FIRST-YEAR EXPERIENCE

All students who have completed less than one year of college when they enter the College of Charleston, must enroll in a First-Year Seminar (FSYM) or a Learning Community (LC) during their first year.

Successful completion of the First-Year Experience is part of the general education curriculum that is required for graduation.

You can find FYE course descriptions, credit hours and the requirements that each course will satisfy in the First-Year Experience Academic Guide for 2011-12.

A FIRST-YEAR SEMINAR combines academics with an introduction to a variety of campus resources. Classes are small (generally 20-25 students) and include special topics taught by outstanding faculty. FYSMs focus on group work, class discussion and debate. FYSM coursework will give you an excellent introduction to academic life.

LEARNING COMMUNITIES link two or more courses and a weekly synthesis seminar (FYES). Faculty who teach these courses work together to establish joint activities and common curricular themes designed to explore the ways in which subjects are interrelated. Upperclassmen serve as peer facilitators and lead weekly synthesis seminars, which give new students the perspective of a successful student.

FYE course options are available during the fall and spring semesters. When you complete your orientation registration through MyCharleston, you can select your top two FYE choices from the drop-down listing. Before you register for all of your classes, you will receive an e-mail regarding your FYE enrollment.

Students who have completed at least one full year of college at another institution of higher education (excluding online coursework) may leave the FYE course selection blank when they register for orientation. They must also get approval to waive this degree requirement by completing the FYE waiver form at cofc.edu/fye. If the waiver request is approved, they will receive an e-mail through their campus account.

NOTE: The FYE waiver must be submitted and approved before the end of the drop/add period of your first semester.

If you have questions about FYE, e-mail fye@cofc.edu or call the Office of New Student Programs at 843.953.2017.
# Guide to Courses

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“The First-Year Experience is a good way to form strong relationships with your classmates that will last for the rest of your college experience.”

**FYSM 109**

Me, Myself and My 23: Living in the Genetic Era (3 elective credits)

Chris Korey

Would you have your own genome sequenced? Will we be able to create medicines that are personally tailored for each individual patient? What does the study of genetics tell us about sexuality and gender? How does genetics impact reproductive choices? This seminar will focus on genetics and genetic testing in order to examine the growing role genetic technology plays in the way we live, die and reproduce. We will focus on understanding the underlying genetic principles as well as the social and ethical implications of each topic discussed in class.

**FYSM 109**

Molecular Biology in the News (3 elective credits)

Agnes Southgate

Why do we care that a bacterium can live on arsenic? Should you save the blood from the umbilical cord of a newborn? Would you like to have your own clone? The seminar will explore a selection of molecular biology topics, which are often exposed in the news. We will discover the basic biological principles behind issues such as the origin(s) of life, cloning, stem cells and genetically modified food, but will also discuss the economical, societal and legal aspects of these innovations. The seminar will include class discussion, the reading of the scientific primary literature and writing of several reports on molecular biology “news breakthroughs.” Speakers from the College of Charleston and city of Charleston medical communities will also be invited to the seminar.

**FYSM 113**

Games and Gladiators: Athletic Competition in the Greco-Roman World (3 humanities credits)

Kristen Gentile

Athletics have become a ubiquitous part of modern society. We are inundated with stories of athletic competitions and associated scandals. This seminar will address these issues in the Greco-Roman world. We will look at how athletics were understood in antiquity by examining the development of sport and spectacle. We will discuss how athletic competitions developed out of a ritual context and their importance within ancient religious systems. In addition, we will examine the development of athletics in the Roman world, especially in the form of gladiatorial games. In this seminar, students will read a variety of ancient authors, including Homer, Pindar, Pausanias, Suetonius and Tertullian, all of whom describe the role of athletics in Greek and Roman cultures.
FYSM 115
Gaming 101: An Introduction to Video Games and the Study of Play (3 elective credits)
David Parisi
In this course, students will be introduced to the interdisciplinary study of digital games and the field of ludology. We will explore the history of digital games, considering the various arguments for and against games that have accompanied their rise to prominence. Students will also learn about the methods and techniques used in the study of video games and have the chance to engage in textual analysis of games. Though students are not expected to have experience with digital games prior to enrolling in the class, students will be expected to “get their hands dirty” and play games often throughout the semester.

FYSM 123
The Maltese Flamingo: Modern Crime Fiction From Hammett to Hiaasen (3 humanities credits)
Dennis Williams
In this course, we will read a cross-section of modern crime fiction, from the “hard-boiled” classics of Hammett and Chandler to the ecologically concerned, comically inflected work of Carl Hiaasen and the postmodernism of Paul Auster. Such works raise issues (e.g., the problem of stereotypical gender roles, questions about the structure of identity and aggressivity, post-World War II American existentialism – the “underside” of the urban American Dream, the institution and circumvention of moral codes, the codification of narrative structures and their psychological effects, etc.) that we will approach via historicism, cultural studies, narrative theory, feminism and psychoanalysis. In addition, we will view some classic and, if time allows, contemporary Film Noir, comparing its conventions with those of the books.

FYSM 123
Shakespeare on Screen (3 humanities credits)
Kay Smith
If you like Shakespeare and enjoy films, this course will help you learn more about both. We will look in depth at films from five or six of Shakespeare’s most popular plays. We will also become familiar with the “language” of film and develop a sense of how the language of Shakespeare can adapt to this visual medium in a number of ways. We will examine the different “screen” approaches to Shakespeare, from animation and digital media to YouTube and beyond. There will be movie screenings on Wednesday evenings.

FYSM 126
Neurobics: Sparking Mental Connections (3 elective credits)
Susan Flynn
Want to learn how exercise and physical activity build brain cells? This course will expose students to basic neuroscience terminology and explore current brain research findings, which support the link between physical activity and academic performance. Be prepared to put theory into practice as you develop and teach action-based lessons to children in a school-based setting. Using motor assessment tools and creative lessons, students will track the children’s motor skill progress and academic skill improvements.

FIRST-YEAR SEMINARS
FA 2011
FYSM 127
Teaching Fellows
(3 elective credits)
Diana Cheshire

This course is the first in a series of learning experiences for students who have chosen education as their major and profession and who have been accepted into the College of Charleston’s Teaching Fellows Program. All courses in the teacher-preparation programs in the School of Education, Health, and Human Performance (SOEHHP) are guided by a commitment to “making the teaching learning connection.” Students who take the course will demonstrate an understanding of the dignity and worth of individuals from diverse cultural, social, ethnic and racial backgrounds; understand themselves as culture bearers and the impact this has on teaching; demonstrate beliefs, values and assumptions which contribute to their understanding of schooling; consistently communicate the skills of reading, writing, speaking, listening and interpreting.

