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Examples: handbooks / websites for faculty on teaching the First-Year Seminar: Furman University, including list of seminars; Western Carolina University, UNLV, University of Iowa, Penn State, Skidmore
## Contents

- Introduction / 3
- Philosophical Underpinnings / 4
- Program Overview / 6
- Administrative Guidelines / 8
- Seminar Descriptions / 10
Building a Foundation for Liberal Learning:
First Year Seminars at Furman University
2011-2012
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 freshmen 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 inter-dependent 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 Arts 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 seminars 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 expressed 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. 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 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 and the Associate Dean for Academic Records 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 for Academic Records 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. (E. Nocks, Psychology)

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)

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)

1110 Greece and Japan: Connections and Comparisons
Comparison of Greek and Japanese myths and legends, investigate historical connections that emerge from their myths and legends, and examine how these myths and legends are variously appropriated and utilized in western civilization and in Japanese culture and history. 4 credits. (C. Blackwell, Classics; S. Yagi, Modern Languages and Literatures)

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 back drop 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 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 global environmental topics with an emphasis on sustainability. 4 credits.
(W. Dripps, Earth and Environmental Sciences)

1127 Art of Mathematics: Through Euclid's Eyes
Understanding the art of mathematics through the geometry in Euclid's Elements. Irrational numbers, unsolvable problems, number theory, and Archimedes' Method also play important roles as we study the dramatic beginnings of mathematics in our quest. 4 credits.
(J. Poole, Mathematics)

1128 The Energy Future of America
A survey of five possible energy alternatives to fossil fuels that could be used to power our society. The viability and place in an overall energy strategy is considered for bio-fuels, solar energy, nuclear, wind and geo-thermal sources. Special attention is paid to the energy output and energy cost of production. 4 credits.
(W. Brantley, Physics)

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)

1134 A Woman's Place: Balancing Work and Family
Examination of the changing economic role of women and the effects these changes have had on women's choices regarding careers, family, and fertility including basic economic concepts needed to understand and analyze gender differences in economic outcomes important to work and family. Using the tools of economic analysis, issues such as gender wage differences, occupational choice, discrimination, and family decision-making are examined. An emphasis is placed on economic policies designed to address gender inequality, particularly those policies intended to promote equality in choices related to balancing market work and family formation. 4 credits.
(M. J. Horney, Economics)

1135 Curses, Cures, and Clinics
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
Designated 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)

1140 Marie Antoinette: Bad Queen or Bad Press?
Examination of the ways in which Marie Antoinette has been portrayed through time in a variety of media: biographies, memoirs, films, portraits, sketches, Revolutionary pamphlets and correspondence. 4 credits.
(P. Pecoy, Modern Languages and Literature)

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 70's until 1998, that 'specialised' 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)

1144 Critical Identities Studies
Exploration of new theoretical concepts of identity that offer solutions to social change by critically examining the ways
race, sexuality, and/or gender, among other identity categories, organize cultural, political, and social institutions. Students will read from Critical Race Theory, Queer Theory, Masculinity Studies, and Feminist Race Theory among others. 4 credits.  
(N. Radel, English)

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)

1146 Contemporary Issues in Human Sexuality  
An exploration of contemporary issues in sexuality. Increasing knowledge and awareness of sexual issues is essential in understanding problems facing many in our society as well as problems facing society as a whole. 4 credits.  
(J. Pellew, Psychology)

1147 Social Indictment: An American Tradition  
A study of major works of film and literature within the tradition of social protest that emerged in twentieth-century America. 4 credits.  
(N. Radel, English)

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. Among the likely works to be explored: David Lynch's Elephant Man, Tim Burton's Edward Scissorhands, Agnès Varda's Cleo from 5 to 7, Leni Riefenstahl's Triumph of the Will. Critical texts include: Susan Stewart's On Longing, Guy Debord's Society of the Spectacle, Michel Foucault's Discipline and Punish. 4 credits.  
(V. Hausmann, English)

1149 Power, Discourse, and the Paradox of Education  
Throughout the literature of the West, education has been portrayed as a means of both enslavement and empowerment. Students will engage in a critical analysis of the discourse of education and power in positive and negative terms. 4 credits.  
(D. Wright, 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 Science of Cooking  
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)

1153 Vocation, Integrity, and the Ethics of Ambition  
Exploration of various dimensions of vocation, drawing primarily but not exclusively from the Christian tradition. Particular attention will be given to conflicts that arise between personal ambition and the need for moral integrity. 4 credits.  
(J. Shelly, Religion)

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)

1158 Life as Connection: The World According to Monism
Asian philosophical texts are studied in order to understand how multiple Asian traditions have defined knowledge and happiness. The foundational belief system is philosophical monism exposing the interconnection of all things: including mind, body, emotion, and spirit. We will ask how persons actually live values emphasizing interconnection as well as how persons conceive and pursue “personal development.” Questions to be considered include what is knowledge, how is it cultivated, how is it related to happiness, and why is the pursuit of knowledge and happiness important? We will also ask, are these questions themselves culturally dependent? 4 credits.
(D. Shaner, Philosophy)

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
Chronological and topical examination of some of the main features, themes, and texts in the Christian tradition, including its Jewish roots including significant figures, religious and cultural issues, and social movements. Underlying questions include: What would it be like to give an account of Christianity as a whole? Given the continuous adaptation of the Christian religion to changing circumstances through history and across cultures and given its fragmentation in modern times into a proliferation of denominations and sects, would it not make more sense to speak of “Christianities”? An analysis in light of classical debates and more recent accounts undertaken from contrasting perspectives, internal and external, neutral and partisan, pro and contra. 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)

1165 Epidemics: History and Mathematical Modeling
Introduction to the history of epidemics within their social and cultural contexts and consequences and the emerging role of mathematical modeling in developing responses to health care catastrophes. 4 credits.
(T. Fehler, History and R. Fray, Mathematics)

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)

1172 Queer Economics
Investigation of the different economic outcomes associated with gay, lesbian, bisexual, and trans-gendered persons in the United States. Further, exploration of how differences in constraints systematically alter incentives faced by gay, lesbian, and heterosexual people. Past economic research confirms that family life and economic life are closely connected. Decisions within families— including couples' decisions to marry or cohabit, and to bear or adopt children, for example— are related to other economic decisions, including education, labor force participation, and occupational choice. Using economic theory, both neoclassical and heterodox, examinations and explanations of how sexual orientation lead to different economic outcomes for men and women, both within families and in the marketplace. Particular emphasis is devoted to policy implications: labor market discrimination, domestic partner benefits, and gay marriage, as well as tax issues related to marriage and family. 4 credits.
(M.J. Horney, Economics)

1173 Why the Fairy Tale?
An examination of fairy tales from around the world, principally European and Asian: Where do they come from? How do they evolve? How do we remember them? How do we interpret them? What do they tell us about ourselves? How are they represented in art and film? 4 credits.
(J. Chew, Modern Languages and Literatures)

1174 Mars: On the Shoulders of Giants
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. Winiski, Center for Teaching and Learning)

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. 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 wilderness. 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.
(T. 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 credit.

