

FYS COURSE DESCRIPTIONS FALL 2016

Listed in order of day/time starting with TR

TR 8:00

GND 1015.01 CRN 10001
Scott Allen

My Story ---A Great Story!

It's said that one's life is a story. If true, then some of the chapters have already been written. To 'know' yourself is the first step to writing the next chapter. Look back to the early chapters of your story and recognize the people and experiences that mark your life. If you have the choice to write the remaining chapters in your story, what will be your story line? What's the next chapter? If you are going to write, why not write a great story? What if you choose to live such a life that when the last chapter is written, people first words will be, "Wow! Now that's a great story!"

In the course, each student will explore key people and experiences that shape their lives. Through readings, exercises, and discussions, the class will consider what makes a great story.

TR 8:00

GND 1015.02 CRN 10002
Deen Entsminger

Oh, Look, A Chicken!

"Oh, look, a Chicken"....Those who choose this course will be invited to examine ways of knowing through embracing [little ants, carrying a morsel of food across the table] what it means to be a distracted [I smell bacon, what time is it? I'm hungry] learner as well as [OMG--I get to go to the beach this summer—warm sand under my feet] developing an awareness [I love snow caps—little dark chocolate drops with white candy thingies on them] of one's senses. The instructor teaches in the school of music, [do I hear water dripping?] so there will be an element related to that spun [spiders are amazing] into the course. [Oh, it's the fish tank behind me] Those registering for this journey may even learn to juggle. And, if you were attentive to the distractions in this description, you might pick up on another direction your professor will take those willing to explore their empirical selves.

TR 8:00

GND 1015.03 CRN 11585
Manuel Cruz

Life, Power, and the Death of God: Ways of Knowing

How does our experience of life, power, and desire open a path to religious faith? Modern thinkers recognize that our experience of the human condition can also open the way for religious despair, tragically expressed in the phrase, "God is dead." We will seek to unravel this thorny paradox: how can the modern experience of life both build and undermine the meaningful possibility of religion and spirituality as a way of life? To approach this paradox, we delve deep into the basic desires of human beings. Is the human desire for happiness, justice, and love

meaningful? Is true life found in a desire for power and domination? Do science and technology fulfill our natural desire to know and understand life? What kind of knowledge or experience could satisfy our desire to know who we are? Moreover, what's God got to do with it? By reading the works of spiritual and anti-spiritual iconoclasts – mathematicians, philosophers, novelists, scientists, priests, and farmers – we examine how our ways of knowing and ways of life create (and potentially distort) the meaningful possibility of religious faith.

TR 8:00

GND 1015.04 CRN 11586
David Dark

TR 9:30

GND 1015.05 CRN 11587
Kristi Krauss

TR 9:30

GND 1015.06 CRN 11588
Scott Allen

My Story ---A Great Story!

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In the course, each student will explore key people and experiences that shape their lives. Through readings, exercises, and discussions, the class will consider what makes a great story.

TR 9:30

GND 1015.07 CRN 11589
Nathan Griffith

Unconventional Wisdom, or How to Become a Stand-Up Skeptic

If hell is other people, think of this course as asbestos underpants. One of the things we cannot escape is the need to work together with other people to accomplish tasks we can't manage individually. To do this successfully, we need to understand how we relate to reality (so that we can communicate with each other) as well as how we relate to each other (so that we can adjust our behavior). So, we will begin by asking how and why we produce knowledge. The answers to that question then tell us what it means to be an educated person, which leads to the question of what it means to be a citizen in a democracy. And part of what that means is having to act in concert with other individuals, so we will also look at causes and patterns in human behavior, and how to use knowledge of them to solve the problems that bedevil collective action.

TR 9:30

GND 1015.08

CRN 11590

Devon Boan

The Art of Living

Men and women through the ages have explored the question of meaning. For some, the search occurs through the lens of a belief in a supreme being. For others, meaning is found in a higher awareness of life and humanity, attained for many through a combination of reason and imagination. For yet others, the quest has focused on the arts and the concepts of beauty and truth. The Art of Living employs a variety of humanistic and social scientific disciplines—history, literature, sociology, psychology, philosophy, religion—to explore the interlocking claims of faith, reason, and imagination, the three distinct ways humanity has pursued beauty, knowledge, meaning, and truth. We will examine an array of important philosophical, aesthetic, and social scientific concepts— including a brief look at major world religions—to build a framework through which we can better utilize rational, imaginative, and faith approaches to the art of living. These have been important ideas for generations past, and represent the most profound and exciting issues that confront us today. By December, you'll see the world in a different light, and will have the tools to dive deeper into your own quest into the art of living.

Here are the books we'll be using:

A Small Treatise on the Great Virtues, by Andre Comte-Sponville

The World Religions, by Huston Smith

Eight Theories of Religion, by Daniel Pals

Ways of Knowing: The Freshman Common Reader

TR 9:30

GND 1015.09

CRN 11591

Doug Bisson

Denying the Holocaust: How we know what isn't so

Who says the Holocaust never happened and why do they say it? What arguments do these deniers present to support their claims? Is there a difference between "Holocaust revision" and "Holocaust denial?" What answers have been made to the claims of the Holocaust deniers? What are the motives of Holocaust deniers?

This course will explore the larger theme of "ways of knowing" by acquainting students with the methods of historians and showing how the latter use written documents, eyewitness testimony, photographs, physical evidence and demographic data to demonstrate that the Holocaust actually occurred.

Texts:

Richard J. Evans, *Lying about Hitler: History, Holocaust, and the David Irving Trial*

Doris L. Bergen, *War and Genocide: A Concise History of the Holocaust, 2e*

Steve Hochstadt, ed., *Sources of the Holocaust*

Barbara Kulaszka, "What is 'Holocaust Denial'?" (pamphlet published by the Institute for Historical Review)

Ways of Knowing: The First-Year Seminar Anthology

Films:

Night and Fog (a film by Alain Resnais)
The Third Reich: Rise and Fall
Mr. Death (a film by Errol Morris)

TR 9:30

GND 1015.10 CRN 11592

Deen Entsminger

Oh, Look, A Chicken!

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TR 9:30

GND 1015.11 CRN 11593

Cathy Hill

Ways of Knowing: Pathways to Our Vocation

Do you sometimes wonder what you are supposed to do with your life? Do you question if you have discovered your true calling and how will you know if you are on the right path? Knowledge can be its own reward but exactly how does it shape or transform us? Our work is our best opportunity to live out our vocation, where we should gain a sense of accomplishment and fulfillment. This course will examine how our life's experiences may shape our decisions and the ways to seek wisdom to choose the paths we take in our lives. In turn, these pathways of knowledge may lead us to our true calling or vocation. Beginning with developing an understanding of the multiple "ways of knowing," we will then explore other ways of knowing by means of the following "pathways": through the art of listening, asking critical questions, research, mentors, sharing others' experiences, and by utilizing various resources and methods in discovering our strengths and developing our unique talents. As we progress through the semester, we will discover how the value of these pathways of knowledge, along with the impact of socio-economic factors, shapes our decisions and how we can make the best choices in our lives.

