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<th>First-Year Seminar Courses for approval at May 10, 2010 University Faculty Meeting</th>
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<tr>
<td>Gill Hickman</td>
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<tr>
<td>Leadership Studies</td>
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<td><em>Leadership in Film</em></td>
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<td>This course will use the pedagogy of popular and documentary film to help students examine critical issues in leadership studies. The course will cover several topics including: leading beyond the self; leadership for inclusion; leadership through advocacy and changing minds; collective leadership for community change; bad and toxic leadership; and ethical responsibilities of leadership.</td>
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<tr>
<td>Dean Simpson</td>
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<td>Classical Studies</td>
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<td><em>The Romans and Nature</em></td>
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<td>This course is intended to be the start of a long-term project to create a web-based store of information on how the Romans engaged nature, in real life and in literature. The goal of the course is to narrow the gap between the ancient Romans and students of Roman culture today by concentrating on one of the most important features of the ancient Romans that is outside of the experience of most people today: their intimate connection to the natural world. As urbane and sophisticated as members of the Roman intellectual class may have become, they remained actually and imaginatively attached to rural life. Course readings will include technical, philosophical and literary texts. They will include selections from works that are within the usual canon (works of Cicero, Virgil, Horace and Ovid) and works whose significance is well recognized but that are not often read (works of Cato the Elder, Varro, Columella, Pliny the Elder). Topics of interest will include Roman farming, the Romans as builders of their environments (e.g., aqueducts, villas, gardens), nature in Roman philosophy, and allusions to nature in Latin poetry.</td>
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<td>Al Goethals</td>
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<td>JSLS</td>
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<td><em>The Fifties</em></td>
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<td>The course will use David Halberstam's <em>The Fifties</em> (1993) as a basis for examining many of the political, social, and cultural events and evolutions of the 1950s in the United States. Halberstam's book treats a number of topics in great detail, and then touches lightly on a number of others. The latter set will form the starting point for individual students to explore, write about and report on a range of interesting facets of the fifties. Halberstam's book anticipates his posthumous book on the Korean War. There is a great deal about Truman, MacArthur, Ridgway and Korea. Closely related are chapters on other 1950s political figures, including Eisenhower, Nixon, McCarthy, and Stevenson. Other parts of the book deal with such disparate topics as the following: Oppenheimer, Teller and the hydrogen bomb; Ford, GM, the UAW, and oil; Ray Kroc and McDonald's; Kemmons Wilson and Holiday Inn; Milton Berle, Ozzie and Harriet, and Charles van Doren and TV quiz shows; Arthur Miller, Joe DiMaggio, Marilyn Monroe and Hugh Hefner; Tennessee Williams, Marlon Brando, Elia Kazan and Streetcar Named Desire; Peyton Place; Margaret Sanger and birth control; Kinsey and sex research; women, work and Betty Friedan; Elvis, James Dean, Little Richard and rock 'n roll; Earl Warren and Brown vs. Board of Education; Emmett Till, Rosa Parks, Little Rock, and Martin Luther King; Wernher von Braun and Sputnik; Willie Mays and Bill Russell; Wall Street, Madison Avenue and C. Wright Mills' The Power Elite; Kerouac, Ginsberg and the beat generation; etc. Other books, films, plays, and music will be considered as well. For examples, parts of the following may be assigned: Robert Caro's Master of the Senate (on LBJ); something by Stephen Ambrose on Eisenhower; Miller's View from The Bridge; Taylor Branch on Martin Luther King; Sloan Wilson, Man in the Gray Flannel Suit; Peter Guralnick's Last Train to Memphis (on Elvis); Mills' White Collar or The Power Elite; Etc.</td>
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Thomas Shields

School of Continuing Studies

*Education for Citizenship*

The course will examine the history and role of (public mainly, but also private) education in our American republic. From the vision of Thomas Jefferson for common schools in Virginia to the No Child Left Behind legislation, public (and private) education has been crucial in educating for citizenship, moral character, and for productivity. Most importantly, education allows individuals to become whole and to pursue a full and happy life.