(W. Matsamura, Asian Studies)

1179 Connecting the Dots
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.

(E. Yazijian, 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 or 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)

1185 The Campus and the Constitution
An exploration of the American constitutional law principles that have influenced the identity, practices, and processes of American public and private universities. Topics will include freedom of speech and academic freedom; freedom of religion and the establishment of religion, equal protection, and privacy. The course will explore these issues from the perspectives of students, faculty members, and universities in higher education. 4 credits.

(R. Smolla, Political Science)

1186 Children of Asia
Asia is one of the most heterogeneous, multilingual, multicultural multi-religious continents of the world. This course will examine the interrelationships between biological, ecological social, economic, political and legal factors that impact the lives of children in Asia. 4 credits.

(V. Khandke, Asian Studies)

1187 Utopian Visions
What is a good society? This course explores that question by reading utopian and dystopian literature and viewing cinematographic depictions of future worlds. The focus of the course will be (1) the distribution of wealth and labor (what is a fair division of labor? What is a just distribution of wealth?); and (2) the individual's relationship to society and the state (who exactly gets to make the decisions about the distribution of wealth and labor)? These questions will be examined historically, following different emphases and fears over the past 150 years. Utopias considered may include Bellamy's Looking Backward, Morris' News from Nowhere, Orwell's 1984, Huxley's Brave New World, Callenbach's Ecotopia, Le Guin's The Dispossessed, Tepper's The Gate to Women's Country, and Atwood's The Year of the Flood. 4 credits.

(A. Hurst, Sociology)
Representing the Holocaust
A critical examination of the ways in which the Holocaust has been remembered in a variety of texts: history, documentary, photography, witness testimony, comic book, fiction, film, poetry, visual art, and memorial. 4 credits.
(J. Chew, Modern Languages and Literatures)

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)

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)

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)

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)

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, orthern 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)

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)

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)

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 sport media and the commodification of sport culture. Thinking critically about empirical research through reading both quantitative and qualitative studies of fandom. 4 credits.
(J. Armstrong, Communication Studies)

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. Bhatti, English)

Italian Film
The apex of Italian cinema from the emergence of neorealism 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 1950s and shows signs of a resurgence in contemporary Italian film. 4 credits.
(R. Leitert, Communication Studies)

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)
1204 Who Will be France's Next President
Analyzing the build-up to the French presidential election scheduled in April in order to understand the French, their political behaviors, and ideals. Requires French proficiency at the intermediate level. Offered each election cycle. 4 credits.
(M. Besy, Modern Languages and Literatures)

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)

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.
(S. Crowe, English)

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 Engaged 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 1950s 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)

1107 Engaging Nature
From earliest times, writers of literature have been interested in aspects of human experience that have involved forces that seem to be beyond human control. Reading and writing about texts in which these forces are associated with "Nature." The texts, all written within the last forty years, will provide the focus of class discussion, and there will be a written assignment required on each text. Aimed to improve writing and thinking by encouraging the construction of persuasive arguments using a variety of organizational techniques. 4 credits.
(S. Spear, History)

1108 Evaluating Scientific Claims in the Media
Acquisition of skills necessary to read scientific claims carefully, find relevant information in a variety of sources, and develop an informed opinion in writing about the veracity of the original claim. Students will test claims empirically in laboratory sessions. 4 credits.
(E. Hestermann, Biology)

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. Stuckelfeld, 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)

1115 Iconic Events: Easter 1916
Exploration of the cultural and literary significance of the Easter uprising in Ireland in 1916. The uprising and its consequences occasioned a considerable amount of writing in its immediate aftermath by well-known writers like Sean O'Casey and W.B. Yeats, and later by Iris Murdoch, Conor Cruise O'Brien, and others. How "news," history, ideology, and critique are implicated not only in response to the events but in the planning (by Patrick Pearse and others) and execution of the uprising itself. 4 credits.
(S. Crowe, English)

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. Stuitting, 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. Knight, Religion)

1118 Man vs. Machine
Popular culture has depicted the prospect of intelligent machines as a threat to the humans that serve as their models. An examination of the enterprise of creating an intelligent machine and what it might imply about our own species. 4 credits.
(J. T. Allen, Computer Science)

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. Eppright, Philosophy)

1121 Place, No-Place, Displaced
"How does our thinking about 'place' shape our lives?"
Through reading, discussion and writing, students will examine how sense of place can be shaped by such factors as nostalgia, gender, ethnicity, modes of production, commercialization, or virtual experience. 4 credits.
(W. Aarnes, English)

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 Engaged Learning)

1124 Secret Codes: Wars, Computing, and E-Commerce
The history and practice of cryptography (the art and science of secret codes) including the crucial importance of cryptography during World War II and how these efforts were a major incentive for the development of the first computers. Also, the central role modern cryptography has played in enabling the development of e-commerce over the Internet and how such commerce could be challenged by potential future developments in computing. 4 credits.
(K. Treu, Computer Science)

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. Crowe Tipton, 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. Andersen, 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
The enigmatic life and prodigious work of Alan Turing (1912-1954). 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.
(D. Morgan, Modern Languages and Literature)

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)

1131 Yogis and Ascetics: Renunciation in South Asian Traditions
What does it mean to want to renounce the world? When do the conditions of society cause us to want to transcend everyday life in a radical way? Through an examination of primary and secondary sources, we will explore the historical development of concepts of yoga and renunciation in South Asia as they extend into Hindu, Jain, and Buddhist practices. Particular themes that will be examined in the context of these traditions include the relation between dissent and social responsibility, the difference between negation and affirmation, and the role of wandering and control of the body in ascetic practices. 4 credits.
(P. Valdina, Religion)

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)

1135 Copyright, Copywrong: Copyright Law Under Attack
Basics of U.S. copyright law and the fundamental uncertainties that currently surround it leading to an in-depth, analytical study of a series of readings by classical and contemporary thinkers. Practice with several distinct types of writing, including composing a legal brief on a motion for summary judgment, drafting model copyright legislation, and writing both a political speech and an academic or philosophical disquisition articulating a position in the current controversy over copyright. 4 credits.
(D. Morgan, Modern Languages and Literature)
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. Readings likely to include: Sophocles' Antigone, Plato's Apology of Socrates, Shakespeare's Richard II, Robert Bolt's Man for All Seasons, Lessing's Nathan the Wise, Willa Cather's O Pioneers, or Margaret Atwood's Oryx and Crake. 4 credits.
(T. Tessitore, Political Science)

1137 Freedom from 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: But How?
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)

1139 God and Darwin
An exploration of the explosion of western thought ignited in 1859 by the publication of Charles Darwin's On the Origin of Species including the origins, nature, and consequences of Darwin's work, using primary sources, as well as film and contemporary accounts. Particular focus on Darwin's life, times, and work; larger issues of history and philosophy of science, evolutionary science and theology will be secondary. 4 credits.
(D. Rutledge, Religion)

1140 History of Detective Fiction
Detective fiction from 18th century gothic novels to Sherlock Holmes, British cozes, 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 Wal-Mart: Monster or a Miracle?
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)

1146 Neuroethics
Multi-disciplinary implications of the rapidly advancing field of neuroscience. Consideration of a range of ethical, moral and religious issues associated with neuroscience research including how these studies inform an understanding of
autonomous selves, notions of free will and legal and moral responsibility, applications to therapy, personal enhancement and social, economic and political objectives. 4 credits.
(J. Grisel, Psychology)