Required Course Readings:

The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures (Anne Fadiman)

The Glass Castle: Memoir (Walls)

*StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond
(Clifton – 2nd Edition) *Must be new to include the key code for assignments

Recommended Course Reading: The Last Lecture (Pausch)

TR 9:30

GND 1015.12 CRN 11594

Keith Christopher

"Caution: Curves Ahead"

Starting college is only the first of many changes in the life of a freshman. Without the home support of family and friends, forging a new life can be a challenge. This course will help you start life on your own by applying the principles of one required book. A wide range of humor, engaging discussion, class interaction, music and video examples, and practical and spiritual applications will help equip you to navigate the curves of life in college and beyond.

TR 9:30

GND 1015.13 CRN 11595

Timothy G. Ehresman

Green Planet Blues

Taking the lead offered by the title of its core text, this seminar probes the range of perspectives on the relationship between humans and the remainder of the natural world. In considering this quite disparate set of views, we will discover that our individual perspectives rest not only on particular assumptions and presuppositions regarding the posture we ought adopt toward nature, but indeed the means by which we acquire and implement knowledge itself. Employing a number of related textual and video sources, as well as frequent opportunities for oral and written expression, over the course of the semester each student will find tools to sharpen and refine their own convictions regarding the development and application of knowledge, and in particular their related positions on a number of key contemporary environmental issues and debates.

Core Text:

Conca, Ken and Geoffrey D. Dabelko (eds.). (2015). *Green Planet Blues: Critical Perspectives on Global Environmental Politics* (5th ed.). Boulder: Westview Press.

Supporting Text:

Clapp, Jennifer and Peter Dauvergne. 2011. *Paths to a Green World: The Political Economy of the Global Environment*. (2nd ed.). Cambridge, Mass.: The MIT Press.

TR 11:00

GND 1015.14 CRN 11596

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TR 11:00

GND 1015.15 CRN 11597
Kristi Krauss

TR 11:00

GND 1015.16 CRN 11598
Kate McGowan
"Being Mindful about Mindsets"

Have you ever had a teacher, coach, family member or friend tell you that you aren't "good" at something? Have you ever tried, and failed, tried again, and failed, tried again, and again and finally succeeded? In this course, we will discover how perseverance, resilience, vulnerability, and having a growth mindset contribute to success in all aspects of your life, especially your First Year of College. We will uncover various ways of knowing through class discussions, walking reflections, engaging readings, while experiencing what it means to have a growth mindset.

TR 11:00

GND 1015.17 CRN 11599
Frank Gorgie
Politics, Lies, and Cinema: Are You Being Brainwashed?

"It's just a movie" is a foolish assumption, which denies the reality that every film has a message, some overt and others alarmingly covert. What are Hollywood and foreign cinema

telling you? What do they want you to believe is "true," and what are their real agendas? Have the messages changed over the years? Students will engage with film masterpieces and a selection of lesser-known gems to grapple with ways of knowing. Featured films will present a variety of constructs through which students will analyze what we know, how we know it, and what to do when we realize that those with inordinate amounts of power might be lying to us.

In addition to the FYS common text, films we will consider are: *The Third Man*, *The Godfather I and II*, *Butch Cassidy and the Sundance Kid*, *Grand Illusion*, *Dazed and Confused*, *The Candidate*, *Bridge of Spies*, *Munich*, and others.

TR 11:00

GND 1015.18 CRN 11600

Bonnie Smith- Whitehouse

The Lives of the Heart

We take the name of our seminar from a poem by Jane Hirschfield called "The Lives of the Heart." In it, Hirschfield suggests that in every nook and cranny of the earth, we can encounter hearts full of ambition, courage, suffering, grief, joy, ingenuity, and death. But what does the heart have to do with knowing? All first-year seminars study ways humans "know" (or don't) through academic disciplines, philosophical orientations, and diverse experiences. This seminar in particular explores the many ways humans try to know through storytelling, through relationships with others, and through the human body itself. We will begin by considering how stories can lead to *misunderstanding* or ways of *not* knowing, what Nigerian novelist Chimamanda Adichie calls "the danger of [knowing through] a single story." Our seminar will tackle big questions about justice, the body, mercy, death, and happiness. And we will consider how the Western way of distinguishing mind (intellect, thinking) from heart (or emotion, feeling) can lead to unknowing.

Required Texts:

The First-Year Seminar Core Anthology

Adichie, *We Should All Be Feminists*

Coates, *Between the World and Me*

Fadiman, *The Spirit Catches You and You Fall Down*

Kalanithi, *When Breath Becomes Air*

Keillor, *Good Poems*

TR 11:00

GND 1015.19 CRN 11601

Doug Bisson

Denying the Holocaust: How we know what isn't so

Who says the Holocaust never happened and why do they say it? What arguments do these deniers present to support their claims? Is there a difference between "Holocaust revision" and "Holocaust denial?" What answers have been made to the claims of the Holocaust deniers? What are the motives of Holocaust deniers?

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testimony, photographs, physical evidence and demographic data to demonstrate that the Holocaust actually occurred.

Texts:

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Barbara Kulaszka, "What is 'Holocaust Denial'?" (pamphlet published by the Institute for Historical Review)

Ways of Knowing: The First-Year Seminar Anthology

Films:

Night and Fog (a film by Alain Resnais)

The Third Reich: Rise and Fall

Mr. Death (a film by Errol Morris)

TR 11:00

GND 1015.20 CRN 11602

Lauren Lunsford

"Teaching in the 21st Century"?

The processes of teaching and learning is a centuries-old topic that we will explore in this seminar, which a particular focus on the challenges in today's classrooms. This seminar will examine the processes of learning in a broad context as well as the specifics and variables that impact learning in our K-12 classrooms. This section is perfect for anyone interested in possibly becoming a teacher or just learning about how we learn or our classrooms work best. We'll read the works of Paulo Freire, Alfie Kohn, and John Dewey as well as more contemporary perspectives on learning like Nurtureshock and Why Don't Students Like School?

TR 11:00

GND 1015.21 CRN 11603

Erin Pryor

The Permanence of Inequality?

First-Year Seminar is designed to introduce students to an academic conversation and it is a gateway to help students make the intellectual transition to our challenging academic community. The primary goal of FYS is to increase both awareness and use of multiple ways of knowing. This section will focus on understanding social inequality. Using a multi-disciplinary approach, we will explore ways of knowing related to our social position and the social construction of difference. Specifically, students will examine social conceptions of race, class and gender to analyze the creation and perpetuation of social inequality. This exploration will be accomplished through extensive reading assignments, multiple writing assignments and thoughtful discussion.

