossible not to write it all down. But there are quiet times too; times when there is nothing much to do but pedal down the road and think. The gifts of nature and the healthy effects of exercise offer a special kind of clarity for self-reflection—an important part of the creative process.

Students enrolled in Bicycle Writing come to know the full range of this working and thinking experience. The class asks students to ride their bikes and write across genres by submitting a review, a news story, a how-to, a photo essay, and a special "What I care about, Who I am" essay that can take any form, be it written document, slide show, video, podcast, or something else entirely.

The cycling part of the class takes students bicycle trails in Iowa City, Cedar Rapids, Des Moines, Panora, and Jefferson, Iowa.

http://web.me.com/kerrie64/Bicycle_Writing/Welcome.html More information about the class, how to apply, and student sites from past years is available at: http://web.me.com/kerrie64/Bicycle_Writing/Welcome.html

RHE-407

Topics: Lakota Culture

Wooldridge

Students travel by van to Little Eagle, Standing Rock Reservation, South Dakota, where they spend time volunteering at Sitting Bull Day School (K-8). During evenings, students discuss readings and films, visit with Lakota friends, participate in Sweat Lodge, play with children, learn to make dreamcatchers, ride horses, or sometimes sleep. Weekend experiences include casino gambling (if over 21), a tour of the Standing Rock Reservation by the tribal historian, hiking Elk Horn Butte, laundry, visiting local monuments, helping with horse races, and attending a local pow wow.

The Sitting Bull Day School is the first Indian school to use Montessori methods that more closely match cultural learning styles and Coe students will be assisting the teachers in the classroom. Students will have a time to visit tribal headquarters, interview community members, and write final reflections based on journals and interviews.

This community faces many social problems and students are *immediately* immersed in the Lakota culture and community. Consequently, several orientation meetings to discuss readings and films will be held in March and April to prepare students for managing the emotional stresses, assisting Montessori teaching, and preparing for cultural differences. Reading/film/website responses will be accepted without penalty during May term.

The final days of the course will be spent touring the Black Hills area. Visits may include Bear Butte or Devils Tower, Crazy Horse and Rushmore monuments, Spear Fish Canyon, Prairie Edge Store, Sioux Pottery, Tatanka (Buffalo) Exhibit, and Journey Museum.

THE-408

May Term in London

Weiss & Wolverton

Study abroad in London during May Term. The course will most resemble an intensive version of the Fine Arts in NY with London, rather than New York, as the laboratory. Students will visit a variety of venues to view productions in the performing arts (dance, music, theatre) and works of fine art (museums/art collections/galleries). The focus of the course will be on experiencing firsthand the fine and performing arts available in this arts rich city and in making connections between those works within their historical context. We will consider the question, "How do the arts of contemporary London reflect or reject the art traditions of London's past?" Students will meet on-campus prior to departure to get an overview of the works they will be seeing, hearing and studying in context of the traditions they represent. This will include the reading of plays, the viewing of key visual artworks, and listening to music. Students will be evaluated on a small pre-departure assignment, a daily journal, response papers to the works they experience, and participation in class discussions. Students should be in good physical health, since much exploration of the city will be done on foot. Open to all students.