1147 Representing the Holocaust
A critical examination of the ways in which the Holocaust has been remembered in a variety of texts: history, documentary, photography, witness testimony, comic book, fiction, film, poetry, visual art, and memorial. 4 credits.
(J. Chew, Modern Language and Literature)

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 18th 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.
(D. Vecchio, 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 and 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, Annie Tyler's Celestial Navigations, Scott Heim's Mysterious Skin, E.T.A. Hoffmann'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 Neon 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. Pare, English)

1162 Benjamin Franklin Writing
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 Aarons, English)

1163 Furmanomics
Steven Levitt and Stephen Dubner's Freakonomics serves as a catalyst to explore economics principles and persuasive writing and their application to important social issues such as crime, abortion, and education policy. 4 credits.
(B. Brown, Economics)

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)

1169 Dragons and 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: The Individual and Society
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
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)

1175 Construction of Race, Crime, Justice and the State
A critical exploration of how different States construct race, gender, crime, and justice during different historical periods. Students will do close reading and analyze books and movies from America, Africa, and Europe. 4 credits.
(K. Olaiya, English)

1176 Curses, Cures and Clinics
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 counter-discursive 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 Life and Legacy of 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)

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. Crowe Tipron, 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 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.
(J. Cass, Modern Languages and Literatures)

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 consider 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 processes and theories. Examination of relevant ideologies, nationalism and tensions of emergent democracy. Impact of abolitionism, proselytization, 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, of spiritual boundary crossings. 4 credits.
(B. Bibb, Religion)

1192 The Lost Generation
In the aftermath of World War I, artists, writers, and musicians flocked to Paris to escape a sense of social and spiritual disillusionment and partake in the lifestyle of the bohemian expatriate. Gertrude Stein dubbed them "The Lost Generation," but over the course of the next ten years, they changed the face of American literature. This course will examine the works and the times of these artists, focusing particularly on Stein, Anderson, Hemingway, and Fitzgerald. 4 credits.
(D. Bernardy, English)

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 Andalusia, her home in Milledgeville, Georgia. 4 credits.
(F.W. Pate, English)

1194 Utopian Visions
What is a good society? This course explores that question by reading utopian and dystopian literature and viewing cinematographic depictions of future worlds. The focus of the course will be (1) the distribution of wealth and labor (what is a fair division of labor? what is a just distribution of wealth?); and (2) the individual’s relationship to society and the state (who exactly gets to make the decisions about the distribution of wealth and labor?) These questions will be examined historically, following different emphases and fears over the past 150 years. Utopias considered may include Bellamy’s Looking Backward, Morris’ News from Nowhere, Orwell’s 1984, Huxley’s Brave New World, Callenbach’s Ecotopia, Le Guin’s The Dispossessed, Tepper’s The Gate to Women’s Country, and Atwood’s The Year at the Flood.
4 credits.
(A. Hurst, Sociology)

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 Science)
1198 US Holidays: History and Myth
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)

1201 Adventures in Genre: Print, Panels, and Film
Examining what constitutes "text," moving beyond the traditional view of text as print to include graphic novels and a wide variety of active text including film. Students will read and write about a wide variety of texts as an exploration of how humans communicate. 4 credits. (P. Thomas, Education)

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)

1205 Power, Discourse, and the Paradox of Education
Throughout the literature of the West, education has been portrayed as a means of both enslavement and empowerment. This course asks students to engage in a critical analysis of the discourse of education and power. 4 credits. (D. Wright, 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)

1207 Campus and the Constitution
An exploration of the American constitutional law principles that have influenced the identity, practices, and processes of American public and private universities. Topics include: freedom of speech and academic freedom; freedom of religion and the establishment of religion, equal protection, and privacy. Exploration of these issues from the perspective of students, faculty members, and universities in higher education. 4 credits. (R. Smolla, Political Science)

1209 House and Philosophy
This course examines philosophical issues that arise in the early seasons of the television series House, MD. The issues range from the meaning of life, logic, and scientific method, to ethical principles, character, and friendship. The philosophers that intersect with this material include Socrates, Aristotle, Nietzsche, and Sartre. 4 credits. (M. Stone, 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. 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 American Short
Emphasizes 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)

1213 Why Are You Laughing
Examining the many facets of humor and comic elements that stimulate our laughter, with attention to both traditional and more recent theories of the comic. Using a wide variety
of print media and oral phenomena, students will attempt both individually and collectively to determine what makes us laugh. 4 credits.
(C.M. Cherry, Modern Languages and Literatures)

1214 Evolution, Mind, and Meaning
In what ways are philosophical debates over the nature of the human mind and human purpose impacted by the theory of evolution? How does accepting evolution change the way we conceive of what we are and why we do what we do? Does the conception of the mind as a product of evolution help us solve philosophical questions surrounding artificial intelligence? 4 credits.
(C. Ehret, Philosophy)

1216 Adventures in Genre: Print, Panels, and Film
This course examines what constitutes "text"—moving beyond the traditional view of text as print to include graphic novels and a wide variety of active text including film. Students will read and write about a wide variety of texts as an exploration of how humans communicate.
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 Education, Work, and Citizenship
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. Brown, 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)
FREQUENTLY ASKED QUESTIONS

Chapter 1

1. What is a first-year seminar (FYS)?
   • First-year seminars are core courses in the liberal studies program that are taught in a variety of disciplines. These courses are designed specifically for first-year students.
   • First-year seminars are smaller than most classes, with the enrollment capped at 30, and are always numbered 190-199, e.g., PAR 190.
   • The primary goal of the first-year seminar is to introduce students to intellectual life at the university level. The first-year seminar's focus is the development of academic rigor and intellectual dispositions.
   • The use of a common text or theme provides students with an opportunity to see faculty modeling intellectual learning habits by considering a topic that might be outside of the faculty member's area of specialization.

2. What are the University guidelines for first-year seminars?
   • The first-year seminar objectives are to:
     o Teach students the importance of liberal studies in a university education.
     o Discuss how reasoning and communication skills are the foundation for life-long intellectual and professional growth.
     o Demonstrate that cultural, social, economic, and political issues of a global society are not limited to one academic discipline or profession.
     o Discuss serious ideas and develop rigorous intellectual habits.
   • The liberal studies program has its own learning goals.

3. What is the grading schema for a first-year seminar?
   • Grading for all first-year seminars is required to be on the following scale:
     A, B, C, I (incomplete), W (withdrawal) or U (unsatisfactory).
   • Students who receive a ‘U’ do not need to make up the 3 unearned FYS credits. However, they must earn sufficient liberal studies credit hours for their degree program.