TR 11:00

GND 1015.22

CRN 11604

Cathy Hill

Ways of Knowing: Pathways to Our Vocation

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Recommended Course Reading: The Last Lecture (Pausch)

TR 12:30

GND 1015.23

CRN 11605

Manuel Cruz

Life, Power, and the Death of God: Ways of Knowing

How does our experience of life, power, and desire open a path to religious faith? Modern thinkers recognize that our experience of the human condition can also open the way for religious despair, tragically expressed in the phrase, "God is dead." We will seek to unravel this thorny paradox: how can the modern experience of life both build and undermine the meaningful possibility of religion and spirituality as a way of life? To approach this paradox, we delve deep into the basic desires of human beings. Is the human desire for happiness, justice, and love meaningful? Is true life found in a desire for power and domination? Do science and technology fulfill our natural desire to know and understand life? What kind of knowledge or experience could satisfy our desire to know who we are? Moreover, what's God got to do with it? By reading the works of spiritual and anti-spiritual iconoclasts – mathematicians, philosophers, novelists, scientists, priests, and farmers – we examine how our ways of knowing and ways of life create (and potentially distort) the meaningful possibility of religious faith.

TR 12:30

GND 1015.24

CRN 11606

Cathy Hill

Ways of Knowing: Pathways to Our Vocation

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The Glass Castle: Memoir (Walls)

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Recommended Course Reading: The Last Lecture (Pausch)

TR 12:30

GND 1015.25

CRN 11607

Denise Scott

Don't Miss a Single Second! - Denise Scott

Who are you? How do you know what you know? We each have a unique lens through which we view the world. In this course, we will explore how we create meaning through communicating with others. Additionally, we will investigate how online communities are redefining how we relate to each other and how we share knowledge and experiences. How have these evolving communication technologies impacted the culture in which we live? Are they bringing us together or isolating us? How are they affecting our sense of self?

Each of us has a journey to take and a story to tell. This course will engage students in exploring their personal stories within the larger context of communication and culture. In the

process, we will discover personal strengths and our ability to impact the world we live in. In our fast-paced world, it still holds true that meaningful and worthy pursuits often involve effort and time. We will investigate the lives of individuals whose compelling stories challenge us to look up, to question what we know to be true about the world, and not to miss a single second.

Some readings include: Strengths Quest by Chip Anderson, What the Best College Students Do by Ken Bain, Same Kind of Different as Me by Ron Hall, Denver Moore & Lynn Vincent, and Unbroken by Laura Hillenbrand.

TR 12:30

GND 1015.26 CRN 11608

Mona Ivey Soto

Understanding Self & Other: Exploring Race, Class and Gender in our Everyday Lives

We are living in increasingly polarized times where fear and divisions across differences are pervasive. Our own multiple identities (i.e., racial, social, cultural, gender) and the systemic structures within which we engage and live (i.e., education, community, faith,) have a profound impact on who we are and how we see others who are different from us. Our journeys in higher education should position us in such a way that we find spaces to have critical conversations that engage us, challenge us, empower us and move us towards justice and action. This course will bring together a community of learners seeking to understand the theoretical and practical underpinnings of complex social issues that impact our society. We will explore race and racism, social class divides and gender differences as they apply to historical and current contexts and learn about advocating for systemic changes.

Course Readings Include:

Adichie Ngozi, C. (2014). We Should all be Feminists. Vintage.

Edin, K.J., & Shafer, H.L. (2015). \$2.00 a Day: Living on Almost Nothing in America. Houghton Mifflin.

McClure, S.M., & Harris, C.A. (2014). Getting Real about Race: Hoodies, Mascots, Model Minorities and other Conversations. Sage Publications.

Blackboard Articles and FYS Anthology

TR 12:30

GND 1015.27 CRN 11609

Bonnie Smith- Whitehouse

The Lives of the Heart

We take the name of our seminar from a poem by Jane Hirschfield called “The Lives of the Heart.” In it, Hirschfield suggests that in every nook and cranny of the earth, we can encounter hearts full of ambition, courage, suffering, grief, joy, ingenuity, and death. But what does the heart have to do with knowing? All first-year seminars study ways humans “know” (or don’t) through academic disciplines, philosophical orientations, and diverse experiences. This seminar in particular explores the many ways humans try to know through storytelling, through relationships with others, and through the human body itself. We will begin by considering how stories can lead to *misunderstanding* or ways of *not* knowing, what Nigerian

novelist Chimamanda Adichie calls “the danger of [knowing through] a single story.” Our seminar will tackle big questions about justice, the body, mercy, death, and happiness. And we will consider how the Western way of distinguishing mind (intellect, thinking) from heart (or emotion, feeling) can lead to unknowing.

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Coates, *Between the World and Me*

Fadiman, *The Spirit Catches You and You Fall Down*

Kalanithi, *When Breath Becomes Air*

Keillor, *Good Poems*

TR 12:30

GND 1015.28

CRN 11610

Ann Coble

Harry Potter and the Hero's Quest

This class will use Joseph Campbell's theories of the hero's quest to analyze five of the Harry Potter books and two of the Harry Potter films. We will research the Harry Potter phenomena by reading scholarly articles as well as popular literature. If you are a Harry Potter fan, this class is for you! Students need to be aware that this class has a heavy reading load. In addition to the Harry Potter books, we will be reading two other books, including the common book, *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*.

TR 12:30

GND 1015.29

CRN 11611

Devon Boan

The Art of Living

Men and women through the ages have explored the question of meaning. For some, the search occurs through the lens of a belief in a supreme being. For others, meaning is found in a higher awareness of life and humanity, attained for many through a combination of reason and imagination. For yet others, the quest has focused on the arts and the concepts of beauty and truth. The Art of Living employs a variety of humanistic and social scientific disciplines—history, literature, sociology, psychology, philosophy, religion—to explore the interlocking claims of faith, reason, and imagination, the three distinct ways humanity has pursued beauty, knowledge, meaning, and truth. We will examine an array of important philosophical, aesthetic, and social scientific concepts— including a brief look at major world religions—to build a framework through which we can better utilize rational, imaginative, and faith approaches to the art of living. These have been important ideas for generations past, and represent the most profound and exciting issues that confront us today. By December, you'll see the world in a different light, and will have the tools to dive deeper into your own quest into the art of living.

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The World Religions, by Huston Smith

Eight Theories of Religion, by Daniel Pals

Ways of Knowing: The Freshman Common Reader

TR 12:30

GND 1015.30 CRN 11773

Nathan Griffith

Unconventional Wisdom, or How to Become a Stand-Up Skeptic

If hell is other people, think of this course as asbestos underpants. One of the things we cannot escape is the need to work together with other people to accomplish tasks we can't manage individually. To do this successfully, we need to understand how we relate to reality (so that we can communicate with each other) as well as how we relate to each other (so that we can adjust our behavior). So, we will begin by asking how and why we produce knowledge. The answers to that question then tell us what it means to be an educated person, which leads to the question of what it means to be a citizen in a democracy. And part of what that means is having to act in concert with other individuals, so we will also look at causes and patterns in human behavior, and how to use knowledge of them to solve the problems that bedevil collective action.

TR 12:30

GND 1015.31 CRN 11774

Virginia Lamothe

“Old Stories Made New, and What They Have to Offer You!”

