Building a Foundation for Liberal Learning:
First Year Seminars at Furman University
2014-2015
Introduction

Applicants to Furman and the nation’s other top colleges possess an increasingly impressive array of academic and extracurricular accomplishments. Despite their seeming sophistication though, today’s students often believe that the academic demands of college will be a relatively simple and predictable extension of the requirements of their high school experiences. First year students rarely, if ever, fully understand that stimulating the mind for the continuing pursuit of knowledge is the real heart of liberal education.

Furman University believes that students should be exposed to teaching and learning that significantly differ from a typical high school education—and that this exposure should occur as soon as possible. To achieve this objective, Furman requires that all new students complete two first year seminars. The rationale for these seminars is to provide students with a first-year experience that requires them to assume greater responsibility for their own learning and cultivates within them an excitement about the learning process and an enduring capacity to acquire and analyze knowledge.

The broadest goal of first year seminars at Furman can be aptly summarized in a statement by William Butler Yeats: “Education is sometimes the filling of buckets; sometimes, however, it is the lighting of fires.” First year seminars should use the passions of Furman professors for ideas and discovery to ignite the interests and passions of students. In short, these seminars should exhibit higher learning at its best: Students will be encouraged to think, write, and speak with rigor and enthusiasm about topics that matter to them and to the instructor.

First Year Seminars (FYS) will foster careful analysis and intense discussion of specific subject matter. Writing assignments will constitute a part of such seminars, but a variety of other instructional strategies will also be utilized. Most seminars will assume little prior knowledge about a given academic discipline, though a few may require special skills, such as fluency in a language or the ability to read music. Enrollment will be limited to fifteen students per seminar. First Year Writing seminars (FYW) will also explicitly devote significant pedagogical attention to the improvement of student writing and the development of information fluency. These seminars will provide students with many opportunities to write and include, at a minimum, one research paper or exercise. Writing seminars will enroll no more than twelve students.

Seminars are an opportunity for instructors and students to press into intellectual areas not easily accommodated in normal introductory courses. While seminars will certainly use the professional expertise of the faculty teaching them, the point of the seminars is not to create a new generation of specialists. Rather, the objective is to encourage students to develop, and cultivate an excitement for, the habit of logically defensible and rigorous thinking. Thus, the learning process becomes the primary focus, with the transmittal of content playing a secondary role.
Philosophical Underpinnings

Virtually everyone in America receives some formal education, depending on his or her abilities, needs, aspirations, and circumstances. Education prepares individuals to perform certain tasks and assume their responsibilities. A high school diploma allows graduates to choose some paths, while a college degree opens others. The same is true for every level of educational attainment. By expanding opportunities, education enhances an individual’s ability to shape his or her future.

The purpose of education is not limited to vocational or personal fulfillment; it also encompasses broader aims. For example, by transmitting knowledge from one generation to the next, societies obviate the necessity of learning everything anew. The laws of gravity, basic biological principles, and grammatical rules do not have to be rediscovered. Nor do we have to wait until we get a disease to learn about it. “Knowledge,” as Ralph Waldo Emerson aptly stated in his 1867 Phi Beta Kappa address at Harvard University, “exists to be imparted.”

Knowledge is important because it enables us to engage with other similarly educated people in a meaningful dialogue—to share their vocabulary, their standards of reason and evidence, and some of their perceptions. It also permits us to identify the ways in which we and others might have been mis-educated.

Knowledge helps us to understand our experiences, as well as phenomena that we have not experienced. We could observe innumerable sunrises and sunsets, but we comprehend them only because of our knowledge about the solar system. Conversely, firsthand interactions with peoples or cultures that are different from our own are not required for us to understand them or to recognize that we share a common humanity.

While the propagation of knowledge is an essential element of education, a caveat is necessary. A true education is not a one-way, mechanical transmission of facts by instructors, or an uncritical repetition of them by students. Although such a process is often mistaken for education, it is little more than psittacism—mere parroting without comprehension.

The dissemination of knowledge is not the only purpose of education. Just as an understanding of wood or paint is not sufficient to make an individual a carpenter or an artist, knowledge by itself does not automatically confer the ability to analyze or communicate it in a logical manner, nor the wisdom to synthesize it for insightful and effective application to new issues and contexts. If we expect artisans to complete apprenticeships, during which they practice various skills that have been modeled for them, we should expect the same from those who wish to hone their intellectual capabilities.

Intellectual skills—including the mastery of oral and written communication—are important because they enable us to assess complex phenomena and to explain them to people who are not experts in the field. They allow us to detect flaws in reasoning and rhetoric. They help us discern the differences between facts and opinions, and to recognize that not all opinions are based on the same evidence or make the same claims for acceptance. They allow us to critique ways of understanding that already exist and to pursue further knowledge. In sum, intellectual skills are necessary if a society is to be composed of a thoughtful public instead of a persuaded audience—a crucial prerequisite for democratic governance.
Finally, education should inculcate a passion for learning—a lifelong desire to know more about the world and one’s place in it. This passion has been, for example, the animating force behind history’s great scientific discoveries, which have in turn led to additional advances in knowledge. A passion for learning has also permitted a greater enjoyment and appreciation of art, music, literature, and other artifacts of the imagination—and has often inspired the emergence of new creative forces. Intellectual curiosity prompts questions about the ultimate purpose of existence, what it means to be human, and how we ought to utilize new knowledge. It is this habit of mind that education seeks to cultivate.

**Rationale for a First Year Seminar Program**

In an attempt to create a stimulating intellectual environment, first year seminars will rely on the pedagogical philosophy outlined in the previous section to:

- foster a dynamic process between faculty and students in which ideas and knowledge are communicated and discussed in a reflective, critical, and engaging manner;
- enhance the intellectual skills necessary for analyzing and solving complex issues and problems;
- inspire a passion for learning and intellectual pursuits.

Students enter Furman assuming that they will encounter an environment similar to the one they encountered in high school. They view education as a fairly straightforward proposition: instructors will give them information or tell them where to find it; the students will then repeat that information on tests, term papers, and other assignments. Students assume that they will play a relatively passive, risk-free role in their own education—attending class, answering an occasional question, reading assigned materials, and completing essays and exams constitute the horizon of their expectations. Students may anticipate their studies will be boring throughout their college career, except during a few courses in their major. In short, students expect to be academically successful at Furman, but not necessarily intellectually stimulated.

To counter these expectations—and to initiate a transformation of intellectual life at Furman—all students will complete two seminars during their first two semesters. These seminars will represent a significant departure from the world of high school, while also providing an experience that differs from most introductory courses. Specifically, the seminars will:

- employ a format that makes students active agents in their own learning;
- require students to reflect upon and critique the ideas and concepts imparted by their instructors and peers;
- spark student interest by providing dozens of seminars encompassing a wide range of topics;
- sharpen students’ analytical and communication skills;
- encourage and reinforce intellectual curiosity.
Program Overview

Guiding Vision

Any faculty member at Furman can propose a first year seminar. Indeed, the expectation is that all faculty will consider participating, and that all departments will be represented annually. With an energetic faculty, the number of available seminars each year will always exceed the number of seminars actually offered in any given year.

Seminars take advantage of the passions of individual faculty members and also reflect the openness and inherent tension that is part of any truly scholarly endeavor. We are not speaking of a faculty member’s passion for a specialization, for which college beginners are as yet unprepared. Seminar instructors are challenged to find creative and appropriate ways to introduce beginning students to a particular subject matter or a certain way of seeing or experiencing things that they find exciting.

First Year Seminars (FYS)

As noted above, all seminars will emphasize a broad treatment of ideas, concepts, and information associated with various topics. First Year Seminars will require students to investigate a variety of sources and media. Some seminars might be limited to an analysis of written texts, while others might employ a combination of texts, visual media, and audio sources. These seminars will be limited to fifteen students, which will ensure that a high degree of interaction among students and teacher will be possible.

FYS will also incorporate writing assignments as a way to elicit students’ views on the material being covered. These assignments could suggest discussion points for seminar sessions; allow the teacher to assess student understanding; offer students the chance to see how their perspectives differ from others; and/or provide an opportunity for students to present their opinions in a logical manner. However, FYS are not intended to function primarily as a means to improve student writing.

First Year Writing Seminars (FYW)

One of the main goals of writing seminars will be to teach students how to write more effectively. To meet this objective, writing seminar enrollment will be capped at twelve students. General pedagogical guidelines for writing seminars include:

• teaching critical thinking and logical argument through expository writing, working from the premise that writing is a form of thinking, and that ideas are inextricable from their written expression.

• encouraging offerings on any topic by faculty members in any department. In keeping with the emphasis on written expression, students will be required to produce 16-20 pages of finished formal writing, as appropriate to the topic of each seminar.

• incorporating education about plagiarism and other forms of academic dishonesty in accordance with university-wide policy.

• addressing analytical strategies, organizational methods, and grammatical correctness, although they are not designed primarily to teach the mechanics of writing.

Instructors will be encouraged to assign a composition handbook as a reference text and to utilize the resources of the Center for Teaching and Learning (CTL) and the StudioLab.

A critical part of the writing process, in addition to expressing one’s own ideas clearly and effectively, is locating, evaluating, and incorporating information from scholarly
sources, as well as giving proper credit to these sources. With this in mind, each writing seminar will include an information fluency component, which will culminate in a research project. The research project need not be long or complicated—but should be enough for students to get a sense of how the academic literature is structured and to understand the basic types of sources and their uses. Overall, the information fluency component will provide students with the foundational skills essential for research in other courses.

To effectuate the information fluency component, a librarian will be paired with each writing seminar. Librarians will understand the objectives of the seminar and will assist the instructor as he or she outlines potential research projects. The seminar librarian will serve as a resource for students throughout the semester, and—in collaboration with his or her colleagues—will conduct information fluency sessions during class time for students.

**Clustering**

Because seminars will model the interdependent nature of the scholarly community, instructors will be encouraged—though not required—to create interplay or “clusters” among seminars that are thematically complementary. These clusters could involve short periods of curricular collaboration or team-teaching with other seminar faculty. They will also foster multidisciplinary approaches, innovative teaching, and integrative thinking. For instance, a historian teaching a seminar on World War II might address the topic of the Holocaust by coordinating with a faculty member in Religion whose seminar focuses on moral implications. Another example might include a psychologist teaching a seminar on the cultural impact of contemporary psychopharmacology interacting with a philosopher studying the mind-body problem or a Theatre professor focusing on the relation between the concepts of “tragedy” and “character.”

The cluster model will have several tangible benefits. First, it will nurture a learning community that is not administratively-driven but evolves organically from the natural connections between and among fields. Clustering will increase the likelihood that seminars will involve the kind of dynamic exploration that is a hallmark of true scholarship. Clustering will encourage faculty to rethink topics from fresh perspectives and explore opportunities for collaboration.
Administrative Guidelines

The First Year Seminar Guide has been designed as a companion publication to the university catalog. Accordingly, interested parties should consult the Academic Regulations section of the catalog for information related to policies not specifically addressed in this document.

Assignment Practices

New students, both incoming first year and transfer students (when applicable), will be assigned to a single seminar in each of their first two semesters at Furman based on preferences indicated through ARMS (Advising & Registration Made Simple). Every effort will be made to assign students in one of the seminars in which they express an interest. No student will be assigned to a seminar he or she specifically identified as unappealing.

Enrollment in First Year Seminars (FYS) will be limited to 15 students. Enrollment in First Year Writing seminars (FYW) will be limited to 12 students. Exceptions will not be made on an individual student basis. Participation in first year seminars will typically be limited to new students.

Students may switch seminar assignments, strictly on a space available basis, only through Academic Records. A student may be registered for only one first year seminar in any given term. Department chairs and individual instructors do not make decisions about first year seminar assignments.

Students who fail to successfully complete one or both of his or her first year seminars during their initial two semesters at Furman will be assigned to an appropriate seminar the following semester or semesters in consultation with their academic advisor.