4. Who is required to take the first-year seminar?
   • Students entering WCU with 0 - 15 credit hours are required to take this course during their first or second semester;
   • Students entering with 15.1 - 29.9 credit hours are eligible to enroll, but it is not required;
   • Students with 30 or more credit hours are not eligible to take a first-year seminar.
   • Transfer students with greater than 15 credit hours are not required to take the seminar.
   • When a student is not required or eligible to take the first-year seminar, it is considered waived, and the liberal studies hour requirement will be reduced from 42 to 39 (total hours for the degree are not reduced). The first-year seminar cannot be repeated and, therefore, it is not possible to replace a grade received in this course.
CONTENTS PAGE

1. Frequently Asked Questions (FAQ's) --------------------------------------- 7
   - First-year seminar
   - Transitions courses ------------------ 9
   - Liberal studies -------------------- 10

2. The First Year Experience & You------------------------------------------- 13
   - What is FYE?
   - First-year Academics
   - FYE Cabinet
   - Instructor Qualifications, Characteristics, & Expectations
   - FYE Advocate Awards

3. Seminars Offered During Fall 2012 --------------------------------------- 21

4. Designing your First-Year Seminar ---------------------------------------- 26
   - Finding Purpose
   - Quality Enhancement Plan ------- 27
   - Learning Goals & Outcomes ------ 28
   - Education Briefcase ----------- 29

5. Developing your Syllabus ----------------------------------------------- 29
   - CFC Template ------------------- 32
   - Examples link ------------------ 36

6. Reasoning and Communication Skills ------------------------------------- 37

7. Professional Development ----------------------------------------------- 49

8. Teaching your First-Year Seminar --------------------------------------- 39
   - A Different Dynamic: Meet your students!
   - Suggested Tactics

9. The Learning Centered Classroom ---------------------------------------- 41

10. Assessing your First-Year Seminar -------------------------------------- 44

11. Support Networks: ----------------------------------------------------- 51

12. Contacts and Resources and Colleagues -------------------------------- 57

If you wish to have any resources in this guide as word documents, please ask!
Intent: Your work matters......

I am pleased to welcome you to the 2012-13 first-year seminar faculty cohort! Teaching a first-year seminar is not like teaching any other course. You will have opportunities to teach outside of the confines of traditional course and programmatic structures and to form immediate, lasting bonds with entering students. It is a teaching experience that is fun and challenging to even the most seasoned faculty member. You will discover the impact you make on our new students and just how much your work matters!

The American Association of Colleges and Universities (AAC&U) identified ten that contribute to successful student outcomes. One of these is a strong First Year Experience that delivers transitional knowledge and skills, embedded in a dynamic learning experience. WCU’s approach to students in transition is multi-faceted, beginning with a course designed to spark intellectual curiosity — your seminar. The first-year seminar provides a unique opportunity to transcend disciplinary boundaries and empower students to expand their horizons. Students also enroll in a “Transition Pathways” course during their first semester, where they are introduced to the procedural, academic, co-curricular, and social aspects of their new environment.

The primary intent of this guide is to provide easy access to the resources that may facilitate your process as you design, teach, and assess your first-year seminar. You have a rich and dynamic network ready to support your work - committed colleagues as eager as you are to guarantee all first-year students enjoy a successful transition to college life and learning. We invite you to carefully review the information provided and prepare for a memorable and exciting year ahead!

My role is to serve our students and to serve you. I am eager to collaborate with you to create “the world as it may be” in an environment that promotes partnerships among disciplines and units across our campus! I hope you will find this guide and its web-links useful, and as with all aspects of FYE, I welcome your feedback. Please let me know if you need additional resources or assistance.

Thank you for agreeing to teach this important course!
Glenda Hensley, Director – First Year Experiences

Office for Undergraduate Studies
Western Carolina University
FACULTY INSTITUTE – FIRST YEAR SEMINARS 2012

April 2-4, April 27, May 4
Pre-workshop Jan 13, March 16
Sponsored by the Office of the Executive Vice President and Provost

Overview

The Office of the Executive Vice President and Provost approved funding for a faculty institute to develop a First Year Seminar as the first phase of implementation for general education revisions approved by the Faculty Senate in November 2011. The Institute was held April 2-4 with follow-up half-day sessions on April 27 and May 4. Faculty and course coordinators interested in developing first year seminars were invited to preparatory sessions held on January 13 and March 16 to communicate procedural information about approval and implementation of these new courses.

The UNLV Libraries partnered with several academic and administrative units to deliver this Institute as there is no single entity on campus in a position to provide the needed faculty support and development:

- Academic Assessment
- Academic Success Center
- Advising
- Diversity Initiatives
- General Education Director
- Information Technology
- Student Affairs, Civic Engagement and Diversity
- Online Education

Twenty-five faculty participants from eight colleges were partnered in teams with nine librarians during the Institute to elaborate course syllabi for first year. The participating colleges were Education, Engineering, Fine Arts, Health Sciences, Hotel Administration, Liberal Arts, Urban Affairs, and the Lee School of Business.

Different models for first year seminars will be implemented by the schools and colleges, e.g.:

- A single large enrollment lecture course with small discussion/quiz sections
- A shared course syllabus offered in multiple small enrollment sections
- A single course, team taught in modules - students meet with different faculty over the semester
- Multiple small enrollment courses, syllabi built around content in the faculty member’s expertise

Enrollments – Fall 2012
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Lecture / Discussion</th>
<th>Maximum Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFA 100</td>
<td>Not listed in MyUNLV for fall 2012; FS approval pending</td>
<td>--</td>
</tr>
<tr>
<td>CFA 101</td>
<td>Not listed in MyUNLV for fall 2012; FS approval pending</td>
<td>--</td>
</tr>
<tr>
<td>BUS 101</td>
<td>12 lecture @ 25 ea</td>
<td>240</td>
</tr>
<tr>
<td>COE 102</td>
<td>6 lecture @ 25 ea (formerly EDU 102)</td>
<td>150</td>
</tr>
<tr>
<td>COLA 100</td>
<td>10 lecture @ 25 ea</td>
<td>250</td>
</tr>
<tr>
<td>COLA 100E</td>
<td>12 lecture @ 25 ea</td>
<td>300</td>
</tr>
<tr>
<td>EGG 101</td>
<td>6 lectures @ 125 ea with 15 lab sections @ 25 ea</td>
<td>175</td>
</tr>
<tr>
<td>GSC 100</td>
<td>8 lectures @ 25 ea</td>
<td>200</td>
</tr>
<tr>
<td>HSC 100</td>
<td>1 lecture @ 200 with 10 discussion sections @ 20 ea</td>
<td>200</td>
</tr>
<tr>
<td>SCI 101</td>
<td>8 lecture @ 32 ea</td>
<td>232</td>
</tr>
<tr>
<td>TCA 101</td>
<td>2 lecture @ 146 ea with 12 discussion @ 25 ea</td>
<td>292</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td><strong>2,251 +</strong></td>
</tr>
</tbody>
</table>

**Participants**

Anne Zold
Dara Moran Williams (CFA 101)
John Mercer (HSC 100)
Jack Young (HSC 100)

Caroline Smith
Glen Novak (CFA 101)
Venkatesan Mudhukumar (EGG 101)
David Shields (EGG 101)
Peter Stuber (EGG 101)

Kare Wintrol
Dan Glenounger (COLA 100E)

Laetitia Grays
Jennifer Keene (COLA 100)
Rhonda Montgomery (TCA 103)

Patrick Griffin
Beth Gersten (BUS 102)
Chris Heaney (COLA 100)
Laurel Pritchard (COLA 100)