This reading-intensive First Year Seminar class will explore Ways of Knowing by reading modern fiction books that are based on ancient tales. Each of these novels presents what is “real” in many mysterious ways, and begs us to question “how do we really know what we know?” These books include Robin Sloan’s *Mr. Penumbra’s 24 Hour Bookstore* (2012), Karen Russell’s *Swamplandia!* (2011) and Paulo Coelho’s *The Alchemist* (1988). We will also spend time reading a number of articles from the First Year Seminar Anthology and other co-curricular activities. This class involves the participation of every member of the class in order to see new and insightful points of view.

TR 2:00

GND 1015.32 CRN 11775

Charmion E. Gustke

The Pros and Cons of Marxism

At the G20 Summit in Brisbane, Australia in July 2014, Andrew Rob, Investment Minister, stated, “I think the problem has been now for six or seven years that the government has got addicted to spending and the firestorm of regulation...policy prescription is not delivering economic

growth at a level that will cut into unemployment and in the end we're all about creating jobs and giving people control over their own lives. The timing is right... there is expectation by business and there is partial recognition by people that there is a mess out there and something has to happen." This mess has not happened suddenly; it has been a slow and steady response to hyper consumerism, economic inequality, government spending and the rise of extreme poverty in vulnerable nations. Marxism, the material analysis of class struggles from the margins to the center, offers many insights into the social thought behind the power relations structuring our current economic challenges. This course, with close readings by Marx and scholars and writers from across the globe, explores both the pros and cons of Marxism, encouraging students to formulate new approaches to "ways of knowing" as we seek to understand how capital works, and how we work for capital.

TR 2:00

GND 1015.33 CRN 11776

Ryan Greenawalt

PERFORMANCE AS A WAY OF KNOWING

"Cultural performance theory offers an approach for understanding culture within the activity of everyday life. Performance is foundational to the study of human communication. Performance has no singular definition, nor is it situated in any singular discipline of study. Performance offers value and insight to theater studies and to social sciences, and it can be viewed through the lens of cultural and critical studies. Performance theory views humans as Homo narrans, or creatures who communicate through stories as a way of crafting their social world and making meaning of it. Performance implies an act of doing, practice, and theatricality, while simultaneously encompassing both the subject of research and the method of doing research."

Olga Idriss Davis, *Cultural Performance Theory*, 2009

TR 2:00

GND 1015.34 CRN 11777

Christy Ridings

Ways of Knowing: Perspectives of God, Ourselves and Others

What shapes our own stories? How do we listen to the stories of others? This course will help introduce students to critical reflection and dialogue through the lens of narrative. We will explore the significant aspects that contribute to our own personal narratives as well as how those narratives fit into our larger global community. This course is designed to help students deepen their sense of self, articulate their personal narrative and broaden their connection to the community around them through shared ways of knowing.

TR 2:00

GND 1015.35 CRN 11778

Ann Coble

Harry Potter and the Hero's Quest

This class will use Joseph Campbell's theories of the hero's quest to analyze five of the Harry Potter books and two of the Harry Potter films. We will research the Harry Potter phenomena by reading scholarly articles as well as popular literature. If you are a Harry Potter fan, this class is for you! Students need to be aware that this class has a heavy reading load. In addition to the Harry Potter books, we will be reading two other books, including the common book, *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*.

TR 2:00

GND 1015.36 CRN 11779

Kimberly Balding

Ireland: Shamrocks, Shillelaghs, and Seanchais

The subtopic for this First-Year Seminar will provide an interdisciplinary look at Ireland and her people. Together we will read, write, think about, and discuss what it has meant to be Irish over the last century or so, and how it has shifted over time, and what sorts of events have contributed to the Irish identity and culture of today. Specifically, we will look at ways in which religion, politics, and culture have formed the Irish identity in both the Republic of Ireland and in the North of Ireland. Along with the required texts, there will be additional essays, articles, and handouts provided for you.

Required Texts:

The Stolen Child by Keith Donohue

Under the Hawthorn Tree by Marita Conlon-McKenna

Reading in the Dark by Seamus Deane

Cal: a Novel by Berbard MacLaverty

TR 2:00

GND 1015.37 CRN 11780

Sally Barton-Arwood

Exploring Disability: Was Forrest Gump Really a Superhero?

What is ability? What is disability? What do you think of when you see someone with an intellectual disability or using a wheelchair? It can be argued that our individual ways of knowing and understanding ability and disability have been influenced through personal experience and

exposure to mass media. This seminar will examine historical and contemporary perceptions of individuals with disabilities as reflected in media including film, literary narratives, and other forms of popular media. Additionally, we will examine definitions and personal narratives of disability that impact issues of citizenship and inclusion in our society. Students in this seminar will be encouraged to critically examine their own constructs and perceptions of ability and disability.

TR 2:00

GND 1015.38 CRN 11781

Virginia Lamothe

“Old Stories Made New, and What They Have to Offer You!”

This reading-intensive First Year Seminar class will explore Ways of Knowing by reading modern fiction books that are based on ancient tales. Each of these novels presents what is “real” in many mysterious ways, and begs us to question “how do we really know what we know?” These books include Robin Sloan’s *Mr. Penumbra’s 24 Hour Bookstore* (2012), Karen Russell’s *Swamplandia!* (2011) and Paulo Coelho’s *The Alchemist* (1988). We will also spend time reading a number of articles from the First Year Seminar Anthology and other co-curricular activities. This class involves the participation of every member of the class in order to see new and insightful points of view.

TR 2:00

GND 1015.39 CRN 11782

Annette Sisson

Metaphors We ‘Know’ By: The Truth of Fiction, the Fiction of Truth

You’ve probably heard it said that “truth is stranger than fiction.” And in the reality of our lives, that aphorism sometimes proves to be true. Uniquely paraphrasing the words of Jesus, American fiction writer Flannery O’Connor declared, “You shall know the truth, and the truth shall make you odd.” As O’Connor understood, figuring out the truth is often tricky business, and the process of trying to know anything for sure not only makes us human, but also makes us unique. Similarly, poet Emily Dickinson exhorted her readers to “Tell the truth, but tell it slant.” Although she was not encouraging her readers to tell lies, she did put her finger on the difficulty of directly stating or understanding truth. Metaphors—with their fictional basis and imaginative possibilities—help us try to know and communicate truths when plain words and simple facts fail us.

The title of this section of FYS pays tribute to George Lakoff and Mark Johnson’s *Metaphors We Live By*. Over the course of the semester, we will explore the complex nature of grappling with truths. Specifically, we will examine the way fictions (i.e. metaphors, archetypal narratives, story-telling, symbols, etc.) enable us to interpret the world and explain its complexities and mysteries to ourselves and others. In the process, we will encounter personal and family fictions, as well as historical, social, and cultural fictions, all of which will reveal the “stories” that serve as the “metaphors we ‘know’ by.”

