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## In PLACE: May 25, 2018

PLACE

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# IN PLACE

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**May 25th, 2018**

*Welcome to the PLACE newsletter! We will send out semi-monthly emails during the 2017-18 academic year to keep you informed about everything PLACE-related. We'll try to keep these relatively short and focused, while also providing useful information about PLACE activities happening throughout the Linfield community and ways to bring the program into your classes.*

*Want a primer on PLACE? Check out the description [here](#).*

*If you have a PLACE event to submit for the coming year, please submit it via this form: <https://goo.gl/forms/qRnR1NZjvOApF3Px2>.*

## **Spotlight On: PLACE's Upcoming Theme, Revolutions**

**ENGL 340: Racial-Religious Diversity in Medieval Literature (Spring, 2019)**

**Jamie Friedman**

This class will explore the ways medieval studies responds to contemporary racial politics. That is, Professor Jamie Friedman will ask how contemporary shifts in how we understand racial identity politics impact how students and critics understand these particular romance narratives, doubly engaging the PLACE theme: first, romance depictions of Muslims and Jews as specifically and particularly racialized others are usually situated in a crusader context; and second, in that racially inflected

narratives of the period are often the response to (eventually failed) religious Empire-building revolutions.

### **JAMS 335 Media Ethics (Spring, 2019)**

#### **Michael Huntsberger**

This class will focus on the ethical conflicts inherent in the business models developed by social media and media content providers, including Facebook, Instagram, Snapchat, Amazon and Google. The success of each of these companies has been relied on the willingness of naïve consumers to consign their data to these companies without compensation. Throughout, Locke's concept of private property will be applied to ask a question with potentially revolutionary implications: Is thought or behavior a form of property?

### **MUSC 354: Music History, 20th Century Music (Spring, 2019)**

#### **J. Slominski**

This class is an ideal locus for a discussion of revolutions writ large and small. Music in the 20th century saw a greater proliferation than ever before of "isms": symbolism, exoticism, post-romanticism, impressionism, expressionism, and so on; these movements and/or aesthetics were powerfully influenced by reactions to (or "revolutions" against) political, sociological, and musical issues. For instance, the Polish composer Krzysztof Penderecki's 1960 work was a direct response to the first wartime use of an atomic weapon. Also, Arnold Schönberg's philosophies and writings can be linked to growing nationalism in Germany, which stands as a harbinger of conflict.

### **MUSC 355: Women in Music (Fall, 2018)**

#### **Andrea Reinkemeyer**

From the Medieval period through today, many female composers and performers were excluded from public musical life; their work was limited to composing chamber music for their family and friends, cloistered religious communities, and developing musical communities separate from

their male contemporaries. In recent years, in a revolution of sorts, more female composers and performers have risen in prominence aided by: supportive mentors, affordable technologies, developing an internet presence, and global movements like #MeToo.

### **PSYC 287: Introduction to Personality Psychology (Fall, 2018)**

#### **Yanna Weisberg**

One of the first things we learn about is how to describe and measure individual differences that are consistent in people's thoughts, feelings, and behavior. For example, is someone often sociable, or more reserved? Are they prone to nervousness, or more calm? As part of in-class activities and writing assignments, students take surveys that assess their personalities. This class hopes to focus more on how these reports change depending on what is happening in the world around you, the events related to societal revolutions on larger as well as smaller scales. For instance, Parkland students/gun control, #MeToo, and the education funding protests in AZ and OK.

### **SOAN 350: Global Political Economy (Fall, 2018)**

#### **Tom Love**

This class interrogates the origins and cultural matrix of "globalization" in relation to the historical and political economic geography of its spread. By examining Europe and the people without history, one can destabilize the entire "modern/traditional" dichotomy on which current thinking about our world in civil society as well as in the majority of academic disciplines the core countries is built. Revolutions both large and small at all levels are part and parcel of the intensification, centralization, industrialization and urbanization trends that have led to globalizing modernity.

### **THTR 470: Theater History and Literature (Fall, 2018)**

#### **Lindsey Mantoan**

This class explores the connections between moments of political and cultural upheaval and aesthetic revolutions. For example, in the 1940s,

Bertolt Brecht revolutionized theater—his new approaches to the discipline were explicitly grounded in World War II political issues and in a desire to resist fascist aesthetics.