Elena Calvillo

Art and Art History

*Vision and Belief: Theories of Representation and Sacred Art in Early Modern Europe*

Beginning with an introduction to classical and medieval texts that address cognition and the senses, this course will track theories of representation that both justified and condemned sacred art. The students will read primary sources such as Plato and Plotinus on mimesis; Aristotle and Lucretius on vision and perception; Pliny, Augustine and Lactantius on representations of Greek and Roman gods; both iconophile and iconoclastic Byzantine sources; medieval descriptions of relics, miraculous images and pilgrimage; and Renaissance texts addressing art theory, practice and the devotional efficacy or danger of sacred images. These primary sources will be supplemented by secondary readings mostly addressing medieval and Renaissance piety and theories of representation. The course will be divided according to both subject matter and historical periods. The first weeks will establish the theories of representation and sensual cognition that prevailed from antiquity through the Renaissance period, while later weeks will address both specific art works and/or devotional objects (e.g. Jan van Eyck’s Ghent altarpiece, Raphael’s Sistine Madonna, or a Veronica Veil by Zubaran) and broad topics such as relics, icons and pilgrimage. In regard to this last subject, the seminar will have the opportunity of viewing, discussing and evaluating the exhibition on Pilgrimage that will be opening at the Harnett Museum of Art in the winter of 2011.

Elizabeth A. Sheehan

School of Continuing Studies

*Anthropology: Culture and Critique*

This seminar will introduce students to core concepts and theories in anthropology since the late nineteenth century while examining debates -- some with direct implications for the lives of those studied by anthropologists -- that challenge the discipline's assumptions. While learning how anthropology has developed as a western social science, students also will pay critical attention to how theory and research are shaped by contemporary social and political conditions. This examination will help students to understand that all academic disciplines are fluid and subject to challenge, not simply aggregates of knowledge but debates about knowledge and the essential question: What is truth?

Angel Otero-Blanco

Latin American and Iberian Studies

*Transatlantic Literary Crossings: Spain and the United States in the Nineteenth Century*

A comparative literature course focusing on nineteenth-century literary tendencies in Spain and the United States. Readings --drawn from romantic, realist, and naturalist traditions-- will include the work of Cadalso, Becquer, Poe, Howells, Perez Galdes, Crane, and Pardo Bazén, among others.
### Marcia Whitehead

**Boatwright Library**

**The Search for the Self**

The course will explore various avenues for finding or creating an identity as expressed in texts representing several literary genres, including novels, poems, memoirs, short stories, and philosophical works.

### Lucas Izquierdo

**Latin American and Iberian Studies**

**Across the Continents: The Art of the Short Story**

What can modern short stories tell us about a multicultural world? In this seminar we shall study a series of short stories written by authors belonging to vastly contrasting cultures. Focusing on nineteenth and twentieth century literature we shall consider topics relevant to short story writing and criticism from around the globe.

### Olivier Delers

**MLC**

**What is France today? Culture, Politics, and National Identity**

In this course, students will learn how specific historical events, political figures, and social questions have shaped the development of French society and national identity over the past fifty years.

1. **French Politics from De Gaulle to Sarkozy**
   Students will learn about influential political figures of the "5e Republique" (De Gaulle, Mitterand, Chirac) with a particular emphasis on the past 15 years. They will become familiar with the ideas of both major political parties and smaller parties which have changed the French political landscape.

2. **Globalization and Anti-Americanism**
   Student will read about the importance of Socialist and Marxist ideas in French politics and consider how this continued trend has influenced economic and social policies. We will take the French healthcare system as a case study and discuss its advantages and shortcomings. Finally, we will question the intellectual origins of anti-Americanism in contemporary French political discourse.

3. **Republican Universalism**
   In this section, we will look at how current conceptions of education, religion and immigration have been shaped by the ideals of the French revolution. Students will think about the concepts of national identity and national unconscious.

4. **History and Memory**
   Students will think about the legacy of World War II and of the decolonization period through the representation of these conflicts in films. We will talk about French collaboration with Nazi Germany and about the War in Indochina and Algeria.

