

# FIRST YEAR SEMINAR 102 COURSE DESCRIPTIONS

Spring Semester, 2010

## 102 – First Year Seminar "The (In)Justice of Entanglement: Introduction to the Ethics of Care"

Section 1	TR	10:00-11:20	Bradner	4
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### Curricular Service Learning

Course is cross-listed with WMST 102-01

We might want to live in a just society, one in which scarce goods are distributed fairly. But we might also want to live in a benevolent society, one in which caring for people and their particular needs trumps fairness. Feminist ethicists of care champion benevolence. They argue the modernist notion of the individual as a discrete or bounded metaphysical locus is a historical, anthropocentric and misogynist artifact. Rights, responsibilities, praise, and blame should not accrue to single persons, but to small groups attached to one another through relations of dependence and care. In this course, we will critically assess this debate through works by Kant, Hume, Rawls, Kohlberg, and Gilligan, among many others.

As a course in curricular service-learning, students will process these readings viscerally by entering into their own relationships of dependence and care with community partners – groups whose needs might clash with our collegiate schedules and priorities. As an empirical source of reflection and critique, we will take our abstract understanding of care theory and bring it to the community by working on a semester-long service project. Students who enroll in this course should be prepared to spend, on average, an extra three hours a week coordinating, conducting, and reflecting upon this community work.

## 102 – First Year Seminar " The (In)Justice of Entanglement: Introduction to the Ethics of Care "

Section 2	TR	13:30-14:50	Bradner	4
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### Curricular Service Learning

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**102 – First Year Seminar "Kings: European Societies and their Leaders"**

Section 6                      MWF                      14:30-15:20                      Miller, S.                      4

Was it actually good to be the king? This class examines the effects of historical circumstance and social norms on the construction of political leadership in Europe before the modern age. We'll discuss such issues as the "Great Man" approach to history, divine right, and gender in the context of how people choose their leaders, through four in-depth explorations of pre-modern European societies. Each unit will investigate the values and circumstances of each society, as well as two of their leaders (one success and one failure). These societies are: First-Century Rome (Augustus Caesar and Nero), High Medieval Latin Christendom (St. Louis IX of France and Holy Roman Emperor Frederick II), Early Modern England (Elizabeth I and Charles I Stuart) and Ancient Regime France (Louis XIV and Louis XVI).

**102 – First Year Seminar "Through Middle Eastern Lives"**

Section 7                      MWF                      13:30-14:20                      Meriwether                      4

In the aftermath of September 11 Americans have paid more attention to the Middle East and are trying to learn more about the history and politics of this region. Much of what appears in the media, however, presents the region in stereotypical and monolithic terms and in ways that only reinforce negative images and justify US policy in the region. This course will present another side to the story, by exploring the history of the Middle East in the 20<sup>th</sup> Century through the lives of individuals. We will learn about major political developments and events – nationalism and decolonization, the Palestinian-Israeli conflict, the Lebanese civil war and tensions in the Persian Gulf, but will do so through the eyes of individuals who experience these events, In other words, we will put a human face on to this history and see it from the perspective of Middle Easterners themselves. Most of the readings will be memoirs, biographies and novels. We will also view several videos and movies.

**102 – First Year Seminar "The Politics of Development in Africa"**

Section 8                      MWF                      13:30-14:20                      Pletcher                      4

The need for economic growth and political stability are nowhere more urgently needed than in Africa. Yet African development has been elusive, and there is little agreement among scholars as to why this is the case. This course explores issues associated with the questions of economic growth and political stability beginning with the seemingly simple questions of What is Africa? and What is development? We will explore topics such as the impact on Africa of colonialism, natural resource extraction, World Bank development projects, and neoliberal reforms. Writing assignments will include reflective and reaction essays, critical summaries of social science research, issue-focused research, and social science analysis.

**102 – First Year Seminar "Women in Sports"**

Section 9                      TR                      10:00-11:20                      Lee, S.                      4

Note: Students may petition to have this course fulfill the Interdisciplinary/World Issues General Education requirement.

Course is designed to give students a comprehensive look at women in sport: past, present and future. Will examine, analyze and synthesize the issues surrounding women.



- 1) To attain a better understanding of some rich mathematical ideas.
- 2) To build sharper skills for analyzing life issues that transcend mathematics.
- 3) To develop a new perspective and outlook at the way you view the world.