Paula McMillen
Larry Ashley (EDU 102)
Jeffrey Goff (EDU 102)
Glenn West (EDU 102)

Patsy Finkley
David Helfand (COLA 100)
Gene Moebring (COLA 100)

Steve Fitt
William Janowsk (COLA 100)
Levent Atik (COLA 100)

Ted Zeit (COLA 100)
Susie Skarfi
Kathy Espar (GSC 100)
Helen Noll (GSC 100)

Head, Ed Initiatives, University Libraries
Theatre, College of Fine Arts
Kinesiology/Nutrition Sciences, College of Health Sciences
Kinesiology/Nutrition Sciences, College of Health Sciences
Head, Architecture Studies Library
Architecture, College of Fine Arts
Electrical/Computer Engineering, College of Engineering
Civil & Environmental Eng. & Construction, College of Engineering
Electrical/Computer Engineering, College of Engineering
Instruction Librarian, University Libraries
Coordinator, First Year Programs, Academic Success Center
Hospitality Librarian, University Libraries
Sociology, College of Liberal Arts
College of Hotel Administration
Business Librarian, University Libraries
Assistant, Dean, Undergrad Programs, Lee School of Business
Psychology, College of Liberal Arts
Psychology, College of Liberal Arts
Education Librarian, University Libraries
Erl & Clinical Studies, College of Education
Erl & Clinical Studies, College of Education

Humanities Librarian, University Libraries
History, College of Liberal Arts
History, College of Liberal Arts
History, College of Liberal Arts

Instruction Librarian, University Libraries
Anthropology, College of Liberal Arts
Anthropology, College of Liberal Arts
Political Science, College of Liberal Arts

Urban Affairs Librarian, University Libraries
Journalism/Media Studies, College of Urban Affairs
Environmental & Public Affairs, College of Urban Affairs

http://www.library.unlv.edu/faculty/institute/2012/fys.html 11/14/2012
INSTITUTE CURRICULUM

During the three-day institute, faculty worked through a local adaptation of the L. Dee Fink model of Integrated Course Design.

Faculty-Librarian teams developed course syllabi by completing activities organized by the eight steps of the model:

1. Identify important situational factors (student / instructor characteristics, learning environment, course requirements, etc.)
2. Identify important learning outcomes (using the UULOs)
3. Formulate appropriate feedback and assessment procedures (in this model the term assessment is defined as, what will students do to demonstrate the learning outcome? The feedback at this phase is primarily developmental)
4. Select effective teaching/learning activities (how will the prepare prepare students to do well on the assessment/demonstration of learning outcomes)
5. Make sure the primary components are integrated (do the assessment and learning activities address all of the learning outcomes identified for the course?)
6. Course Structure (sequence and rough timing for course content and activities)
7. Instruction Strategy (is there a progression of activities, feedback, and increasing challenge for the students; planning in- and out-of-class activities)
8. Creating the Overall Scheme of Learning Activities (add details to the course sequence sketched earlier with integration of activities, instructional partners, ensure that course activities and opportunities to provide student feedback are balanced across the entire semester, etc.)

On the final day of the Institute, Dan Bubba, Office of Academic Assessment introduced participants to the assessment plan for the FYS program that will enable campus-wide reporting on student attainment of the UULOs. Faculty participated in an activity to describe levels of student performance on aspects of UULO #2 Inquiry and Critical Thinking as demonstrated in the activities designed for their course syllabi. The resulting rubric will be used to analyze student work and provide authentic assessment of student learning on the UULOs.

INSTITUTE CURRICULUM – FOLLOW-UP WORKSHOPS

During the April 27 follow-up workshop Lori Temple and members of the OIT staff presented and demonstrated a variety of classroom technologies to address the faculty's specific needs and interests. In addition Julie Stapp, Director of Composition sparked a lively discussion of the expectations for student writing in the First Year Seminars across the colleges. Carl Reiber, Director of General Education drafted a statement on writing that was reviewed by faculty at the concluding workshop on May 4. Other activities during the May 4 workshop provided faculty an opportunity to share syllabi developed during the institute.

Guidelines for Writing in the FYS

Written communication is an objective of the Communication UULO, and like the rest of the UULOs, should be delivered within course content and context. The following guidelines are suggested for working with freshmen on their written communication competency in the FYS:

1. Make a distinction between assignments or portions of assignments where students are writing for thinking or idea generation as opposed to a final written product.
2. Give students regular feedback on how they can better meet the requirements of the assignment. For example, depending on the requirements, have they started their opinion clearly. Provided evidence or an argument. Proposed a new idea, etc.
3. When grading for grammar and usage, point out a mistake once or twice, rather than marking it each time it emerges.
4. Utilize multiple methods to provide feedback—through peer evaluation, the writing center, graduate students, etc.
5. Allow students options for writing assignments that apply to the real world, such as email messages, memos, or proposals.

INSTITUTE EVALUATION

The evaluation of the FYS Faculty Institute experience consists of several elements: During the three-day Institute, feedback was gathered each day on participants’ understanding of the material and what concepts were/were not useful or needed further reinforcement. Teaching faculty were asked to complete a survey after the three-day Institute and complete evaluations for each of the follow-up workshop sessions on April 27 and May 4.

Finally, a content analysis of the faculty members’ course syllabi submitted on April 30 will also be undertaken to examine which concepts from the institute were integrated.

The end of institute survey in April asked faculty to respond to the following questions:

Please let us know how well the Faculty Institute met each of the following objectives. Indicate the extent to which you agree the Institute has prepared you to (Strongly agree = 1; Strongly disagree = 4):

http://www.library.unlv.edu/faculty/institute/2012/fys.html

11/14/2012
<table>
<thead>
<tr>
<th>Item Description</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
<th>Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design your syllabus to introduce students to all five of the University Undergraduate Learning Outcomes (UULOs)</td>
<td>76.5% (13)</td>
<td>23.5% (4)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>1.20</td>
<td>20</td>
</tr>
<tr>
<td>Reflect your syllabus to emphasize the Social/Industrial and Civic Engagement Roles UULOs as required by the revised General Education Requirements and the Faculty Senate General Education Committee</td>
<td>95.2% (9)</td>
<td>5.0% (5)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>1.75</td>
<td>20</td>
</tr>
<tr>
<td>Make effective use of a variety of strategies to facilitate student demonstration of their learning</td>
<td>60.0% (12)</td>
<td>35.0% (7)</td>
<td>5.0% (1)</td>
<td>0.0% (0)</td>
<td>1.45</td>
<td>20</td>
</tr>
<tr>
<td>Make effective use of a variety of teaching strategies to prepare students for assignments</td>
<td>45.2% (4)</td>
<td>50.0% (5)</td>
<td>4.8% (1)</td>
<td>0.0% (0)</td>
<td>1.05</td>
<td>20</td>
</tr>
<tr>
<td>Identify effective research-based learning activities appropriate for first-year students</td>
<td>65.2% (7)</td>
<td>34.8% (4)</td>
<td>10.0% (1)</td>
<td>0.0% (0)</td>
<td>1.74</td>
<td>10</td>
</tr>
<tr>
<td>Create effective strategies to integrate the students' success components of First Year Seminars</td>
<td>32.1% (5)</td>
<td>41.8% (6)</td>
<td>22.2% (3)</td>
<td>3.9% (1)</td>
<td>2.00</td>
<td>20</td>
</tr>
<tr>
<td>Effectively evaluate whether students are learning what you teach</td>
<td>65.0% (11)</td>
<td>22.2% (4)</td>
<td>5.0% (1)</td>
<td>5.0% (1)</td>
<td>1.80</td>
<td>20</td>
</tr>
<tr>
<td>Build strong assessment tools to ensure high standards of achievement for students in the UULOs across the Colleges</td>
<td>45.0% (8)</td>
<td>55.0% (9)</td>
<td>5.0% (1)</td>
<td>0.0% (0)</td>
<td>1.95</td>
<td>22</td>
</tr>
<tr>
<td>Identify campus resources useful to the design and implementation of...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LINNAM