5. **France and the Francophone World [Student Research Project]**
   Students will work on semester-long research projects on a question related to the Francophone world. They will present their findings and lead class discussion in groups of two. Research topics will include "The Algerian Civil War of the 1990s," "Corsica: National Identity and the Temptation of Terrorism," "Belgium: A Country Divided Between Two Languages and Cultures," "The Genocide in Rwanda."
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<th>Name</th>
<th>Department</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>Paul M. Clikeman</td>
<td>Accounting</td>
<td>Higher Education: From Aristotle to Animal House</td>
<td>This course will examine the writings of notable educators from the last 2500 years. Students will examine the evolution of the modern university, controversies over curricular content, competing objectives of liberal arts and vocational education, tensions between religious and secular viewpoints, and the role of extra-curricular activities.</td>
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<td>Walter Stevenson</td>
<td>Classical Studies</td>
<td>From Epic to Novel: the Early Origins of Modern Storytelling</td>
<td>This course will explore how and why ancient audiences, through two millennia in antiquity, came to favor the narrative conventions of the novel or romance over epic storytelling. We will focus both on the development of the novel's techniques and the historical, sociological and technological factors that brought more and more written narratives to a wider and wider audience by the time of the high Roman Empire.</td>
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<td>Monti Narayan Datta</td>
<td>Political Science</td>
<td>Understanding Anti-Americanism: Sources, Consequences, and Implications for World Public Opinion</td>
<td>It can hardly be disputed that, in recent years, the image of the United States of America abroad has made front-page headlines, ranging from the global protests against America's use of force in Iraq in 2003 to the worldwide appeal of Barack Obama today. Yet, exactly what are the reasons behind such pro- and anti-American sentiment? Are they a reaction to what America does, in terms of its foreign and economic policies, or are they a reaction to what America is, in terms of its values and culture? On a practical level, why should Americans even care about what others think? Are there any consequences to pro- or anti-American sentiment around the globe for the United States and its national interests? What inferences can we draw from the study of anti-Americanism and apply to a general theory of world public opinion, especially given advances in global communications and technology (e.g., Facebook, Twitter, YouTube) which make the transmission of attitudes nearly instantaneous? This seminar will explore the social, political, and historical dimensions of anti-American sentiment around the globe. We will explore the causes and consequence of anti-American sentiment for the United States and other political actors abroad. We will also begin to develop a general theory of world public opinion. The seminar will consider multiple perspectives held by U.S. policy makers, foreign policy makers, and the mass public, in addition to scholarship drawn from political science, history, and sociology.</td>
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<td>Edward Ayers and Scott Nesbit</td>
<td>History and the Digital Scholarship Lab</td>
<td>Mapping American History</td>
<td>This course will explore the ways that people have pictured--and might picture--the patterns, processes, and events of American history. By studying maps, histories, atlases, travel accounts, fiction, museums, and films, students will consider how United States history has been imagined over the last four hundred years. Working with the Digital Scholarship Lab in Boatwright Library, students will explore and create innovative strategies to represent American history.</td>
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Thomas Paul Bonfiglio

MLC

Language, Race, and Ethnicity

This course was already approved by everybody for the planned program in race and ethnicity studies, which now seems to be located between limbo and the antechambers to the underworld. I would still love to teach the course, so I am proposing it as a first year seminar.

The course studies the origin, development, and use of language as an implement of racial and ethnic discrimination. The central concept of the course is ethnolinguistic nationalism, the phenomenon that configures nativism and national language together as an apparatus that privileges a central, original population and marginalizes others. Central to this study is the illumination of the discourses of native language, native speaker, proper language, and proper pronunciation as displacements of fundamentally race conscious and ethnocentric ideologies. In other words, notions of ethnic purity and propriety become transferred onto language, which then acts as a surrogate theater for the performance of exclusionary nationalism.

This course historicizes the problem and describes its origins in the nascent nationalisms of the emergent European nation states of early modernity. It also demonstrates the absence of ethnolinguistic nationalism before the development of the modern nation state. The course studies the rise of standard American English in the United States as a function of race and ethnicity and concentrates on anti-Semitism and the "English only" movements to marginalize Spanish and AAVE (African American Vernacular English). The course also examines the research on the misprisions involved in the biologizing of language and the folkloric location of language in the body.

Professor Bonfiglio also teaches MLC 350: Introduction to Linguistics every spring, which is a technical introduction to the science of language. The proposed FYS course requires no preparation and no skills in social analysis. It is a humanities-based course on the use of language as a tool of race consciousness.

Walter Schoen

Theatre and Dance

American Films of the 1940's: Paranoia, Patriotism or Propaganda

The students will be asked to "read" films as cultural reflections of the times in which they are created. This "reading" will include analysis of narrative as well as cinemagraphic techniques used in the creation of movies. The course will be driven by the question, "Can a popular medium such as film be a primary source for understanding history?"