We will cover roughly six different topics. Although you will be challenged, the overriding theme of the course is *to gain an appreciation for mathematics and to discover the power of mathematical thinking in your everyday life*. We will follow the text reasonably closely although we will not cover all the material in class. The only prerequisites for this course are an open and curious mind and the willingness to put aside any preconceived prejudices or dislikes for mathematics. Very little mathematical background will be expected and hopefully this course should be (for the most part) "self contained."

**102 – First Year Seminar "Living in a Roman City"**

Section 14	TR	8:30-9:50	Kershner	4
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How an ancient Roman interacted with his/her community was as informative of his/her life then as our interactions with our own communities are of us today. The Romans were careful city builders—as the remains of the two ancient Roman cities of Pompeii and Ostia show us—and meticulously designed their cities to meet the needs both of the inhabitants who lived in them as well as of the Roman socio-political and economic infrastructure. In addition to the material evidence of Roman cities that we see today in Italy and in museums around the world, we are very fortunate to have evidence from the Romans themselves in the form of literary works. Roman authors were often compelled to write about city life and what they thought of it in a variety of themes and genres, giving us a clear glimpse of how the “city,” as a physical entity and a concept, truly dominated their existence. This course is dedicated to examining both bodies of evidence, the material and the literary, for the Roman city and then coming to an integrated understanding of how the physical Roman city intersected and correlated with the daily life of Romans. In addition, we will simultaneously consider how our own experiences in our own cities are both similar and different from Roman experiences in an effort to learn something of ourselves in the process.

**102 – First Year Seminar "Hipper than Thou: The Power of Jazz Culture"**

Section 15	MWF	12:30-13:20	Rogers	4
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From its inception, jazz music has represented a style all of its own. It developed from a mixing of musical concepts that coincided with a mixing of a variety of people from varied backgrounds and values. Inevitably, this cultural mixture formed a subset of greater society all its own. That jazz culture came to be identified by its own concepts of race, gender, politics, and the ways one might lead a creative existence. At times, these issues collided as elsewhere in America, but they often manifested differently within the jazz culture, yielding a set of mores and values of its own. As it developed, jazz culture also came to include an outward expression of hipness, with its own styles of dress, talk, and mannerisms. At different times throughout the 20th century, other forms of expression, both artistic and commercial, sought to grasp onto the jazz identity. Literature, art, and even mainstream advertising media often signified on that culture. This course first defines the jazz culture and how it developed historically. It then identifies the non-musical forms of signifying on jazz culture that occurred during the 20th century.

## 102 – First Year Seminar “Imagining the South in Fiction and Film”

Section 16

TR

18:00-19:30

Young, J.

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This seminar will investigate representations of the South in the 20<sup>th</sup> century, starting with the U.S. and expanding into the Caribbean and Latin America. Drawing on a range of short stories, novels, and films, we will ask how the idea of the South as a cultural community shifts during this period, from the height of the Jim Crow era to the emergence of a “New South.” Our primary focus will be on the lingering effects of slavery and the plantation system throughout the Americas, and on contemporary responses to that history of trauma. Authors and films to be analyzed may include: William Faulkner, Richard Wright, Zora Neale Hurston, Eudora Welty, Flannery O’Connor, Gabriel García Márquez, Alejo Carpentier, *The Birth of a Nation*, *Lone Star*, *Eve’s Bayou*, and *Amores Perros*. Requirements will include three papers, a brief oral presentation, and a final class project.

## 102 – First Year Seminar “Greek Gods and Cults: Religion and Experience in the Hellenic World”

Section 17

TR

13:30-14:50

Kopestonsky

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In the Hellenic world, the Greek gods were an ever-present force. They controlled the weather, waters, harvest, death, love, and every other aspect of life. Worshipping the gods was not just a personal choice but also a social necessity. In this course, we will examine the beliefs, the ritual practices, and the role of cult in ancient Greek society by studying the written, artistic, and archaeological evidence. We will consider the nature of Greek deities, their sacred spaces and structures, the rules of behavior within these places, ritual activities including sacrifice and prayer, and how the sacred and secular were intertwined in daily life. Moreover, we will attempt to understand how the individual and the community experienced ritual space. The study of Greek cult has a broader application in understanding our own beliefs and sacred spaces. Many of our own rules of behavior are unspoken and have been taught by observation. The goal of this course is to familiarize students with the Greek gods, their worship, and to gain an appreciation and respect for the unwritten rules of ancient and modern society in regard to their rituals and beliefs.