



## Summer 2025

### Course Descriptions

#### Session 1

am Classes

**\*\*BRIT 220/320/320H - BRITISH STUDIES. HISTORICAL PERSPECTIVES (3)\*\***

**Harlaxton Faculty**

BRIT 220 offers students an historical perspective on the emergence of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the problems associated with a British national identity. Students are encouraged to reflect on the issues and stereotypes that emerge out of competing national identities and contested borders in England, Scotland, Wales and Ireland. UE Outcome 3.

**ENGL 330 – SPECIAL TOPICS IN LITERATURE: VICTORIAN GOTHIC (3)**

**Dr Anna Reid, Universidad Nacional Autónoma de México**

This seminar will start with an overview of Gothic in literature and how it changes over time. Although Gothic literature started in 1764, it will focus on the reign of Queen Victoria (1837-1901), a period which sees the rise and decline of the British Empire. It is a reign associated with double morality, ghosts, decadence, degeneration, invasion narratives, sexuality, and spaces. London grew by 90% in the XIX century and brought with it poverty, disease and corruption. However, there will also be a focus on regional and women's literature, specifically the Brontë sisters. These issues are all reflected in literature; thus, the seminar will have a socio-historical focus which will tie in with the Gothic. Vampires, ghosts and doubles will be the main focus. In addition to the set texts, the course will also use intermedial resources (films and documentaries). Possible texts are - Emily Brontë: *Wuthering Heights*. Charles Dickens: *Mr Testator's Visitation*. Sheridan Le Fanu: *Carmilla*. Arthur Machen: *The Great God Pan*. Sir Robert Louis Stevenson: *Strange Case of Dr Jekyll and Mr. Hyde*.

**HSA 406/506 – HEALTHCARE ETHICS AND JURISPRUDENCE (3)**

**Professor Bill Stroube, University of Evansville**

This course covers a variety of ethical and legal topics related to healthcare, including end of life issues, distribution of healthcare, ethics in the regulation of healthcare, professional ethics, new methods of reproduction, abortion and foetal-maternal conflicts, ethical issues in transplantation, and ethics in medical testing and research. We will study how these topics are address in various societies, with focus of the United States and the United Kingdom. Both historical and modern health care sites in England will be visited. The tentative schedule includes visits to London, Nottingham, Southwell, Eyam, Chesterfield and Grantham. Current ethical issues will be studied during visits to hospitals, hospices, medical museums, almshouses, and cathedrals. Group discussions with British citizens are also scheduled. We will also discuss how the UK and the US approached the Covid-19 pandemic and compare this to the bubonic plague in Europe during the 1300s and 1600s. The class will visit the plague village of Eyam in Derbyshire, England. All majors welcome. No prerequisites. \*\*Course fee \$350\*\*

**NURS 395 / PSYC 205/405 / PH 599 Healthcare and War (6)**

**Dr. Robyn Long, Baker University and Dr. Lindsey Carlson, Baker University**

Twentieth-century conflicts have shaped the disciplines of nursing, psychology and public health deeply, necessitating the establishment of the VA system in the United States and the National Health Service in the United Kingdom, as well as establishing the practice of triage, the movement of women to work in wartimes and beyond, and our understanding of psychophysical disorders, such as conversion disorder and PTSD.

# HARLAXTON



This course will explore advances made initially in the Crimean War (and Florence Nightingale's work) and throughout WW1 and WW2, with several opportunities for travel/field trips and amongst the backdrop of Harlaxton College, who billeted and trained soldiers in both the first and second world wars. This course can be taken at the lower or upper college level, and will earn the student a) diversity experience credit for Psychology majors, b) 3 hours of "content domain" coursework for Psychology majors or minors, c) and a core concentration course under the social science designation for Identities and Systems or Sustainability and Progress, as well as a core concentration course under the natural science designation for Identities and Systems or Sustainability and Progress themes.

### **WRTG 205 - INTRODUCTION TO CREATIVE WRITING (3)**

**Professor Clara Strong, University of Evansville**

Designed for both beginning and passionate writers, this course takes full advantage of the rich literary history of England, using location as a base for poetry, short fiction, and personal essay. Students develop a lively understanding of England's cultural life and develop skills for observation within their own work. Introduces techniques of description, characterization, voice, and narration, within an immersive environment that aims to foster creativity, curiosity, and respect for language. Students will leave this course with a greater appreciation and a truer understanding of the ways in which a good poem or story is constructed, and the way that particular—and purposeful—construction creates an impression on the reader. Includes field trips to locations rich in literary history and experiential learning opportunities, such as the British Library; the street where WB Yeats once lived and where Sylvia Plath held seances; and the 13th century ruins that inspired Bram Stoker's *Dracula*. UE Outcome 5 & Overlay Outcome E: Writing Across the Curriculum.