TR 3:00

GND 1015.40 CRN 11783

Charmion E. Gustke

The Pros and Cons of Marxism

At the G20 Summit in Brisbane, Australia in July 2014, Andrew Rob, Investment Minister, stated, "I think the problem has been now for six or seven years that the government has got addicted to spending and the firestorm of regulation...policy prescription is not delivering economic growth at a level that will cut into unemployment and in the end we're all about creating jobs and giving people control over their own lives. The timing is right... there is expectation by business and there is partial recognition by people that there is a mess out there and something has to happen." This mess has not happened suddenly; it has been a slow and steady response to hyper consumerism, economic inequality, government spending and the rise of extreme poverty in vulnerable nations. Marxism, the material analysis of class struggles from the margins to the center, offers many insights into the social thought behind the power relations structuring our current economic challenges. This course, with close readings by Marx and scholars and writers from across the globe, explores both the pros and cons of Marxism, encouraging students to formulate new approaches to "ways of knowing" as we seek to understand how capital works, and how we work for capital.

TR 3:30

GND 1015.42

CRN 11785

Frank Gorgie

Politics, Lies, and Cinema: Are You Being Brainwashed?

"It's just a movie" is a foolish assumption, which denies the reality that every film has a message, some overt and others alarmingly covert. What are Hollywood and foreign cinema telling you? What do they want you to believe is "true," and what are their real agendas? Have the messages changed over the years? Students will engage with film masterpieces and a selection of lesser-known gems to grapple with ways of knowing. Featured films will present a variety of constructs through which students will analyze what we know, how we know it, and what to do when we realize that those with inordinate amounts of power might be lying to us.

In addition to the FYS common text, films we will consider are: The Third Man, The Godfather I and II, Butch Cassidy and the Sundance Kid, Grand Illusion, Dazed and Confused, The Candidate, Bridge of Spies, Munich, and others.

TR 2:00

GND 1015.43

CRN 11786

Kimberly Balding

Ireland: Shamrocks, Shillelaghs, and Seanchais

The subtopic for this First-Year Seminar will provide an interdisciplinary look at Ireland and her people. Together we will read, write, think about, and discuss what it has meant to be Irish over the last century or so, and how it has shifted over time, and what sorts of events have contributed to the Irish identity and culture of today. Specifically, we will look at ways in which religion, politics, and culture have formed the Irish identity in both the Republic of Ireland and in the North of Ireland. Along with the required texts, there will be additional essays, articles, and handouts provided for you.

Required Texts:

The Stolen Child by Keith Donohue

Under the Hawthorn Tree by Marita Conlon-McKenna

Reading in the Dark by Seamus Deane

Cal: a Novel by Berbard MacLaverty

MWF 8:00

MWF 8:00

GND 1015.44 CRN 12204

Martha Minardi

Ways of Knowing – Faith, Voodoo, and Development: An In-depth Look at Haiti

Students will study the subjects of faith, voodoo, development with a particular concentration on Haiti. A 2010 earthquake devastated parts of Haiti. The history of Haiti will be studied to consider how the nation's history contributed to not only to the massive destruction, but the recovery efforts, as well. A great deal of money was given to the earthquake recovery. How has that money been used? The concept of long term development and best practices will be explored. Voodoo is a reality that plagues the people of Haiti. The connection of this religion to Haiti's history and current situation will be explored. Haitian natives who now live in the US may be scheduled as guest speakers. Ways of knowing as related to critical thinking will also be considered. The reading list for this class includes: *Haiti, When Helping Hurts, and Longing to Know* and *Ways of Knowing: First Year Seminar Anthology*.

MWF 8:00

GND 1015.45 CRN 12205

Beverly Schneller

Beliefs and Passions

Students in this course are co-enrolled in MBU 1110.22: Survey of Music Business.

What are your beliefs and passions? What makes you tick? By examining ways of knowing within cultures, you will be given an opportunity to discover why you are here and how that is informed by your passions; what you want to accomplish as a career; and, how to create the journey that will launch you in achieving your personal goals. The FYS course will focus on key ideas from the broader world of the liberal arts; the corresponding Music Business survey course will concentrate on how to construct your learning in ways that will allow you to make a distinctive contribution to the entertainment industry.

MWF 8:00

GND 1015.46 CRN 12206

Wyeth Burgess

Humanity; Community; Posterity: Exploring Human Nature in Place and Time

Cicero's term *humanities*, literally "human nature," meant the pursuit of an ideal that included humankind's noblest aspects. That ideal influences our beliefs, our political systems and our principles of education and intellectual inquiry today. This course asks what is and is not human, what it means to be *fully* human, to be in community and to function with awareness of limitations in both place and time. Beginning with FYS requirements, we will also view several films as a class, including *12 Angry Men* and *Dead Man Walking*, and we will add selected readings from Shakespeare, Dietrich Bonhoeffer, George Orwell, C. S. Lewis, Eudora Welty, and Wendell Berry. We will listen to Ernest Gaines's *A Lesson Before Dying* and tackle Margaret Atwood's speculative novel *Oryx and Crake*. Written and oral responses take various forms in this class and culminate in a project of the student's choosing,

MWF 8:00

GND 1015.47 CRN 12207

MWF 8:00

GND 1015.48 CRN 12208

Marcia McDonald

Local Knowledge: ourselves, our campus, our Nashville

You know you are enrolling in Belmont University, a campus just southwest of downtown Nashville. But even if you have lived here all your life, do you really know where you now live? And do you know where you live intellectually? These sections of First Year Seminar will focus on knowing our campus as place and academy, knowing our intellectual frameworks, and knowing our city. Through your own observation and description, you will develop your knowledge of Belmont's campus and, through our readings in the FYS Anthology, of a liberal arts education. In reading and viewing *Our Town*, a fall Belmont Theater production, and *Blue Hole Back Home*, a novel by Joy Jordan-Lake, you will reflect on how local communities accept or reject difference. In responses to our readings in the FYS Anthology, you will define your intellectual territory. Using an additional set of readings to provide a basic understanding of cities and Nashville, you will connect some aspect of the national political discussion to an issue important to Nashville through the argumentative research paper project. Our classes will include discussions, campus walks, essays and research, and co-curricular learning experiences.

MWF 8:00

GND 1015.49 CRN 12209
Barry Padgett

MWF 9:00

GND 1015.50 CRN 12210
Martha Minardi

Ways of Knowing – Faith, Voodoo, and Development: An In-depth Look at Haiti

Students will study the subjects of faith, voodoo, development with a particular concentration on Haiti. A 2010 earthquake devastated parts of Haiti. The history of Haiti will be studied to consider how the nation's history contributed to not only to the massive destruction, but the recovery efforts, as well. A great deal of money was given to the earthquake recovery. How has that money been used? The concept of long term development and best practices will be explored. Voodoo is a reality that plagues the people of Haiti. The connection of this religion to Haiti's history and current situation will be explored. Haitian natives who now live in the US may be scheduled as guest speakers. Ways of knowing as related to critical thinking will also be considered. The reading list for this class includes: *Haiti, When Helping Hurts, and Longing to Know* and *Ways of Knowing: First Year Seminar Anthology*.

