

Spring 2024 ILCs

ILC 1. One-Unit ILC: Encounters with Spain: Art, Politics, Travel and Film — GOV 291-IL OR AH220-IL

cap: 30

This team-taught Intermediate Learning Community brings together the study of art and politics in the context of what has come to be known as Spain. Using a combination of readings, images, and trips to various sites in New York City, this course offers a special opportunity to learn about the cultural production of Spain. Specifically, the course offers an analysis of two key historical periods: Andalusia (Muslim Spain, 711-1492) and the Spanish Civil War (1936-1939). Using a host of images, including film, the course focuses on the material culture of Andalusia (Muslim Spain) and the rise of various political ideologies (beliefs) during the Spanish Civil War. While open to all students, this course will also provide transfer students with the opportunity to familiarize themselves with the ethos of Wagner College and help them to integrate into our social and learning environment.

T & R 11:20am-12:50pm

AH 220-IL: Islamic Art and Architecture— Scott
(Key Skills: C, RR, UU)

OR

GOV 291-IL: Political Ideologies and the Spanish Civil War – Moynagh
(Key Skills: RR, WC, UU)

ILC 2. EYH One-Unit ILC: Paris, Normandy and “Le Chant Des Partisans”: Music and History from the Nazi Occupation to D-Day — HI 291-EL OR MU 291-EL

EYH cap: 10

This EYH-ILC offers a unique opportunity to visit Paris and the historic towns of Normandy, where Allied forces began the liberation of Western Europe. Participants will enjoy opportunities to explore both the historic and musical landscape of these glorious sites. This course honors the 80th anniversary of D-Day.

This course will explore significant sites, memorials, music and memoirs of World War II and the Holocaust in Normandy, Paris and Chartres. This course will also explore the musical elements of Paris which echoed through beautiful cathedrals, concert stages, and cabarets, music during the war and continued to empower the people of Paris as they struggled against Nazi occupation forces.

After raising the swastika flag above the Eiffel tower in June 1940, the Nazis occupied two-thirds of France. “The Dark Years” of difficult moral decisions began: to collaborate, to resist or to act as if nothing was happening. Tragically, 75,000 of the 350,000 Jews in France did not survive the Gestapo and their French collaborators. We will walk in the footsteps of Allied soldiers on Omaha Beach, including African-American soldiers, who defeated the Nazis.

Additionally, we will study and enjoy performances of music by renowned French composers including Maurice Duruflé and Olivier Messiaen. We will also study famous cabaret performers including Maurice Chevalier and Édith Piaf. We will also cover the dynamic multiracial culture in the interwar years, as in the cabarets of Montmartre to better understand past and present-day antisemitism and racism in France and the U.S. Paris will also be preparing to host the 2024 Summer Olympics, a symbol of unity between nations who were once engaged in fateful combat.

Lastly, we will all join in the “Chants des Partisans” as we walk the streets of Paris.

EYH trip in May, after the spring semester

M 9:40am-11:10am (and W 9:40am-11:10am)

HI 291-EL: Music and History from the Nazi Occupation to D-Day – Weintrob

(Key Skills: L, O, UU)

OR

MU 291-EL: Musicians and their Music during the Nazi Occupation of Paris to D-Day –

Juneau

(Key Skills: L, O, UU)

ILC 3. One-Unit ILC: Origins, Holocaust History and Contemporary Crises: Israel and Palestine— MDS 291-IL OR GOV 291-IL

cap: 30

This team-taught Intermediate Learning Community examines the historical roots of the ongoing Israeli/Palestinian conflict, both in terms of the political developments in the region from the First World War to the present, and in terms of the historical memory of the Holocaust that has helped shape Israeli identity. For most of the last century, there has been violent conflicts over what has historically been known as the land of Palestine. Covering roughly one hundred years of political events, and using the lens of US foreign policy in the region, this course addresses the following topics, among others: British and French imperialism in the region after WWI; the British Mandate; the war of 1948 and the creation of the state of Israel; the Six-Day and Yom Kippur Wars; and the Oslo Accords that provided some measure of self-government to the Palestinian people.

