Title: Jane Austen and the Contemporary World
Section & Time: FYS 100 A 10-10:50 MWF
Instructor: Mary Jane Androne

Description: This course will explore the reasons underlying the contemporary popularity of a British novelist whose fiction centers on the lives and manners of early nineteenth century gentry. Issues this seminar will address include Austen’s portrayal of marriage, friendship, sibling relationships and the critical choices characters make within the boundaries of class, family and place which often determine individual fulfillment. Most importantly, Austen’s vision of the hierarchies of “character” that trump social and economic rank which anticipate modern democratic ideology will also be addressed. Austen’s acclaimed mastery of the novel of manners as a genre will be an additional focus. Students will read five of Austen’s novels – Sense and Sensibility, Pride and Prejudice, Mansfield Park, Emma and Persuasion.

In judging the proper relation of Austen’s themes to contemporary culture, students will examine the historical contexts of late eighteenth and early nineteenth century British society to identify the social attitudes reflected in Austen’s fiction which determine the behavior of characters who are committed to maintaining the social hierarchy of provincial England and who actively resist the inevitable economic and social changes she records. The differences in attitudes and behavior various characters represent which produce so much of the conflict – as well as the wit – in Austen’s novels clarify not only her treatment of character but also her complicated vision which employs observation of the social scene to express her distinctive values.

The contemporary popularity of Jane Austen’s life and works is also evident in the plethora of films, novels and other media devoted to her; students will explore the implications of this wave of interest in Austen and analyze the relation of these contemporary works on Austen to her themes and characters.

Title: Neuroethics
Section & Time: FYS 100 B 11-12:20 TTH
Instructor: Lisa Bellantoni

Description: Are you your mind? Your brain? Your soul? Your body? Your I-Pod? This course will examine contemporary accounts of how our minds allow us to act morally - or not. We will look at both current accounts of how our brains influence our behavior, and how - and if - those accounts are consistent with traditional ideas of free will, moral agency and accountability.

Title: Educating the Prince Then and Now: Hamlet and His Descendants
Section & Time: FYS 100 C 11-11:50 MWF
Instructor: Alberto Cacicedo

Description: The goal of the course is to situate the liberal arts by comparing current approaches to and uses of the liberal arts to their function in the Early Modern period. We will focus on three major literary texts—Hamlet from the Early Modern world and Rosencrantz and Guildenstern Are Dead and Gertrude and Claudius from the post-modern world—to consider the issues that the liberal arts raise. In particular we will consider the problems and ambiguities attending on the deployment of the liberal arts in "real world" use, and consider alternatives to the liberal arts in approaching problems.
Title: Puzzle-Based Learning
Section & Time: FYS 100 D 1-2:20 TTH
Instructor: Daniel Falabella

Description: Students often have difficulty with their problem-solving skills, particularly when it comes to independent thinking. Many times they do not learn how to think to solve problems because their work is concentrated on solving problems at the end of the chapters in a textbook. This course aims at getting students to think about how to frame and solve unstructured problems. The approach is to make use of puzzles that can motivate the student to seek solutions. Through a series of classroom discussions and brainstorming sessions, we will examine a range of puzzles and brain teasers. Solving these examples will help the student develop some general problem-solving strategies.

Puzzles represent "unstructured" problems and help us to think "out of the box". They are not attached to any chapter or text. They illustrate many general and powerful problem-solving techniques. They illustrate the importance of science and mathematics. They can be fun and easy to remember. They offer an introduction to real-world problems. Why use logic puzzles, riddles, and impossible questions? Research shows that there is a parallel between the reasoning used to solve puzzles and the thought processes involved in solving real problems of innovation.