Application to General Education Requirements

All students seeking the bachelor's degree must complete two first year seminars, which must include at least one writing seminar.

First year seminars may not fulfill any additional general education requirement. Only one seminar may be applied toward a student's major, but neither seminar may be required for the major nor can it be a prerequisite for another course. No specific first year seminar can be required for any student.

Transfer Credit

Both First Year Seminars (FYS) and First Year Writing seminars (FYW) are topical courses appropriate for incoming first year and transfer students taught in a seminar format. Focused on introducing students to the rigorous academic atmosphere at Furman, the seminars frequently utilize interdisciplinary approaches. For courses completed at other institutions to be considered equivalent to these first year seminar offerings, we would expect students to be able to demonstrate that similar objectives have been met.

Introductory college-level composition courses completed at like institutions will typically be considered equivalent to First Year Writing seminars (FYW) only when a student has been enrolled on a degree-seeking basis at another college or university.

Scheduling Dynamics

First year seminars will not ordinarily be taught by adjunct faculty and no first year seminar may be taught as an overload or in any term during which the faculty member is teaching an overload.
The responsibility for the scheduling of seminars in a given academic year and the assignment of students to particular seminars will be shared by the Vice President for Academic Affairs and Dean, the Senior Associate Academic Dean and the Associate Dean and University Registrar in consultation with academic department chairs and the First Year Seminar Oversight Committee.

**First Year Seminar Oversight Committee**

As outlined in the Faculty Constitution, the First Year Seminar Oversight Committee is primarily responsible for the on-going maintenance of the first year seminar program. The committee’s role is to encourage, foster, and oversee all first year seminars. Specific responsibilities include:

**Course Recommendation**

The committee will examine FYS and FYW course proposals and make recommendations for approval to the Curriculum Committee. Proposals that are not recommended by the committee will be returned to the faculty member proposing the seminar with recommendations for re-submission. All FYS and FYW course proposals are reviewed by the First Year Seminar Oversight Committee and the Curriculum Committee. Proposals that are recommended by these committees will be presented to the faculty for final approval.

**Course Development**

The Committee will make recommendations and provide advice to faculty who are interested in offering first year seminars. Such advice and recommendations might include suggestions for strengthening a course proposal, arranging contacts with other faculty who have taught first year seminars for possible clustering or other cooperative ventures, and suggestions for consultation with Center for Teaching and Learning (CTL) or the Library staff about pedagogical or information-fluency concerns.

**Recruitment**

The committee will maintain annual contact with department chairs in order to ensure that a sufficient number of faculty are available to staff the program on an on-going basis. The committee’s goal will be to involve faculty from all academic departments and to maintain advance planning for up to four years for any given academic year.

**Scheduling**

The committee will work with the Associate Dean and University Registrar to ensure appropriate balance in the scheduling of first year seminars across semesters and to ensure the maintenance of appropriate proportions of FYS and FYW offerings in each semester.

**Evaluation**

The committee shall construct and administer appropriate instruments of evaluation for effectively monitoring the overall strength of the program.

**Faculty Support**

The committee, with the help of CTL, shall provide opportunities for faculty who participate in the program to develop and refine the teaching skills required by both types of seminars, FYS and FYW. These opportunities might include, without being limited to, workshops, small group discussion sessions, individual advice sessions, and panel discussions. Such opportunities will be scheduled at various times throughout the academic year and summer.
Funding for Program Support

With funds provided annually by Academic Affairs, the committee will construct a budget through which to fund, with stipends and other resources, the support activities outlined above. It may also make funds available for the development of individual, team-taught or clustered seminars that participating faculty may apply for via procedures established by the committee.

Seminar Descriptions

A brief description of all currently approved seminars. Not all of the seminars described in this document are offered each year. Students should consult the first year seminar selection tool through (ARMS) Advising & Registration Made Simple for more specific information about current offerings.

First Year Seminars (FYS) Descriptions

1101 American Art: Pushing Boundaries
Exploration of the concept of the America West as a place of ever-changing physical and intellectual boundaries as depicted in American art, and specifically to understand how the myths and realities of the America West shaped who we are as Americans. This course will combine digital slide lectures with discussion of secondary readings. 4 credits.
(M. Watkins, Art)

1102 American Gothic: Innocent Visions to Nightmares
Examination of the adaptation of the English Gothic tradition to American landscapes and culture. The literary texts studied will explore the horror that emanates from confronting the American wilderness, the savagery beneath a civilized veneer, the physical and psychological abuses of slavery, the loss of childhood innocence, societal constraints upon women, and the pain of dysfunctional families. 4 credits.
(L. Shackelford, English)

1103 Finding Your Life Purpose
Designed to guide critical reflection on what it means to live a life of significance, one that seeks to make a difference in the world. Study of Biblical, historical, literary and psychological models will facilitate a contextually rich and diverse interpretation of calling. 4 credits.
(S. D’Amato, Physics)

1104 Clothing as Self Expression
Exploration of fashion as a form of self-expression and attempt to assess the importance of our personal daily routines relative to external manipulation of our fashion priorities. 4 credits.
(M. Caterisano, Theater Arts)

1105 Combinatorial Game Theory
An introduction to the analysis of two-person combinatorial games. Topics to be covered include basic definitions and techniques of game analysis - symmetry, parity, game sums, Sprague-Grundy analysis and outcome classes. 4 credits.
(D. Rall, Mathematics)

1106 Furman University in the World
Examination of various aspects of American social, intellectual, and religious history with a specific focus on Furman University within that context. Students will develop understanding of the impact of important national and international events on Furman, and Furman’s contributions to such events. 4 credits.
(C. Tollison, History)

1107 Global and Green Computing
Seminar discussing the global aspects of computing. We will explore the world of information technology (IT) as it relates to cultural diversity and environmental sustainability around the world. We will examine how the IT industry must adapt its products to consumers in other countries. Software must be available in the users’ own language and alphabet, and we will explore how people living in the various cultures will have different computing needs. In the third-world, some of these needs will be basic access to the technology and information on how to use it. We will look at how well developed and reliable the global Internet is. How does one access the Web from the bush? We will investigate how various national governments deal with the global nature of IT as well. 4 credits
(P. Gabbert, Computer Science)

1108 French Theater of the Absurd
Through close readings in the original French of a series of plays by Sartre, Jarry, Beckett, Ionesco and Genet, students will gain familiarity with the texts as well as an understanding of the historical and philosophical influences which gave rise to absurdist theater. 4 credits.
(W. Allen, Modern Languages and Literatures)
1109 Exclusion and Damnation: Go to Hell
Exploration of the theologies of exclusion among the Abrahamic religious traditions. Focusing on theological voices within Jewish, Christian, and Muslim tradition, this seminar seeks to study the language and constructedness of exclusion and damnation. 4 credits.
(A. Teipen, Religion)

1111 Humans, Physics and the Natural Universe
A survey of the physical universe from the human perspective as seen through the lens of the scientific method. Particular attention is devoted to the role that science has played in society. Topics include the nature of science and theory, the fundamental interactions, the industrial revolution, nuclear weapons, quantum theory, cosmology, and the anthropic principle. 4 credits.
(J.D. Turner, Physics)

1112 Introducing Quantum Mechanics
The historical setting of Newtonian mechanics as a backdrop to that most fertile period for new views of the world of physics—quantum mechanics and relativity. Elements of the quantum theory will be studied, and present issues and possible future applications will be discussed. 4 credits.
(W. Brantley, Physics)

1113 Language: What It Is and What It Isn’t
A general introduction to the phenomenon of language. It will focus on presenting various views on language origin, the facts and fallacies about language, the human vs. animal debate, and the reality as well as the myths of language usage. 4 credits.
(J. Cox, Modern Languages and Literature)

1116 Murder, Mystery, and Mayhem
A study of modern and contemporary murder mystery and detective narrative fiction. Special attention will be given to questions about the construction of stories and narratives and how that involves interpretations of the meaning of human experience. 4 credits.
(C. Stulting, Religion)

1118 Poetry from the Inside
What makes poetry a distinctive literary genre worthy of our attention? Students will address this issue as they read poems, discuss poems, write poems of their own, and talk with some visiting poets. 4 credits.
(G. Allen, English)

1119 Poverty and Development
Scientific exploration of the problem of child and family poverty in the United States and how it affects children’s development. Major areas of focus include health and well being; cognitive, social and emotional development; environment; parenting; and policy issues. 4 credits.
(E. Hahn, Psychology)

1120 Problem Solving Through Recreational Mathematics
Since at least the time of the Rhind papyrus, puzzles have been used to teach, convey, and motivate diverse areas of mathematics. Students will engage some of the most fascinating problems in recreational mathematics. Rather than be observers of mathematics, we will be required to feel what it is like to do mathematics, to strain their minds and imaginations under the weight of a challenging problem. 4 credits.
(T. Lewis, Mathematics)

1121 Rogue States
Rogue states are considered to be outlaws in the international system. They are said to engage in the production and proliferation of weapons of mass destruction and the sponsoring of international terrorism. Discussion of the security threat emanating from rogue states in a post-cold war and post-9/11 world. 4 credits.
(A. Malici, Political Science)

1123 Sea Dragons and Storm Gods: Hebrew Mythology
Examination of mythological elements of narrative and poetic texts in the Hebrew Bible focusing on how the larger religious and literary contexts of the Bible helps us understand its mythological metaphors and allusions. Texts studied will include Genesis, Psalms, Job, and the Prophets. 4 credits.
(B. Bibb, Religion)

1124 Sports Economics
Using the tools of economic analysis, an examination of issues in professional and amateur sports, including market structure, antitrust, labor relations, college athletics, discrimination, Title IX regulations, and competition reforms. 4 credits.
(R.D. Roe, Economics)

1125 Studying Paintings with Poems
Developing an appreciation of the visual arts through reading and writing poems focused on paintings. 4 credits.
(W. Aarnes, English)

1126 Sustainability of Natural Resources
An interdisciplinary scientific approach to addressing the issue of the sustainability of industrial, agricultural, and natural systems covering a wide range of
1129 The Heart of Mathematics
Exploration of great mathematical ideas in an effort to answer the question "What is mathematics?" Topics may vary but could include: Functions and one-to-one correspondence, mathematical proof, the study of the geometric properties of shape, chance and risk, number and counting, pattern and relationships. Historical contexts will be considered. 4 credits.
(K. Hutson, Mathematics)

1130 The Mathematics of Games and Gambling
An introduction to probability and game theory, using card games, board games, and other casino type games for inspiration and motivation. Topics will be drawn from combinatorics, probability, expected value, Markov chains, graph theory and game theory. Specific games such as roulette, craps, poker, bridge, backgammon and keno will be analyzed. 4 credits.
(M. Woodard, Mathematics)

1131 The Politics of Good and Evil
Examination of what political psychologists have learned about good and evil and how it is manifested in the political world. The psychological, social and political underpinnings of terrorism, genocide, torture and mass killings will be studied as will the factors contributing to heroic and altruistic political behavior including a consideration of the ethical and moral requirements for human behavior. 4 credits.
(E. Smith, Political Science)

1132 What is Normal?
Humans can display a wide variety of behaviors that reflect a range of thoughts and emotions. Some of these behaviors, thoughts and feelings are considered "normal" while others are considered "abnormal". Where do those labels come from? What criteria are used to distinguish normal behavior from abnormal behavior? Who selected those criteria? An exploration of the historical and modern examples of mental disorder in order to better understand the biological and socio-cultural forces behind the label "abnormal". 4 credits.
(C. Stetler, Psychology)

1135 Curses, Cures, and Clinics: A Global Health Seminar
Examination of the sociological dimensions of health, illness, and healing in different parts of the world. It focuses on social epidemiology (e.g. HIV/AIDS, TB, malaria), cultural dimensions, and the role of national health care systems and NGO's in promoting health. 4 credits.
(K. Maher, Sociology)