The Holocaust—the Nazi extermination of two-thirds of European Jewry—is inseparable from the founding of Israel. We will begin by looking at how the Holocaust was portrayed in the early days of Israel’s existence, issues around the Eichmann trial, and the continuing discourse around the Holocaust today. This will include a look at Israeli institutions as “guardians of memory”, such as Yad Vashem and the Ghetto Fighters House. Lectures include: pre-war Zionism in Europe; Palestine and the Yishuv from 1933-1945 and after; The Holocaust and 1948; The Eichmann Trial; the Holocaust and National Identity today.
M 1:00-4:00pm

MDS 291-IL: Israel and Palestine: Origins, Holocaust History and Contemporary Crises—
Morowitz

(Key Skills: R, W, UU; Knowledge Area: H)

OR

GOV 291-IL: Israel and Palestine: Origins, Holocaust History and Contemporary Crises –
Snow

(Key Skills: R, W, UU)

ILC 4. Two-Unit ILC: Washington, DC Internship — GOV 395-IL & GOV 396-IL

Two-Unit ILC: Washington, DC Internship — GOV 395-IL & GOV 396-IL

This learning community exposes students to the workings of the governmental and political processes in Washington, DC. Through internship assignments, classroom instruction, and directed readings and research, students will develop a greater appreciation of the policy-making process. The courses are offered in Washington, DC (each course is a 2-unit course), and registration is by permission of the instructor.

GOV 395-IL Washington Internship — Kraus

AND

GOV 396-IL Dynamics of American Government — Kraus

ILC 5. Two-Unit, Non-Honors or Honors ILC: Nutritional Strategies: Bacteria to Humans — NR 224-IL & MI 200

Cap: 30

This learning community, intended for nursing majors, looks at the cellular nutrition of eukaryotes (humans) vs. the nutrition of prokaryotes (bacteria). It also covers the similarities and differences in the structure, function and role of carbohydrates, proteins, lipids, vitamins and trace elements in humans and bacteria. Finally, it looks at the immunological aspects of nutrition across the human life span compared to the immunological aspects in disease prevention. Students must be registered for NR224-IL or NR224-HL. *Every effort should be made to take both courses and the lab in the same semester.*

NR 224-IL Nutrition & Health — Walley — M/W 8:00 – 9:30 am
NR224-HL Nutrition & Health – Walley – M/W 8:00-9:30am

(Key Skills: L)

AND

MI 200 (any section) Microbiology

AND

MI 200L (any section) Microbiology Lab

ILC 6. Two-Unit ILC: Spirituality, Sensitivity and Separation – SW 291-IL & PS 214-IL

Cap: 28

This Two-Course ILC will explore the impact of various religious beliefs and cultures on perceptions of individual differences (physical and mental) and aspects of grief and loss. It will emphasize the unique experiences of individuals across a wide range of disability and loss scenarios as well as stress the need for sensitivity in understanding the perspective on and impact of these experiences.

SW 291IL: Special Topics in Social Work: Disability and World Religions – Bonner – M/W
9:40-11:10am

(Key Skills: UU, WC, R)

AND

PS214IL Death and Dying – Taverner – T/R 9:40-11:10am

(Key Skills: L, R)

ILC 7. One-Unit ILC: From Table to Laboratory: Exploring Food Choice – PS 239-IL OR HI 239-IL

Cap: 30

The ILC will be organized around three principal themes: sweetness, hunger, and our microbiomes. Why were people so driven to obtain sugar and to use it to satisfy such a high percentage of their caloric needs? Psychological and historical research reveals much about this. Furthermore, we now see sugar regarded almost as a toxin! Was the fasting of a medieval saint the psychological equivalent of “anorexia nervosa,” a disease first described by late Victorian doctors? And how does medieval fasting and Victorian anorexia compare to our contemporary understanding of eating disorders? We are alarmed by stories of food contamination but is our fear well founded? In our zeal for “clean” food and bodies have we overlooked the need to “feed” the microbes that live inside us? We will explore why there’s so much anxiety about eating.

TR 11:20am-12:50pm

PS 239-IL: From Table to Laboratory: Exploring Food Choice Past to Present – Nolan
(Key Skills: WC)

OR

HI 239-IL: From Table to Lab: Exploring Food Choice Past to Present– Smith
(Key Skills: WC)

ILC 8. One-Unit, Team-Taught ILC: Riots and Rebellions – GOV235-IL or HI323-IL

Cap: 30

This ILC combines the Government and Politics class “Riots, Rebellions and Revolutionaries” with the History class “Riots and Rebellions in Early America.” The Government class explores and criticizes various perspectives on riots, specifically how they are often seen as apolitical and senseless; rebellions, on the other hand, are seen as the expressions of a legitimate political grievance. The History class highlights various kinds of resistance and disharmony in early American society, in contrast to the consensus story about early American history; it will include a Reacting to the Past game that will last for several weeks.