Walter Schoen

Theatre and Dance

Films of the 1930's: Escapism or Social Criticism

The students will be asked to "read" films as cultural reflections of the times in which they are created. This "reading" will include analysis of narrative as well as cinemagraphic techniques used in the creation of movies. The course will be driven by the question, "Can a popular medium such as film be a primary source for understanding history?"
It might be said of the human experience that difficulty and breeds virtue or depravity. The most dominant memories one may have are of moments or periods of crisis in which some deeper understanding of one's self, others, the world or, more generally, of existence itself was attained. Or one may never come out of it and merely sink deeper and deeper into a void losing one's grasp on reality altogether. In his last novel, The Brothers Karamazov, Fyodor Dostoevsky considers the heights of the Madonna and the depths of Sodom as the poles between which man plays out his existence on earth. Both are within the realm of human nature, both somehow frame the experience of every one.

As a profoundly engaged student of human nature, Dostoevsky focused on the extremes of the human experience as points at which life could be defined with clarity. In his work he sought to reveal the processes of human existence in extremis to clarify for us what were are and what we are not capable of and, ultimately, to lead his readers to transform their lives according to that clarification and understanding. In his penetrating study of human nature, he often lays bare the very warp and woof of human existence dramatically exposing his reader to his or her deepest self.

Dostoevsky's work was defined by his own understanding of these extreme points of reference in his own life. He discovered a literary form for the expression of this understanding by tapping into his own frenetic, raw, emotional worldview that was rescued from madness largely by his moorings in Russian Orthodoxy and his faith in the god-in-man. Rather than judging the extremes of the Madonna or Sodom in human behavior, he saw the combination as a thing of beauty. Humankind as it is -- without a saccharine touch. Out of the dialogue between the two extremes evolves the true human being, viscerally, emotionally, and ecstatically in touch with the dualities of his/her nature, now flagellating oneself for being bad, now exulting in the very essence of goodness.

As a creative artist, Dostoevsky depicts a conditional, mortal reality that is but the mere expression of a transcendent reality that underlies and informs it. The beauty of the god-in-man is a reflection of an ultimate reality that moves and transforms conditional reality. Beauty in form, in the scheme of Dostoevsky's worldview, will save the world just as Beauty in the person of the god-man saved the world. His journey to bring the two together as one in the form of his work will be the focus of this course.

Stephen Addiss

Art

Coming of Age in International Novels and Films

There are two main purposes for this class; the first is to make freshmen familiar with international matters through novels and films from other countries, with their direct and also implied versions of what it means to grow into a mature adult within defined cultural systems. This is the point in life where moral and cultural values are inculcated, experimented with, and ultimately absorbed, and therefore such a study should inform us greatly about what it means to live and make decisions in different areas of the world.

I have found in other courses that direct comparisons can be the most effective ways of teaching and learning, and an entire term on this one theme, very directly applicable to the student's own lives, should be meaningful.

The second purpose of the course is to contrast novelistic and film techniques in communicating values to a contemporary audience. Whether we like it or not, students are likely to see more films and television in their lives than read newspapers and books, so it is imperative that they learn to analyze both print and visual media, and to think, discuss, and write cogently about them.
Civic Journalism and Social Justice

This course will explore the various ways that journalism has functioned as an instrument of social justice through identification and publication of issues that include poverty, racism, health, religion, education and other related topics. Students will study case histories in which journalists have, through their reporting, brought public attention to important social concerns and the ways in which those concerns were resolved to bring about more just communities. Students will identify contemporary issues of concern and undertake research through which they could apply basic journalism training to improve specific social situations.

Wagner's Ring: The Birth of Humanity?

As a composer and a thinker, Richard Wagner casts an enormous shadow. This course focuses on his epic four-opera cycle, The Ring of the Nibelung, which explores the corrosive nature of power and the consequences of free will. Students will examine the mythological, literary, and artistic traditions that inspired the Ring operas, as well as some of the prisms through which this work has been viewed (e.g. Marxist, National Socialist, environmentalist). Although watching and discussing Wagner's operas will constitute a significant component of this course, no prior musical experience is assumed.

War Reporting: The American Experience

Students will examine how the American media have covered wars starting with the American Revolution and progressing through the current wars in Iraq and Afghanistan. Wars are a central part of American history. For better or worse, media coverage of those wars affected both the decision to wage war and the ways in which those wars were waged.