1136 Death and Afterlife in Asian Religions
Conceptions of death and afterlife in a variety of Asian religious contexts including examinations of how religious communities (Hindu, Jain, Buddhist, Shinto, and Daoist) conceptualize death and dying, how they ritually manage the process of death, how these implicate values concerning status, gender, and age, and how they re-create worlds of meaning. Exploration of symbols of death, rebirth, and afterlife from a variety of examples, such as: Hindu rites of passage, Jain, Hindu, and Buddhist asceticism, the veneration of Buddhist Relics, Mahayana pilgrimage traditions in China and Japan, Chinese mummifications, Daoist thaumaturgy and funerary rites, Japanese Mizuko Kuyo, Buddhist Eschatology. 4 credits.
(S. Britt, Religion)

1137 Drugs, Sex, and Rocky Road
Discussion designed to help students develop opinions about legal and illegal drug use, sex, and eating disorders for the purpose of introducing the biological underpinnings of human motivation and behavior. 4 credits.
(O. Rice, Psychology)

1138 Evaluating the Science of Global Climate Change
Designed to help develop acquisition, interpretation, critical evaluation, and communication of scientific information using global climate change as a case study. 4 credits.
(B. Goess, Chemistry)

1139 Making a Personal Film
Working in collaborative groups and independently, students will develop materials, skills, content and techniques leading to the making of a finished personal film. 4 credits.
(R. Bryson, Theater Arts)

1141 Media, Art, and Terrorism
Case studies of the Red Army Faction (RAF) and 9/11. The RAF was a German Marxist-Leninist group active from the early 70s until 1998, that 'specialized' in car bombings targeting politicians, industry leaders, bankers and American army bases. The history of the RAF, both as a terrorist organization and in its mediation, will serve as a framework for approaching 9/11 and terrorism as a key element of contemporary media culture. 4 credits.
(I. Rasch, Modern Languages and Literature)

1143 Paradise Lost: Milton's Great Heresy?
A close reading of John Milton's seminal epic with attention given to the relationship between literary form and religious meaning. Special attention will be given
to the question of Milton's and the epic's religious views and consideration of their orthodoxy and heterodoxy. 4 credits.
(C. Stulting, Religion)

1145 Religion and Popular Culture
An introduction to theoretical methods and historical arguments for approaching religious issues in a society where the commercial mass media are pillars of the dominant culture. Examination of the representations of religion in popular culture (film, television, literature) and the ways in which religions attempt to transform popular culture. 4 credits.
(R. Sneed, Religion)

1148 Spectacular Imaginings
An exploration of films and critical texts that offer varying representations of the "spectacle." For a number of writers and artists, the notion of the "spectacle" invokes a fascinating, but ultimately frightening, form of closure. Including the spectacle in its manifestation as the sideshow or so-called "freak show," a form reworked in the contemporary talk show and "reality-based" television; the spectacle as a political tool for mobilizing mass assent; the woman as spectacle in film; and the body of the condemned in the eighteenth century spectacle of punishment. 4 credits.
(V. Hausmann, English)

1150 The Origins of Global Poverty
An exploration of the historical origins of the maldistribution of wealth between the "west" and the "rest" in the contemporary world. Contrasting viewpoints are considered and students are encouraged to explore the differing use of evidence to arrive at their own conclusion. 4 credits.
(E. Ching, History)

1151 The Pursuit of Happiness in America
Use of autobiographical texts to explore different ways Americans have defined and pursued happiness over time and across regions and circumstances. Structured chronologically, texts will include a variety of perspectives: male and female, white, black, Latino, prominent and obscure, rich and poor. 4 credits.
(D. Shi, History)

1152 Molecular Gastronomy
The discipline that seeks to explain the chemical and physical transformations that occur when food is prepared. A molecular analysis of common foodstuffs will be followed by descriptions of the interactions between molecules that occur upon heating and dissolution. This seminar will cover the basic principles in the fields of general chemistry, molecular biology, and metabolism, and include weekly laboratories, experimenting with classical and advanced cooking techniques from browning and caramelization to the preparation of hydrocolloid alginate gels. A year of high school chemistry is suggested, but not required. 4 credits.
(G. Springsteen, Chemistry)

1154 Management Literacy: Peril in Numbers & in People
Whether working in private sector, not-for-profit, or government organizations, managers are confronted with the needs to 'manage by the numbers' and to motivate, lead and inspire the people who surround them. These two aspects of management are fraught with hazards associated with mathematical reasoning, the interpretation of data, and the understanding of human behavior. Examination of the key issues associated with management literacy with illustrations drawn from situations that confront today's managers and leaders in their professions and everyday lives. 4 credits.
(K. Karwan, Business and Accounting)

1155 Comedy and Tragedy in Contemporary Nonfiction
What do comedy and tragedy look like in contemporary nonfiction? How does humor work? What makes us laugh, and cry, and feel emotions along with the narrator when we read a well-written book of nonfiction? These questions will be addressed through the examination of four works. Through close reading, we will determine how the writer creates characters, places, and events. Students will figure out the mechanics of comedy and tragedy, and appreciate the beauties of syntax and diction along the way. 4 credits.
(J. Tevis, English)

1157 Shakespeare in His Contexts
A study of Shakespeare in context of the cultural and historical texts that shape his plays and poems including a focus on particular themes in understanding Shakespeare's plays as part of the historical discourse of early England and Europe. 4 credits.
(N. Radel, English)

1159 Presidential Elections: Winning the White House
The race to win the presidency encompasses examination of competing political philosophies, political issues, the role of interest groups vying for political power and methods of campaigning. 4 credits.
(D. Aiesi, Political Science)
1160 Captivating the Public Eye: Media & Human Behavior
Everyday we are bombarded by images from the media around us: billboards, television, films, music, books, the internet. How do we process the information that we see? Do these images affect the perceptions we have of ourselves, others in our society and the world around us? Psychological principles related to social, developmental and cognitive processes through reading empirical articles and other source materials. The application of these psychological principles to understanding contemporary forms of media and the impact that media has on our everyday lives. 4 credits. (M. Horhota, Psychology)

1161 Inventing Christianity
This seminar will discuss Christianity in light of classical debates and later appraisals, including the contributions and challenges of the modern period. First, we will study the Jewish background for Christianity and major themes related to the history of Judaism to better understand Jesus’ historical, social, and cultural milieu. We will discuss selected chapters and themes from the Gospels and Book of Acts. New Testament accounts will be supplemented with readings from major thinkers and we will examine some theological and social movements in the history of Christianity. An underlying question will be: “Is Christianity a natural kind just sitting there, so to speak, waiting to be discovered or is it more nearly an imaginative construction that is invented? 4 credits. (E. Nix, Religion)

1162 The Wealth of Nations
Using selections from the Adam Smith’s An Inquiry Into the Nature and Causes of the Wealth of Nations as the point of departure for discussion, central questions of political economy are addressed: What makes some nations wealthy and others poor? Which is the best economic system? How are a country’s wealth and income distributed among its citizens? What are the concerns relating to an unequal distribution of income? How should we provide aid to the poor? In addition to looking for answers to these questions in the Wealth of Nations, supplemental materials are drawn from a wide variety of sources to explore the answers that economic thinkers of the past 300 years have supplied in order to see how modern economic thought and criticism has evolved from the time of Adam Smith. 4 credits. (J. Yankow, Economics)

1163 Haitian Women Narrating Home and Exile
An introduction to the writings of contemporary Haitian female authors who write in English about migratory experiences to the US and Canada. Questions such as home, exile, transnational identity, language, traditions, and the female body will be examined. The analysis of the specificity of the Haitian migratory experience will culminate with a final project consisting in the interviewing of Haitian women of the Greenville area to develop a broad and involved knowledge of the migratory experiences of Haitian women through the double lens of fiction analysis and the documenting of real life experiences. 4 credits. (M. Bessy, Modern Languages and Literatures)

1166 Dining with Confucius and Chairman Mao
An examination of various rituals as they are practiced on the streets of China today to unravel one of its genealogical roots in its “Confucian” past. What is the term “Confucianism”? Is it a form of religion? Is it a school of philosophy? Is it one or many? Are Chinese “Confucians”? Through a careful reading of ancient Confucian classics such as the Book of Rites and a thoughtful entertainment of rituals and ceremonies in China, students will develop an understanding and appreciation of the richness and complexities of intellectual culture including Confucianism and its rituals as a way to think and to rethink about China. 4 credits. (E. Baba, Philosophy)

1168 Pristine Nature: Myth or Reality?
An examination of the concepts of wilderness and “pristine” nature from scientific, historical, and cultural perspectives. Both the present influence of humanity on nature and evidence for human influences on landscapes in the past will be considered. 4 credits. (G. Lewis, Biology)

1170 Pursuing Equality: Fighting to Abolish De Jure Discrimination in America
In 1896 the United States Supreme Court decided in Plessy v. Ferguson that the separation of people by race was legal as long as public accommodations were equal. The separate but equal? Doctrine ushered in full scale segregation in the South. The campaigns of prominent civil rights leaders and groups to overturn the social and political impact of the Plessy v. Ferguson decision in the lives of African-Americans will be studied. Examination of the Back to Africa Movement, the campaign to end Jim Crow laws and the broader civil rights movement. Position papers responding to films, readings and class discussions will be used to evaluate students’ understanding of race and the pursuit of equality in America. 4 credits. (T. Cosby, Political Science)

1171 The Rhetorical Presidency of Barack Obama
Investigation of how President Barack Obama uses the media in public addresses and news conferences to portray an image and influence legislation. Students
will engage in class discussions, write papers, and deliver relevant speeches pertaining to the rhetoric of President Barack Obama.
4 credits.
(C. DeLancey, Communication Studies)

1174 Mars: Science and Fiction
How scientific knowledge is developed through the lens of our changing view of Mars throughout history. Analysis of recent studies of Mars will be juxtaposed against historical understanding and perceptions of the planet in scientific and popular literature and movies of the day. Investigations will serve as a concrete illustration of the dynamic and iterative nature of the scientific process and an exploration into celestial observation and navigation, Kepler’s Laws of Planetary Motion, the nature of light, Newton’s Laws, techniques for analysis from afar, the processes thought to be responsible for vast array of surface features on Mars.
4 credits.
(M. Svec., Education)

1175 Coincidence, Paradox, Myth, and Truth
Coincidences are fun – people enjoy hearing about them and experiencing them firsthand. But just how remarkable are these chance occurrences? Paradoxes can be unnerving. Is there a way to explain these apparent contradictions? Myths are prevalent. Is there any truth to the “hot hand” phenomenon in basketball? Can you really fake randomness? Careful analysis using logic and other mathematical tools will reveal the true nature of these examples.
4 credits.
(J.M. Harris, Mathematics)

1176 The Arctic Frontier
Chris McCandless, the main character in Jon Krakauer’s Into the Wild, has been a polarizing figure ever since his death in a remote camp in the Alaskan muskeg. In this course, we will explore the idea of wilderness in Western and Gwich’in cultures, discussing how class assumptions and government protections affect our understanding of what “nature” is.
4 credits.
(J. Tevis, English)

1177 Running and Being
An examination of a wide variety of writings that attempts to explain the appeal of running and its significance to individuals and groups. Physiological, psychological, and social factors will be explored, including the increased popularity of distance running, particularly among women. Through readings, discussion, and individualized running programs, participants will examine what running means to them. Students in this seminar will be expected to run throughout the semester.
4 credits.
(W. Pierce, Health Sciences)

1178 Okinawa from Farm to Fortress to Fantasy
Exploring the relationship between history and memory, through the context of modern Okinawa. Challenging the portrayal of Okinawa as a simple tragedy, and pondering the consequences of the acceptance of this type of narrative of victimization. Students will participate in the construction a virtual tour of the Cornerstone of Peace, a site commemorating those who died during the Battle of Okinawa.
4 credits.
(W. Matsumura, History)