FYSM 132
A Window Into Russia; the Major People, Events and Influences of Russia’s Cultural History
(3 humanities credits)
Oksana Petrovna

Think you know Russia? Think again. Since the collapse of the Soviet Union in 1991, the world has only begun to glimpse Russia’s rich history and extraordinary culture. “A Window into Russia” leads you through 1200 years to the present in a sweeping survey of Russia’s major historical turning points and figures, with special insight into the worlds of literature, art, music and dance. You have never seen Russia – the real Russia – like this, and you will never think of Russia the same way again. Come travel with us as we explore one of the world’s most dynamic and intriguing cultures that is once again on the rise. (also may be applied towards a Russian studies minor)

FYSM 136
The History of Latinos/as in the United States
(3 humanities credits)
Carla Breidenbach

Have you wondered about the social, cultural, and political roles that Latinos/as play in the United States? This course will familiarize students with the rich and diverse experiences of the different Latino/a populations in the United States: Mexicans, Puerto Ricans, Cubans, Dominicans, and Central and South Americans. Through interdisciplinary perspectives and approaches (film, literature and scholarly articles), the course explores such topics as: the immigration process, language issues, politics, education, gender roles and media portrayal of Latinos/as. As the semester goes along, the general broad scope will shift to narrower more regional focus of Latinos/as in the Southeast. Students will have the opportunity to develop their research skills, learn about linguistic, cultural and sociological analysis, and engage in field research with the local Latino/a community.

FYSM 138
Film and Southern History
(3 humanities credits)
Tammy Ingram

After a White House screening of Birth of a Nation in 1915, President (and historian) Woodrow Wilson exclaimed, “It’s like writing history with lightning!” This course will explore how films have written and rewritten history in the century since. Students will watch a variety of films from documentaries to Hollywood feature films – and explore the ways in which different genres inform our understanding of the region’s past. The course is designed to teach students to do the everyday work of historians – research, analysis, writing – using historical texts. In weekly students will learn to write succinctly and at the end of the semester they will submit in lieu of traditional research papers.
FYSM 138
Magic and the Supernatural in European History
(3 humanities credits)
Jason Coy

What was it like to live in a world populated by ghosts, demons and werewolves? This seminar will examine the interplay between magic and religion in early modern Europe, exploring the era's supernatural beliefs. By reading recent scholarship in the field and analyzing documents from the period, we will study popular superstition in the early modern era, the violence of the great witch-hunts in the 16th and 17th centuries, and the gradual decline of supernatural beliefs in the 18th century. (counts as HIST 115)

FYSM 138
World History Through Food
(3 humanities credits)
Timothy Coates

Using food as a way to understand long distance trade and connections, this course will provide a historical and cultural understanding of different, select cultures. Students begin by examining fundamental global foods (wheat, rice, potatoes and tubers), then move to select foods, then examine a couple of foods that are important on the world stage, post-1500. These foods include sugar (formation of the Atlantic World, New World slavery), spices (global exploration, initial contacts), and chocolate (contact, borrowing, adaptation, industrialization). After group work on select cultures, we conclude with visits to restaurants (e.g. Vietnamese, Indian). In each case, students read and present relevant materials beforehand. After the visit, the meal is linked to a short written assignment (e.g. In what ways did the food of X reflect its history and culture?). (counts as HIST 116)

FYSM 138
The City of Light: A History of Paris
(3 humanities credits)
Bill Olejniczak

How were Notre Dame and Versailles Palace built? Who conversed at the Café Procope and Café Flore? Why did millions visit the Exposition of 1889? What is the “Left Bank?” How did Parisians experience the world wars? This course answers these questions and more as we explore the deep history of Paris from antiquity to the present with a focus on how it became the “capital of modernity,” an epicenter of revolution in politics, art, and boulevard life, and an international magnet for culture. Students will learn the skills of the historian through analysis of primary accounts, novels and websites. As a special feature, each student will develop an expertise on a Parisian neighborhood.

FYSM 142
Understanding Israel
(3 humanities credits)
Joshua Shanes

This course will first introduce students to the history of Israel from the birth of modern Zionism up to the modern era. We will then focus closely on the contentious issues in contemporary Israeli society: political dynamics, religious-secular tensions, immigration and refugees, internal ethnic conflicts, military culture, the role of women, and of course, Israel’s prolonged conflict with the Palestinians and Arab states. Class readings will consist largely of primary sources in translation, which we will learn to read critically and to contextualize. Students will leave not only with a good grasp of the history of Israel, but will be encouraged to appreciate the legitimacy of multiple perspectives on numerous controversial issues.
FYSM 142  
Children and the Holocaust  
(3 humanities credits)  
Theodore Rosengarten

Why did Nazi Germany target Jewish children with such special ferocity? A small number escaped or were rescued and lived to write their recollections, which are just now surfacing. The ordeal of non-Jewish children in war-time Europe – German, Polish, Ukrainan – a story long buried in silence, is also finding a voice in film and literature today. This seminar will investigate the experiences of all children who were swept up in the “Final Solution” and ask questions they might have asked about the world that produced the catastrophe whose meaning eludes us still.

FYSM 144  
The Mathematical Mechanic  
(3 math credits)  
Annalisa Calini

Physical intuition and experiments (both thought experiments and simple mechanical demonstrations) will be used to solve a host of mathematical problems and introduce students to simplified and enlightening proofs of mathematical theorems. For example, a spinning fish tank filled with water provides a proof of Pythagoras’ theorem. Fermat’s principle describing the path traveled by a light ray can save a drowning victim. Mathematical inequalities are derived by electric shorting. A bicycle ride can be used to compute areas. Discovery of how physics and mathematics illuminate each other will appeal to the scientifically curious. Only high school precalculus and some basic geometry are necessary for this course. This course counts toward the math/logic general education requirement.

FYSM 146  
Business Skills, Student Leadership: Taking the Plunge  
(3 elective credits)  
Carrie Messal

Several topics from business apply to students’ roles in community service and campus leadership. For example, campus leaders need to understand marketing and product selection, motivation, succession planning, professional communication and budgeting. Students will be encouraged to apply these concepts to their campus and work roles. Students will also take part in the Higdon Student Leadership Center’s programs for freshmen.

