

FYS COURSE DESCRIPTIONS 2014

Listed in order of day/time
(non-traditional times are listed at the end)

MWF 8:00

GND 1015.01 CRN 10001

Martha Minardi

Faith, Voodoo & Medicine: An In-depth Look at Haiti

Students will study the subjects of faith, voodoo, and medicine with a particular concentration on Haiti. Belmont's partnership with Live Beyond will be explored. Live Beyond is an organization started by Dr. and Mrs. David Vanderpool. The Vanderpools gave away or sold almost all of their possessions and bought 63 acres in Haiti, where they now reside. Groups of medical teams come to Live Beyond to hold clinics for the people of Thomazeau, Haiti. Voodoo is a reality that plagues the people of Haiti. Dr. Vanderpool will be our guest speaker, offering the students the opportunity to explore how he and his team bring the good news of Jesus Christ to the area, as well as physical healing. Dr. Vanderpool has had first hand encounters with Voodoo. Haitian natives who now practice medicine in the US will also be scheduled to meet with students. The reading list for this class include: *The Spirit Catches You and You Fall Down*, *The Hole in Our Gospel*, *When Helping Hurts*, and *Longing to Know*.

MWF 8:00

GND 1015.05 CRN 10005

Marcia McDonald

Local and Global

Welcome to your new local—Belmont University and Nashville, TN. We will spend the first part of this semester getting to know this local environment and developing an understanding of the idea of a university: how universities organize knowledge, how we learn, why we explore multiple ways of knowing—how you come to know what you know—and why we do so on campuses and in communities. We will explore our local space by walking the campus and environs and by reading a range of essays and a book or two on the topic of the university. In the second half of the course, we will transition to the campus theme of globalization as we read our common book (*The Spirit Catches You and You Fall Down*), a novel by Joy Jordan-Lake (*Blue Hole Back Home*), and other readings from an anthology. Our discussions in this second half of the course will be framed around the question of our obligations to others and how our local and global understandings complement and challenge each other.

MWF 9:00

GND 1015.08 CRN 10008

Martha Minardi

Faith, Voodoo & Medicine: An In-depth Look at Haiti

Students will study the subjects of faith, voodoo, and medicine with a particular concentration on Haiti. Belmont's partnership with Live Beyond will be explored. Live Beyond is an organization started by Dr. and Mrs. David Vanderpool. The Vanderpools gave away or sold almost all of their possessions and bought 63 acres in Haiti, where they now reside. Groups of medical teams come to Live Beyond to hold clinics for the people of Thomazeau, Haiti. Voodoo is a reality that plagues the people of Haiti. Dr. Vanderpool will be our guest speaker, offering the students the opportunity to explore how he and his team bring the good news of Jesus Christ to the area, as well as physical healing. Dr. Vanderpool has had first-hand encounters with Voodoo. Haitian natives who now practice medicine in the US will also be

scheduled to meet with students. The reading list for this class include: *The Spirit Catches You and You Fall Down*, *The Hole in Our Gospel*, *When Helping Hurts*, and *Longing to Know*.
For Nursing Majors only.

MWF 9:00

GND 1015.10 CRN 10010

Christie Kleinmann

Renegades Wanted

RENEGADES WANTED: Individuals willing to question their reality and to exchange their perspective for another's. Individuals with the courage to illuminate the influences that seek to mold our perceptions. And renegades with the humility to choose weakness so others might gain strength. In this session, students will examine the lives and writings of six renegades and their influence on our understanding of self, our relationships with others, our journey of faith, and our role in society. And students will be challenged to become judicious renegades who critically assess conventional and unconventional ways of knowing.

Required Books (in addition to the common book)

Strengths Based Leadership: Great Leaders, Teams, and Why People Follow

Tom Rath and Barry Conchie

The Screwtape Letters, C.S. Lewis

1984, George Orwell

A Noble Treason: The Story of Sophie Scholl and the White Rose Revolt Against Hitler, Richard Hanser

Uncle Tom's Cabin, Harriet Beecher Stowe

Ragman: And Other Cries of Faith, Walter Wangerin

MWF 9:00

GND 1015.12 CRN 10012

Marcia McDonald

Local and Global

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MWF 9:00

GND 1015.13 CRN 12347

Noel Boyle

The Normative Foundations of the Contemporary University

Most students mistakenly assume that professional development is the sole, or primary, purpose of higher education. By considering various accounts of why human beings pursue knowledge, especially

in the university, we will overcome this assumption. Students will learn that knowledge can be its own reward, that curiosity and wonder are fundamental human experiences. Students will learn that genuine freedom requires an education that makes it possible to live with deliberative purpose, that knowledge is essential for constructive citizenship. In the end, students will hopefully understand that education is a preparation for life as a whole and they will be inspired to spend their time at Belmont seeking not only information but also transformation, not just a degree but also an education.

Books:

The Trial and Death of Socrates, Plato

The Spirit Catches You and You Fall Down, Ann Fadiman

Don't Sleep, There are Snakes, Daniel Everett

Beyond the University: Why Liberal Education Matters, Michael Roth

College: What it was, Is, and Should Be, Andrew Delbanco

The Harvard Sampler: Liberal Education for the Twenty-First Century, Jennifer Shephard (ed.)