Title: Digital Art and Installation
Section & Time: FYS 100 E 9:30-10:50 TTH
Instructor: Matthew Garrison

Description: The ubiquitous presence of technology in our day-to-day lives has inevitably transformed the creative process of many artists and profoundly influenced contemporary art. Image manipulation, 3D mapping, non-linear editing, special effects and the Internet are integral to the studio practice of many artists exhibiting in galleries and museums worldwide. “Digital Art and Installation” is a seminar course that explores the impact of technology on contemporary art, specific exhibitions and individual artists. The relationship of technology to ongoing themes of perception, process and site-specificity in the visual arts is investigated through readings, discussions and research. Visual literacy and critical thinking are fostered through the investigation of ideologies and messages inherent in the artwork, as well as the technology employed in its creation and distribution.

Title: Greening our Campus
Section & Time: FYS 100 F 2:30-3:50 TTH
Instructor: Soma Ghosh

Description: Have you ever wondered how much energy you use each day as you flick the lights, computers, and stereos on? Have you ever counted the number of plug-ins you have in your dorm room? Almost every talk that we have today involves concerns about rising oil-prices, energy shortages, and the collapse of various ecosystems, global warming, and the pressures of a world population that may reach nine billion by mid-century. But it is possible for each one of us to be responsible for tiny activities and do our bit that will save us from the consequences of consuming too much and preserving too little? We will begin with an exploration of the meaning and origin of environmental sustainability and how it is linked to the economics discipline. Then we will discuss topics such as renewable and non-renewable energy resources, solid-waste and recycling, and green building and transportation, among others. This will provide an understanding of the intrinsic incompatibility of a modern industrialized society and concern for natural resources. Finally, we will diagnose the extent of major environmental issues on our campus (using sustainability indicators), search for remedies, and create sustainable strategies to solve them.

Title: Banned Books
Section & Time: FYS 100 G 3-3:50 MWF
Instructor: Denise Greenwood

Description: In this course we will read books that have been banned in the United States, some because of obscene language or sexual content, others because of political or religious issues that they raise. Since the texts we will read are all significant works in their own right, we will practice the critical approaches associated with the study of literature, but we will also examine the many ways in which the works challenge cultural and social norms. In our discussions, we will address such questions as: Why do people ban books? What criteria do they typically use? Does censorship contradict our notions of free speech? How do authors respond to censorship?
Title: Banned Books
Section & Time: FYS 100 H 2-2:50 MWF
Instructor: Denise Greenwood

Description: In this course we will read books that have been banned in the United States, some because of obscene language or sexual content, others because of political or religious issues that they raise. Since the texts we will read are all significant works in their own right, we will practice the critical approaches associated with the study of literature, but we will also examine the many ways in which the works challenge cultural and social norms. In our discussions, we will address such questions as: Why do people ban books? What criteria do they typically use? Does censorship contradict our notions of free speech? How do authors respond to censorship?

Title: Art of Drawing
Section & Time: FYS 100 I 6-7:20 PM TTH
Instructor: Richard Hamwi

Description: "The Art of Drawing" will offer students an opportunity to consider drawing as an art form and human activity the history of which begins with cave drawings and paintings. The course will integrate practical experience in drawing with related developments in the history of art. There will be reading, practical and research assignments related to art with an emphasis on drawing on a regular basis. A presentation related to individual interests in art history and criticism will be required of each student. This course will provide students to opportunity to increase their understandings of art its relationships to other fields through guided practical and research experiences.

Title: Perfect Children-Reproductive Technology and the New Eugenics
Section & Time: FYS 100 J 9-9:50 MWF
Instructor: Richard Heller

Description: This course will study the range of technologies now offered to the public and the ethical, legal, social and economic issues that result. A reading list will include selections from books such as “The Clone Age” by Lori Andrews, “Bioethics and the New Embryology” by Scott Gilbert et. al., “Human Heredity-Principles and Issues” by Michael Cummings, “Before We Are Born” by Keith Moore and T. V. N. Persaud, and “The Unfit-A History of a Bad Idea” by Elof Axel Carlson. Readings from biomedical ethics websites will be assigned in addition to material available in the current literature in “Science”, “Nature”, and other journals. Books and Journals will be available on reserve in the library. A critical aspect of this subject is the conflict between diversity and genetic conformity, which is often the hidden objective in genetic screening and reproductive therapies. The interdisciplinary nature of the subject will be emphasized, and students will be required to present individual projects through written assignments and oral presentations using PowerPoint.