FYSM 148  
Funny Numb3rs for Business Students  
(3 elective credits)  
Lancie Affonso

The future belongs to those students who understand how to collect, analyze, visualize and use their data successfully. Business managers are increasingly required to justify decisions on the basis of data from model-based computer decision support systems. This course in business intelligence and statistics appreciation is designed to make sound statistical thinking enjoyable and understandable in business terms. This course will provide you with the basic concepts of quantitative and qualitative data analysis as well as methods of statistical analysis for processes, products and services.
FYSM 152  
The Rule of Law  
(3 humanities credits)  
Larry Krasnoff

The rule of law is endorsed by virtually everyone across the political spectrum. But in its most basic sense, the rule of law is simply the imposition of common rules by a central authority. But why should we accept any set of rules? How can mere submission to an authority be a universal value? Are there ethical constraints internal to the rule of law, and if so, where do they come from? We will study the answers given to these questions by classic texts from the history of Western thinking about the rule of law: both theoretical works about the nature of law (Aristotle, Aquinas, Hobbes, Montesquieu) and literary works about the experiences of individuals subject to legal systems (Aeschylus, Sophocles, Shakespeare, Melville, Kafka).

FYSM 154  
How Things Work: The Physics of Everyday Life  
(3 elective credits)  
Sorinel Oprisan

Do you ever wonder why ice skating is possible? How you measure the mass of astronauts in weightlessness? How sound is produced? How your CD player is producing music? How electricity is generated and transported? How a radio works? Why the sky is blue and why there are rainbows? How clocks keep time? How your computer monitor and plasma screen TV produce their colors and pictures? This course introduces students to physics in the context of everyday life by focusing on concepts rather than math and on familiar objects rather than abstract constructs. Among other goals, the course intends to reduce students' fears of science, convey a substantial understanding of our modern technological world and be a useful and enjoyable component of their education.

FYSM 156  
The U.S. Intelligence Community: Separating Fact From Fiction  
(3 social science credits)  
Mary Desjeans

Through literature and movies, students will examine the role of intelligence in U.S. national security decision making. Working with an instructor who is a currently serving senior Central Intelligence Agency officer, students will focus on key aspects of intelligence activities within our democratic society, such as the intelligence mission, analytic and operational activities, and executive and congressional oversight over intelligence programs. This seminar will highlight critical evaluation of the course materials, and call on students to contribute their individual insights and participate in group discussions of the ideas, concepts and facts surrounding the proper role of intelligence in safeguarding U.S. national security.

FYSM 158  
Decision Science: The Mistakes that Everyone Makes  
(3 social science credits)  
Anthony Bishara

Why are people more afraid of shark attacks than of diabetes, even though diabetes kills more people? What common mistakes do people make with money and investments? How can doctors better explain choices to patients so that patients make better decisions? Are people basically rational, irrational, or perhaps something entirely different? To address these questions, this course will introduce the science of judgment and decision making, a growing field of inquiry derived mainly from psychology, but also from economics, marketing, public policy and other disciplines.
Very few people go through life without ever feeling discriminated against for one reason or another. Thus, social discrimination is experienced widely and takes many different forms. This course offers a broad examination of the many forms of discrimination and their impact on people who are targets of such behavior. Discussion will focus on the related topics of stereotyping and prejudice. Students will learn about the interrelatedness of these three factors and how one can contribute to another. Additional focus will be on the challenges that people face in their personal efforts to reduce their own prejudices and/or to encourage prejudice reduction in others. Finally, students will appraise organizational strategies for reducing prejudice and discrimination and examine the debate on affirmative action.

**FYSM 158**
**Stereotypes, Prejudice, and Discrimination**
(3 social science credits)
Vincent Spicer

**FYSM 162**
**The Sociology of Food**
(3 social science credits)
Idee Winfield

Biology may dictate that we eat, but what and how we eat depend upon wider cultural values and social practices. This course puts food into its social contexts. We will explore how what we eat and the way we eat it expresses our social identities; how preparing and consuming (or not consuming) food reproduce gender roles; how the system for producing and marketing food affects what (and how much) we eat; and how food is both an object of politics and a basis for social movements.

**FYSM 166**
**American Football as Cultural Performance**
(3 humanities credits)
Jay Ball

American football is both a national entertainment and a vital expression of American culture. It is also an industry, a rite of male initiation, a site of social conflict and a source of modern mythology rich in collective memory. In this seminar, we shall employ a body of theories about ritual, theatre and human communication known collectively as “performance studies” in order to trace the co-evolution of American football and society from its amateur origins to its present, multi-faceted state. For their final projects, students will reconstruct and analyze key plays, games, strategic innovations and controversies, in addition to memorable examples of football in advertising and film.

**FYSM 166**
**Female Action Figures on the Screen**
(3 humanities credits)
Evan Parry

If a woman wields a gun is she strong? If a woman is physically aggressive is she an empowered woman, or is she just acting like a man? Why have women of physical action, even “violence” been traditionally regarded as unacceptable or abnormal? Are there motives that justify such violence? Is a violent (or simply physically strong) woman more acceptable now than she was 30 years ago? Is such a woman more or less acceptable in America than elsewhere? Through the viewing of a variety of films, this course will explore answers to these questions by critically evaluating the way in which female action figures are constructed both visually and thematically on the screen.
**FYSM 166**  
Visual Culture in Theatre Practice  
(3 humanities credits)  
Janine McCabe

Images can communicate ideas as strongly as words. When we watch plays, movies, TV, or even walk down the street, the colors, lines and style of all we see has an impact. Visual communication is a crucial element in the collaborative process of creating theatre. This seminar will explore and analyze the way in which design teams communicate visually and verbally in the process of developing a production. Students will see plays and movies, meet designers and directors, and collaborate with each other to understand the communicative power of images.

**FYSM 168**  
The Economics of Globalization  
(3 social science credits)  
Jesus Sandoval-Hernandez

This course provides an introduction to key aspects of economic development and basic economic analysis in order to explain the globalization phenomena. Students will examine real-world case studies, which illustrate international market integration. Students will also be exposed to economics methodological tools. This course will challenge students to discover the global chain of economic relationships that affect their everyday lives. What they will find is that their daily milk involves a lot more than just cows and that their iPods are incredibly multicultural. This course does not require a previous knowledge of economics.

**FYSM 168**  
Stories of Chinese Youth: Tradition and Culture in Chinese Cinema  
(3 humanities credits)  
Lei Jin

What do we see in the dreams of Chinese youth, past and present, and in city and countryside? How are their dreams and lives shaped and impacted by traditional cultural values and a rapidly changing society? Focusing on the cinematic presentations of the lives of youth, this course will introduce students to the Chinese traditions and values in which martial arts movies are deeply rooted. Switching from the imagined world to reality, the course will explore the social, cultural and environmental impacts brought about by the dramatic changes of the past three decades in China. In addition, students will gain a better understanding of the cultural conflicts faced by young Chinese immigrants and American travelers as they seek to live and learn American or Chinese society, respectively.