TR 11:20am-12:50pm

GOV235-IL Riots, Rebellions and Revolutionaries – Snow
(Key Skills: WW, U)

OR

HI323-IL Riots and Rebellions in Early America – Palfreyman
(Key Skills: WW, U, RR)

ILC 9. One-Unit, Team-Taught Non-Honors and Honors ILC: Law and Society — SO 300-IL
OR SPC 252-IL OR SO 300-HL OR SPC 252-HL

Cap: 20

This course explains the American civil law system by examining it within the context of broader social issues in society. While this course does introduce undergraduate students to the basic concepts, processes, institutions, and procedures of the American civil law system (such as contracts and torts), its main purpose is to examine critically how law affects society and how society affects law.

Sociological theories of the relationship between law and society are discussed, and historical case studies of the relationship between “law on the books” and “the law in action” are examined. This class also teaches students the basic elements of trial advocacy, including complaint and answer, discovery, motion practice, opening statements, direct and cross-examination of witnesses, objections, and closing arguments. Students will practice trial advocacy by participating in the mock trial of an existing unresolved civil case based on their own research. Accordingly, significant preparation outside of class will be required.

M/W 4:20-5:50 pm

SO 300-IL/HL Law & Society — Esser
(Key Skills: LL, O, RR)

OR

SPC 252-IL/HL Mock Trial — Martin
(Key Skills: OO)

ILC 10. One-Unit, Honors Team-Taught ILC: Cities and Perversities: Art and Literature in Turn-of-the-Century Paris, Vienna, Berlin, and Barcelona — AH 326-HL OR EN310-HL OR FR 310-HL

Cap: 30

This Honors ILC focuses on the art and literature in the fin-de-siècle in four major European centers: Paris, Vienna, Berlin, and Barcelona. The works of the period are studied in relation to issues of national identity as a response to the shock of metropolitan life, sexuality, the impact of psychoanalysis, escapism and withdrawal to the interior. We will undertake a detailed reading of some of the major literary works of the period by authors such as Marcel Proust, Colette, Thomas Mann, Rainer Maria Rilke and Arthur Rimbaud. Artistic movements studied include Symbolism, Expressionism, Art Nouveau and Jugendstil. The course attempts to understand the shared visual and literary language of turn-of-the-century Europe, while illuminating the special contributions of each city. The course includes museum visits, films, special lectures and shared readings and assignments.

T 1:00-4:00pm

AH 326-HL Cities and Perversities— Morowitz
(Key Skills: C, U, RR)

OR

EN 310-HL Literature in Turn of the Century— Urbanc
(Key Skills: C, U, RR)

OR

FR 310-HL Literature in Turn of the Century— Urbanc
(Key Skills: C, U, RR)

LC 11. One-Unit, Team-Taught Non-Honors and Honors ILC: Decolonial Novel: Fiction, Power and Gender — EN 111-IL OR HI 226-IL OR EN 111-HL OR HI 226-HL

Cap: 30

This learning community looks at the end of Empire in North Africa and the Middle East through literature to introduce a unique moment in world history known as decolonization. As many colonies rose up against their imperial rulers, different novels were written that chronicled the fight for independence while also planning for the day when these communities would achieve self-rule. Surveying translated novels and histories of Empire, this learning community offers a space for the raising and answering of these questions by reading literary texts authored by people from the region, exploring issues centered round gender, identity and post-independence politics.

M/W 1:00-2:30pm

EN 111-IL/HL World Literature- Benick

(Key Skills: R, UU, WW)

OR

HI 226-IL/HL Topics in History & Politics of Gender – Malak

(Key Skills: L, R, WC)

ILC 12. One-Unit, Team-Taught ILC: Cuisine: Chemistry and Culture — CH215-IL OR AN240-IL

Cap: 30

“Tell me what you eat and I’ll tell you who you are.” In this ILC we will explore Brillat-Savarin’s most famous quote. By combining chemical and biocultural analyses, we will examine how foods have shaped our bodies, history, environment, and cultural practices. At the molecular scale, we will investigate the major food molecules and various chemical processes involved in cooking and food preparation. At the individual and social scales, we will examine how food production, presentation, and consumption create ourselves.

T/R 1:00-2:30pm

CH215-IL Food Science – DeCicco

(Key Skills: L, WC)

OR

AN240-IL The Raw and the Cooked: Anthropological Perspectives on Food – Gagnon

(Key Skills: UU, WC, C)

ILC 13. One-Unit, Team-Taught ILC: Storytelling and Illustration: Ancient Traditions and Contemporary Techniques— AH 301-IL OR AR 234-IL

Cap: 20

All great civilizations have a story to tell; great Assyrian kings bragged about military feats, Mayan nobles watched as champion athletes played a lethal ball-game, Athenians depicted the Trojan War, Romans illustrated their military campaigns, etc. In this one -unit ILC course we will examine how these stories and 'historical' events found a place in the visual artistic tradition of multiple civilizations, while simultaneously experimenting with various illustration techniques in the studio. By combining the disciplines of Art History with Studio Art, students will learn about ancient methods of storytelling and harness their own artistic voice through the creation of their own graphic novella channeling concepts and imagery from antiquity.