1179 Connecting the Dots: The Science of Networks
This course combines different scientific perspectives to the study of networks drawing from areas such as economics, sociology, computing and information science, and applied mathematics. It addresses the fundamental questions about how our social, economic, and technological worlds are connected to allow for such phenomena as the rapid growth of the internet and the ease of global communication, as well as unsuspecting consequences such as the ability of epidemics and financial crises to cascade around the world with alarming speed.
4 credits.
(K. Hutson, Mathematics)

1180 Ancient and Modern Olympics
A study of the ancient and modern Olympic Games with an emphasis on the historical, political and cultural importance of the games. The seminar will also explore the “iconic” status of Olympic competitors and the nature of “fair and foul” competition.
4 credits.
(S. Pearman, Health Sciences)

1181 Magic and Religion
How people from cultures around the world conceptualize the spiritual realm, and how such conceptualizations are shaped by the values and social relations of the cultures in which they occur. Of particular concern is the relationship between magic and religion. We will examine the diverse ways in which humans attempt to communicate and intervene with the divine as well as ritually mark crucial moments such as birth, death, illness, and change.
4 credits.
(L. I. Knight, Religion)

1182 Science in the News: How to Avoid Being Duped
Current science topics that appear in the news will be discussed. The course will focus on how to learn about a topic from valid news sources (New York Times, Scientific American, Science News, National Geographic, and more) and how to avoid being duped by flashy headlines with little to no scientific foundation.
4 credits.
(K. Buchmueller, Chemistry)
**1183 Commercial Culture in China through the Ages**
The course examines Chinese people’s views towards business at various historical moments. Beginning with ancient times, the course presents the fundamental doctrines (the schools of the Confucianism, Taoism, and Buddhism) that dominated business practices in Chinese culture over the last two thousand years. The next part of the course outlines the transformation of Chinese approaches to scientific thinking that accompanied cross cultural contact with the West. The final part of the course maps out the construction of modern commercial culture in China, showing how Chinese ideology is reflected in the daily practice and economic life of China. 4 credits.
(D. Zhang, Modern Languages and Literatures)

**1184 Sex in America: 1950-1990**
This course will focus on the evolution of sexual attitudes and behaviors (hetero- and homosexual) in post-WWII America. The historical construction of gender, as well as social and political factors, will be examined. Primary sources emphasized. 4 credits.
(A.S. Henderson, Education)

**1189 Music: Thoughts, Emotion, Culture, Aesthetics**
A research- and discussion-based course that deals with questions regarding music’s effects on emotion, intelligence, culture, social development, and personal physiology. Issues surrounding the development of musical talent will also be explored. 4 credits.
(K. Cochran, Music)

**1191 Photographic Narratives**
Analyzing how style and subject matter of photographs reflect the social movements and cultural values throughout the 19th & 20th century. In addition to historical overview, several distinctive photographic essays will be explored to understand how editing affects meaning. 4 credits.
(T. Bright, Art)

**1193 Conservation and Culture**
An overview of how comparative cultures conceptualize conservation and the ways in which the actors (e.g., nonprofit organizations), institutions, and policies by scale (e.g., local, regional, national) resulting from this understanding shape sustainability. Students will examine conservation efforts, and the elements and systems that contribute to “a culture of conservation” Including: environmental perceptions about development, risks, and climate change; the professionalization of conservation nonprofits; progressive leadership; conservation development; cultural heritage; and livelihoods.
Includes interdisciplinary applied research projects about conservation and culture in the upstate of South Carolina. 4 credits.
(A. Halfarce, Sustainability)

**1194 Religion and Science Fiction**
This course will be an examination of the religious themes that inhabit contemporary science fiction and fantasy.
4 credits.
(R. Sneed, Religion)

**1195 On Stage in China**
The literary values of classical and modern Chinese drama, and the evolution of Chinese theatrical art.
Selected plays are read both as literary texts and scripts for theatrical performances, representing three distinctive theatrical ages and styles: Yuan dynasty northern plays, Ming dynasty and later time southern operas, and the modern era spoken drama. Several Western plays are paired up with the Chinese plays for cross-cultural scrutiny. Chinese film adaptation of plays and documentaries on video about Chinese theatrical arts are also used to aid study. 4 credits.
(H. Kuoshu, Modern Languages and Literatures)

**1196 Making Food**
Techniques of food cultivation and preparation from farm to table. Focusing on a key ingredient, students will study intensively in groups before preparing meals involving the ingredient. 4 credits.
(E. Hestermann, Biology)

**1197 Henrik Ibsen: An In-Depth Study**
Discussion and analysis of Henrik Ibsen’s many stylistic experiments in playwriting during the last third of the 19th century. 4 credits.
(J. Oney, Theatre Arts)

**1198 Mathematical Puzzles and Puzzling Mathematics**
From 1956 until 1981, Martin Gardner wrote a popular column that appeared in Scientific American magazine called “Mathematical Games.” In this course, a selection of these columns will be read, discussed, analyzed, contemplated, and dissected. 4 credits.
(M. Woodard, Mathematics)

**1199 Sports, Fans, and Mass Media**
Examining communities and identities of sports fans, and fans’ interactions with media, particularly television, social media and video games. Exploring the political economy of sports media and the commodification of sports culture. Thinking critically about empirical research through reading both quantitative and qualitative studies of fanship. 4 credits.
(J. Armstrong, Communication Studies)
1200 Afghanistan & Pakistan: Culture in Times of Crisis
Afghanistan and Pakistan, the two neighbor nations of South Asia with Muslim majority populations, have for over a decade been in world news headlines as sites of terrorism and of the "war on terrorism." This course will seek to understand the fate of culture and the transformations it has undergone in these troubled times with a focus on the last three decades since the invasion of Afghanistan by the former Soviet Union. We will read the literatures of and about these nations, written by authors domiciled there or in other parts of the world, with the aim of understanding the experiences of individuals and communities beyond media headlines. 4 credits.
(K. Bhati, English)

1201 Italian Film
The apex of Italian cinema from the emergence of neo-realism through the works of the great Italian auteur directors including Fellini, Antonioni and Pasolini to the present. How Italian film represented Italian history, politics, and culture. How the tradition of Italian Neorealism carried on from the 1940s until the 1960s and shows signs of a resurgence in contemporary Italian film. 4 credits.
(R. Letteri, Communication Studies)

1202 Jerusalem: One City, Three Faiths
Esteemed by the world’s three foremost monotheistic faiths and claimed by two different nations as their “eternal capital”, Jerusalem is no stranger to religious and political conflict. Through the use of primary sources and diverse forms of media, this course will explore the history of the city of Jerusalem from biblical times to the present, noting the real and conceptual hold that this city has held on people’s imaginations through the ages and the global implications of Jerusalem’s struggles and triumphs. 4 credits.
(T. Wardle, Religion)

1203 Contemporary Issues on Film
This seminar will focus on films that address global, political, and social issues. The issues will change with each offering of the seminar: in one term the seminar might study films that explore the status of women in a variety of social and cultural contexts. In other terms, the seminar might consider, for example, black/white relationships or the representation of war. 4 credits.
(F. W. Pate, English)

1205 Voting
Fair and honest elections are a cornerstone of democracy. The need for a group of individuals to make decisions on a variety of matters is a common occurrence. However, when choosing among three or more alternatives, problems arise with any voting procedure. Investigating the history of various voting procedures and the difficulties associated with each. 4 credits.
(R. Fray, Mathematics)

1206 Healthy America: Fact or Fiction
The state of health in America focusing on four major factors: the American diet, exercise habits, unmanaged stress and substance abuse. Readings and videos will be assigned and discussed in each of the topics, looking at the root causes of health problems in America. 4 credits.
(A. Caterasano, Health Sciences)

1207 In Sickness and In Wealth: Health Policy for All
In-depth study of the influence of policy, systems and environmental factors on health inequities. Specific focus on how policies, systems and environmental factors are associated with race, income and dislocation and in turn influence health of specific demographics of individuals. 4 credits.
(A. Powers, Health Science)

1208 Everyday Japanese Religion
Examination of how various religions in Japan including Shintō, Buddhism, Confucianism, Daoism, Christianity, and New Religions are practiced, interconnected, and manifested in everyday life and culture in contemporary Japan. 4 credits.
(S. Yagi, Modern Languages and Literatures)

1210 Learning Politics through Battlestar Galactica
Miniseries Battlestar Galactica (2003-2009) provides the launching point to explore the world of politics. The series introduces students to ancient political questions such as: What is political community? What is justice? What is power? Who rules? It also confronts students with questions of immediate relevance: Should religion influence politics? When is armed revolt just? Is democracy always the best form of government? 4 credits.
(B. Nelsen, Political Science)

1211 From X-rays to Quarks: A Renaissance in Physics
Review of the classical physics of Newton and Maxwell. The challenges to these theories are studied in detail through the contributions of individuals. Careful attention is paid to the areas of relativity, quantum theory, elementary particles, and nuclear physics. 4 credits.
(J.D. Turner, Physics)
1213 The Big C: Cancer, Biology and Beyond
Introduction to the basic biology of cancer. Students will explore how cancer is portrayed in the media and the role of cancer in society. The class will investigate the responsibility of cancer non-profit organizations and consider the role of faith when coping with cancer. 4 credits. (R. Chosed, Biology)

1214 Can Humans Fly?
Exploration of the fundamentals of flight through observations in the natural world and experimentation in order to understand the invention of human flight. Analysis from experimentation with the characteristics of flight will ground discussion on the meaning of a scientific discovery including its implications and consequences. 4 credits. (R. Hutchison, Health Sciences)

1216 International Security Threats?
Since the end of the cold war and even more so after 9/11, international security threats such as terrorism or rogue states are seemingly ubiquitous. This seminar critically engages phenomena of international security threats. It discusses their dangers, but also the possibility of them being exaggerated or even fabricated and it asks what goals such strategies may serve. 4 credits. (A. Malici, Political Science)

1217 Apocalypse Then: Vietnam through Film
An exploration of the American experience in Vietnam. Through the medium of film, students will consider and evaluate the various ways that Vietnam has been portrayed in terms of American foreign policy, as well as how American institutions and individuals were influenced by the conflict. 4 credits. (C. Fraser, Political Science)

1218 Islam, Women & Media
An exploration of the representation of Muslim women in the media. Topics include political and religious resonance of the veil, representation of gender politics in Islam, and Muslim family law. 4 credits. (K. Yildirim, Political Science)

1219 Near Neighbors: Canada, U.S. and Mexico
This course considers the longstanding and increasingly complex relationships between the three countries occupying North America. It will focus on important bilateral and multilateral issues, including immigration, drugs, trade, the environment, and national and subnational identities. 4 credits. (C. Fraser, Political Science)

1220 Guitar Heroes: Builders, Players and Music
This course will examine the metamorphosis of the guitar from the instrument of c. 1800 Europe to the electric guitar of the present day. In particular, we will study how music for guitar changed due to these innovations, and the players/composers responsible for those changes in Classical, Flamenco, Jazz, Country, Blues Grass, Rock and Heavy Metal music. The title of the course, “Guitar Heroes” reflects a play on this popular expression to include the innovators of the physical instrument as well as those that exploited the innovations for artistic and personal gain - the “heroes of the heroes,” so to speak. 4 credits. (S. Walter, Music)

1221 Classic Rock Music
Through the development of critical listen skills and an awareness of cultural, sociological, and musicological contexts in the 1960’s and 1970’s, we will attempt to answer the questions: What is Classic Rock music? Does this term refer to a specific time period? A certain style? An influence? What makes a rock song a “classic”? 4 credits. (D. Koppelman, Music)

1222 A Polarized America?
This course will examine political polarization in many areas of American politics, including the media, Congress, interest groups, and public opinion. Students will discuss the implications of political polarization for public policy. 4 credits. (D. Fleming, Political Science)