**FYSM 172**  
The Role of the Quran in Contemporary Islam  
(3 humanities credits)  
Ghazi Abuhakema

The course introduces students to some of the key themes of the Quran and its role as a source of authority for Muslims, alongside the Hadith—sayings and deeds traced back to the prophet Muhammad. The course depicts how the Quran was revealed, transmitted, compiled, disseminated and interpreted. In addition, the course will examine some current—and in some cases controversial—issues (e.g., the role of women in Islam, Jihad, the Islamic view of other religious traditions, etc.) and explore how particular Quranic passages have been cited and interpreted with respect to these issues. Readings of the Quran and other texts—including classic and contemporary commentaries—will be based on English translations. Thus, knowledge of Arabic will not be required.
WGST 200/THTR 176
Gender and Theatre
(6 humanities credits)
Alison Smith/Susan Kattwinkel

Issues of gender, while they influence all of society, get special attention in the theatre, where role-playing and identity construction are at the heart of the art form. In this Learning Community, concepts of gender construction and gendered social movements will be examined – for their social origins and theories in the Women’s and Gender Studies class, and through their artistic application in theatrical productions. We will explore some of the major gender theorists in both courses and look at how gender is approached in cultural products of all types.

PORT 101/LTPO 270
Visions of Brazil: Language and Culture
(3 language/3 humanities credits)
Luci Moreira/José Moreira

In 2014, Brazil will host the World Cup, and in 2016, the Summer Olympic Games. What do you know about Carnaval, the beaches of Ipanema, the Amazon forest and its extensive natural resources? The Portuguese language and Brazilian culture are hot topics in financial magazines, as a growing economy offers new opportunities for business and trade. In Portuguese 101, students will learn the basic language elements required to communicate and connect with Portuguese speakers. The Studies in Brazilian Film class will examine, understand and appreciate Brazil’s society, landscape, culture and art as reflected in literature and film, and will also compare American and Brazilian societies and values from a contemporary perspective.

THTR 176/FYSM 148
The Art of Business
(3 humanities/3 elective credits)
Allen Lyndrup/David Desplaces

Discover the world of the arts and the business of culture in both Turkey and Charleston for a once in a lifetime learning opportunity. This unique learning community seeks to identify and cultivate universal relational and academic skills through the discovery of culture and appreciation for the arts. Students will travel to Turkey in August before school starts to work in Istanbul’s cultural center (the Business of Culture). During the fall semester in Charleston, students will investigate theatre as both a vibrant art form and a complex business venture, and will participate in a service learning project at a local theatre (Introduction to the Theatre).

“My involvement in a Learning Community during my first year served as a catalyst for my participation in campus life.”
Visual culture has its roots in cultural studies, including popular digital culture. Millions of people use Google daily, making it a primary repository of contemporary culture. We will explore the ways we use “texts” (images, film, television, video, advertisements, performance art, for ex.) and examine the diverse range of recent approaches to visual analysis. The community presents key theories on visual culture, examining social and economic impacts of technology and exploring ethical issues, such as privacy and censorship.

Students will understand the ideological contexts in which visual culture is produced and comprehended in daily life.

**ENGL 110/FYSM 170**
Red, White and Black (4 English/3 humanities credits)
Consuela Francis/Roneka Matheny
ENGL 110, a required writing-intensive course, is linked with FYSM 170: Contemporary Issues in African American Politics. The shared theme focuses on the narratives of individualism, democracy, and success that shape our notions of what it means to be American and how African Americans have helped to shape, challenge and rewrite those narratives. Students will read historical and contemporary analyses, theoretical texts, short stories and opinion pieces. Out-of-class activities will add embodied learning to discussions held during class time.

**PSYC 103/Biol 111**
Biology and Psychology: Gateway to Neuroscience (3 social science credits/4 science)
Mark Hurd/Deb Biddwell
This is for entering freshmen who have a strong desire to become health professionals. The courses will demonstrate and reinforce the inherent, extensive connections between psychology and biology. PSYC 103 will introduce students to the science of behavior, with special emphasis on the biological bases of behavior (neuroscience) and psychological disorders. BIOL 111 focuses on molecular and cellular biology, including neurobiology, highlighting the biochemical processes that define living systems. The multimedia course will use reading assignments, computer exercises, video clips, written work, group discussions and a service learning project. Students will also be able to attend pre-professional health advising sessions.

**PSYC 103/WGST 200**
Psychology of Women’s Studies and Gender Issues (3 social science/3 humanities credits)
Jen Wright/Lisa Thompson Ross
Students will explore the foundations of psychology, i.e., how basic neurological and psychological processes (learning, memory, perception, social cognition) help us understand various gender, race, class and sexual orientation issues. We’ll also look at the development of gender and sexual orientation and the influence that biological, familial and cultural factors have on developmental trajectories. On the women’s studies and gender side, we will discuss historical and contemporary feminism, race, class and sexual orientation, along with a variety of gender-related issues – eating disorders, sexual harassment, rape, pregnancy, etc. And, we will highlight the importance of various psychological processes for understanding these issues.
BIOL 111/ CHEM 111
Chemistry and Biology for Pre-Med Students
(4 science/4 major credits for pre-med students)
Kathleen Janech/ Pamela Gelasco/ Wendy Cory
This Learning Community is tailored to incoming freshmen with a strong desire to pursue a career in medicine or biomedical research. To understand disease processes and modern medical treatments, a solid foundation in both chemistry and biology is imperative. These courses will emphasize the natural connections between these two fundamental fields and will help students get a head start on their pre-med requirements.

THTR 176/ ARTH 101
Sacred Ritual to Performance: The Power and the Glory
(6 humanities credits)
Mary Beth Berry/ Tessa Garton
Theatre emerged from myth, ritual and ceremony. The earliest rituals developed from the human need to solve the mysteries of nature, transform uncertainty into truth and preserve cultural identity. Art and architecture grew alongside, providing the sacred ceremonies with a visual reality of those mysteries, truths and identities. This learning community will link the study of symbolic, sacred images, art and architecture from prehistory through the Middle Ages with an exploration of how the transformative power of sacred rites evolved into the physical action, dramatic voice and the creative arrangement of time and space that is theatre.