## **THTR/POLS: Social & Political Revolutions in the U.S.**

### **Lindsey Mantoan & Nicholas Buccola**

This class examines the intersectionality of masculinity, action films, US gun culture and the laws that uphold gun culture. It will explore questions such as: what does it mean to be an American, and how are potential answers to this question influenced by law, historical social hierarchies, and pop culture?

## **Announcing: PLACE Fellows, 2018-2019**

### **Faculty and Staff PLACE Fellows**

This year's faculty fellows are as follows: Nicholas Buccola, Jamie Friedman, Tom Love, Lindsey Mantoan, Andrea Reinkemeyer, J. Slominski, Yanna Weisberg, and Jennifer Williams. This year's staff fellows are as follows: Kristen Andersen, Joni Claypool, Kevin Curry, Amy Dames Smith, and Christopher Kahle.

This year's student fellows are as follows: Annika Albrecht, Megan Carpenter, Jenny Horniman, and Amelia Warnock.

Congratulations to all PLACE fellows, and here's to another great year!

## **Last Week in PLACE**

### **PLACE Talks**

As promised, this year's student PLACE Talks were fascinating. Students from a wide range of disciplines participated, bringing their ideas to Linfield. Here is a summary of last week's PLACE Talks:

### **Josh Harper's Speech, Bloodless: The Internet and Intimacy**

Josh began his speech with a quote from *Grease* to show the problematic power relationships that we bring to intimacy. With this in mind, Josh explored the changing, increasingly digital face of intimacy today, and how rigging Tinder with the same reward mechanisms as a slot machine might be problematic.

### **William Shannon's Speech, The Future of Sport is Digital**

William challenged our assumptions about 'sport,' a concept that we associate with physical exertion. He introduced many to the blossoming world of E-Sports, the potential that the market holds, and the rapidly growing interest in E-Sport that suggests that our assumptions about 'sport' will continue to be challenged.

### **Ben Bartu's Speech, A Modern Proposal**

Dressed nearly like John Winthrop, Ben Bartu performed a satirical rant on the need to step away from the cell phone, as it is responsible for civilization's recent woes. He then pivoted, stripping down to a plain shirt and his pantaloons to relate the fact that his friend dropped out of college to become rich on BitCoin—and succeeded immensely.

### **Diana Vazquez's Speech, The Death of the American DREAM: Undocumented students' fight for citizenship in the age of social media**

Diana relayed in vivid detail the struggles that undocumented immigrants face in the United States. She explored how, despite the mire of paperwork and bureaucracy that stands in their way, immigrants have been able to fashion a digital citizenship via networks of allies. She ended with a provocative question: What have *you* done for your citizenship?

### **Chase Stowell's Speech, James Baldwin and Electronic Nazis: The Productivity of Hate**

Chase used James Baldwin to explore how society today scapegoats a particular 'deplorable' section of society for racial injustice in America. He argued that such scapegoating was dangerous, as it eliminated personal responsibility for a national problem. He ended by saying that blaming racists is not progressive, but what Americans have done for centuries.

### **Amelia Warnock's Speech, Copy and Paste: How Social Media has Intensified Mob Mentality**

Amelia anecdotally showed how we can base our opinions on those of other people who actually read the news, rather than simply skimming the headlines. She rousingly demanded each of us, particularly in this digital age, to form our own opinions, our own thoughts, as to not fall into this trap.

### **Kole Kracaw's Speech, "Have you tried unplugging the router and never plugging it back in?"**

Kole argued that the internet is an alienating force that allows us to see the worst in others. He related the story of his experience in his hometown of Winnemucca during the 2008 election, and how Facebook memes led to his hatred toward people who he loved. Maybe, he suggested, the internet is abhorrent for contributing to this hate.

### **Jenny Horniman's Speech, "From Marching to Running"**

Adding perspective to the recent women's marches in the face of Donald Trump's presidency, Jenny showed how marching was good, but insufficient. Women are discouraged to run for office for a myriad of cultural reasons, she argued, and to change them, society needs to invest themselves in an effort she likened to a marathon.

*Watch for future newsletters to learn more about PLACE events, teaching resources, and details on your PLACE Faculty/Student Fellows! Thanks for reading, and please feel free to send me questions and suggestions at [pcottr@linfield.edu](mailto:pcottr@linfield.edu).*