= Participant Videos

LOCATIONS

4505 South Maryland Parkway
Box 457001
Las Vegas, Nevada 89154-7001
(702) 895-2100

Today's Hours:
7:30AM - Midnight

Upcoming Library Hours »
Book & Bean Hours »
Parking Information »

http://www.library.unlv.edu/faculty/institute/2012/fys.html

11/14/2012
First-Year Seminars introduce first-year undergraduate students to the intellectual life of the University of Iowa, providing an opportunity to work closely with a faculty member or senior administrator. Seminars are designed to help students make the transition to college-level learning through active participation in their own learning.

To encourage students' active participation, instructors rely on classroom participation, papers, projects, and other interactive assignments, and, consequently, instructors agree not to use quizzes or exams as part of the evaluation of student work.

To submit a First-Year Seminar proposal:

Proposals for Fall 2013 are now being accepted. Click here to submit your proposal (link will take you to the University College website).

Instructor Resources:

First-Year Seminar Policies & Procedures
Designing a First-Year Seminar Course
First-Year Seminar Instructor Resources
First-Year Seminar Policies & Procedures

Introduction

First-Year Seminars introduce first-year undergraduate students to the intellectual life of the University of Iowa, providing an opportunity to work closely with a faculty member or senior administrator. The seminars are designed to help students make the transition to college-level learning through active participation in their own learning.

To encourage students' active participation, instructors rely on classroom participation, papers, projects, and other interactive assignments, and, consequently, instructors agree not to use quizzes or exams as part of the evaluation of student work.

First-Year Seminars are limited to 16-20 students, may be team-taught, and meet for a total of 750 minutes over the course of the semester.

15 50-minute sessions:
One per week for 15 weeks or
Twice per week for 7.5 weeks

10 75-minute sessions:
One per week for 10 weeks or
Twice per week for 5 weeks

Seminars may meet for one class period for the entire semester, or may be offered off-cycle. For example, a seminar may be offered for 75 minutes per week for the last 10 weeks of the semester.

First-Year Seminars are graded using the A-F scale; rules for adding, dropping, and withdrawal are governed by the college offering the course. The second grade option cannot be used for CLAS offerings.

Course Descriptions

Course descriptions should be written with a high-school senior audience in mind; students may not, for example, have the sophistication to understand technical terms. Especially good course descriptions help students connect the theme of the class to their academic aspirations and lives.

The experience of many instructors has been that first-year students do not know how to read or study intensely or efficiently. Keeping this in mind, instructors should gauge course work on the "two hours of study for one hour of credit" model. In a one semester hour First-Year Seminar, the outside assignments should be based
on how much a student can prepare if the student devotes two hours to the task. This may be as little as 15 pages of material per week or may be substantially more depending on the materials and the particular ability of the students. Instructors should introduce students to the appropriate methods of reading, writing, and studying the materials of the course.

A description of current and past First-Year Seminars may be found here.

How to Evaluate Student Performance

Quizzes or exams should not be part of the evaluation of student work in a First-Year Seminar. FYS courses provide students an opportunity to explore subjects new to them. The no-exam policy encourages students to move beyond their comfort zones to tackle new academic challenges. Student learning in First-Year Seminars can take place through active classroom participation, well-crafted papers, thoughtful discussion, and well-planned and executed projects.

Courses must be offered for graded (A-F) credit. Instructors should decide whether or not to use plus and minus grades; however, the syllabus should tell students clearly whether plus or minus grades will be used.

For grade approval, instructors should follow the usual practices of their departments, and submit course grades as they would for any other course, but no later than the registrar's deadline for undergraduate course grades.

Specific and detailed suggestions on how to draft an effective grading rubric can be found here.

Syllabus Requirements

Each course must have a syllabus. A list of syllabus requirements (CLAS and Departmental) plus advice on writing course objectives and the creative use of your syllabus can be found here.

The College of Liberal Arts and Sciences does not have an attendance policy specifically for the First-Year Seminars. All instructors are expected to describe any attendance expectations for the course on the syllabus and to discuss them on the first day of the class.

Instructors are expected to hold office hours. The time and location of office hours must be included on the syllabus.

Many instructors use the syllabus to introduce the IOWA Challenge to students.

Feedback & Course Evaluations

To maximize students' First-Year Seminar experience, instructors are encouraged to gather informal feedback from their students early in the semester. These are not formal course evaluations; consequently they are not included in any official record, nor are they required. FYS instructors find early feedback to be very useful for making sure that their FYS courses are on track. The FYS Early Feedback Form is a starting point, but should be modified to fit...
specific FYS. Also consider selecting a single question from those listed on the early feedback form and asking students to respond to it in a one-minute "paper", written during class time.

Course evaluations are required. Instructors should use the course evaluations developed by their department. These can also be modified by including additional questions that can provide useful information about students’ perceptions of their learning. Instructors who offer their course through University College should contact angela-lamb@uiowa.edu with questions about course evaluations.
Designing a First-Year Seminar

**First-Year Seminar Policies and Procedures**
FYS requirements and objectives for students and teachers.

**Reading and Writing Assignments in a First-Year Seminar**
Notes from the Spring 2012 FYS Instructors meeting

**Inquiry-Based Learning as a Format for First-Year Seminars**

**Frequently Asked Questions**

**First-Year Seminar Instructor Resources**
Books, articles, and online sources for more information and in-depth discussions of the topics feature here.
FIRST-YEAR SEMINARS
FIRST-YEAR ENGAGEMENT PLANS

(Academic Administrative Policies and Procedures Manual, LOC)

A student's campus of enrollment determines whether or not he/she is required to complete a first-year seminar. Campuses that no longer require an FYS provide students with a first-year engagement experience.

A student's degree audit will monitor the completion of his/her FYS requirement. (See section 12 of this sample degree audit. "OK" indicates the requirement has been met; "NO" precedes the statement if a student has not met the requirement.) If a student changes his/her campus location, the student's audit will be changed to indicate whether the student needs to fulfill this requirement based on established criteria.

FIRST-YEAR SEMINARS (FYS)

Resources for First-Year Engagement Plans and First-Year Seminars are provided by the University Faculty Senate.

A list of all first-year seminars is online. In the Schedule of Courses, use Additional Search Criteria to find seminars offered in a semester or session. First-Year Seminars designated with an "S," "T," or "X" suffix are also found in the Schedule of Courses and the University Course Description section of the Undergraduate Degree Programs Bulletin by course abbreviation.