Ways of Knowing: The Belmont University FYS Anthology

MWF 9:00

GND 1015.14

CRN 12348

Beth Ritter-Conn

Be Not Afraid of My Body: Knowing the World through Enfleshed Existence

Words like knowledge, intellect, and theory often make us think of a realm of activity reserved solely for the mind, soul, or spirit—the presumably “disembodied” parts of human beings. In this class we will explore the ways that thinking and acquiring knowledge are in fact thoroughly bodily experiences. We will discover the history of the conceptual split between body and mind in Western and Christian thought, and we will examine resources from within that very thought tradition that enable us to re-link body and mind. We will look at the ways that the split between the body and mind, and the consequent devaluing of bodily knowledge, has historically worked to undergird various forms of social inequality. Concepts like habitus/habitus and fields of study like phenomenology will be introduced. Along with more traditionally academic resources, forms of media and creative pursuits that take embodied knowledge seriously--such as poetry, dance, and culinary arts--will be engaged.

MWF 11:00

GND 1015.15

CRN 12349

Dan Schafer

The Secret History of 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 recent history may also be familiar with cases of mass violence in places like Bosnia, Rwanda, and Darfur that have been widely described as genocides. Yet genocide has a much longer 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.

This seminar will explore how people have confronted, suffered from, participated in, thought about, ignored, reacted to, remembered, and forgotten mass killings and genocide from antiquity to the present. Major questions for the semester include: How do we define genocide? Why and how does genocidal violence unfold? How are genocides and other mass atrocities remembered (or forgotten) by their perpetrators, the surviving victims, and the bystanders? Finally, after genocide or other crimes against humanity have ended, how can a wounded society begin to heal itself?

In addition to the FYS common book (Anne Fadiman, *The Spirit Catches You and You Fall Down*), we will read James Waller's *Becoming Evil: How Ordinary People Commit Genocide and Mass*

Killing, two books by Jean Hatzfeld (Life Laid Bare: The Survivors in Rwanda Speak and Machete Season: The Killers in Rwanda Speak), selections from Kate Turabian's Manual for Writers of Research Papers, Theses, and Dissertations, and an anthology of texts designed for the First-year Seminar.

MWF 11:00

GND 1015.16

CRN 12350

Bill Hooper

Ways of Knowing: Approaching Machinery

This course explores the ways we engage with our digital servants. Readings include:

- Ovid, Metamorphoses
- A. M. Turing, Computing Machinery and Intelligence
- W. Shakespeare, The Tempest
- M. Atwood, Oryx and Crake
- S. Turkle, Alone Together
- M. Shelley, Frankenstein
- articles from Communications of the ACM, Computing Surveys, Evolutionary Computation, Artificial Life, etc.
- readings from the FYS Anthology

Your primary task will be to investigate the way people interact with a particular system, chosen in consultation with your instructor. It can be wearable device, a prosthetic, a toy, a web site, or any other system that involves extended interaction between a person and a machine. Your goal will be to understand both the technical and human aspects of the system, and to advocate for feasible and meaningful changes in the interaction.

MWF 11:00

GND 1015.17

CRN 12351

Christie Kleinmann

Renegades Wanted

RENEGADES WANTED: Individuals willing to question their reality and to exchange their perspective for another's. Individuals with the courage to illuminate the influences that seek to mold our perceptions. And renegades with the humility to choose weakness so others might gain strength. In this session, students will examine the lives and writings of six renegades and their influence on our understanding of self, our relationships with others, our journey of faith, and our role in society. And students will be challenged to become judicious renegades who critically assess conventional and unconventional ways of knowing.

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Tom Rath and Barry Conchie

The Screwtape Letters, C.S. Lewis

1984, George Orwell

A Noble Treason: The Story of Sophie Scholl and the White Rose Revolt Against Hitler, Richard Hanser

Uncle Tom's Cabin, Harriet Beecher Stowe

Ragman: And Other Cries of Faith, Walter Wangerin

MWF 11:00

GND 1015.19

CRN 12353

David Bridges

Is it LOVE. . . or What?

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

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

We will discuss the idea of self-love versus narcissism and how our religious beliefs have influenced those two concepts of love.

We will discuss ways of giving and receiving love which are authentic and healthy.

Required Texts:

The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures by Anne Fadiman (Farrar, Straus and Giroux, 1998, 2012)

Songs of Kabir Trans. Arvind Krishna Mehrotra

The Art of Loving by Eric Fromm

The Meaning of Life: A Very Short Introduction by Terry Eagleton

MWF 11:00

GND 1015.20

CRN 12354

Noel Boyle

The Normative Foundations of the Contemporary University

Most students mistakenly assume that professional development is the sole, or primary, purpose of higher education. By considering various accounts of why human beings pursue knowledge, especially in the university, we will overcome this assumption. Students will learn that knowledge can be its own reward, that curiosity and wonder are fundamental human experiences. Students will learn that genuine freedom requires an education that makes it possible to live with deliberative purpose, that knowledge is essential for constructive citizenship. In the end, students will hopefully understand that education is a preparation for life as a whole and they will be inspired to spend their time at Belmont seeking not only information but also transformation, not just a degree but also an education.

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The Harvard Sampler: Liberal Education for the Twenty-First Century, Jennifer Shephard (ed.)