SPAN 190/ LACS 101
Putting the Spanish in Spanish America
(3 language/3 humanities credits)
Marla Colomina- Gamigos/ Douglas Friedman
What better way is there to study Spanish than to study it in the context of Latin America – where they speak it most! These two classes taken together create a community that provides a basic understanding of Latin America and the Caribbean through the eyes of a Spanish language learner. History, economy, politics, culture and the contemporary issues facing the region will be addressed while students improve their Spanish language skills, including their reading, writing and speaking skills. This community emphasizes an interdisciplinary approach to the many aspects of Latin America and the Caribbean by utilizing the students’ knowledge of Spanish.

MGMT 105/ CSCI 110
Business, Technology, and Innovation
(6 elective credits)
Lancle Affonso/ Aspen Olmstead
You are a part of what many are calling the most entrepreneurial generation of all time – a generation that exudes optimism and confidence, a generation of independent thinkers which embraces technology and multiple forms of self-expression. The reality is that this generation has no choice but to be more entrepreneurial. Entry-level jobs are being shipped overseas, companies have dramatically altered their hiring practices and gold watches are a thing of the past. Students in this business and computer science learning community will learn about business and the ways in which companies leverage disruptive technologies. You will also learn how to use Web 3.0 collaborative technologies in your personal, academic and professional networks.
MGMT 105/CSCI 123
Business Apps and Web Design
(6 elective credits)
Lancie Affonso/Christine Moore

Many of the world’s most successful technology firms were created by young people. As a net generation student under the age of 30, realize that this is your space on the exhilarating stage of business and technology. In this business and computer science learning community, students will explore the role of the business enterprise in society (with a special emphasis on how companies leverage emerging technology) and learn how to design and develop cross-browser websites (using CSS and X-HTML) that are optimized for search engines.

CLAS 102/LATN 101
Exploring Ancient Rome
(3 humanities/3 language credits)
Noelle Carmichael/Darryl Phillips

An introduction to the daily lives, literature, history and language of the Romans. CLAS 102 explores Roman religion, entertainment, politics and family life. LATN 101 introduces the basics of Latin grammar, syntax and vocabulary while translating adapted and original Latin passages that complement many of the civilization topics and authors that you will read in CLAS 102.

“I can easily see why many of these students will continue, throughout their academic career at the College, to build on many of the relationships that began in this Learning Community.”
ENGL 110/AMST 200
Games, Sports and Rituals in American Experience: Playing With Our American Identities
(4 English/3 humanities credits)
Mike Duva/ Tom Heeney
Study American culture through the lenses of games, sports, festivals and rituals, honing your interpretive, research and writing skills in this learning community that combines Introduction to American Studies (AMST 200) with Introduction to Academic Writing (ENGL 110). By analyzing cultural practices such as art, literature, popular culture, urbanism (gardens, parks, and museums), and other activities, as well as serious rituals, you will gain insight into how various communities conceive of and perform their American identities. AMST 200 counts toward the American studies minor.

FYSM 138/FREN 101
The City of Light: A History of Paris
(3 humanities/3 language credits)
Bill Olejniczak/ Lisa Signori
Eiffel Tower, Louvre, Notre Dame – these evocative images have a place and a past. By combining a first-year seminar on Paris with FREN 101, you will delve into the French language and the history, society and culture of Paris - from antiquity to the present. Using film, Internet links, historical accounts and novels, students will explore how Paris became the “capital of modernity,” a center of revolution in politics and culture from 1789 through the 20th century. We also examine Paris during the two world wars, “new wave” film, 1968, immigration, mass tourism and its place today as a global city. As a special feature, each student will develop expertise on a Parisian neighborhood.

PSYC 103/COMM 220
People, Power, and Influence: Interpersonal Communication and Psychological Science
(3 social science/3 elective credits)
Cindi May/Deb McGee
As young adults transition to full independence, they must learn the essential life skill of advocating for themselves in a variety of situations. In this inclusive learning community, students with and without disabilities will learn about effective self-advocacy by understanding the science of human behavior and the role of communication in relationships. Topics will include perception, social interaction, information processing, development, verbal and nonverbal assertiveness skills, and effective conflict management. The learning community will involve the use of reading assignments, oral presentations, video clips, written work, group discussions and a service learning project.

CSCI 180/MUSC 131
Computer Music and the Quest for Beauty
(3 elective/3 humanities credits)
Bill Manaris/ Blake Stevens
A community exploring connections between the “beautiful” in music and computing. Students will study the history of computer music, aesthetics and elements of music theory. Students will investigate aspects of computing and computational thinking related to music making. Students will develop several digital artifacts and elementary musical compositions.
**ENGL 110/PSYC 103**

**Healing Narratives: Understanding Illness Through Storytelling**  
(4 English/3 social science credits)  
Kathy Beres Rogers/ Silvia Youssef Hanna

This learning community will examine what we now call “patient narratives” by exploring theories of pain, its linguistic expressions and its psychological impact. ENGL 110 will begin with an analysis of a 19th-century letter, arguing for the importance of illness narratives, and researching modern-day stories of illness. PSYC 103 will introduce the tools psychologists use to investigate, describe, predict and explain behavior, emotions and thoughts, emphasizing reactions to illness. A service project involving frequent interaction with area seniors or hospice patients will allow us to understand the healing components behind storytelling.

**POLS 103/GEOL 103**

**Movers and Shakers: Politics on a Changing World**  
(3 social science/4 science credits)  
Helen Delfeld/ Elizabeth Rhodes

The study of geology and political science may seem quite dissimilar, but both disciplines rely on scientific data accumulation and reasoning skills. By teaming up POLS 103 (World Politics) and GEOL 103 (Environmental Geology), we intend to draw attention to the parallels and dissimilarities between the physical and the social sciences. We will investigate the process of scientific inquiry, deepen analytical reasoning skills, and improve critical thinking. In addition to the essential content of both classes, we will explore some specific intersections of politics and geology, including a culminating project which asks students to study the political effects of a particular geological effect, such as an earthquake or tsunami.

**INTL 100/POLS 104**

**Discover the World: Regional Contexts and Global Issues**  
(6 social science credits)  
Malte Pehl/ Kevin Keenan

In this community, the World Regional Geography course (POLS 104) will teach you how to write about local and global places and the linkages among them. You will also learn about local contexts, people, politics and places. This information will provide the necessary foundation for understanding global issues, and this foundation will provide the framework for the study of historical and contemporary globalization that will be covered in Introduction to International Studies (INTL 100). Among other things, you will study trade and human development, international governance and the changing face of the nation-state, poverty and its relationship to health and hunger, as well as migration and tourism and their relationship with the environment and its degradation.