MWF 9:00

GND 1015.51 CRN 12211
Micah Weedman

MWF 9:00

GND 1015.52 CRN 12212
Wyeth Burgess

Humanity; Community; Posterity: Exploring Human Nature in Place and Time

Cicero's term *humanities*, literally "human nature," meant the pursuit of an ideal that included humankind's noblest aspects. That ideal influences our beliefs, our political systems and our principles of education and intellectual inquiry today. This course asks what is and is not human,

what it means to be *fully* human, to be in community and to function with awareness of limitations in both place and time. Beginning with FYS requirements, we will also view several films as a class, including *12 Angry Men* and *Dead Man Walking*, and we will add selected readings from Shakespeare, Dietrich Bonhoeffer, George Orwell, C. S. Lewis, Eudora Welty, and Wendell Berry. We will listen to Ernest Gaines's *A Lesson Before Dying* and tackle Margaret Atwood's speculative novel *Oryx and Crake*. Written and oral responses take various forms in this class and culminate in a project of the student's choosing,

MWF 9:00

GND 1015.53 CRN 12213

Beth Ritter-Conn

You Are What You Eat: Food, Faith, Ethics, and Identity

Sara Miles, a cook-turned-journalist-turned-activist-turned-theologian, says that she “had understood the world, first and best, by putting it in [her] mouth” (*Take This Bread*, p. 60). To examine the way we eat is essentially to examine the way we live and, by extension, the ways we come to know the world. In this section of First-Year Seminar, we will study the food system (both local and global); learn about hunger and food insecurity in Nashville, the U.S., and abroad; explore the economic, political, and practical dimensions of farming and sustainability; contemplate the role food plays in ritual and religious life, both Christian and otherwise; consider ways our personal eating choices both shape and are shaped by our particular social locations and identity markers (race, sex, class, religion, etc.); and maybe even share a few meals—with some Nashville neighbors and with one another—along the way. *This class has a service-learning requirement.

MWF 9:00

GND 1015.54 CRN 12214

Marcia McDonald

Local Knowledge: ourselves, our campus, our Nashville

You know you are enrolling in Belmont University, a campus just southwest of downtown Nashville. But even if you have lived here all your life, do you really know where you now live? And do you know where you live intellectually? These sections of First Year Seminar will focus on knowing our campus as place and academy, knowing our intellectual frameworks, and knowing our city. Through your own observation and description, you will develop your knowledge of Belmont's campus and, through our readings in the FYS Anthology, of a liberal arts education. In reading and viewing *Our Town*, a fall Belmont Theater production, and *Blue Hole Back Home*, a novel by Joy Jordan-Lake, you will reflect on how local communities accept or reject difference. In responses to our readings in the FYS Anthology, you will define your intellectual territory. Using an additional set of readings to provide a basic understanding of cities and Nashville, you will connect some aspect of the national political discussion to an issue important to Nashville through the argumentative research paper project. Our classes will include discussions, campus walks, essays and research, and co-curricular learning experiences.

MWF 9:00

GND 1015.55 CRN 12215
Brad Schleben

MWF 9:00

GND 1015.56 CRN 12216

MWF 11:00

GND 1015.57 CRN 12217

MWF 11:00

GND 1015.61 CRN 12221
Daniel Schafer

Why Do People Commit Genocide?

For most Americans the word *genocide* conjures up the horrors of the Holocaust – Nazi concentration camps, skeletal camp inmates, gas chambers, and crematoria. Those who follow the history of the last century may also be familiar with cases of genocidal violence in places like Armenia, Cambodia, Bosnia, Rwanda, and Darfur. Indeed, genocide has a very long history stretching across many centuries from ancient times to the present. The melancholy conclusion of historians is that genocide clouds the past of many cultures and civilizations (including our own) and that genocide keeps on happening. This makes the questions at the heart of this class all the more pressing: Why do people commit genocide? What brings people, both as individuals and groups, to carry out mass killing and other crimes against humanity? Why does such violence break out at certain times and places, but not others? How and why does genocidal violence unfold? Can genocide be predicted or prevented? Readings for this semester will include James Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*; Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*; Eric Johnson and Karl-Heinz Reuband, *What We Knew: Terror, Mass Murder, and Everyday Life in Nazi Germany*; and Jean Harzfeld, *Machete Season: The Killers in Rwanda Speak*.

MWF 11:00

GND 1015.62 CRN 12222

MWF 11:00

GND 1015.63 CRN 12223
David Bridges
Is it LOVE... or...?

With discussion, readings, video, film, music, and other media, we will explore what love is and how to demonstrate love toward others, especially those that are very different from us and those people who have never experienced love as we know it.

We will discuss the following:

the various definitions of love, how they have evolved, and what the word love means in our current Western culture,

the idea of love being an act of will versus a pleasurable feeling that one might have about another person or thing,

the idea of self-love versus narcissism and how our religious beliefs have influenced those two concepts of love,

ways of giving and receiving love which are authentic and healthy.

Required Texts:

- Printed Resources
The Belmont University FYS Anthology
The Poetry of Zen Trans. and ed. by Sam Hill and J. P. Seaton
The Art of Loving by Eric Fromm
How to Love Thich Nhat Hanh

MWF 12:00

GND 1015.64 CRN 12224

MWF 12:00

GND 1015.66 CRN 13520

MWF 12:00

GND 1015.67 CRN 13522

Noel Boyle

Knowledge Claims from the Supreme Court

The Supreme Court is one of America's most important, respected, and fought over institutions. With the recent death of Antonin Scalia, the fall election is likely to determine the future philosophical balance of the court. Supplementing the broader First-Year Seminar theme, ways of knowing, this course will look at the various kinds of arguments Supreme Court justices use to establish knowledge claims regarding such things as the meaning of the constitution and the demands of justice. In addition to reading about the recent history of the court and detailed examination of one particularly disastrous ruling (Buck v. Bell), students will each have the opportunity to lead a class discussion on the arguments and counter-arguments related to a

particular case. An emphasis will be placed on understanding competing judicial philosophies and their implications in specific cases.

MWF 12:00

GND 1015.68 CRN 13523

Daniel Biles

Living an Intentional Life

In this section, we will address the following questions: How can I live a productive and fulfilling life? How can I best make day-to-day decisions? How do I set priorities? What is truly important? What do I gain from going to college? How do I find my place in this world? What plan does God have for my life?

Reading List:

“The Case for Christ” by Lee Strobel, Zondervan, 1998

“Happiness from the Bible” by Danny Biles, Lighthouse Christian Publishing, 2011

“Crazy Love” by Francis Chan, David C. Cook Publishing, 2013

“Green Like God” by Jonathan Merritt, FaithWords, 2010

“Financial Peace Revisited” by Dave Ramsey, Viking Adult, 2002

MWF 12:00

GND 1015.69 CRN 13528

David Bridges

Is it LOVE. . . or. . . ?

With discussion, readings, video, film, music, and other media, we will explore what love is and how to demonstrate love toward others, especially those that are very different from us and those people who have never experienced love as we know it.

We will discuss the following:

the various definitions of love, how they have evolved, and what the word love means in our current Western culture,

the idea of love being an act of will versus a pleasurable feeling that one might have about another person or thing,

the idea of self-love versus narcissism and how our religious beliefs have influenced those two concepts of love,

ways of giving and receiving love which are authentic and healthy.