Ways of Knowing: The Belmont University FYS Anthology

MWF 11:00

GND 1015.21

CRN 12355

Mary Caler

Sex, Love, and Romance in Society

As a first-year seminar, the primary goal of this course is to increase your recognition, appreciation, and use of multiple ways of knowing. We will engage this theme by examining questions about love, sex, and society. What constitutes romantic love? What's the point of love and marriage? What is the relationship between the individual experience of love and the cultural ideals that govern it? Does the economy have anything to do with sex and romance? We will discover the ways that ideals of romantic love, sex, and relationships (such as dating and marriage) are embedded in a social and cultural context. By engaging with a variety of sources – poetry, sociology, popular culture, fiction and literature, etc. – we will interrogate the relationship between the individual experience and the social and cultural ideals that structure the parameters of romantic love.

MWF 12:00

GND 1015.22

CRN 12356

Dan Schafer

The Secret History of 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 recent history may also be familiar with cases of mass violence in places like Bosnia, Rwanda, and Darfur that have been widely described as genocides. Yet genocide has a much longer 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.

This seminar will explore how people have confronted, suffered from, participated in, thought about, ignored, reacted to, remembered, and forgotten mass killings and genocide from antiquity to the present. Major questions for the semester include: How do we define genocide? Why and how does genocidal violence unfold? How are genocides and other mass atrocities remembered (or forgotten) by their perpetrators, the surviving victims, and the bystanders? Finally, after genocide or other crimes against humanity have ended, how can a wounded society begin to heal itself?

In addition to the FYS common book (Anne Fadiman, *The Spirit Catches You and You Fall Down*), we will read James Waller's *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*, two books by Jean Hatzfeld (*Life Laid Bare: The Survivors in Rwanda Speak* and *Machete Season: The Killers in Rwanda Speak*), selections from Kate Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations*, and an anthology of texts designed for the First-year Seminar.

MWF 12:00

GND 1015.23

CRN 12357

Denise Scott

Don't Miss a Single Second!

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 to not miss a single second.

Some readings include: *The Spirit Catches You and You Fall Down* by Anne Fadiman, *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, *The Shallows* by Nicholas Carr, and *Unbroken* by Laura Hillenbrand.

MWF 12:00

GND 1015.24

CRN 12358

David Dark

Ways of Knowing: Weird Religious Background

In the exchanges we overhear when people discuss the state of the world in public, in private, and on screens large and small, religion is often the radioactive elephant in the room. As an almost impossibly broad term forever springing leaks, religion can be the ultimate conversation stopper even as it occasionally marks the beginning of a breakthrough. It flips the script of whatever it is we think we have in mind and seems to render mad the otherwise thoughtful and decent people it gets hold of. Religion. What is it good for? Is it possible to even talk about it without losing our critical faculties?

In this course, we will seek to make the most of religion as a descriptive term by letting it name all the ends that justify our means, the bad and the good ideas that seek to win our hearts and minds, any and every -ism we can think of. In this sense, religion isn't just the opiate of the masses; it also names the poetry of the people, the intricate, lively stories we tell about ourselves as well as the simplistic, dysfunctional ones that seem to do so much damage. For the poets, novelists, filmmakers, and essayists we'll examine together, the work of waking up to our own controlling interests (read religions), those paradigms that form the way we see ourselves and our surroundings is a work that is never quite done. In their accounts, questions of marketing strategies, natural resources, state-sponsored violence, and national borders, for instance, appear to be unavoidably religious questions, questions of how to order human activity. By their lights, the body politic and the body poetic are essentially the same. And given the prevalence of story as the way we give an account of ourselves to ourselves, we will often find that religion and literature aren't best understood as two, easily distinguishable sites, but one.

MWF 12:00

GND 1015.27

CRN 12361

David Bridges

Is it LOVE. . . or What?

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

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

We will discuss the idea of self-love versus narcissism and how our religious beliefs have influenced those two concepts of love.

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Required Texts:

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Songs of Kabir Trans. Arvind Krishna Mehrotra

The Art of Loving by Eric Fromm

The Meaning of Life: A Very Short Introduction by Terry Eagleton

MWF 1:00

GND 1015.29 CRN 12363

Joseph Partain

Higher Learning: Truth, Freedom, and Human Dignity

"Knowledge is what we need to succeed in life," some have said. Others say that education is a quest for universal truth. While still others boldly declare: "Knowledge is power." (Or, as Michel Foucault, more cynically, has it: "Knowledge is politics.") What is knowledge, then? What are its sources? And why do we seek it through education? Is knowledge something merely instrumental—a means to an end (perhaps a job)—or does it have value as an end in itself? Is it possible that education can do something to us, enrich us as humans and, accordingly, make life better? In this seminar, we will consider these and other questions pertaining to education.

Required Textbooks:

The Spirit Catches You and You Fall Down, Ann Fadiman

Amusing Ourselves to Death, Neil Postman

On Bullshit and On Truth, Harry Frankfurt

On Liberty, John Stuart Mill

The Abolition of Man, C.S. Lewis

Ideas Have Consequences, Richard Weaver

The Closing of the American Mind, Allen Bloom

MWF 1:00

GND 1015.30 CRN 12364

Denise Scott

Don't Miss a Single Second!

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 to not miss a single second.

Some readings include: *The Spirit Catches You and You Fall Down* by Anne Fadiman, *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, *The Shallows* by Nicholas Carr, and *Unbroken* by Laura Hillenbrand.