**MATH 111/CSCI 220**

**Precalculus With Computer Programming**  
(4 math/4 elective credits)  
RoxAnn Stalvey

This learning community focuses on connection between mathematics and computer science. It is for freshmen majoring in computer science, mathematics, physics, CITA and discovery informatics. Students will transition to college through active learning and problem solving. We emphasize the inherent links between our disciplines through writing assignments, an interdisciplinary laboratory, supplemental instruction, peer facilitation and social activities.
"When you combine language study with the study of culture, a whole new world opens up. Students not only learn Latin, but they learn about the daily lives, beliefs and practices of the Romans who once spoke the language."
ENGL 110 COMM 104 Communication and Advocacy (4 English/3 elective credits)
Caroline Hunt/Julie Davis

Being able to persuasively and effectively support, oppose or request some idea, cause or other item is the heart of advocacy, and important for both personal and professional success. The linked courses in this learning community will introduce students to the strategies, techniques and ethical implications involved in the advocacy process. It will examine advocacy at many different levels: Self, individual other, group, corporate and issue. Students will learn how to both create effective advocacy messages and critically evaluate the messages they encounter.

ENGL 110 SOCY 101 Society and the Individual (4 English/3 social science credits)
Marie Fitzwilliam/Ann Steln

Have you ever wondered why people behave the way they do? Do you want to know what creates stereotypes and how they influence the individual? Observe human behavior through the windows of sociology and English for a better understanding of your world. Discover the insights that these disciplines offer about how society affects you and how you affect society. Both classes will look at this theme through provocative essays, readings and film discussion.

SOCY 103/PSYC 103 Stress and Coping: Individual and Family Factors (6 social science credits)
Von Bakanic/Amy Kolak

The shared theme of these courses will examine external factors that may give rise to stress and individuals’ physiological and psychological responses to stress. This is particularly relevant for incoming students who are themselves experiencing an important life transition – the transition to college. The following questions will be considered over the course of the semester: How do social structures such as family, work and higher education across the life cycle contribute to your experience of stress? What is your body’s autonomic response to stress? What effect does acute versus chronic stress have on your health? Does stress play a positive role in your life? How can you effectively cope with stress in your life?

BIOL 101 MATH 104 Math and Life: Understanding Biology Through Statistics (4 science/3 math credits)
Miranda McManus/Martin Jones

Do you ever wonder why you have to take science and math when you have no intention of becoming a scientist or a mathematician? In this learning community, while working to satisfy general education requirements, you will learn how a basic understanding of biology and statistical methods is pertinent to your life. Biological concepts will be introduced with a practical basis, and statistical analysis will be used to not only emphasize biological concepts, but to help get you interested and engaged in issues that require basic biological understanding in the community.
McConnell Hall houses approximately 240 men and women, and has been set aside for the College’s Living-Learning Communities. Each student who chooses to join a McConnell Hall Living-Learning Community will remain in McConnell Hall throughout the year-long duration of the housing contract.

A Living-Learning Community (LLC) is characterized by academic and social programming specially designed for students who are interested in living with others who share similar interests.

LLCs are relatively small, and specially designed to connect programs, which revolve around a particular theme. Students benefit in a number of ways. They:

- Work very closely with faculty.
- Participate in specialized course assignments and study groups.
- Build lasting friendships.

During the 2010-11 academic year, living-learning communities in McConnell will include (by floor):

1st – pre-professional health
2nd – international
3rd – communication
4th – the arts

The McConnell Social Club, which is located on the first floor, will be used for events as well, as will the rest of the campus and the entire Charleston peninsula.
“It is always exciting to watch my students learn about research and its implications. I find it especially heartening to watch them learn to write about these issues and relate them to their everyday lives.

FYSM 103
Are We What We Like? Popular Culture and Identity
(3 social science credits)
Hector Qirko

“What kind of music do you like?” is a common question, and we ask it because answers tell us a great deal more about people than just what pleases their ear. Similarly, other aspects of popular culture (movies, television, clothing, food, games, jokes, etc.) tell us who people are and what they stand for, and our own preferences in these areas reflect in part what we want to communicate about ourselves to others. This seminar explores anthropological approaches to understanding the role of popular culture in shaping identity and the means through which individuals and groups accept, reject, transform and manipulate aspects of popular culture to achieve social, economic and political goals.

FYSM 113
Games and Gladiators: Athletic Competition in the Greco-Roman World
(3 humanities credits)
Kristen Gentile

Athletics have become a ubiquitous part of modern society. We are inundated with stories of athletic competitions and associated scandals. This seminar will address these issues in the Greco-Roman world. We will look at how athletics were understood in antiquity by examining the development of sport and spectacle. We will discuss how athletic competitions developed out of a ritual context and their importance within ancient religious systems. In addition, we will examine the development of athletics in the Roman world, especially in the form of gladiatorial games. In this seminar, students will read a variety of ancient authors, including Homer, Pindar, Pausanias, Suetonius and Tertullian, all of whom describe the role of athletics in Greek and Roman cultures.

FYSM 115
Tough Jews and Cultural Identity
(3 humanities credits)
David Moscowitz

There really is no limit to how cultural identity is depicted in popular culture. In particular, it could be argued that Jewishness today is represented more robustly than ever before. This course examines tensions of contemporary Jewish identity by considering depictions of, by and about Jews in popular culture, as well as criticism and analysis of Jewish cultural representation. In doing so, the course studies the portrayal of “tough Jews,” those Jews either real or representational (and sometimes radical) who are determined to close the door on essentialism, victimization, emasculation and self-hatred. Some figures of cultural identity that will be studied include Jewish gangsters and gangstas, heroes such as the Hebrew Hammer and even a Jewish skinhead.
FYSM 123
The Scientist in Society
(3 elective credits)
Caroline Hunt
This seminar asks future science majors how scientists should function in their communities. Topics include death/dying issues, the nature of scientific thought and the social responsibilities of scientists. We focus on how to find and assess information, how to put ideas into written form and how to rewrite effectively. Students who have taken an earlier version of this course have found it very useful in preparing for future allied health careers.

FYSM 123
Say My Name;
Contemporary
Constructions of
Black Womanhood
(3 humanities credits)
Consuela Francis
This course is a critical examination of contemporary representations of black women in film, music and literature. Taking black feminist scholarship as our guide and using contemporary hip hop, controversies surrounding First Lady Michelle Obama, and the films Why Did I Get Married? and Precious as test cases, we will also explore the question of who gets to define black womanhood and for what purpose. We will also investigate the ways in which black womanhood is characterized through intersectional racial, sexual, gender and class identities.