W 1:00-4:00pm

AH 301-IL Art and Art Narrative – Scott
(Key Skills: C, RR, WC)

OR

AR 234-IL Illustration – Geronimo
(Key Skills: CC, WC)

ILC 14. One-Unit, Team-Taught ILC: Aspiring to Freedom Through Politics and Sports— GOV 268-IL OR SA 291-IL

Cap: 30

This one-course ILC draws upon classic texts in African American Political Thought as well as key texts from Sports Leadership to highlight the ways in which Black, Indigenous and People of Color (BIPOC) have helped to define and imagine a more democratic approach to American life. Both politics and sports are very public spheres and remain highly visible producing many exemplary leaders as well as promoters of exploitation given the prevailing capitalistic, racialized and heteropatriarchal apparatus we have inherited. This ILC traces sources of historical oppression while also foregrounding the many examples of change-makers and visionaries who have fought, and continue to fight for, greater freedom in the arenas of politics and sports.

W 9:40am-12:40pm

GOV 268-IL African American Political Thought – Moyngagh
(Key Skills: RR, UU)

OR

SA 291-IL BIPOC Leaders in Sport – Wilkins
(Key Skills: R, O)

ILC 15. One-Unit, Team-Taught ILC: Musicians and Melodies of World War II and the Holocaust — HI 291-IL OR MU 291-IL OR HI 291-HL or MU 291-HL

Cap: 30

Music played a pivotal role in the events surrounding World War II and the Holocaust. The Nazi regime harnessed the power of music as propaganda to promote nationalism and unity. Yet against this force – arose in opposition – music in cabarets and jazz clubs, ghettos and concentration camps, to provide solace, hope and pride among politicized artists, Jews and others.

In this ILC, students will explore the varied uses of music for both good and ill, from being a source of comfort and consolation to becoming an evil tool of genocide. Through readings, the study of music and musicians and in films about Music, World War II and the Holocaust. Students will gain a deeper appreciation of how music and the arts can be powerful tools in political and historical movements.

M/W 11:20am-12:50pm

HI 291-IL/HL Music of the Holocaust — Weintrob
(Key Skills: L, UU)

OR

MU 291-IL/HL Music and Nationalism — Juneau
(Key Skills: LL)

ILC 16. Two-Unit ILC: All the World's a Stage — SO 103-IL AND TH 229-IL

Cap: 20

Students in this two-course ILC will learn to connect social trends to our lives, how social problems develop, persist, and are addressed, and how they might become actively involved in bringing about social change. Students will also utilize theater techniques and investigations to create playful original works that explore these concepts.

SO103-IL American Society and Its Social Problems – Hoffner – M 6:00-9:00pm
(Key Skills: Q, R, UU)

AND

TH 229-IL Devised Theatre – McCarthy – T/R 1:00-2:30pm
(Key Skills: CC, O)

ILC 17. One-Unit, Team-Taught ILC: Communication in the Digital Era: From Early Literacy to Commercial Persuasion— AA 450-IL OR MDS 291-IL

Cap: 30

In this one-course ILC we will examine how arts attendance and those who we market to is directly linked to the level of literacy education a person receives. We will examine digital media and marketing starting in childhood and how literacy education and advertising affects children. We will examine childhood education and entertainment programs in our digital world.

M/W 11:20am-12:50pm

AA 450-IL Marketing the Arts – Siemens

(Key Skills: WC)

OR

MDS 291-IL: The Art of Literacy Learning in a Digital Era: A multimodal Approach – Jennifer Diaz

(Key Skills: CC, O, RR; Knowledge Area: H)

ILC 18. Two-Unit ILC: Every Copy an Original: Materiality and Craft in Book Arts and Digital Humanities — EN 270-IL AND AR 213-IL

Cap: 14

In this two-course ILC, students will be exposed to the material processes and craft of book arts and printmaking, the history of the book as a material object, manuscript and print history and techniques, as well as commonplace books and miscellanies and their central role in circulating new ideas. Students will also be introduced to digital humanities as a field and gain experience working on a concrete project. Through a mix of creative and analytic assignments, students will have the opportunity to encounter literature and the book through both digital and analog media. (*prerequisite for AR213-IL: AR105 or instructor permission*)

EN 270-IL Intro to Digital Humanities – Barth – M/W 1:00-2:00pm

(Key Skills: C, TT, WC)

AND

AR 213-IL Printmaking – Holben – T 1:00-4:00pm

(Key Skills: CC, T)