MWF 2:00

GND 1015.36 CRN 13092

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.

MWF 2:00

GND 1015.37 CRN 12371

Virginia Lamothe

Classical Music's Mysteries

Are you curious about the history of classical music? Why did Beethoven become deaf? Or, what happened to the music suppressed by the Nazi's during World War II? Why would a manuscript of Renaissance music be hidden for four hundred years...by its own composer? This first-year seminar is designed to be an in-depth learning experience that answers all of these questions and many more while students learn critical thinking skills. This reading and writing intensive course is designed for those who love classical music, but do not necessarily have to be musicians themselves. Students will also spend time in class learning productive study habits, time management, and career development skills. Students will participate in online blogging, concert reviews, and group projects as well as complete an argumentative research paper.

Required Materials:

Bain, Ken. *What the Best College Students Do* (Boston: Belknap Press, 2012)

ISBN: 978-0674066649

Berendt, John. *The City of Falling Angels* (New York: Penguin Books, 2006)

ISBN: 978-0143036937

Fadiman, Anne. *The Spirit Catches You and You Fall Down* (New York: Farrar, Straus and Giroux, 2012) ISBN: 978-0374533403

Grieg, Donald. *Time Will Tell* (New York: Thames River Press, 2010) ISBN: 978-0857286246

Jerusalmy, Raphaël. *Saving Mozart* (New York: Europa Editions, 2013) ISBN: 978-1609451455

Martin, Russell. *Beethoven's Hair: An Extraordinary Historical Odyssey and Scientific Mystery* Solved (New York: Broadway Books, 2001) ISBN: 978-0767903516

MWF 3:00

GND 1015.41 CRN 12375

Virginia Lamothe

Classical Music's Mysteries

Are you curious about the history of classical music? Why did Beethoven become deaf? Or, what happened to the music suppressed by the Nazi's during World War II? Why would a manuscript of Renaissance music be hidden for four hundred years...by its own composer? This first-year seminar is designed to be an in-depth learning experience that answers all of these questions and many more while students learn critical thinking skills. This reading and writing intensive course is designed for those who love classical music, but do not necessarily have to be musicians themselves. Students will also spend time in class learning productive study habits, time management, and career development skills. Students will participate in online blogging, concert reviews, and group projects as well as complete an argumentative research paper.

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Berendt, John. *The City of Falling Angels* (New York: Penguin Books, 2006)

TR 8:00

GND 1015.44

CRN 12378

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 8:00

GND 1015.45

CRN 12379

David Dark

Ways of Knowing: Weird Religious Background

In the exchanges we overhear when people discuss the state of the world in public, in private, and on screens large and small, religion is often the radioactive elephant in the room. As an almost impossibly broad term forever springing leaks, religion can be the ultimate conversation stopper even as it occasionally marks the beginning of a breakthrough. It flips the script of whatever it is we think we have in mind and seems to render mad the otherwise thoughtful and decent people it gets hold of. Religion. What is it good for? Is it possible to even talk about it without losing our critical faculties?

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TR 8:00

GND 1015.46

CRN 12380

Manuel Cruz

Life, Power, and the “Death” of God

How does our experience of life, power, and desire open the way for religious faith? Modern thinkers recognize that these aspects of the human condition can also lead to 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 unlock and undermine the meaningful possibility of religion and faith 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 works of mathematicians, philosophers, novelists, priests, and farmers, we examine how life shapes the meaningful possibility (or impossibility) of faith in the midst of human life.

Books:

Blaise Pascal, *Pensées*, ed. Roger Ariew (Indianapolis: Hackett Publishing Company, 2005)

Friedrich Nietzsche, *The Will to Power*, ed. Walter Kaufmann (New York: Vintage Books, 1967).

Leo Tolstoy, *A Confession and Other Religious Writings* (London: Penguin Books, 1987)

Daniel L. Everett, *Don't Sleep, There are Snakes* (New York: Vintage, 2009)

Gustavo Gutiérrez, *On Job* (Maryknoll: Orbis Books, 2009)

Wendell Berry, *Life is a Miracle* (New York: Counterpoint, 2000)

TR 8:00

GND 1015.47

CRN 12381

Wyeth Burgess

It's About Time; It's About Place

TR 8:00

GND 1015.48

CRN 12382

Deen Entsminger

"Oh, Look, a Chicken: Embracing Distraction as a Way of Knowing"....

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 1015.49 CRN 12383
Kristel Kemmerer
Talent Is Never Enough

TR 8:00

GND 1015.50 CRN 12384
Paul McCullough
What Really Matters?

We are all provided with an overwhelming amount of new information every day. The focus of this course will be dealing with that reality and making decisions regarding the relative importance of all that we see, hear, and experience. We will agree on many concepts...we will disagree on many as well. Others will remain mysteries. My hope is that we will all experience the joy of thought and discussion, even if we do not reach a consensus.

Readings Include: The Spirit Catches You And You Fall Down (Fadiman); The Immortal Life Of Henrietta Lacks (Skloot); The Last Lecture (Pausch); The 8th Habit (Covey)

TR 9:30

GND 1015.51 CRN 12385
Wyeth Burgess
It's About Time; It's About Place

TR 9:30

GND 1015.52 CRN 12386
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 1015.53 CRN 12387

Mary Thompson

Where We Have Been and Where We Are Going

Where We Have Been and Where We Are Going is a look at humanity from its very beginnings, through present day, and into the possibilities for our future. Through in-depth examination and discussion of three of the most exciting and critically acclaimed books ever written, we shall grow to better understand why our societies and existence are as they are now and where that might lead us.