Required Texts:

- Printed Resources
The Belmont University FYS Anthology
The Poetry of Zen Trans. and ed. by Sam Hill and J. P. Seaton
The Art of Loving by Eric Fromm
How to Love Thich Nhat Hanh

MWF 12:00

GND 1015.70 CRN 13529

Daniel Schafer

Why Do People Commit Genocide?

For most Americans the word *genocide* conjures up the horrors of the Holocaust – Nazi concentration camps, skeletal camp inmates, gas chambers, and crematoria. Those who follow the history of the last century may also be familiar with cases of genocidal violence in places like Armenia, Cambodia, Bosnia, Rwanda, and Darfur. Indeed, genocide has a very long history stretching across many centuries from ancient times to the present. The melancholy conclusion of historians is that genocide clouds the past of many cultures and civilizations (including our own) and that genocide keeps on happening. This makes the questions at the heart of this class all the more pressing: Why do people commit genocide? What brings people, both as individuals and groups, to carry out mass killing and other crimes against humanity? Why does such violence break out at certain times and places, but not others? How and why does genocidal violence unfold? Can genocide be predicted or prevented? Readings for this semester will include James Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*; Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*; Eric Johnson and Karl-Heinz Reuband, *What We Knew: Terror, Mass Murder, and Everyday Life in Nazi Germany*; and Jean Harzfeld, *Machete Season: The Killers in Rwanda Speak*.

MWF 1:00

GND 1015.71 CRN 13530

Carla McDonough

Comedy and Critique

“Every joke is a tiny revolution.” George Orwell

Sigmund Freud theorized that laughter results from repressed energy being released, in effect creating a catharsis or cleansing such as Aristotle posited in his *Poetics* was a function of tragedy. While tragedy, as a genre, is usually considered important and noble, comedy is often dismissed as merely silly or entertaining. Yet, we are in an age rich in satire, parody, and

comedy used to critique everything from pop stars to politicians and police actions. The comic often flirts with the tragic (hence the oft-cited formula that comedy is tragedy plus time), and it deflates as well as defangs the powerful and the dictatorial. It is a coping mechanism, a critique, a release, an escape, a displacement, and it requires a high level of intellectual engagement to create, and to understand. This section of First Year Seminar will explore aspects of comedy as a way of knowing. In addition to the (serious) essays in the First Year Seminar's anthology that set up various ideas about ways of knowing, we will read a short book on the theory of humor or comedy, and also several plays and texts, most likely including Aristophanes' *Lysistrata*, Shakespeare's *Much Ado About Nothing*, Beth Henley's *Crimes of the Heart*, some on-line comics and satirical websites, and also view the film *Stranger than Fiction*. There will likely be other texts brought in throughout the semester, as we consider kinds of comedy as a way of thinking about the world. This is a class for students ready to take the comic seriously, and the serious comically. As Peter O'Toole's character of an aging actor in the film *My Favorite Year* explains, "Dying is easy. Comedy is hard."

MWF 1:00

GND 1015.72 CRN 13531

Jimmy Davis

Having a Mind of Your Own

Among the many ways to describe people one of the most compelling, to me, is that people are creatures of "want." Humans are able to mix together "needs" and "desires" and "drives" to create a complex web of "wants" that make them (us) difficult to understand. You'd think that our "wants" come from inside ourselves but it's not clear that this is really true. For example, there was a time in my life when I had no desire for a cell phone, but now I want a new one every couple of years. Is this desire something I generated on my own, or was I manipulated by a corporation to want its product?

So here are the driving questions for this course: to what extent do the things we want come from our own decisions and to what extent are they generated by forces outside of ourselves? In response to these questions we'll explore the tensions between individual thought and the cultural contexts in which we do our thinking and investigate the extent to which we are actually able to develop minds of our own and the degree to which we are dependent on "received knowledge" for our thinking. Our reading and discussion will include a wide variety of short essays and reports as well as four books: *My Name is Asher Lev* (Potok), *Fidelity* (Berry), *Ishmael* (Quinn), and *Prodigal Summer* (Kingsolver).

MWF 1:00

GND 1015.73 CRN 13533

David Dark

MWF 1:00

GND 1015.74 CRN 13534

MWF 1:00

GND 1015.75 CRN 13536
Kimiyo Murata-Soraci
Course Subtitle: "On the Journeys."

Taking a journey to the unknown gives one great lessons to be learned not only about who and what one is but also about the world where one lives with others.

In this course, we will explore ethical modes both of self-orientation and interrelatedness and will seek ways of building a global community with an eye to singularity and difference.

In our excursion we will read three classics of World Literature: Defoe's *Robinson Crusoe*, Bashō's *The Narrow Road to the Deep North*, and Huxley's *Brave New World*. With our attentive reading, we will trace the protagonists' predicaments such as boredom, anxiety, solitude, despair, death, prayer, need of and alliance with others, technology, and so forth. By seeing their issues of humanity and human civilization, we will reflect on our own as we seek to understand ourselves and the world.

Required texts:

Daniel Defoe, *Robinson Crusoe* (New York: Modern Library, 2001) ISBN: 0-375-75732-5

Matsuo Bashō, *The Narrow Road to the Deep North*, trans. by Nobuyuki Yuasa (New York: Penguin Books, 1966) ISBN: 0-14-044185-9

Aldous Huxley, *Brave New World* (New York: Harperperennial Modernclassics, 2006)
ISBN: 978-0-06-085052-4

Belmont University Ways of Knowing: The First-year Seminar Anthology

Films to be screened (in addition to the FYS common films):

"Departures"

"Zen"

"Space Odyssey 2001"

"Gattaca"

Course objectives:

- To expose students to some classics of World Literature in a cross-cultural and a cross-historical perspectives
- To familiarize students with various academic methods such as literary, psychological, historical, sociological, phenomenological, and comparative approaches to a given text
- To nurture attentive reading, interpretive skills, and critical analysis and thinking
- To develop general knowledge of self and the world and to present the knowledge effectively in both speech and writing

MWF 1:00

GND 1015.76 CRN 13538

Richard Sowienski

What's Your Story?

Who am I? Who are my neighbors? How will I live in this world? The answers to these questions are often sought through story. We create stories whenever we try to understand our experiences and answer big questions. Through fiction, poetry, nonfiction, and film we'll seek a deeper understanding of self and others. As Socrates pointed out, "The unexamined life is not

worth living.” And as experts in our own lives, we’ll plum memory and experience to make sense of the world in which we find ourselves. Using the tools of the creative writer and frequent writing exercises, we’ll shape our experiences into meaningful and stylish narratives and essays.

Books include *Traveling Mercies* by Anne Lamott, *In Brief* by Mary Paumier Jones and Edith Kitchen, *Blue Like Jazz* by Donald Miller.