Completing a First-Year Seminar may also fulfill other requirements in the student's program, such as General Education, major, minor, or elective. For example, if a student completed AAA S 083S (GH), it would satisfy 3 credits of the General Education humanities requirement and the First-Year Seminar requirement.

First-Year Seminar content varies. Course numbers and, in some cases, section numbers indicate different content. To select an appropriate seminar, read the course descriptions. For colleges not listed at this site, contact the appropriate advising center at University Park or at another Penn State campus.

Students generally select a First-Year Seminar in their college or major. A student in the Division of Undergraduate Studies can take a First-Year Seminar in any college. The First-Year Seminar is portable. The requirement is satisfied by completing any First-Year Seminar. However, students should be cautious when selecting a seminar because, for some majors, a seminar has been incorporated into a required course. Some First-Year Seminars have departmental controls. If a student is seeking enrollment in one of these courses, the appropriate college advising center at University Park or another Penn State campus or the appropriate department should be contacted for registration information.

CAMPUS ENGAGEMENT PLANS

Approved campus engagement plans are online.

The University may make changes in policies, procedures, educational offerings, and requirements at any time. Please consult a Penn State academic adviser for more detailed information.

This page is part of the University Undergraduate Advising Handbook, which is maintained by the Division of Undergraduate Studies. DUS@psu.edu

Reviewed: June 2012
Last Update: June 2011

http://dus.psu.edu/handbook/firstyr.html

11/20/2012
Questions and comments regarding web issues, please contact Anna Butler afb11@psu.edu
Phone: 814-863-0221

Web page last modified October 8, 2009
This Web site provides resources to assist colleges and campuses in developing First-Year Engagement Plans. This site will be updated frequently and your suggestions are welcome (Contact Anna Butler at alb11@psu.edu). Additional items to post as Good Practices are invited, and when First-Year Engagement Plans have been approved, they will be posted here.

Committee Charge and Members

College/Campus Contacts

Legislative Report, April 29, 2008: Report of the Ad Hoc First-Year Seminar Committee

Senate Record, April 29, 2008

FYE Transmittal Memos

- Commonwealth Campuses
- University Park

FYS Goals - 2008 Senate Report

- engage students in learning and orient them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in their chosen majors, and
- facilitate students' adjustment to the high expectations, demanding workload, increased liberties, and other aspects of the transition to college life.

FYS Objectives - 2008 Senate Report

- to introduce students to university study,
- to introduce students to Penn State as an academic community, including fields of study and areas of interest available to students,
- to acquaint students with the learning tools and resources available at Penn State,
- to provide an opportunity for students to develop relationships with full-time faculty and other students in an academic area of interest to them, and
- to introduce students to their responsibilities as part of the University community.

FAQs

Assessment/Learning Outcomes

Sample FYE Plans

http://www.senate.psu.edu/FYE/fye.htm
First-Year Seminar Teaching Circle

Meets once a month throughout the semester beginning Wednesday, August 22 from 2:00-3:00 and 3:00-4:00 in the East Asian Studies Room, Waidner-Spahr Library.

FYS faculty who are interested in discussing their challenges and successes as they teach FYS are invited to attend this Teaching Circle. Come to listen, to share ideas, and/or to pose questions and concerns to the group. All topics are determined by the faculty members of the Teaching Circle.

Making Collaborative Writing Assignments Work

Wednesday, September 25 from 3:00-4:15 in ICC2/the MWC, Ground Floor, Waidner-Spahr Library.

Have you ever wanted to assign a collaborative writing project but refrained from doing so because it can be cumbersome to organize and manage? Have you ever given a collaborative writing assignment only to find group dynamics undermining the learning goals? In this workshop, we will discuss tips for orchestrating and assessing successful collaborative writing projects. We will also consider how to turn group conflict into teachable moments. You will come away with an excellent textbook that will guide students through the collaborative writing process.

First-Year Writers and Writing Pedagogy: A Workshop for New Faculty

Monday, October 1 from 12:15-1:15 in HUB.

In this workshop specifically designed for new faculty orientation, Noreen Lape, Director of the Writing Program/Norman M. Eberly Multilingual Writing Center, will give an overview of the support services that the Writing Program offers new faculty. She will then explain the writing challenges first-year writers face, discuss the learning outcomes of the First-Year Seminar Program, and introduce the new Writing Program Rubric. This is the first of a series of three Writing Program workshops for new faculty.

Adapting the New Writing Program Rubric to Your Classes

Wednesday, November 14 from 3:00-4:15 ICC2/the MWC, Ground Floor, Waidner-Spahr Library.

Friday, November 16 from 3:00-4:15 ICC2/the MWC, Ground Floor, Waidner-Spahr Library.

This workshop will introduce you to the new Writing Program Rubric and show you how to adapt it to your WR and Senior Capstone writing courses. In June with the help of an outside writing assessment consultant, a team of seven faculty and three administrators created a draft of the new Writing

http://www.dickinson.edu/academics/resources/writing-program/content/Workshops/
Program Rubric and assessed the first group of FYS, WR, and Senior Capstone essays. Noreen Lape, Director of the Writing Program, will present the rubric and the preliminary findings from the data. Ed Webb (Wednesday) and Mara Donaldson (Friday), two members of the assessment team, will discuss how they adapted the rubric and used it in their courses this semester.
A Faculty’s Guide to the First-Year Experience:
Everything you ever wanted to know about Scribner Seminars

2012-2013
Welcome to the First-Year Experience! We are emboldened by the dedication of faculty from across the entire College who, like you, have given so much to the education of our newest students. We hope your experience teaching a Scribner Seminar is both professionally stimulating and personally rewarding.

Our intent in putting together this handbook is to try to anticipate any questions you may have about teaching a Scribner Seminar. Towards that goal, we have included important information on the process of getting one's course approved, on the selection of a peer mentor, on planning for the fourth credit hour, and much more. Of course, if you have questions or concerns about anything related to the First-Year Experience, don't hesitate to call. We are always eager to hear about ways in which we can improve the level of engagement our students experience in their first year of college.

Once again, we are most grateful for your commitment to the program.