1223 Music Wars
An examination of the three areas in which art music and popular music collide: Worship, Stage, and Ethnic. What music best supports worship? Is opera better than Broadway musicals? Does some music encourage licentious or inappropriate behavior? Does music permanently affect our emotions, psyche, or ethical values? Is popular music inherently less valuable than art music? Students will learn through writing expository and persuasive essays, through individual and group presentations, to develop opinions and to organize and present their thoughts effectively. 4 credits. (B. Schoonmaker and G. Malvern, Music)

1224 Adapting the Classics: An Actor’s Perspective
For actors, studying the classics doesn’t bring up images of stuffy language and boring lectures. It provides challenges on how to adapt a classic text for a globalized 21st century audience. Through exploration and investigation, students will re-imagine masterpieces in dramatic literature using improvisation, creative drama, and applied theatre. 4 credits. (M. Azar, Theatre)
1225 Debunking Myths of China
Though Americans from all walks of life are increasingly aware of China’s economic, military, and political rise, myths and misperceptions of the People’s Republic of China abound. Policy makers, the business community, academics, reporters, and the general public all contribute to American images of China. While some herald the dynamic liberalizing reforms occurring within the country, others denounce the Chinese leadership as “Nazis and fascists” interested only in power and oppression. How are American images of China shaped, and how accurate are these various portrayals of the world’s most populous nation? How can false images of China exacerbate bilateral tensions and restrict reforms within the PRC? 4 credits.
(T. Blumenfield, Asian Studies)

1226 Ancient World in Literature and Film
Exploration of stories and cultures of ancient Greece and Rome as re-presented in modern literature, film, theater, and other media. Students will explore the ways that modern artists approach social, political, moral, and sexual issues via framework of the classical world. 4 credits.
(R. Childree, Classics)

1227 Gender Roles in Modern Japan
Exploring masculinities and femininities in contemporary Japan through short stories, graphic novels, films and anthropological studies on gender roles. Weekly, students will be assigned to read/watch a primary source and at least one accompanying secondary source. Focus on today’s Japanese society. 4 credits.
(S. Schmidt-Hori, Asian Studies)

1228 Psuedoscience & Skepticism
Using engaging examples in pseudoscience and the paranormal, the course will serve as a lively introduction to the scientific attitude, and to critical thinking in general. Students will learn how to critically evaluate extraordinary claims, and how to construct an effective argument. Topic areas include ESP, alien abductions, astrology, homeopathic medicine, conspiracy theories, and recovered memories. There is some overlap with existing courses on evaluation of scientific claims in the media. 4 credits.
(E. Wamsley, Psychology)

1229 Spanglish: Linguistic and Cultural Fusion
What are the linguistic consequences of Spanish in contact with English? How is language inextricably linked to culture? What are the advantages and disadvantages of being a Spanish-English bilingual speaker in the US? The repercussions of administrative policies related to the use of Spanish, the bilingual mind, and American’s attitudes toward other languages as well as non-standard language use? To complement the class content, students will interact with the Hispanic community in Greenville and analyze texts that demonstrate the merging of two languages and cultures. 4 credits.
(S. Knouse, Modern Languages and Literatures)

1230 Nature of Roman Myth
It is often said that the Romans had no myth, only saga. This course will explore that idea by interrogating various definitions of myth, examining the differences among types of traditional tales, and exploring their connection to native Italian religions, inherited Greek traditions, and Roman cultural identity. Primary texts to be read in English include Ovid, Vergil, and Livy. 4 credits.
(A. Leen, Classics)

1231 Will China Democratize?
Exploring competing definitions of democracy, theories of democratic transition, and prospects for China’s democratization. Students will debate, roleplay, present a final research paper and explain whether China will democratize and if the US can aid in the process. 4 credits.
(K. Kaup, Political Science)

1232 Eyes in the Sky
This course covers fundamentals of aerial photography and satellite imaging technologies; basics of image interpretation; geospatial data gathering, analysis, and application. Students will learn to collect aerial photographs to successfully complete a project. 4 credits.
(S. Muthukrishnan, Earth and Environmental Science)

First Year Writing seminar (FYW)

1101 Abortion: Issues and Controversies
Abortion touches core beliefs about the nature of the human person, human freedom and rights, human relationships, and the right ordering of society. Abortion will be considered through various disciplines in order to arrive at a deeper understanding of the issues and the controversies around this phenomenon. 4 credits.
(C. Watson, Art)

1102 Addiction and Recovery in American Culture
Interrogation through reading, research, writing, and discussion of the literary and cultural impact of narratives about addiction and recovery in American culture. 4 credits.
(D. Boyd, Center for Teaching and Learning)
1104 Confronting Democracy and Public Education
From the letters and public writings of Thomas Jefferson to the debates among Governors, Presidents, and Superintendents of Education, public discourse in the United States never strays too far from, "Why universal public education in a democracy?" This course will explore the history and arguments about universal public education in the US. Leading thinkers about education to be read include Thomas Jefferson, Ralph Waldo Emerson, Henry David Thoreau, John Dewey, Paulo Freire, Bell Hooks, and Maxine Greene. Novels included are Barbara Kingsolver's Animal Dreams and John Irving's A Prayer for Owen Meany—both of which explore main characters who are teachers. 4 credits.
(P. Thomas, Education)

1105 Disease and Culture: How Disease Transforms Us
Introduction to the biological basis of numerous diseases (including AIDS, tuberculosis, syphilis, plague, malaria, Irish potato blight, etc.) and discuss their social, ethical, and cultural impacts. 4 credits.
(M. Liao, Biology and S. Worth, Philosophy)

1106 Doing History in the 1950s
Exploration of changing tastes in the field of history by comparing what was written in the previous generation to what is being written today, and an examination of the Landmark Series, published in 185 volumes by Random House in New York City in the ’50s and early ’60s. Students will read on topics, mostly of their choice, comparing books written in the U.S. in mid-century to the best of current scholarship on those same topics. 4 credits.
(D. Spear, History)

1109 Global Climate Change: Fact, Fiction, or Fantasy
Insight into the scientific theory and data of global climate change. Students will analyze real data and compare their results to those cited in the novel A State of Fear by Michael Crichton. Ultimately, we will assess the roles of humans and natural variation in current climate change. We will also consider how knowledge and uncertainty influence climate policy. 4 credits.
(C.B. Andersen, Earth and Environmental Sciences)

1110 Global Water Issues
Introduction to and foster discussion on the many scientific and political facets of the world’s leading global water issues including a wide range of water resource and water policy topics. 4 credits.
(W. Dripps, Earth and Environmental Sciences)

1111 Haunted Mansions
Exploration of how the interior and exterior settings of a selection of Gothic novels, short stories, and films reflect the lives and complex psyches of the characters. Students will learn about such psychological disorders as dissociative identity disorder, post-partum depression, and schizophrenia and will discuss how family relationships and cultural pressures adversely affect the characters studied. 4 credits.
(L. Shackelford, English)

1112 History of the Liberal Arts
Exploration of the history and practice of the liberal arts in the western tradition from the classical period to the present. Specific focus will be on the development of "Humanism" and the "Humanities" in higher education from early modern European universities to liberal arts education on American campuses. 4 credits.
(M. Oakes, English)

1113 How Science Shapes our View of the World
A worldview may be described as a coherent, consistent, interlocking system of beliefs about what the world is like and why things happen as they do. From about 300 BC to about 1600 AD, inhabitants of the western world held a worldview derived from the natural philosophy of Aristotle. But in the 16th and 17th centuries, the work of Copernicus, Galileo, Kepler, Descartes, and Newton caused the dismantling of the Aristotelian worldview. The Newtonian worldview took its place: at least in the physical sciences, western thinkers took the mechanistic, materialistic, reductionistic, and deterministic view that “the world equals matter in motion.” This is the worldview that most of us have grown up with; this is the "air we breathe." But the science of the last century and a half – particularly the theories of evolution, relativity and quantum mechanics – has raised significant challenges to that Newtonian worldview, just as Newtonian science challenged the Aristotelian worldview. Through discussion of articles, stories, plays, poems, and programs from the PBS series “Nova,” we will look for evidence of the Newtonian worldview, and contrasting worldviews, in modern western society. 4 credits.
(S. D’Amato, Physics)

1116 Language, Argument, and Culture
A study of classical and modern principles of rhetoric and argument applied to contemporary linguistic issues such as information technology, multilingualism, language and gender, language and national identities, and the globalization of English. 4 credits.
(C. Stulting, Religion)
1117 Magic and Religion
How people from cultures around the world conceptualize the spiritual realm, and how such conceptualizations are shaped by the values and social relations of the cultures in which they occur. Of particular concern is the relationship between magic and religion. We will examine the diverse ways in which humans attempt to communicate and intervene with the divine as well as ritually mark crucial moments such as birth, death, illness, and change. 4 credits. (L.I. Knight, Religion)

1120 Medicine, Morality and Culture
Examination of the ways in which our moral and cultural conceptions shape medicine and medical research as well as the ways that medicine and medical research shape our cultural understandings of health, wellness, and normal human functioning. Special attention will be given to historically controversial cases, for example: the Tuskegee Syphilis Study, Nazi human experimentation, the Terri Schiavo case. 4 credits. (M.C. Epright, Philosophy)

1122 Popular Culture, Crime, and Justice
Crime is considered a major social problem in our country, but our understandings of crime and justice are derived more from indirect mediated images than direct personal experience. An examination of images of crime and justice in popular culture comparing them to scientific data regarding the nature and extent of crime, consideration of the sources of these popular culture accounts of crime and justice and an evaluation of the influence popular culture has on understandings of crime and criminal justice policy. 4 credits. (P. Kooistra, Sociology)

1123 Revising a City: Rebuilding New Orleans
Study of the literature, urban history, culture, music, politics, and art of New Orleans with a special emphasis on writing about the possibility of re-building the city post-Katrina. 4 credits. (D. Boyd, Center for Teaching and Learning)

1125 Sex and the New Testament
Investigation through research and writing into what the New Testament has to say about sex, why it says what it does, and what that might mean for contemporary society. 4 credits. (V. CroweTipton, Religion)

1126 Ethics of Sex
Introduction of different approaches to understanding human sexuality and thinking about sexual ethics including an evolutionary approach, a "social constructionist" approach, and a Christian theological approach. Theories of the relationship between biological sex and gender, the origin and nature of sexual orientation, and the purpose(s) or function(s) of sexual activities will be considered. Also, pressing issues in sexual ethics, such as the moral status of pornography, prostitution, masturbation, polygamy, and abortion, the rationale and value of marriage, whether there is any rational basis for privileging heterosexuality over homosexuality, and issues pertaining to inter-sexed and transgendered individuals. 4 credits. (E. Anderson, Philosophy)

1127 To Walk the Land
Through weekly hikes, students will come to know and enjoy the land, the environment of Upstate South Carolina, in a deeper way; to appreciate its natural and cultural history; to better understand our connection to and dependence on the land; and to communicate this new understanding effectively. 4 credits. (W. Ranson, Earth and Environmental Sciences)

1128 Turing: Thinking Machines, Codes, and other Enigmas
An exploration of the enigmatic life and prodigious work of Alan Turing (1912-1954) including Turing’s role in the invention of the modern computer, his pioneering work in the fields of artificial intelligence, game playing and the limitations of computing power, and his history-altering work in breaking the German Enigma code during World War II. Turing is studied as a noteworthy, albeit little known, philosopher through a biographical study of his life and writings including the fundamental nature of human thought and whether or not it is “computable”, the existence of a soul, and the ethical role of a citizen in wartime. An investigation of society’s response to “otherness” as reflected by Turing’s post-war anonymity and his suicide as the result of criminal prosecution for homosexuality. 4 credits. (K. Treu, Computer Science)