Required readings:

Guns, Germs, and Steel by Jared Diamond; Space Chronicles by Neil DeGrasse Tyson; The Foundation Trilogy by Isaac Asimov

TR 9:30

GND 1015.54 CRN 12388

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)

Anne Fadiman, *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*

Mr. Death (a film by Errol Morris)

Night and Fog (a film by Alain Resnais)

TR 9:30

GND 1015.55 CRN 12389

Deen Entsminger

"Oh, Look, a Chicken: Embracing Distraction as a Way of Knowing "....

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 9:30

GND 1015.56

CRN 12390

Devon Boan

Telling Our Stories, Knowing Our World

Your success in life will be deeply influenced by how well you tell stories and how keenly you understand them. Our world is a web of stories—family histories, personal journeys, marketing campaigns, romantic relationships, even criminal trials and sporting events—and we make sense of that world by interpreting and sharing those stories. The very best writers, business leaders, attorneys, teachers always tell a good story. But knowing how to tell a good story is an elusive skill. This course is designed to teach you how to recognize the stories in your own life, how to tell them, how to make sense of the stories others tell you. It will be lively and personal, and will not only sharpen your creativity, but will heighten your understanding of social dynamics and give you a better self-understanding. We'll examine the latest scientific evidence on what it means to be the storytelling creatures we are, as well as read a couple of great autobiographies that will show us how it's done. And before we're finished, you'll have written an autobiography of your own!

Here are the books we'll be using:

The Storytelling Animal, by Jonathan Gottschall

Coming of Age in Mississippi, by Ann Moody

The Tender Bar, by J.R. Moehringer

How to Write Your Own Story, by Lois Daniel

The Spirit Catches You and You Fall Down, by Anne Fadiman

TR 9:30

GND 1015.57

CRN 12391

Paul McCullough

What Really Matters?

We are all provided with an overwhelming amount of new information every day. The focus of this course will be dealing with that reality and making decisions regarding the relative importance of all that we see, hear, and experience. We will agree on many concepts...we will disagree on many as well. Others will remain mysteries. My hope is that we will all experience the joy of thought and discussion, even if we do not reach a consensus.

Readings Include: The Spirit Catches You And You Fall Down (Fadiman); The Immortal Life Of Henrietta Lacks (Skloot); The Last Lecture (Pausch); The 8th Habit (Covey)

TR 11:00

GND 1015.58

CRN 12392

Charmion Gustke

For and Against Marxism

The recent Cyprus banking crisis and its chaotic aftermath is indicative of an increasingly fragile market economy. At the G20 Summit in Los Cabos, international leaders declared that global recovery has weakened in advanced countries, leaving unemployment at unacceptable levels and creating tensions in financial and cultural markets. These transformations have not been sudden; they are a slow and steady response to hyper consumerism, 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 literature 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.

Focusing on socially specific themes that form the ways in which we access and consume information, resources, and language, we examine individual knowledge and cultural practices in relation to the institutions and ideologies of their environments. "Ways of knowing" will thus be presented as a fluid and evolving process in which cultural difference and representations of self are always at play.

TR 11:00

GND 1015.59

CRN 12393

Manuel Cruz

Life, Power, and the "Death" of God

How does our experience of life, power, and desire open the way for religious faith? Modern thinkers recognize that these aspects of the human condition can also lead to 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 unlock and undermine the meaningful possibility of religion and faith 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 works of mathematicians, philosophers, novelists, priests, and farmers, we examine how life shapes the meaningful possibility (or impossibility) of faith in the midst of human life.

Books:

Blaise Pascal, *Pensées*, ed. Roger Ariew (Indianapolis: Hackett Publishing Company, 2005)

Friedrich Nietzsche, *The Will to Power*, ed. Walter Kaufmann (New York: Vintage Books, 1967).

Leo Tolstoy, *A Confession and Other Religious Writings* (London: Penguin Books, 1987)

Daniel L. Everett, *Don't Sleep, There are Snakes* (New York: Vintage, 2009)

Gustavo Gutiérrez, *On Job* (Maryknoll: Orbis Books, 2009)

Wendell Berry, *Life is a Miracle* (New York: Counterpoint, 2000)

TR 11:00

GND 1015.60

CRN 12394

Mary Thompson

Where We Have Been and Where We Are Going

Where We Have Been and Where We Are Going is a look at humanity from its very beginnings, through present day, and into the possibilities for our future. Through in-depth examination and discussion of three of the most exciting and critically acclaimed books ever written, we shall grow to better understand why our societies and existence are as they are now and where that might lead us.