#### **pm Classes**

### **ENGL 210 - APPROACHES TO LITERATURE, TOPIC: LEGENDS OF KING ARTHUR (3)**

**Professor Sara Petrosillo, University of Evansville**

Fulfill literature and writing requirements with this 3-credit course on the legends of King Arthur in the land of King Arthur! In this course you will learn how to approach literary texts with imagination and authority. You will work to build up a writing skillset that will allow you both to argue imaginatively and effectively about poetry, drama, memoir, and fiction, and also to take those skills and communicate effectively in any context. In addition to building a critical vocabulary to talk about the formal components of literature, you will learn strategies for generating ideas, turning those ideas into arguable theses, organizing evidence and supporting arguments, and revising your drafts into convincing and provocative essays. We will read modernized medieval legends, Victorian and contemporary poetry, and a satirical anti-Shakespeare memoir prefacing a pseudo-Shakespeare play. We'll even watch film adaptations of Arthurian stories, such as David Lowery's 2021 *The Green Knight*. Through these stories of knights and ladies of King Arthur's world, we will interrogate social conventions and human nature. Field trips to Arthurian sites will also contribute to our understanding of how literature continues to shape and be shaped by a desire to explore actual locations. Fulfills two General Education Requirements: Outcome 2 and Overlay Outcome E: Writing Across the Curriculum.

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### **SOC 386 - DEATH AND DYING (3)**

**Dr Mari Plikuhn, University of Evansville**

Explores thanatology - the study of death - using a sociological lens. Examines how society shapes attitudes and behaviors toward dying, death, and bereavement. Topics of study include cultural traditions, rituals, practices, and attitudes toward death, self-awareness and value identification concerning death and dying, grief and bereavement, the impact of death and dying across the life span, and end-of-life planning. At Harlaxton, students will explore course themes through culturally-comparative experiential activities, including field trips to cemeteries, funeral homes, war and death memorials, and museums.

### **PSYC 405 - PSYCHOLOGY, CRIME AND PUNISHMENT**

**Professor Holly Skillman, Marian University, Indianapolis**

This interdisciplinary course explores the intricate relationship between psychology, criminal behavior, and the justice system in both the United Kingdom and the United States. Through a dynamic combination of lectures, case studies, and field trips, students will gain a comprehensive understanding of the psychological factors influencing criminal conduct, the legal processes involved in addressing crime, and the various approaches to punishment and rehabilitation across different cultural and historical contexts.

Our exploration will encompass both theoretical frameworks and real-world applications. Lectures will delve into research on criminal psychology, while case studies will offer practical insights into the complexities of the legal system. The unique setting in England provides an unparalleled opportunity for comparative analysis between UK and US approaches to crime and justice.

Field trips will bring course concepts to life, and may include visits to relevant sites such as:

- Courts, to observe trials and sentencing procedures
- Historical landmarks related to crime and punishment
- Museums and specialized exhibits
- Guided walking tours highlighting the intersection of law and society

By the end of the course, students will have developed a nuanced understanding of the complex interplay between psychology, criminal behavior, and societal responses to crime. This program offers a distinctive comparative perspective between the UK and US systems, equipping students with valuable insights applicable to their future studies and careers in psychology, law, criminology, or related fields



## Summer 2025

### Course Descriptions

#### Session 2 am Classes

#### **\*\*BRIT 230/330/330H - BRITISH STUDIES. LITERARY PERSPECTIVES (3)\*\***

##### **Harlaxton Faculty**

This course introduces students to a range of literary perspectives in relation to the development of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the ways in which literature has both shaped and questioned British identity. We will consider how national identity intersects with other key themes including gender, race, class and belonging. Includes field trips to locations of literary interest and experiential learning opportunities such as visits to Shakespeare's Globe Theatre in London, Romantic poet John Clare's cottage and garden, and a walking tour of Bloomsbury. Moving broadly chronologically, the course will examine a variety of literary styles and genres (including plays, poetry, novels and slave narratives) to explore how different writers responded to a changing Britain and sense of what it means to be "British". We will look at a selection of literary works including some classic British literature alongside texts and voices previously marginalised or left out of the canon. These include writers such as William Shakespeare, Aphra Behn, William Wordsworth, Dorothy Wordsworth, Mary Shelley, Virginia Woolf and Benjamin Zephaniah. How have these different writers articulated what it means to be British? How were these works shaped by, and how did they respond to, the changing historical, political and cultural contexts in which they were written? UE Outcome 2.

#### **BRIT 290 - BRITISH MUSIC FROM THE BEATLES TO ED SHEERAN (3)**

##### **Professor Kristen Strandberg, University of Evansville**

Explore the vastly differing sounds of British music from the 1960s to the present! We will examine social, political, and cultural movements that shaped British musical styles including rock, punk, Britpop, and the varied music of today. We will discuss artists such as The Beatles, Queen, Elton John, Coldplay, Harry Styles, Dua Lipa, Ed Sheeran, and more, with field trips to important sites such as the famous Abbey Road crosswalk and recording studio.