1129 Pristine Nature: Myth or Reality?
An examination of the concepts of wilderness and “pristine” nature from scientific, historical, and cultural perspectives. Both the present influence of humanity on nature and evidence for human influences on landscapes in the past will be considered. 4 credits. (G. Lewis, Biology)

1133 Can We Make Sense of the Sixties
Exploration of the United States in the 1960’s and early 1970’s and the conflicting political, social, racial, economic, and international forces that shaped American life at that time. Special emphasis will be placed on the civil rights crusade, the rise of the
protest tradition, the growth of presidential power, and the emergence of international crises such as the Cuban Missile Crisis and the Vietnam War. 4 credits. (M. Strobel, History)

1136 Exploring Politics through Literature
The philosophic underpinnings of politics through thoughtful readings of literature including an exploration of the influence of politics on human development. More specifically, how the competing views of nature, religion or the human good embedded in politics influence the possibility of self-knowledge. Literary works will be supplemented with short readings from the tradition of political philosophy. 4 credits. (A. Tessitore, Political Science)

1137 Freedom or Oppression: Human Rights in Asia
There are thousands of political prisoners in Asia. Leaders who order their detention contend that “Asian Values” and unique historical circumstances obviate the need to protect rights that many in the West take for granted. The “Asian Values” debate, the foundations of human rights theory in Western liberal democracies and in Confucianism, and how human rights can best be safeguarded in Asia are examined in the context of the relationship between human rights and democracy. 4 credits. (K. Kaup, Political Science)

1138 Know Thyself
Investigation of the question at the heart of a truly liberal education, the question of human nature. As the ancient Greek philosopher Socrates once said, “I am still unable to know myself, and it really seems to me ridiculous to look into other things before I have understood that.” What does it mean to be a human being, and how can we figure it out? Are we souls, as the ancient philosophers argued, or are we selves, as their modern counterparts have suggested? What, exactly, is the difference? Are both the self and the soul delusions, as some contemporary scientists maintain? Or should science's inability to speak about the soul point us toward other sources of wisdom in our search for self-understanding? Using the writings of some of the Western tradition's greatest philosophers as our guides, the seminar will consider the questions of human nature, human excellence, human happiness, and human self-understanding. Although answers to such questions are no doubt elusive, we will pursue them in the Socratic conviction that "the unexamined life is not worth living." 4 credits. (B. Storey, Political Science)

1140 History of Detective Fiction
Detective fiction from 18th century gothic novels to Sherlock Holmes, British cozies, and American crime noir. Relationships to horror and science fiction are also explored. Focus includes creating a logical argument, using textual evidence, and writing mechanics. 4 credits. (M. Oakes, English)

1141 Homer and History
Follow the history of Homer’s great war-poem, the Iliad, from the Bronze Age and the invention of writing, through the tyranny and democracy of Athens, the library of Alexandria, to its rescue from the ruins of Constantinople in the 1400s. 4 credits. (C. Blackwell, Classics)

1142 Economics of Wal-Mart
Examination of the economic forces and business decisions that contributed to Wal-Mart's extraordinary growth as it relates to controversies related to "big-box" retail stores, including their effects on local businesses, consumers, traffic congestion, and urban development. The emergence of Wal-Mart's "global supply chain" and its implications for efficiency and well-being in the United States and developing countries. Consideration of the effects of Wal-Mart's exceptional buying power and its controversial labor practices will also be considered. Finally, an assessment of whether Wal-Mart is the economic miracle of our time or a monster that should be contained by government policy and regulation. 4 credits. (K. Peterson, Economics)

1143 Issues in Shakespearean Drama
Various issues in the drama of Shakespeare with a focus on a particular group of ideas or topics that are relevant to understanding Shakespeare's plays and what it means to read them rather than a genre or major v. minor plays. 4 credits. (N. Radel, English)

1144 Liar, Liar, Pants on Fire: the Sport of Cheating
An examination of cheating in society through the lens of the sports world, including the science behind the scandals. Are recent examples of malfeasance exceptions to the rule or indicators that cheating has permeated our culture? 4 credits. (M. Winiski, Center for Teaching and Learning)

1148 Southern Women: Black and White
Exploration of the experiences of Southern Women from 1800 to the present through the literature written by and about them. The method of study will include: describing the culturally defined image of Southern women, tracing the effect of this definition on female
behavior, defining how the realities of Southern women’s lives were often at odds with the ideal, and examining the struggle of black and white women to confront racism and cultural expectations to find a way to achieve self-determination. 4 credits.
(M. Strobel, History)

1149 Art, Literature, and the Civil Rights Struggle
Exploration of the cultural, historical, and literary significance of the American civil rights movement. Course texts feature works of literature and history as well as the popular music, artistic productions, and public speeches that galvanized a national movement. We will extend our study to examine contemporary representations of this era as well. 4 credits.
(M. A. Kirkpatrick, English)

1150 Sugar and Spice
Imagine a day without sugar and spice. Unsweet cappuccino. Cinnamon-free apple pie. An omelet without pepper. Trace the history of common staples, sugar and spices, that became highly desirable items for European dining tables. With a focus on 16th century through 19th century networks that connected Europe, Asia, Africa, and the Caribbean and by using primary and secondary sources, the movement of goods and people that have shaped our social and culinary worlds will be explored. 4 credits.
(S. Nair, History)

1151 The American Dream: The Ideal and the Reality
An exploration of the concept of America as a place of political and religious freedom, social and economic mobility, and opportunities to achieve personal fulfillment. Students will analyze both literary texts and contemporary culture. 4 credits.
(L. Shackelford, English)

1152 The Tumultuous Twenties
An examination of the political, social, and cultural history of the United States in the 1920s. During this crucial decade the values of urban America clashed with the traditions of rural America as the culture of the Jazz Age redefined American morals. Nativism, Anglo-Saxon racism, militant Protestantism and Prohibition characterized the reaction to a rapidly changing society. 4 credits.
(M. Strobel, History)

1153 The U.S. Civil War through the Lens of Biography
An examination of the Civil War era using the perspective of biography. In addition to considering biographical interpretations of leaders such as Robert E. Lee, Abraham Lincoln, and Frederick Douglass we will consider memoirs of ordinary participants and approaches such as collective biography. Includes an opportunity to research and write biographical interpretations of individuals from the period. 4 credits.
(T.L. Benson, History)

1154 The Wealth of Nations
Using selections from the Adam Smith’s An Inquiry Into the Nature and Causes of the Wealth of Nations as the point of departure for discussion, central questions of political economy are addressed: What makes some nations wealthy and others poor? Which is the best economic system? How are a country’s wealth and income distributed among its citizens? What are the concerns relating to an unequal distribution of income? How should we provide aid to the poor? In addition to looking for answers to these questions in the Wealth of Nations, supplemental materials are drawn from a wide variety of sources to explore the answers that economic thinkers of the past 300 years have supplied in order to see how modern economic thought and criticism has evolved from the time of Adam Smith. 4 credits.
(J. Yankow, Economics)

1155 University and Social Justice
An examination of whether the university has a role in educating students about what would constitute a more just society and, if so, what might be unique about the contribution of the university. 4 credits.
(D. Gandolfo, Philosophy)

1156 Who Speaks Bad English? Language & Ideology
Should English be our official language? What is Black English? Who makes the grammar rules we learn in school—and should those rules be changed? An introduction to basic linguistics including discussions of issues from national language policy to attitudes about “ain’t.” 4 credits.
(M. Menzer, English)

1157 I’ll Be Watching You: Surveillance Thrillers
Consideration of the unsettling complications that arise for people who are watching or being watched. Discussions and writing assignments will focus on books and films portraying surveillance. 4 credits.
(W. Aarnes, English)

1158 Beer and Society
An examination of the ways in which beer production and use intersects with human culture. Topics will be addressed from the viewpoints of disciplines in the sciences, humanities, and social sciences. 4 credits.
(D. Haney, Biology)
1159 Veils and Turbans: Genders and Modernities
An exploration of the philosophical and historical underpinnings of contemporary Western attitudes to certain practices in Eastern cultures taking recent controversies over different kinds of headwear for men and women as a starting point to gain a better understanding of both Western and Eastern forms of modernity as they impinge on various contested notions of selfhood and community. Insights gained from philosophical, historical and ethnographic and sociological texts will be used to understand the representations of similar themes in certain works of literature. 4 credits. (K. Bhati, English)

1160 Alien Visions
An exploration of literary, visual, and critical texts that offer varying representations of “the alien” including varying responses to the alien from a number of perspectives (psychological, social, cultural) in a wide range of works. Among the likely texts to be explored: Sophocles' Oedipus Rex/Oedipus at Colonus, Anne Tyler's Celestial Navigations, Scott Heim's Mysterious Skin, E.T.A Hoffman's The Sandman; Jamaica Kincaid's Annie John; likely films to be screened: Tim Burton's Edward Scissorhands, David Lynch's Elephant Man, Steven Spielberg's Close Encounters of the Third Kind, Andrew Horn's Nomi Song, Don Siegel's Invasion of the Body Snatchers; photography by Gregory Crewdson. 4 credits. (V. Hausmann, English)

1161 Contemporary Issues on Film
A focus on films that address global, political, and social issues that will vary with each offering which may, for example, include studying films that explore the status of women in a variety of social and cultural contexts. Other offerings may include black/white relationships or the representation of war. 4 credits. (F.W. Pate, English)

1162 Writings of Benjamin Franklin
Discussions and writing assignments will focus on the writings of Benjamin Franklin—his juvenilia, his bagatelles, his political writing, and his autobiography. Franklin's works will serve both as subjects for critical inquiry and as models of clear, effective writing. 4 credits. (W. Aarnes, English)

1167 Winter in Literature and Life
We all know about winter’s physical characteristics and effects. But what about its other effects—psychological, internal, and literary? How does the concept of winter help to shape characters and events in three works of American fiction? Using “winter” as a lens to examine representative works of fiction, they will serve as a means to improve student writing, both critical and creative. 4 credits. (J. Tevis, English)

1168 The First World War
An exploration of World War I — the war itself as well as its impact on society and culture in Europe, the United States and the rest of the world. 4 credits. (D. Spear, History)

1169 Dragons & Demons: Debunking Myths of China
Though Americans from all walks of life are increasingly aware of China's economic, military, and political rise, myths and misperceptions of the People's Republic of China abound. Policy makers, the business community, academics, reporters, and the general public all contribute to American images of China. While some herald the dynamic liberalizing reforms occurring within the country, others denounce the Chinese leadership as “Nazis and fascists” interested only in power and oppression. How are American images of China shaped, and how accurate are these various portrayals of the world’s most populous nation? How can false images of China exacerbate bilateral tensions and restrict reforms within the PRC? 4 credits. (K. Kaup, Political Science)

1170 Life Without Principle
In “Life without Principle,” Henry David Thoreau asks about the nature of being free as an individual and part of society. An exploration of big ideas spurred in Thoreau’s work in the context of the Batman myth and two major novels, Player Piano (Vonnegut) and The Handmaid’s Tale (Atwood). 4 credits. (P. Thomas, Education)

1172 Dueling Perspectives: U.S. in Latin America
An examination of how United States military interventions in Latin America have been remembered in the popular culture, public commemorations, and historical literature of the two regions. Emphasis on differences between traditional academic history and popular historical memory, which stresses political, social, philosophical or religious meaning in the present. Students will analyze how historical events are interpreted in monuments, museums, battlefield sites, films, fiction, holiday celebrations, and in modern-day political movements and speeches. 4 credits. (S. O’Neill, History)

1173 Reductionism in Science: Is Everything the Sum of Its Parts?
With recent scientific studies of exceedingly complex systems, the reductionist approach has been joined
by the possibility of emergent properties - those that depend upon the presence of the properties of a system's component parts, but are novel and distinct from them. A look at the scientific process and how scientific ideas are developed, disseminated, accepted, and changed which is followed by an examination of historical cases showing the power of the reductionist approach. 4 credits.
(W. Blaker, Biology)