FYSM 134
A Bridge Too Far?
Sports Physiology
and the Cooper
River Bridge Run
(3 elective credits)
Michael Flynn
This course is designed for students of all ability levels. It will provide an introduction to exercise science, sports physiology concepts and measurement techniques. Students will use their own bodies as laboratories to focus on physiological adaptations to training while training to run/walk the Cooper River Bridge Run. Emphasis will be placed on physiology, nutrition and injury prevention. Several testing techniques in exercise science will be included, such as VO2 max measurement (measures aerobic fitness), body composition analysis, nutritional analysis, and other fitness and performance tests.

FYSM 134
Opportunities
in Medical and
Allied Health
(3 elective credits)
Michelle Futrell
This course will introduce students to professional opportunities within the medical and allied health fields, and expose students to basic terminology, psychomotor skills, and current issues and challenges facing health-care professionals. Students will be exposed to the spirit of volunteerism exhibited by health-care providers through service learning alongside these providers. Students will participate in on-campus lectures presented by health-care providers similar to continuing education required by most health professions. Students will ascertain professional attitudes and attributes of medical and allied health professionals through one-on-one observation and interaction.
FYSM 138  
Roads of Silk, Streets of Water: Premodern Global Cultural Exchange (3 humanities credits)  
Jen Welsh

The term “Silk Road” conjures up a host of exotic images of cross-cultural interaction and trans-continental trade. First invented in the 19th century by European explorers, the “Silk Road” actually covers a series of land and sea routes which created an intricate web of connections and relationships across and around Eurasia. In this course, students will explore these routes and how they enabled the movement of goods, ideas and people from the time of Imperial Rome and Han Dynasty China through the 15th century. We’ll meet Daoist monks who visited the Mongols, merchants who carried Chinese porcelain to Baghdad and Buddhist artists who created fantastic painted caves in the deserts of Central Asia. Counts as HIST115.

FYSM 148  
Technology and the Modern Enterprise (3 elective credits)  
Lancle Affonso

Is Facebook really worth $15 billion? The intersection where Web technology and business meet is both terrifying and exhilarating. But if you are under the age of 30, realize that this is your space. While the fortunes of any individual or firm rise and fall over time, it’s abundantly clear that many of the world’s most successful technology firms were created by young people. Students in this business course will learn how emerging management information systems are applied for competitive advantage and used to enhance other business disciplines such as marketing, accounting, finance and operations.

FYSM 150  
Art of Song from Schubert to the Beatles (3 humanities credits)  
Blake Stevens

The songs of The Beatles have been favorably compared to those of Franz Schubert and Robert Schumann. What does it mean to place these “popular songs” alongside the classics of 19th-century German “art song”? This course introduces students to the styles and techniques of song composition, studying different modes of lyrical expression in classical, folk, and popular genres. Students will explore ways of understanding the cultural meanings of songs and those who make and sing them.

FYSM 158  
Drugs, Behavior, and the College Trip (3 social science credits)  
Chad Galuska

This course will explore the use and abuse of psychoactive drugs and alcohol among college students. An emphasis will be placed on the problem of substance abuse as it relates to health and legal risks, academic problems, and risks associated with violent crime and sexual assault. Students will be introduced to the behavioral, cognitive, social, personality and neural factors underlying drug and alcohol abuse. Treatment strategies will be discussed within a harm-reduction framework. An orientation to the College of Charleston’s Counseling and Substance Abuse Services will be provided.
**FYSM 160**  
*Women and Religion: Maidens, Mothers, Mystics and Martyrs*  
(3 humanities credits)  
Louise Doyle

Students will explore several themes in the study of women’s religious history. From the ancient period: women’s various roles and activities as members of religious communities, the variety of symbols and images for the divine feminine/goddesses, the narratives of other female mythic figures and finally, representations of women in ancient and sacred texts. During the medieval period we will focus on constructions of holy virgin, saint, martyr and mystic, and spend some time exploring the significance of religion during the European persecution of women. The latter part of the course will find us in the 19th and 20th centuries where we will study how religious rhetoric and texts were appropriated in appeals to the abolition and First Wave feminist movements.

**FYSM 162**  
*The Individual in Families: Dealing with Dying and Death*  
(3 social science credits)  
George Dickinson

Do you recall your first death experience? Who or what died? How did you reacted? How your parents/guardians handled the situation? How do families in the United States and in other cultures deal with dying and death? How is death understood throughout the life cycle? This course will expose the students to dying and death. Some of the topics to be covered include: the dying process, biomedical issues, suicide, living with dying, death attitudes throughout the life cycle, diversity in death rituals, perspectives on life after death, legal and business issues about death, and coping with loss.

**FYSM 171**  
*Child-Related Careers*  
(3 elective credits)  
Virginia Bartel/ Susan Simonian

Do you think you would like a career where you’d work with children – perhaps teaching, nursing, acting as a therapist or a librarian? Find out by visiting settings such as hospitals, schools, clinics, churches, museums, county offices and libraries, where you will interview and observe those holding child-related positions. This course will explore a broad area of biological, psychological, educational and social influences in the context of a risk/resiliency model. Topics include best practices in education (i.e., childcare, Head Start, preschool, elementary school), child development, prevention, risk and resiliency, child abuse and maltreatment. Group and individual course projects will entail website creation, digital story telling, brochure creation, short papers, and presentations.

“I am so happy that I enrolled in a learning community last year! The class was a breath of fresh air for a scared college freshman who was miles from home.”
ANTH 202/CLAS 104
Archaeology: Where the Present Meets the Past
(3 social science/3 humanities credits)
Maureen Hays/ Jim Newhard
How do real archaeologists go about reconstructing past societies? What are the tools of their trade, and how do they use them? How do they go about combining data from different sources to paint a picture of the past? This learning community will answer these questions and many others. ANTH 202 (Introduction to Archaeology) covers methodological techniques while introducing you to prehistoric cultures. CLAS 104 (Introduction to Classical Archaeology) investigates the history, traditions and methods behind classical archaeology, delving into why and how the remains of these cultures continue to captivate western society.

BIOL 112/ARTS 119
Learning to See in the Arts and Sciences
(4 science/3 elective credits)
Melissa Hughes/ Tina Hirsig
Is art merely decoration for your wall? Is science simply the production of facts? This learning community highlights the creative processes – the generation of novel and unexpected ideas and synthesis of these ideas to achieve a goal – common to both fine art and science. While their materials differ, both disciplines approach their work by observing the world with a sense of wonder and curiosity. Learning to observe intently is essential for both artists and scientists, and will be taught through class assignments, listening to guest speakers from the local arts and science communities, engaging in field trips in the local community, as well as a final gallery exhibition on campus that will be collaboratively planned among faculty and students.