Required readings:

Guns, Germs, and Steel by Jared Diamond; Space Chronicles by Neil DeGrasse Tyson; The Foundation Trilogy by Isaac Asimov

TR 11:00

GND 1015.61

CRN 13047

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:

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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)

Anne Fadiman, *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*

Mr. Death (a film by Errol Morris)

Night and Fog (a film by Alain Resnais)

TR 11:00

GND 1015.62

CRN 13048

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 11:00

GND 1015.63

CRN 13049

Nathan Griffith

Infernal Advocacy 101: The Devil and Walter Mitty

Making your way in the world today takes everything you've got. Taking a break from all your worries sure would help a lot. Wouldn't you like to get away? Like love, reality bites. It bleeds. So maybe it should be no surprise that so many of us want to escape it, trying to pretend it's something other than what it is. In fact, it takes a great deal of mental effort and discipline to sort out what we want to be true from what actually is. It does not come naturally to us to question ourselves, our senses, our assumptions. When we pretend reality away, it neither changes nor goes away. It simply bites us in the...ascot.

So how do we protect ourselves from falling prey to all that...ascot-biting? We have to learn to test the strength of arguments, to ask questions that might poke holes, to consider competing explanations of the evidence. We must hire the law firm of Watt, Dewey, Noah, and Howe: the devil's advocates.

In addition to the common book, readings will include: *Teacher in America*, Barzun; *The Dictator's Handbook*, de Mesquita and Smith; *Kindly Inquisitors*, Rauch; *Game Theory: Nontechnical Introduction*, Davis; *The Black Swan*, Taleb; *On Truth*, Frankfurt; *Is That a Fact?*, Battersby; *Soccernomics*, Kuper

TR 11:00

GND 1015.64

CRN 13050

Andrew Johnston

You Do You: Lead, Learn, and Live Like Yourself

Belmont's mission to prepare students to "engage and transform the world" isn't a one-size-fits-all proposition, it's more personal than that. If you want to make a real mark on your world you need to do it *your way*— using *your* particular talents, convictions. and experience, and making the most of who *you* are. This course explores the cognitive, experiential, and social factors that shape a person's thoughts, beliefs and behavior, and prepares participants to develop and deploy themselves most effectively in school, business, teams, relationships, etc.

TR 12:30

GND 1015.65

CRN 13051

Jimmy Davis

A Mind of Your Own: Conflicts Between Culture and Individual Thought

When they were in middle school, my sons claimed that they were not subject to peer pressure at all. . . . it was just an odd coincidence that they liked the Backstreet Boys just like everybody else in their school. Now, as then, it seems to me that they weren't really in touch with the origins of their own preferences. They simply couldn't distinguish between ideas they developed on their own and ideas that came to them from the culture they lived in. Today, as recent college graduates, they still think of themselves as being immune from powerful cultural forces, and I still think they are heavily influenced by forces outside themselves.

In this course we'll explore the tensions between individual thought and the cultural contexts in which we do our thinking. We'll 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. Specifically, we'll discuss a wide variety of ideas related to cultural influences on individual thought in order to better understand who we are and how we came to be this way.

In addition to the common book for all First Year Seminars, *The Spirit Catches You and You Fall Down*, we will read several short stories by Wendell Berry (which are collected in a book titled *Fidelity*), *My Name is Asher Lev* by Chaim Potok, and *Ishmael* by Daniel Quinn. Our reading of these books will be frequently supplemented with academic articles, essays, book chapters, poems, TED Talks, and who knows what else.

TR 12:30

GND 1015.66

CRN 13052

Rachel Wright

Ways of Knowing: Culture, Health, and Illness

Whether it is cancer, epilepsy, tuberculosis, or uncontrollable blushing, disease shapes our identities and our interactions with others. This class will look at the role culture plays in how we define health and treat illness. What happens when different world views for healing and treatment collide and conflict with one another? How do structural conditions create pathways to health for some and barriers to for others? How does Western medicine, which relies so heavily on science and reason, contend with uncertainty and mystery? What are the consequences for drawing lines of inclusion and exclusion between the “normals” and the “stigmatized?” How do we as a society resolve ethical questions in medicine to which there are no simple answers? Students will read, discuss, and debate what scholars have written on these topics while critically examining their own understandings of culture, health, and illness.

In addition to the common book, *The Spirit Catches You and You Fall down* by Anne Fadiman, we will read other inquiries into the interaction of culture and medicine including *Complications: A Surgeon’s Notes on an Imperfect Science* by Atul Gawande, *Stigma: Notes on the Management of Spoiled Identity* by Erving Goffman, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, and *Mountains beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World* by Tracy Kidder.

TR 12:30

GND 1015.67

CRN 13053

Paul McCullough

What Really Matters?

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Readings Include: The Spirit Catches You And You Fall Down (Fadiman); The Immortal Life Of Henrietta Lacks (Skloot); The Last Lecture (Pausch); The 8th Habit (Covey)

TR 12:30

GND 1015.68

CRN 13054

Devon Boan

Telling Our Stories, Knowing Our World

Your success in life will be deeply influenced by how well you tell stories and how keenly you understand them. Our world is a web of stories—family histories, personal journeys, marketing

campaigns, romantic relationships, even criminal trials and sporting events—and we make sense of that world by interpreting and sharing those stories. The very best writers, business leaders, attorneys, teachers always tell a good story. But knowing how to tell a good story is an elusive skill. This course is designed to teach you how to recognize the stories in your own life, how to tell them, how to make sense of the stories others tell you. It will be lively and personal, and will not only sharpen your creativity, but will heighten your understanding of social dynamics and give you a better self-understanding. We'll examine the latest scientific evidence on what it means to be the storytelling creatures we are, as well as read a couple of great autobiographies that will show us how it's done. And before we're finished, you'll have written an autobiography of your own!