Title: A Shot in the Dark: Psychoanalysis, Literature and Film
Section & Time: FYS 100 L 3-3:50 MWF
Instructor: John Incledon

Description: “I think, therefore I am,” affirmed French philosopher René Descartes in the seventeenth century. Are we thinking subjects, constituted by our conscious thoughts, as Descartes claimed? Or is there another realm of the mind—the unconscious—that influences, perhaps even governs, our conscious thoughts and actions? This course will study the ideas of two of the twentieth century’s most important psychoanalysts—Sigmund Freud and Carl Jung. Rather than attempting to determine the truth/falsity or the therapeutic value of their ideas, emphasis will be placed on the study of psychoanalysis as a method of understanding (“reading,” interpreting) the human subject—i.e., the subject as “text.” This method—methods, really, since the theories of Freud and Jung are quite different—will then be turned on other “texts,” literary and cinematic.
Title: Experimental Fiction
Section & Time: FYS 100 M 8-9:20 TTH
Instructor: Ethan Joella

Description: This course will study modern and contemporary authors who defy conventional story standards with non-traditional forms. Potential authors to be covered include Barthelme, Coover, Kincaid, Boyle, and Barth. The class will explore how these experimental stories still achieve end results similar to conventional pieces.

Title: Space and Place: Questions about Territory and Belonging
Section & Time: FYS 100 N 2:30-3:50 TTH
Instructor: Elizabeth Kiddy

Description: This seminar examines the concepts of space, place, and identity and how conceptions of these relate to the creation of personal, regional, national, and global identities. We will examine several case studies from Latin American history to help us to understand the ways that conceptions and representations of space and power have been shaped by, and shaped, history. The case studies will bring us up to the present, as we use our personal identities as a jumping off point for thinking about critical contemporary topics, such as the creation of nations and nationalism, the juxtaposition of globalization and tribalism, and the question of whether or not we have become “de-territorialized” through movement and migration. We will explore ideas of space from many different angles, using geography and history as the main disciplinary foci. Nonetheless, we will think about space and place creatively as well, reading a novel, watching and discussing a film, thinking about performance art, doing an art project on (and using) maps, as well as drawing on the students’ personal experiences of space and place.

Title: Creation
Section & Time: FYS 100 O 9:30-10:50 TTH
Instructor: Jennifer Koosed

Description: How did it all begin? Why is there something rather than nothing? What does it mean to be human? Every known culture has asked these questions, and most have explored the answers through the telling of stories. This class will begin by examining creation stories from around the world, paying particular attention to how the stories embody the deepest truths of the people who tell them. Next, this class will focus on the creation stories of ancient Israel and their interpretations in Judaism, Christianity, and Islam. These stories from Genesis have shaped our understanding of what it means to be human and humanity's place in the world. We will, therefore, explore how our contemporary views on gender, sexuality, race, and the environment are shaped by these ancient stories. Finally, the class will look at the role of science in the crafting of our current cosmologies and cosmogonies.

Title: Environmental Destruction: Is it the Psychopathology of Everyday Life
Section & Time: FYS 100 P 11-12:20 TTH
Instructor: Marsha Green

Description: Most people are aware of the serious environmental problems we face today. This course looks at how humanity created the unprecedented situation we are facing in terms of ozone depletion, climate change, toxic waste and many other environmental issues. How did human behavior evolve to this point and what can we do about it? After examining our current environmental challenges and looking at possible causes, we will discuss potential individual and collective solutions to our environmentally abusive tendencies. Each student will develop a way to participate in solving what may be the most important problem facing humanity today.
Title: Drugs & Society
Section & Time: FYS 100 Q 2-2:50 MWF
Instructor: Ian Rhile

Description: Few chemical substances have the cultural, economic, and political meaning as drugs. In this course, we will investigate concept of addiction from biochemical, psychological and cultural perspectives, and discuss various public health, political, economic, and medical aspects of legal and illegal drugs. Central themes will be the tension between the individual and societal cost and benefits, and how biochemistry and an individual's environment determine pharmacological effects. The course will feature two debates based on research by the class.