1176 Curses, Cures & Clinics: A Global Health Seminar
Examination of the sociological dimensions of health, illness, and healing in different parts of the world. It focuses on social epidemiology (e.g. HIV/AIDS, TB, malaria), cultural dimensions, and the role of national health care systems and NGO's in promoting health. 4 credits.
(K. Maher, Sociology)

1177 Rhetoric in the Age of Protest, 1948-1973
Study of the discursive and nondiscursive aspects of protest in the period 1948-1973. Focus on the forms and functions of rhetorics and counter-rhetorics in U.S. controversies over communism, civil rights, free speech, war, students' rights, women's rights, farm workers' rights, native american rights, gay rights, environmental damage, and poverty. 4 credits.
(S. O’Rourke, Communication Studies)

1178 Autoethnography: Putting Lives in Context
Systematic investigation of each student's life story and communicating with others about how this individual biography fits into a larger context. Analysis of the life story from different angles, such as race, class, and gender including the collection of information regarding salient events in the student's life. Designed to help students learn how to tailor their story to an academic audience. Practice with giving and receiving feedback to make writing better and methods to help writers develop clear, concise, and well organized arguments based upon detailed empirical observations. 4 credits.
(K. Kolb, Sociology)

1179 Our Technological Heritage
An examination of the history of technology, with an emphasis on the threads of innovation that have lead to the invention of the computer, and its applications. Topics include: classical and Renaissance discoveries and inventions, the scientific revolution, the development of analog and digital computing technology, as well as important questions posed in computer science. 4 credits.
(C. Healy, Computer Science)

1180 C.S. Lewis
Exploration of the life, work and theology of C.S. Lewis (1898-1963), one of the most influential Christian writers of the 20th century. Topics to be explored include Lewis's writing on Christian belief, morality, forgiveness, faith, pain and the nature of heaven and hell -- all with emphasis on practical application to modern life. These topics are covered via readings by and about Lewis. Biographical material and the foundational work *Mere Christianity* form the basis of the course. Additional works by Lewis provide the opportunity to delve more deeply into special topics which may vary. 4 credits.
(K. Treu, Computer Science)

1181 Irrational Exuberance: Tulips, Techs and Houses
Scams, Ponzi schemes, and market bubbles remind us that "otherwise intelligent" people often make irrational decisions. An examination of historical episodes of such behavior and the recent housing bubble as a means of introducing students to "behavioral economics". 4 credits.
(B. Brown, Economics)

1182 Assassination of Lincoln
A study of the assassination of Abraham Lincoln in history, memory, and the documentary record. Evaluation of the event and it major actors, the trials and executions of the conspirators as well as popular reactions and historiographical interpretations. Participants will construct a web-based public documentary collection of newspaper transcriptions and other primary sources. 4 credits.
(T. L. Benson, History)

1184 The Meaning of Life?
Some possible avenues to develop and mature a sense of the meaning of life are explored. Questions will intertwine both theistic and non-theistic alternatives as well as the question itself. 4 credits.
(V. CroweTipton, Religion)

1185 Crossing Borders/Rites of Passage
What can texts that explore the US-Mexico border teach us about our own lives? Through a series of readings on young people and their journeys into foreign territory, the study of border crossing as a metaphor for the rites of passage, such as beginning college, will be addressed. Texts will help students to develop their writing skills as critical readers of literature. Study will include not only how language is used by these authors, but what this language means to us as readers, and more importantly, as writers. Students will have the opportunity to write, and revise, autobiographical, critical and travel essays. 4 credits.
(A. Lozano-Alonso, Modern Languages and Literatures)
1186 Sugar and Slavery in the Caribbean
An examination of the Caribbean sugar plantation from 1492 through the 1990s with a primary focus on Cuba. In addition to exploring the historical, political, and economic underpinnings of sugar monoculture, representations of the plantation in select works of fiction, essay and film will be highlighted. 4 credits.
(J. Cass, Modern Languages and Literatures)

1187 Magical Spanish America
The Spanish-American narrative from the 1950s to the present day, with particular focus on the magical, marvelous, and the fantastic including an exploration of the function of magical realism within a Latin American context, paying special attention to literary representations of gender, class, national, religious, and racial identities. 4 credits.
(1188 Steve Jobs: The Cult of Apple
Exploration of the life and work of Steve Jobs and his impact on the technology landscape. The broader topic of corporate culture and innovation will be explored by looking at other successful companies such as Google, Microsoft, Intel, and Facebook. Biographical material will come from the recent Walter Isaacson biography as well as video interviews. 4 credits.
(B. Catron, Computer Science)

1189 Social History of Technology
In this seminar we will examine the social life of modern technologies from the beginning of the Industrial Revolution to the present. Technology not only shapes history, but social groups also shape how we use technology. To understand both of these processes – the lifespan of a given technology – we will analyze and evaluate the historical interrelationships between technology, culture, and society. Some of the themes we will explore include philosophical and historical debates about the meaning of technology, how the social uses of technology result in unintended consequences, metamorphoses in the functions of technologies, technology and empire, the relationships between technology and the environment, and the links between race, class, gender, and technology. We will cover a number of different technologies in this course including, but not limited to: the telegraph, the telephone, the bicycle, the automobile, electricity, computers, and the internet. 4 credits.
(L. Harris, History)

1190 Secession and the Fort Sumter Crisis
History of antebellum secession movements, the Sumter crisis and the coming of the American Civil War. Exploration of regional differences and evolving sectionalism in international and local contexts. Overview of conflict process theories. Examination of relevant ideologies, nationalism and tensions of emergent democracy. Impact of abolitionism, Proslavery, African American resistance and activism, debates over territorial expansion and federal-state relations. 4 credits.
(T. L. Benson, History)

1191 Neil Gaiman and the Mythology of Life and Death
Explores mythological and religious themes in the writings of Neil Gaiman, including books for adults and youth as well as the graphic novel series Sandman. Emphasis on mythic conceptions of death and afterlife, and of spiritual boundary crossings. 4 credits.
(B. Bibb, Religion)

1193 Reading Flannery O'Connor
In this course students will read the short stories, novels, essays and letters of Flannery O'Connor. They will write four or five papers exploring various topics in her work: religion, race relations, the South, etc. Hopefully the class will be able to take a field trip down to Andelusia, her home in Milledgeville, Georgia. 4 credits.
(F.W. Pate, English)

1195 Psychic Disorder and the Social Order
Contemporary culture accepts "mental health" as a corollary to bodily well-being, and assumes that a productive and ethical society is a community of well-regulated minds. Yet as much as we value psychic order in our daily lives, we are intrigued by the romanticized madwoman or charming sociopath we encounter in fictional mediums. This course explores how and why certain emotional states and patterns of thought become labeled pathological or disruptive, and also considers what cultural values, both positive and negative, those psychic states have come to symbolize. It excavates the nineteenth-century history that grounds current distinctions between sanity and insanity: a divide often figured as a binary opposition, but which, upon closer inspection, entails gradations and even contradictions. By reading fiction in dialogue with both contemporaneous scientific accounts of mental function and its broader cultural context, and by connecting modern mental health debates to their historical origins, the course highlights the tension between freedom and restraint that characterizes debates about psychic disorder. 4 credits.
(G. Braun, English)

1196 Eating as a Sustainable Act
This course will examine the relationship between you and the food you eat, how that food is produced, and the economic, social, and environmental impacts of eating. Course will involve visiting local farms to help define sustainable agriculture, and of course, sharing a meal or two together. 4 credits.
(C.B. Andersen, Earth and Environmental Sciences)
1197 The Battle Autumn of 1862
Using Autumn 1862 as a focal point to place the American Civil War in broader context. Topics include crux battles of Antietam, Sharpsburg, the so-called "Dakota War," Perryville, and Fredericksburg; the Emancipation Proclamation and American abolition in historical context; the elections of 1862; Clara Barton and Civil War era medical culture; the debate over the Law of Nations and emergent conventions for treatment of combatants and civilians in wartime; and Civil War journalism. 4 credits.
(T.L. Benson, History)

1198 US Historical Myths
This seminar examines the history behind some of our national holidays, such as the Fourth of July, Columbus Day, and Thanksgiving, and explores the way this history has been represented and celebrated through the centuries. 4 credits.
(J. Barrington, History)

1200 Competition in Nature and Culture
The Super Bowl. Democrats vs. Republicans. Ford vs. Chevy. Competition permeates our culture, but is competition fundamental to how humans and all organisms interact? Examining the nature and importance of competitive and cooperative interactions in nature and society. 4 credits.
(W. Worthen, Biology)

1201 Caves and the Literary Imagination
How do humans shape the subterranean landscape--and how does it shape us? Examining literal caves as well as human-made "caves," such as fallout shelters, grottoes, and tunnels. Using the cave as our central image, we will explore literature, visual art, apocalyptic religion, and Cold War history, interrogating how human ideas of caves, and interior spaces, have changed over time. 4 credits.
(J. Tevis, English)

1202 Medieval Forests
The examination of a variety of medieval literary and legal texts about the forests, such as Christian mystical visions, Arthurian romances, Robin Hood tales, Breton lais, bestiaries, and selections from medieval forest trials. Alongside these medieval texts, contemporary ecological criticism and animal theory will be employed to discover how the history of Western representations of the forests can deepen our understanding of today's environmental debates. 4 credits.
(J. Provost, English)

1203 Blogging with Adam Smith and Karl Marx
Modern economics and indeed much of modern social science originate in a debate in the early 1700s between Bernard Mandeville and Francis Hutcheson. Mandeville argued that private vices lead to public virtues like economic prosperity, whereas Hutcheson, along with his students Adam Smith and David Hume, strongly disagreed. Smith's attempt to refute Mandeville's provocative "greed is good" argument essentially launched modern economics. Today, the blogosphere is home to a robust discussion of economic ideas that speaks to this debate in any number of ways. This course will introduce students to the major ethical debates underpinning the early social scientific thought of writers like Hobbes, Mandeville, Hutcheson, Hume, Smith, Ricardo, Mill, and Marx. Our writing assignments will explore how this ethical heritage continues to influence contemporary discussions of social policy. 4 credits.
(S. Herron, English)

1204 Human Animal or Human Machine?
How do technologies shape our understanding of the universe, the environment, and humankind? Do feelings expressed in the 18th and 19th centuries about nature, technology, and the work of art—from proud associations with "natural talents" to a pronounced shame inspired by mechanical resemblances—influence today's ideas about art, the human being, and society? To engage these questions, students will explore and write on a variety of texts that address the shifting ideas of nature and technology central to Romantic-era thought and which continue to frame current debates about the nature of life itself. 4 credits.
(M. Speitz, English)

1206 Spain in the US Imagination
Identification and examination of notions and representations of Spain in the United States from the seventeenth-century forward. Using a variety of texts and media, the course will consider causes and motivations for the varying and often contrasting impressions of Spain which have persistently dominated US thought throughout its history. 4 credits.
(L. Bartlett, Modern Languages and Literatures)

1208 Conspiracies, Delusions & Lies
This course examines the ways in which we construct belief around things that we have good reason not to believe including cult-led thinking, false memory syndrome, anecdotal evidence, and the spun media. 4 credits.
(S. Worth, Philosophy)

1210 The Genesis of Faith
Considers the nature and development of the primordial narratives of Genesis and the ways in which they provide the basis for and are in themselves foundational interpretations of a variety of Jewish, Christian, and even Islamic worldviews. Emphasizes writing arguments using these topics. 4 credits.
(H.L. Turner, Religion)
1211 Chocolate: Science, Culture and History
Through the ages, cacao beans, the source of chocolate, have served as symbols of social status, religious offerings, and romance. Going beyond the symbolism of chocolate to examine the cultural, economic, and ecological impact of chocolate production from the early mesoamerican period to the present. Chocolate will be prepared and consumed during this course. 4 credits.
(V. Turgeon, Biology)