“My experience teaching a First-Year Experience class allowed me to connect with my students in very personal ways – from helping a community organization through a service learning project to just eating a meal side by side with my students. If only I could have had this opportunity as a student!”
AAST 200/RELS 115
Amen! Connecting African-American Religion and Environmental Justice
(6 humanities credits)
Roneka Matheny/Todd LeVasseur
Be among the few students in the country exploring the connections between race, religion, politics and the environment! From slavery to the Civil Rights Movement to modern day opposition to environmental racism, the “Black Church” has played a central role in the African-American community. We will examine the role that the church has played in organizing around political issues to the environment, while at the same time developing expertise in African-American religion and politics dating back to the 1600s. Field trips into urban and rural African-American communities in the Lowcountry will give students a firsthand look at instances of environmental justice, and a final service project will allow students to put all that they have learned to use.

ENGL 190/POLS 250
The City in Theory and Practice
(3 humanities/3 social science credits)
Joe Kelly/Claire Curtis
How can a group of people with different aims and interests live together peacefully? Analyzing this question in light of western political thought and Charleston as a place, students will get out into the city and experience its geography, politics, demography, culture and infrastructure. We will interpret a community in practice. What can we learn about a just society when analyzing Charleston? How can studying Charleston help us understand equality, freedom, citizenship? How well does Charleston compare to model communities?

MATH 120/CHEM 112
Math and Chemistry for Science and Math Majors
(4 math/4 science credits)
Deborah Jeter/Amy Rogers
Did you ever ask yourself “When am I ever going to use this? When will I encounter this in my world?” This learning community for freshmen majoring in chemistry, biochemistry, biology, geology or mathematics, will provide some exciting answers for you! It will engage and motivate students by presenting mathematics and chemistry in a real-world context. Making the connections between chemistry and calculus with real-world applications allows students to see the relevance between the math and science, and students will have a more successful academic experience as a result. Activities will involve connections in mathematics and chemistry through interdisciplinary lectures and labs utilizing leading edge technology, cooperative learning and supplemental instruction.

CSCI 199/FINC 120
Become a Millionaire – Invest in Yourself
(6 elective credits)
Lancie Affonso/Jocelyn Evans
Who wants to be a millionaire? Few will deny that recent events which have resulted in financial market turmoil in our economy have been exacerbated by the problems many Americans face in handling their own credit and personal finances. Are you interested in making more informed decisions about your personal finances? Students in this learning community will utilize online tools to help them develop their financial skills and improve their understanding of the changing social and economic environment in which financial decisions are made. So get your financial game plan on and start investing in yourself now – while you’re young.
LEARNING COMMUNITIES | SPRING 2012

**THTR 176/SPAN 102**
**Theatre Teatro**
(3 humanities/3 language credits)
Laura Turner/
Allison Zaubi

Want to spice up your Spanish with a little drama? Want to use your language skills in a fun and unusual way? Then consider joining this Learning Community where we will create a mini-show in Spanish and perform it for area school children. In this community you will be introduced to the world of theatre, including production, history and literature – but with a little Spanish flair added for good measure. And of course you will learn more Spanish, but with showmanship and a little hot tamale thrown in. Can you handle the heat? We think you can.

**PSYC 103/SOCY 109**
**Altered States: From a Social and Psychological Perspective**
(6 social science credits)
Jen Wright/
Heath Hoffman

Alcohol and other drugs have been used for centuries. Most of us have used mind-altering substances in the past week (from caffeine to tobacco to prescription drugs) – and some have even consumed an “illicit” drug. This course will examine the ways in which alcohol and other drugs have become central to everyday life. It will discuss the psychology of drug use and abuse – the influence it has on our cognitive-emotional states and behaviors. We will explore the role of medicine, media, America’s cultural values and unique history with drugs to identify factors that make drug use in America the norm rather than the exception, especially within the college population.

**PSYC 103/COMM 215**
**The Individual in Community**
(3 social science/elective credits)
Lisa Thompson Ross/
Celeste Lacroix

At some point in our lives, we have likely asked ourselves, “Where do I fit in?” and “Why are relationships so difficult?” We desire a sense of belonging, and at the same time we encounter roadblocks in our relationships with others. In these courses, we will explore the foundations or the individual and the community/context in which individuals live and communicate, with emphasis on intrapersonal/interpersonal processes and patterns, and look closely at demographic variables that influence the ways we perceive ourselves, each other and our sense of community. Our discussions will highlight the importance of psychological and communication processes for understanding the tension between the individual and the community.

**GRMN 102/MUSC 131**
**Popstars and Classical Icons in German Culture; Music and Beginning German**
(3 language/3 humanities credits)
Morgan Koerner/
Yen-Ling Liu

Contemporary German cultures feature a wide variety of pop music. But in terms of music history, German cultures boast an even longer list of artistic superstars, from Bach to Mozart to Wagner and beyond. In this community, we will explore music in German cultures past and present as a gateway into the German language and music appreciation. GRMN 102 further develops students’ spoken and written German and emphasizes pronunciation and vocabulary with daily examples from German pop music. MUSC 131 trains students in listening skills with examples from German classical music. The course emphasizes the afterlife of classical composers in contemporary cinema, including drama, sci-fi, horror and biopics.
This course will be part of a Learning Community for all students who are enrolled in HONS 110 or another course.

**BIOL 112/MATH 120**

**Summing Up Life: Connecting Biology and Mathematics**

(4 science/4 math credits)

Miranda McManus/
Ben Cox

This is for freshmen majoring in biology, biochemistry, mathematics or discovery informatics. Students will transition to college through active learning and problem solving. We will emphasize the inherent links between biology and mathematics through collaborative assignments, supplemental instruction, peer facilitation and social activities. Assignments will focus on data collection and biological, computational and mathematical reasoning. In the calculus course, we will cover examples appearing in biology and medicine. In the biology course, we will use an experiment-based approach to the material, which will incorporate the analysis of physiological phenomena and the mathematical approach to the discovery of the components of various biological systems.

**Beyond George Street**

(1 course credit)

This is the first-year experience course for freshmen entering the Honors College. The primary purpose of the course is to welcome new students into the experience and opportunities of the Honors College. Participants are introduced to honors faculty, staff and students through small group discussion, one-on-one mentoring and a community-engagement project. They learn of the wide range of opportunities available to them, many of which are exclusive to students in the Honors College. Through a series of reflective exercises and discussions, students explore their academic strengths and interests, ultimately creating and developing a professional portfolio that they will use throughout their time in the Honors College, starting with their first-semester advising experience. The course meets one day a week for one hour and 15 minutes.