Marla Melito
Interim Director of the First-Year Experience

Allie Taylor
Administrative Assistant
Table of Contents

Introduction ........................................................................................................ 2
SSP Faculty Calendar .......................................................................................... 5
First-Year Experience Motion & Proposal ......................................................... 7
Scribner Seminars (SSPs) .................................................................................. 17
  Building a Scribner Seminar Course ............................................................... 18
  Seminar Guidelines & Syllabus Goals ............................................................... 18
  Procedure for Course Approval ....................................................................... 20
  Catalog Descriptions for Scribner Seminars: Recommendations from Curriculum Committee ............................................................ 20
  Scribner Seminar Proposal Form .................................................................... 23
  Sample Syllabi .................................................................................................. 26
How to schedule your Scribner Seminar ............................................................ 74
  3 Credit Options ............................................................................................... 75
  4 Credit Options ............................................................................................... 75
Team Teaching & Cluster Approaches ............................................................... 76
Writing in the Seminars ..................................................................................... 76
Developing research assignments for first-year students .................................. 81
4th Credit Hour Program .................................................................................... 83
  What is the 4th credit hour? ........................................................................... 84
  What should I do during the 4th credit hour? ............................................... 84
  What programming is the FYE coordinating? ................................................ 85
  Is the FYE programming all that I can choose from? ................................... 85
Scribner Seminar Teams ................................................................................... 86
Evaluations ......................................................................................................... 88
Policies & Procedures ....................................................................................... 91
  Scribner Seminar Field Trips .......................................................................... 92
  Scribner Seminar Funding ............................................................................. 100
  Scribner Seminars: CAS Policies on Withdrawals, Failures, Transfers, and First-Year Student Deferrals .................................................. 102
Mentoring & Advising ....................................................................................... 104
  First-Year Mentoring & Advising ................................................................ 105
  RAP - Reflection and Projection .................................................................. 106
  SSP UNSAT Implications .............................................................................. 106
Living Learning Communities ............................................................................ 107
Orientation Responsibilities .............................................................................. 114
Peer Mentors ..................................................................................................... 116
  Peer Mentoring Program .............................................................................. 117
  Peer Mentor Selection - During the Spring Semester before teaching seminar ................................................................. 118

3
Selection Process .......................................................... 119
Peer Mentor Referrals .................................................. 120
Compensation and Academic Credit .................................. 121
Termination Policy ......................................................... 122
Peer Mentoring – A View from a PM (essay) ......................... 123
Summer Reading .......................................................... 125
FYE Prize ................................................................. 127

Returning Faculty Reminders ......................................... 129
Routine Course Revision Form ......................................... 132
Building a Scribner Seminar Course

As you prepare to construct or modify a Scribner Seminar syllabus it is important to keep in mind that these courses are fundamentally different than the courses typically offered at the College. For example, these courses are unique in that they are open only to first-year students, they include a fourth credit hour component that involves intense mentoring, they must be interdisciplinary in nature, they often include a peer mentor, and so much more. Your syllabus should reflect your own perspectives on these differences.

One of the biggest challenges in imagining a course and constructing a syllabus for the FYE is identifying a level of academic rigor that is appropriate for first-year students. We have heard in the past that students enter Skidmore with the false assumption that the Scribner Seminar is “fluff” or easy and that traditional disciplinary courses are far more intellectually challenging. This assumption cannot be farther from the truth. In most cases (though not all), Scribner Seminars represent a first-year student’s most intense intellectual experience. We need to maintain that high level of intellectual challenge and rigor.

In this section of the Handbook, we have included material to help you construct or modify your Scribner Seminar syllabus. Please pay particular attention to those components—like the “Seminar Goals,” the description of fourth credit hour programming, the interdisciplinarity of the course, and so on—that must be included on your syllabus. If you have any questions, please don’t hesitate to contact the Office of the First-Year Experience.

Seminar Guidelines & Syllabus Goals

1. The following Scribner Seminar Goals must be included on the syllabus:

   This course will introduce students to disciplinary and interdisciplinary perspectives on [insert the course topic], with the following goals [insert course-specific goals here or integrate them into the goals below]. In addition, this is a course about knowing, particularly about ways to identify problems, formulate productive questions, and go about answering those questions. Students in this course will demonstrate the ability to:

   - distinguish among, and formulate, types of questions asked by different disciplines
   - read critically, and gather and interpret evidence
   - distinguish among the evidence and methodologies appropriate to different disciplines
   - consider and address complexities and ambiguities
   - make connections among ideas
   - recognize choices, examine assumptions and ask questions of themselves and of their own work
   - formulate conclusions based upon evidence
   - communicate ideas both orally and in writing
   - relate the results of the course to their educational goals
2. Interdisciplinary Perspectives

The course will introduce students to interdisciplinary perspectives as well as disciplinary ones.

As an early academic experience, this course alerts the student to the interconnections among disciplines by providing more than a single discipline-specific perspective. As such, students will learn to distinguish among, and formulate, the types of questions asked by different disciplines as well as learn to use the evidence and methodologies appropriate to different disciplines.

The interdisciplinary focus may be broad and might well draw on a wide range of disciplines (e.g., biology, economics, and literature). On the other hand, the interdisciplinary focus may reflect the perspectives of a smaller number of disciplines. Moreover, those disciplines may all be within a similar area of study. For instance one might propose a course that draws on the social sciences (e.g., combining historical and economic perspectives), or the sciences (e.g., combining biological, mathematical, and physics perspectives).

Team-taught courses might well provide opportunities for faculty from different disciplines to address common problems.

3. Critical Thinking

The course will seek to develop the sorts of skills that are consistent with the notion of Critical Thinking, as espoused in the Academic Vision Statement.

Students will learn to read critically and to gather and interpret evidence. They will learn to consider and address complexities and ambiguities. They will learn to make connections among ideas. They will come to recognize choices and examine assumptions and ask questions of themselves and of their own work. They will learn to formulate conclusions based on evidence.

4. Communication Skills

The course will seek to develop the Communications Skills espoused in the Academic Vision Statement.

Students will learn to communicate ideas in writing. Although the course will not be a Writing Intensive course, the course should require that students routinely engage in writing. Drafting and revising their written work with attention to clarity and correctness will help strengthen their writing skills. They should learn to focus an essay with a thesis or main idea, organize their ideas logically and with appropriate transitions between ideas. Consistent with the goals of Critical Thinking, they should learn to support their assertions with evidence. Students
will be introduced to conventions of documentation and understand the purpose of using sources and the need to uphold standards of academic integrity.

Students will learn to communicate ideas orally. The small size of the seminar should allow routine student participation in discussions. In that environment, they should learn to express their positions clearly and support them with evidence.

5. RAP

The fact that the course is taught by the student's advisor, coupled with the student's development of the RAP, will allow the student to relate the course to her or his educational goals.

6. Credits

Each FYS course shall carry a minimum of four semester hours of credit and shall have no prerequisite.

7. Enrollment Cap

Each First-Year Seminar will have a maximum enrollment cap of 16 students.

8. Courses that satisfy the Scribner Seminar requirement may not be used to also satisfy any other all-college requirement or requirement in a major or minor.

Procedure for Course Approval

Instructors should submit a Curriculum Committee form for proposing Scribner Seminars. Use this same form whether the course is a revision of an existing course (e.g., a conversion of an LS2 course or revision of approved SSP) or a new offering for the Catalog. The proposal must include a proposed syllabus and a Catalog description, and must indicate how the course will meet the Scribner Seminar guidelines stated above. Please describe approaches you are planning, such as pedagogies used for smaller classes (keeping in mind the enrollment cap is 16), writing/oral communication assignments, mentoring activities you envision, and/or campus resources you might include. Feel free to attach any other materials.

Submit one copy of the course proposal to the Director of the First-Year Experience, by January 25, 2012. The Director of the First-Year Experience will review and sign the proposal before submitting it to the Associate Dean of Faculty. Assuming it meets the general criteria for approval, the Associate Dean will forward the proposal to the Curriculum Committee by February 1, 2012. Note that the Chair of the faculty department must sign the form before it goes to the Director of the First-Year Experience.

Approved by CEPP November 18, 2004

Catalog Descriptions for Scribner Seminars: Recommendations from Curriculum Committee