Here are the books we'll be using:

The Storytelling Animal, by Jonathan Gottschall

Coming of Age in Mississippi, by Ann Moody

The Tender Bar, by J.R. Moehringer

How to Write Your Own Story, by Lois Daniel

The Spirit Catches You and You Fall Down, by Anne Fadiman

TR 12:30

GND 1015.69

CRN 13055

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 1015.70

CRN 13056

Nathan Griffith

Infernal Advocacy 101: The Devil and Walter Mitty

Making your way in the world today takes everything you've got. Taking a break from all your worries sure would help a lot. Wouldn't you like to get away? Like love, reality bites. It bleeds. So maybe it should be no surprise that so many of us want to escape it, trying to pretend it's something other than what it is. In fact, it takes a great deal of mental effort and discipline to sort out what we want to be true from what actually is. It does not come naturally to us to question ourselves, our senses, our assumptions. When we pretend reality away, it neither changes nor goes away. It simply bites us in the...ascot.

So how do we protect ourselves from falling prey to all that...ascot-biting? We have to learn to test the strength of arguments, to ask questions that might poke holes, to consider competing explanations of the evidence. We must hire the law firm of Watt, Dewey, Noah, and Howe: the devil's advocates.

In addition to the common book, readings will include: Teacher in America, Barzun; The Dictator's Handbook, de Mesquita and Smith; Kindly Inquisitors, Rauch; Game Theory: Nontechnical Introduction, Davis; The Black Swan, Taleb; On Truth, Frankfurt; Is That a Fact?, Battersby; Soccernomics, Kuper

TR 12:30

GND 1015.71

CRN 13057

Glenn Acree

Exploring Your Chunk of Earth: An Invitation to Join the Investigation

How do we explore those things that capture our attention and imagination? For the gardener, the biologist or the archeologist, we might be talking quite literally about a chunk of earth. What will enrich the soil, so that the seeds are more likely to produce as they should? What might be living within this 'chunk' that is worth more investigation? How do I ensure that the valued contents are not disturbed as the chunk of earth is carefully brushed aside?

A 'chunk of earth' more broadly defined is simply a focus of exploration. Whether we are considering a text, a film, a period of time, or a complex society there are questions that must be formed, previous knowledge that must be digested, and often multiple viewpoints that must be considered. This course concerns the act of exploration in fields as diverse as mathematics and literature, or religion and economics. What is your 'chunk of earth', and how do you go about exploring it?

Books include *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of the Two Cultures* by Anne Fadiman; *This Explains Everything: Deep, Beautiful, and Elegant Theories of How the World Works* by John Brockman; *Quiet* by Susan Cain; and *On Looking: Eleven Walks with Expert Eyes* by Alexandra Horowitz.

TR 2:00

GND 1015.72

CRN 13058

Glenn Acree

Exploring Your Chunk of Earth: An Invitation to Join the Investigation

How do we explore those things that capture our attention and imagination? For the gardener, the biologist or the archeologist, we might be talking quite literally about a chunk of earth. What will enrich the soil, so that the seeds are more likely to produce as they should? What might be living within this 'chunk' that is worth more investigation? How do I ensure that the valued contents are not disturbed as the chunk of earth is carefully brushed aside?

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TR 2:00

GND 1015.73

CRN 13059

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.

Some readings include: *The Spirit Catches You and You Fall Down* (Fadiman), *Strengths Quest* (Anderson), *Thinking In Pictures* (Grandin), *What the Best College Students Do* (Bain)

TR 2:00

GND 1015.74 CRN 13060

Vince Diller

Ways of Knowing: Living What You Know

TR 2:00

GND 1015.75 CRN 13061

Rachel Wright

Ways of Knowing: Culture, Health, and Illness

Whether it is cancer, epilepsy, tuberculosis, or uncontrollable blushing, disease shapes our identities and our interactions with others. This class will look at the role culture plays in how we define health and treat illness. What happens when different world views for healing and treatment collide and conflict with one another? How do structural conditions create pathways to health for some and barriers to for others? How does Western medicine, which relies so heavily on science and reason, contend with uncertainty and mystery? What are the consequences for drawing lines of inclusion and exclusion between the “normals” and the “stigmatized?” How do we as a society resolve ethical questions in medicine to which there are no simple answers? Students will read, discuss, and debate what scholars have written on these topics while critically examining their own understandings of culture, health, and illness.

In addition to the common book, *The Spirit Catches You and You Fall down* by Anne Fadiman, we will read other inquiries into the interaction of culture and medicine including *Complications: A Surgeon's Notes on an Imperfect Science* by Atul Gawande, *Stigma: Notes on the Management of Spoiled Identity* by Erving Goffman, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, and *Mountains beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World* by Tracy Kidder.

TR 2:00

GND 1015.76 CRN 13062

Charmion Gustke

For and Against Marxism

The recent Cyprus banking crisis and its chaotic aftermath is indicative of an increasingly fragile market economy. At the G20 Summit in Los Cabos, international leaders declared that global recovery has weakened in advanced countries, leaving unemployment at unacceptable levels and creating tensions in financial and cultural markets. These transformations have not been sudden; they are a slow and steady response to hyper consumerism, 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 literature 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.