#### **MKT 325 - PRINCIPLES OF MARKETING (3)**

##### **Professor Douglas Albertson, University of Alabama**

The Principles of Marketing course is an experiential class where we will explore marketing as an integrating function of the firm. We explore marketing from a theoretical perspective as well as from an applied perspective. Our focus will be on the study of product, price, place, and promotions in the creation of customer value. We will discuss real-life examples of the marketing concepts and constructs we learn. We also discuss extensively the roles of corporate social responsibility and ethics in marketing decision-making. By the conclusion of the semester, students will understand how the following concepts lead to the development of a market-driven organization: the marketing concept; the selling concept; the role and management of product, price, channels, promotions; consumer behavior; market segmentation; target marketing; positioning; branding; and international marketing. Students will learn how marketing decisions are influenced by forces that are internal and external to the organization. Finally, by the end of the semester, students will understand the ethical issues



that arise in various marketing situations and the role of corporate social responsibility in marketing decision making.

## pm Classes

### [EXSS 451 - EXERCISE AND SPORT PSYCHOLOGY \(3\)](#)

[Professor Jeff Tilly, University of Evansville](#)

Provides an overview of the rapidly developing fields of exercise and sport psychology, including psychological aspects of sport performance and psychometric characteristics of sport participants. Topics in this class include the relationship of exercise to mental health. Special emphasis on theoretical and research issues important in the field of sport psychology is given. Prerequisites: Junior or senior standing or permission of instructor; Psychology 121. The class will include private tours of the London Olympic Complex, British Olympic Training Center, English Institute for Sport, Wimbledon Tennis Stadium, Wembley Stadium (home of the English National Soccer team and British Track & Field Meets among others), Nottingham Cricket Stadium (used during the London Olympics, and where we will watch a cricket game and receive a stadium tour) and Leicester Rugby (where you will receive a tour, and go through full rugby practice with the Leicester coaches). Both Nottingham and Leicester are ancient cities, and you will have time to explore each. Nottingham is also home to the Robin Hood legend, and the actual Sheriff of Nottingham's Castle is there, along with a pub established in the 1100's called Ye Old Trip To Jerusalem, which is where the knights gathered before leaving on Crusades. Leicester dates back to Roman times, and there are many Roman ruins that you can see, along with the burial site of King Richard III. Moreover, additional class trips may be included as well (in the past, these have consisted of trips to Manchester United, Aston Villa, Coventry Stadium (where the Bronze Medal Game was played for Women's Soccer during the London Olympics), Fulham, and the University of Lincoln.

### [PYSC 225 - LIFE SPAN HUMAN DEVELOPMENT \(3\)](#)

[Professor Gabriela Martorell, Virginia Wesleyan College](#)

From the moment of conception, when our genetic code is laid down and many of our fundamental traits are set in place, we begin a process of interaction with our environment; first as a single cell, then as a living, breathing person being affected by and affecting the various interacting spheres of our world. We move through these various influences - our families, peer groups, neighborhoods, schools, communities, and cultures - and as we do, we change, and grow, and carry with us many common experiences and broad patterns of development. If you have ever wondered why babies cling to their parents so fiercely and why toddlers say they "drew" a picture or "goed" to the store, why teens are so painfully self-conscious, how people pick careers and partners, and why older adults get wrinkles or become forgetful, this course will help you answer those questions. The course will be a blend of lecture and discussion/activities and will include 4 experiential learning days. Tentative plans include the Young V & A, the British Museum, the Bethlem Museum of the Mind, and a historical cemetery.

### [THTR 110 - INTRO TO THE THEATRE \(3\)](#)

[Professor Jordan Fuchs, Texas Woman's University](#)

Acquaints students with the process of creating theatre and enhances their ability to enjoy and appreciate performances. Requires observations of evening performances in addition to attendance at lectures. (UE Outcome 5) At Harlaxton, students will attend theatrical performances in London and surrounding cities, to



experience first-hand, theatre as a form of artistic expression. Class sessions will further explore these plays, their connection to contemporary culture, as well as the “how and why” of their creation. Not only will we read and view, but we will also practice, experimenting with the methods and concepts we are learning through short in class studies. No textbook is required. A class fee includes theatre admission and transportation to tours and performances. Previous classes have attended the National Theatre and West End performances, and toured the Globe Theatre in London, the Shakespeare historic sites and the Royal Shakespeare Company in Stratford, as well as regional productions close to Harlaxton. UE Outcome 5. *\*\*Course fee \$450\*\**

## **PSYC 405 THEORIES OF EMOTION**

**Dr. Grant Corser, Southern Utah University**

Emotions provide meaning and information about some of the most significant events in our lives. In this course, students will study current theories of emotion and the role of emotion in motivating our behavior and providing information about our varied contexts such as relationships and places. Students will have the opportunity to learn about emotions which warrant theoretical explanation. Throughout the class, students will have the opportunity to apply the theories and principles explored in the classroom in various, significant locations in the United Kingdom. We will focus on increasing psychological understanding while participating in curated experiences that allow students to generate, modify, explore, and understand emotional responses. For example, students can explore the feeling of awe while viewing exhibits in places such as the Museum of Natural History. They can put feelings of dissonance in context while viewing controversial artifacts in spaces such as The British Museum, and explore concepts of fear, in “haunted” locations. Students completing this course will be better equipped to explain the affectively motivated behaviors of self and others.