Title: Dining with God: Food and Spirituality
Section & Time: FYS 100 R 3-3:50 MWF
Instructor: Robert Seesengood

Description: Food customs play a vital role in many religious communities, but have been particularly key in the Judeo-Christian tradition. Traditional Jewish communities center much of their daily religious practice around observance of food regulations called kashrut. Food restrictions mark major Jewish holidays such as Yom Kippur and Passover. Christians have, as one of their central rituals, a celebration of the death of Jesus of Nazareth that involves symbolically eating Jesus’ flesh (as bread) and consuming Jesus’ blood (symbolized by wine). Fasting and specific food rules mark the preparation for and celebration of many Christian holidays (such as Christmas and Easter). Even in contemporary Reformed Judaism, there has been a return to traditional observance of kosher regulations. Many contemporary Evangelical Christians are rediscovering “biblical eating” – shaping their food choices around the dietary codes and general principles found within the Christian Bible. At present, many very secular Americans are also tuning attention to the ethical and spiritual implications of their food choices, using arguments that often reflect traditional Judeo-Christian values and views of food.

Title: Three Founders
Section & Time: FYS 100 S 2-2:50 MWF
Instructor: Ian Wendt

Description: The founders of the world’s three great universal religions-Buddhism, Christianity and Islam— are each very human historical figures. Siddhartha Gautama (Buddha), Jesus of Nazareth and Muhammad lived remarkable lives recorded by their disciples and contemporaries. Of course their disciples also attributed them with divine, prophetic and enlightened characteristics. This course will explore the biographies of these three founders, as both human beings and as the originators of religious movements that shape our world. We will examine biographies as well as the primary historical sources that describe their lives, their teachings and the movements they established. We will also explore the debates, controversies and sectarian conflicts that surround their lives and histories.

Title: Japanese Culture
Section & Time: FYS 100 T 2-2:50 MWF
Instructor: Marian Wolbers

Description: In this class, the works of two modern novelists from 20th Century Japan will serve to stimulate broader discussions about liberal arts. Students will read, write, think critically about words and culture, and discover the interrelatedness of seemingly disparate subject areas (literature and sociology, for example), while directly engaging in broadening their views of the world. Two enjoyable books of recognized beauty and depth—Yukio Mishima’s The Sound of Waves and Kobo Abe’s The Woman in the Dunes—will allow us to delve into universal themes of love, relationships, and life philosophy from a Japanese perspective. In these works, cultural concepts critical to understanding Japan and the Japanese, a highly homogeneous people, are embedded in natural imagery connected to the sea—overtly, water and sand, but also rocks, shells, pearls, pines, fish, fresh water, and more. In addition to reading these novels and viewing one movie, students will devote approximately 3 weeks to Japanese language training. By looking at and practicing selected basics of Japanese language in both written and spoken forms, students will become familiar with select Japanese characters and sounds. In this fashion, students can understand the ways in which signs and symbols are inextricably linked to behavior and human expression. The fourth hour will consist of a field trip to an exhibition of Japanese art or performance.
Description: The 16th and 17th centuries were a period of ferment in natural philosophy, or what is now called science. While the ancient views of the planetary system, matter, and medicine were replaced by theories based on observation and experiment, alchemy, astrology, and beliefs in the occult also continued to thrive. This course will examine the period of the scientific revolution with the goal of understanding both the development of the new science and the persistence of the magical traditions. This course is divided into three parts. First, it will present the ancient worldview based largely on the works of Aristotle, Ptolemy, Hippocrates and Galen. It will then study the events of the scientific revolution, including astronomy and physics (Copernicus, Galileo, Kepler and Newton), chemistry (Boyle especially) and the medical and biological writers, including Vesalius and William Harvey. With these developments, the role of experiment and observation will be studied. Finally, it will examine the paradox that while certain modern views took hold, alchemy, astrology, and occult beliefs persisted. The on-line supplements to the reading list constitute the fourth hour of rigor.