MWF 2:00

GND 1015.77 CRN 13539

Carla McDonough

Comedy and Critique

“Every joke is a tiny revolution.” George Orwell

Sigmund Freud theorized that laughter results from repressed energy being released, in effect creating a catharsis or cleansing such as Aristotle posited in his *Poetics* was a function of tragedy. While tragedy, as a genre, is usually considered important and noble, comedy is often dismissed as merely silly or entertaining. Yet, we are in an age rich in satire, parody, and comedy used to critique everything from pop stars to politicians and police actions. The comic often flirts with the tragic (hence the oft-cited formula that comedy is tragedy plus time), and it deflates as well as defangs the powerful and the dictatorial. It is a coping mechanism, a critique, a release, an escape, a displacement, and it requires a high level of intellectual engagement to create, and to understand. This section of First Year Seminar will explore aspects of comedy as a way of knowing. In addition to the (serious) essays in the First Year Seminar’s anthology that set up various ideas about ways of knowing, we will read a short book on the theory of humor or comedy, and also several plays and texts, most likely including Aristophanes’ *Lysistrata*, Shakespeare’s *Much Ado About Nothing*, Beth Henley’s *Crimes of the Heart*, some on-line comics and satirical websites, and also view the film *Stranger than Fiction*. There will likely be other texts brought in throughout the semester, as we consider kinds of comedy as a way of thinking about the world. This is a class for students ready to take the comic seriously, and the serious comically. As Peter O’Toole’s character of an aging actor in the film *My Favorite Year* explains, “Dying is easy. Comedy is hard.”

MWF 2:00

GND 1015.79 CRN 13541

Noel Boyle

Knowledge Claims from the Supreme Court

The Supreme Court is one of America’s most important, respected, and fought over institutions. With the recent death of Antonin Scalia, the fall election is likely to determine the future philosophical balance of the court. Supplementing the broader First-Year Seminar theme, ways of knowing, this course will look at the various kinds of arguments Supreme Court justices use to establish knowledge claims regarding such things as the meaning of the constitution and the demands of justice. In addition to reading about the recent history of the court and detailed examination of one particularly disastrous ruling (*Buck v. Bell*), students will each have the opportunity to lead a class discussion on the arguments and counter-arguments related to a particular case. An emphasis will be placed on understanding competing judicial philosophies and their implications in specific cases.

MWF 2:00

GND 1015.80

CRN 13542

Joy Kimmons

Leadership Habits and Attitudes: The Art of Navigating Transitions

Let's take a trip. What's the territory? Life. What's the means of transportation? Images. Life is full of transitions—from middle school to high school; from high school to college; from college to career. Each transition is an opportunity to establish great habits. The goal of this course is to help get you where you want to go. Images like Windshields and Rearview Mirrors, Compass or GPS, Tollbooths or Roadblocks, Travel Agents or Tour Guides, Shortcut or Second Mile are used to examine thirteen vital principles on how to handle major changes or transitions in life. Using Dr. Tim Elmore's *Habitudes for the Journey: Images that Form Leadership Habits & Attitudes*, we will use *The Art of Navigating Transitions* as our discussion guide.

MWF 2:00

GND 1015.81

CRN 13545

Bonnie Smith Whitehouse

The Lives of the Heart

We take the name of our seminar from a poem by Jane Hirschfield called "The Lives of the Heart." In it, Hirschfield suggests that in every nook and cranny of the earth, we can encounter hearts full of ambition, courage, suffering, grief, joy, ingenuity, and death. But what does the heart have to do with knowing? All first-year seminars study ways humans "know" (or don't) through academic disciplines, philosophical orientations, and diverse experiences. This seminar in particular explores the many ways humans try to know through storytelling, through relationships with others, and through the human body itself. We will begin by considering how stories can lead to *mis*understanding or ways of *not* knowing, what Nigerian novelist Chimamanda Adichie calls "the danger of [knowing through] a single story." Our seminar will tackle big questions about justice, the body, mercy, death, and happiness. And we will consider how the Western way of distinguishing mind (intellect, thinking) from heart (or emotion, feeling) can lead to unknowing.

Required Texts:

The First-Year Seminar Core Anthology

Adichie, *We Should All Be Feminists*

Coates, *Between the World and Me*

Fadiman, *The Spirit Catches You and You Fall Down*

Kalanithi, *When Breath Becomes Air*

Keillor, *Good Poems*

MWF 2:00

GND 1015.82

CRN 13546

Kimiyo Murata-Soraci

Course Subtitle: "On the Journeys"

Taking a journey to the unknown gives one great lessons to be learned not only about who and what one is but also about the world where one lives with others.

In this course, we will explore ethical modes both of self-orientation and interrelatedness and will seek ways of building a global community with an eye to singularity and difference.

In our excursion we will read three classics of World Literature: Defoe's *Robinson Crusoe*, Bashō's *The Narrow Road to the Deep North*, and Huxley's *Brave New World*. With our attentive reading, we will trace the protagonists' predicaments such as boredom, anxiety, solitude, despair, death, prayer, need of and alliance with others, technology, and so forth. By seeing their issues of humanity and human civilization, we will reflect on our own as we seek to understand ourselves and the world.

Required texts:

Daniel Defoe, *Robinson Crusoe* (New York: Modern Library, 2001) ISBN: 0-375-75732-5
Matsuo Bashō, *The Narrow Road to the Deep North*, trans. by Nobuyuki Yuasa (New York: Penguin Books, 1966) ISBN: 0-14-044185-9
Aldous Huxley, *Brave New World* (New York: Harperperennial Modernclassics, 2006) ISBN: 978-0-06-085052-4

Belmont University Ways of Knowing: The First-year Seminar Anthology

Films to be screened (in addition to the FYS common films):

"Departures"

"Zen"

"Space Odyssey 2001"

"Gattaca"

Course objectives:

- To expose students to some classics of World Literature in a cross-cultural and a cross-historical perspectives
- To familiarize students with various academic methods such as literary, psychological, historical, sociological, phenomenological, and comparative approaches to a given text
- To nurture attentive reading, interpretive skills, and critical analysis and thinking
- To develop general knowledge of self and the world and to present the knowledge effectively in both speech and writing

MWF 3:00

GND 1015.83 CRN 13547

Cynthia Watkins

Ways of Knowing: Cultural Responsiveness, Identity & Resilience

What constitutes a culture? How do I know how to respond to individuals from a culture different to my own? What is MY culture? How do I survive in a world of ongoing change? These are the questions facing today's America. This seminar will examine ways of knowing related to such questions by looking at who we are, historical cultural reference and findings from educational research.

MW 3:30

GND 1015.86 CRN 13550

William H. Hooper

Artificial Life

The machines we use tell us surprising, and sometimes disturbing, things about ourselves. They can also change our relationships with our friends, our families, our bodies, and our God.

The readings in this course include Turing's *Imitation Game*, Atwood's *Oryx and Crake*, Gibson's *Neuromancer*, Turkle's *Alone Together*, Shakespeare's *Tempest*, and most of the *First Year Anthology*. Your most challenging reading, however, will explore a topic of your choosing from the frontier where technology meets humanity.

06/09/2016 at 2:53pm