1212 Dilemma Tales: African Short Stories
Emphasis on African storytelling through the study of short fiction written by internationally and lesser known African writers. Examining the legacy of African short fiction, and the importance of the genre as a popular creative vehicle for social, cultural, and political commentary on contemporary African societies and the African Diaspora communities.
4 credits.
(C. Maiden, Modern Languages and Literatures)

1215 Can the West Save the Rest? Foreign Aid Issues
This course will investigate a number of questions about foreign aid: What is it? Who gives it? To whom? How much? Why? Careful consideration will be given to evaluating the effectiveness of foreign aid and using empirical evidence to support an argument. 4 credits.
(N. Cook, Economics)

1216 Adventures in Genre: Print, Panels, and Films
This course examines what constitutes “text”—moving beyond the traditional view of text as print-only to include comics, graphic novels and film. Students will choose and explore works adapted into a variety of read and write about a wide variety of media (for example, World War Z and The Girl with the Dragon Tattoo), and then write original essays as an exploration of how humans communicate in both academic and popular settings. 4 credits.
(P. Thomas, Education)

1217 Autism and Technology
A focus on understanding the experience of autism, a developmental disorder affecting communication and social interaction, from multiple perspectives, and how to design and use technology systems to support these individuals. Exploring how autism affects individuals across the life-span and a spectrum of abilities. Critically examining current technical and non-technical approaches to supporting individuals with autism and their caregivers, and design new educational and assistive technologies for autism. 4 credits.
(A. Tartaro, Computer Science)

1218 Work and Selfhood
How do we define our values, skills, and priorities through the work we choose to do, and how do our occupations define us in the eyes of others? This course will consider work as empowerment or exploitation, as a calling or an obligation, as a means to an end or an end in itself. 4 credits.
(G. Braun, English)

1219 Lincoln Presidential Rhetoric
The public speeches of Abraham Lincoln are examined using close textual analysis and contextual history to understand persuasion, motives, and artistry in public discourse; to learn about Lincoln's life and times; and to understand his influence on slavery, the Civil War, and beyond. 4 credits.
(B. Inabinet, Communication Studies)

1220 Remembering the Holocaust
An exploration of the way we think about and represent the memory of the Holocaust. Students will be challenged to create an actual museum exhibit, ask questions about sources, representation and role space plays in shaping public memory. 4 credits.
(J. Hansen, History)

1221 God and Justice
Exploration of the complicated relationship of religion and politics in a democratic context. In addition to reading classical texts in political theory, students will also consider religious approaches to political activism as such activism affects American public policy. 4 credits.
(J.A. Simmons, Philosophy)

1222 Imagining & Narrating the Urban
Science fiction novels re-imagine cities in other times and other places. They tell stories about those cities that are not bound by the laws of physics or biology as we know them. Ethnographies of cities - detailed, descriptive accounts of life within them by sociologists and anthropologists - must respect reality, but they depend on storytelling in much the same way. Both kinds of stories need to make us feel as though we were there to communicate what is important about them. When they give us the sense of the city as a place and the elaborate relationships among its inhabitants, they also challenge us to examine our own identities, our relationship to the world around us, and our understanding of that world. This course will ask students to read fictional and social scientific stories about the city together, considering how we know what we know and how we create new knowledge about the places around us. Students will write analytically about these comparisons, but will also research and write their own narratives, experimenting with observation and description. 4 credits.
(A. Passell, Sociology)
1223 Eat, Write, Think: Food, as Metaphor
Ideas are nourishing: like food, they fuel our understanding of and aliveness to the world. We “digest” them, “crew them over,” reject them as “half-baked.” Food and eating are deep metaphors for meaning and understanding. This course explores food as conceptual metaphor and metaphor as “food for thought” through readings, discussions, and writing workshops. 4 credits.
(J. Love, Center for Teaching and Learning)

1224 Big Food: Media and Politics of Modern America Health and Society
In this writing seminar, we will read, evaluate, and discuss media and political messages related to food in modern American culture. Sources will include websites, newspapers, magazines, peer-reviewed research articles, popular non-fiction books, and movies. Topics will include issues related to big food industries, farm subsidies, environmental impact and sustainability, crop homogeneity, pollution, the obesity epidemic, toxic food environment, weight bias, and popular diets. Students will lead in class discussions, post weekly blogs, complete an APA style literature review as well as present their paper to the class. 4 credits.
(K. Blomquist, Psychology)

1225 Sustainability
This course is intended to take an interdisciplinary scientific approach to addressing the issue of the sustainability of industrial, agricultural, and natural systems. The course covers a wide range of global environmental topics with an emphasis on sustainability.
(W. Dripps, Earth and Environmental Science)

1226 Minority Rights
Exactly which groups should have what rights? Do collective group rights protect minorities or undermine individual liberties? By comparing social, political, economic, and international factors that contribute to the creation of minority identities and maintenance of minority-majority relations in several different countries, students will explore and debate definitions of justice, equity, and rights. 4 credits.
(K. Kaup, Political Science)

1227 Quest for Meanings and Values Through Theatre
Theatre challenges core beliefs and principles and has become a vehicle for social change around the globe. This course aims to explore those concepts and deepen skills of critical reading and writing while opening one’s heart and mind to unique ideas and interpretations in theatrical works. 4 credits.
(M. Azar, Theatre Arts)

1228 Writing Freedom: U.S. Abolition and Social Change
Students will investigate some puzzles of emancipation and consider a broad array of abolitionist strategies for change. Why did emancipation take so long? Who was responsible for ending it? Which approaches seemed to catalyze change, and which hardened opposition? Why, in contrast to so many other nations in the Atlantic world, did American emancipation involve such a violent ending? How did abolition overlap with other efforts to extend human rights in the same era? What kinds of human rights were involved in emancipation, and which were left out? Did we complete emancipation’s promise with the civil rights movement or is the process ongoing? 4 credits.
(T.L. Benson, History)

1229 Faith and Doubt in Literature
What makes a book great? Do certain texts have a transformative power, and if so, wherein does it lie? After an initial discussion of the nature and purpose of art and literature, this seminar will focus on literary crisis of faith and how faith is created, shattered, lost, renewed, challenged, and strengthened in narratives from around the world and from the Golden Age of Spain to the present day. Students will engage in class discussions, write research papers, and maintain a reflective journal. All stages of the writing process will be examined in the context of the writing assignments. 4 credits.
(M. Rippon, Modern Languages and Literatures)

1230 Ooh La La!: French Women in American Culture
Is it true that French women “Don’t Get Fat” and “Don’t Sleep Alone”? Why should Americans want to know “How French Women Do It” or how to find our “Inner French Girl”? Students will investigate the current fascination with representations of French women in American self-help literature. 4 credits.
(M. Bessy, Modern Languages and Literatures)

1232 Dante and the Inferno
This course will conduct students on a guided tour of the afterlife, as seen through the eyes of Dante Alighieri, the fourteenth-century Italian poet, theologian, philosopher, statesman, and humanist. While giving due consideration to poetics and historical context, this course will focus primarily on reading Dante’s great epic as a way of engaging with some of life’s biggest questions: What is the purpose of human existence? What is the nature of justice? How can finite human beings attain a glimpse of transcendent truth, goodness, and beauty? All course texts will be in English translation, and our primary readings will be complemented by re-imaginations of Dante’s story in contemporary film, music, and graphic arts. 4 credits.
(D. Fink, Religion)
1233 Sea Dragons and Storm Gods: Hebrew Mythology
Examination of mythological elements of narrative and poetic texts in the Hebrew Bible focusing on how the larger religious and literary contexts of the Bible helps us understand its mythological metaphors and allusions. Texts studied will include Genesis, Psalms, Job, and the Prophets. 4 credits. (B. Bibb, Religion)

1234 Bird by Bird: Interactions with Nature and Society
Birds fill many roles in society. Examples abound in science, fashion, sports, and religion. As such, birds serve as an important window to understand human-environment interactions. Discussions and readings will cover how our ideas about birds reflect changing ideas about nature and society. 4 credits. (J. Quinn, Biology)

1235 Shakespeare Then and Now
Exploring the written Shakespearean plays and comparing them with modern interpretations/adaptations. Specifically, the changes made from the plays in contemporary films. 4 credits. (M. Oakes, English)

1236 Thinking Sex
Typically, sex and sexuality define discrete, natural categories of being or identity. Instead of treating these as separate from other social and cultural issues, we will study how these concepts acquire meaning from their association with categories of knowledge (race, ethics, medicine, or science, for example) that are not primarily about sex. Works explored include philosophical texts, Disney films and fairy tales, documentaries and contemporary novels. 4 credits. (N. Radel, English)

1237 Welcome to Greenville
Introduction to the city and country of Greenville, South Carolina. Focusing on the region's government and politics, considering its history, economics, sociology, arts, and religion. Students will read and write about local history and politics and invest themselves in current local events. 4 credits. (G. Halva-Neubauer, Political Science)

1238 The Way of Wisdom
Explore the world’s “wisdom” traditions as you study the Biblical Wisdom books (Proverbs, Job, Ecclesiastes) alongside ideas about wisdom from the Ancient Near Eastern traditions as well as in conversation with texts from other world religions. Reflect on the root and purpose of religious wisdom traditions, and consider how these traditions might have enduring relevance for questions such as: Does the world have order and meaning? What would a “successful” and “happy” life look like, and how might we pursue that goal? How should we make sense of suffering and injustice in the created order? 4 credits. (B. Bibb, Religion)

1239 Pseudoscience & Skepticism
Using engaging examples in pseudoscience and the paranormal, the course will serve as a lively introduction to the scientific attitude, and to critical thinking in general. Students will learn how to critically evaluate extraordinary claims, and how to construct an effective argument. Topic areas include ESP, alien abductions, astrology, homeopathic medicine, conspiracy theories, and recovered memories. There is some overlap with existing courses on evaluation of scientific claims in the media. 4 credits. (E. Wamsley, Psychology)

1240 Religion and Science Fiction
This course will be an examination of the religious themes that inhabit contemporary science fiction and fantasy. 4 credits. (R. Sneed, Religion)

1241 Near Neighbors: Canada, U.S. and Mexico
This course considers the longstanding and increasingly complex relationships between the three countries occupying North America. It will focus on important bilateral and multilateral issues, including immigration, drugs, trade, the environment, and national and subnational identities. 4 credits. (C. Fraser, Political Science)

1242 World of Founding Fathers
Students will be encouraged to develop their writing and oral presentation skills while exploring the era of the American Revolution. Readings and class discussions will help students better understand the mental world of revolutionary leaders as well as the global context in which the Revolution took place. Students will experience different ways of presenting the past to an audience - through reasoned argument, through creative writing, and through dramatic monologues. 4 credits. (J. Barrington, History)

1243 The Big C: Cancer, Biology and Beyond
Introduction to the basic biology of cancer. Students will explore how cancer is portrayed in the media and the role of cancer in society. The class will investigate the responsibility of cancer non-profit organizations and consider the role of faith when coping with cancer. 4 credits. (R. Chosed, Biology)
1244 Learning Politics through Battlestar Galactica
Miniseries Battlestar Galactica (2003-2009) provides the launching point to explore the world of politics. The series introduces students to ancient political questions such as: What is political community? What is justice? What is power? Who rules? It also confronts students with questions of immediate relevance: Should religion influence politics? When is armed revolt just? Is democracy always the best form of government? 4 credits.
(B. Nelsen, Political Science)

1245 Parables of Jesus
A study of the parables of Jesus, canonical and non-canonical through the lenses of social theory, folktale, and theological studies. Students will be expected to read the parables, study their history both in the context of the gospels and in their earliest forms in order to understand how the parables are used as stories to subvert both the empire of the ancient world but also the typical understanding of human interaction. 4 credits.
(V. CroweTipton, Religion)