Focusing on socially specific themes that form the ways in which we access and consume information, resources, and language, we examine individual knowledge and cultural practices in relation to the institutions and ideologies of their environments. “Ways of knowing” will thus be presented as a fluid and evolving process in which cultural difference and representations of self are always at play.

TR 2:00

GND 1015.77 CRN 13063

Paul McCullough

What Really Matters?

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Readings Include: The Spirit Catches You And You Fall Down (Fadiman); The Immortal Life Of Henrietta Lacks (Skloot); The Last Lecture (Pausch); The 8th Habit (Covey)

TR 2:00

GND 1015.78

CRN 13064

William Hale

The Civil Rights Movement: Nashville and Beyond

Readings include:

Freedom Summer (Doug McAdam)

Walking with the Wind (John Lewis)

Debating the Civil Rights Movements, 1945-1968 (Lawson et al.)

The Nashville Way (Benjamin Houston)

TR 3:30

GND 1015.85

CRN 13071

Micah Weedman

Ways of Knowing: Leadership and Global Justice

Building on FYS common readings and readings particular to this section, this course seeks to explore ways of knowing in general, but also in relationship to leadership and global justice. It is often easy to assume that questions about global justice and leadership are simply ones of technique—how best to enact leadership that leads to global justice? This course, however, seeks to go behind questions of technique and ask instead questions about ways of knowing—how do we even know what justice is? How do we know what leadership is? Presumably, what we'll discover is that questions of both justice and leadership are not as clear cut as seems initially, but require participation in larger, ongoing conversations about morality, philosophy, politics and theology.

Students in this section will have the opportunity to help pilot a new anthology of common texts—wide ranging in styles, subjects and interests—as well as reading the FYS common book. These will be supplemented with a long, difficult philosophical work on moral philosophy and justice, as well as supplemental readings related to globalization, leadership studies and current events.

TR 3:30

GND 1015.83

CRN 13069

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 5:00

GND 1015.84

CRN 13070

Mark Christian

Ways of Knowing and Religious and Cultural Identity

The First-Year Seminar is designed to help entering first-year students make the academic transition to the university community through an intellectually challenging course of study. The "topic" of the course explores issues relating to "ways of knowing." In addition to the book common to all sections of FYS sections, *The Spirit Catches You and You Fall Down*, I have selected last year's common text, Stephen Carter's "Civility" to be read selectively. The other two texts deal with experiences of American Jews (Chosen) and American Muslims (Acts of Faith) and enrich our understanding of the unique challenges faced by non-dominant ethnic and religious cultures in contemporary society.

Mondays and Wednesdays 2:00-3:15

GND 1015.38

CRN 12372

Glenn Acree

Exploring Your Chunk of Earth: An Invitation to Join the Investigation

How do we explore those things that capture our attention and imagination? For the gardener, the biologist or the archeologist, we might be talking quite literally about a chunk of earth. What will enrich the soil, so that the seeds are more likely to produce as they should? What might be living within this 'chunk' that is worth more investigation? How do I ensure that the valued contents are not disturbed as the chunk of earth is carefully brushed aside?

A 'chunk of earth' more broadly defined is simply a focus of exploration. Whether we are considering a text, a film, a period of time, or a complex society there are questions that must be formed, previous knowledge that must be digested, and often multiple viewpoints that must be considered. This course concerns the act of exploration in fields as diverse as mathematics and literature, or religion and economics. What is your 'chunk of earth', and how do you go about exploring it?

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Mondays and Wednesdays 3:30

GND 1015.79

CRN 13065

Glenn Acree

Exploring Your Chunk of Earth: An Invitation to Join the Investigation

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that is worth more investigation? How do I ensure that the valued contents are not disturbed as the chunk of earth is carefully brushed aside?

A 'chunk of earth' more broadly defined is simply a focus of exploration. Whether we are considering a text, a film, a period of time, or a complex society there are questions that must be formed, previous knowledge that must be digested, and often multiple viewpoints that must be considered. This course concerns the act of exploration in fields as diverse as mathematics and literature, or religion and economics. What is your 'chunk of earth', and how do you go about exploring it?

Books include *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of the Two Cultures* by Anne Fadiman; *This Explains Everything: Deep, Beautiful, and Elegant Theories of How the World Works* by John Brockman; *Quiet* by Susan Cain; and *On Looking: Eleven Walks with Expert Eyes* by Alexandra Horowitz.

Tuesdays 5:00

GND 1015.82

CRN 13068

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A Question of Time

What is time? How can something so apparently constant it can be kept by an atomic clock be experienced so inconsistently not just by each of us in our own lives but by people in different societies and cultures? Why is it that while we all use this word constantly (I doubt any of us have a day pass without using it multiples times) we would be hard pressed to define it? In this course keyed to the theme of this fall's Humanities Symposium "World's Enough and Time" we will explore together questions such as these, aided by readings from a number of the speakers you'll have a chance to engage with at the Symposium in September. From physics to social psychology, from philosophy to science fiction, from theories of time to the development of clocks, we will consider this question that has vexed human beings and in so many ways defined what it is to be human. In addition of the common book *The Spirit Catches You and You Fall Down*, we will also be reading *Time: A Graphic Guide* (Callender), *The Geography of Time* (Levine), *Time Warped* (Hammond), *Longitude* (Sobel), *Einstein's Dreams* (Lightman), and one work of science fiction—I'm still deciding which one: perhaps we'll take a vote!