FirSt-yEar
seminar classes are small, and the focus is primarily on discussion and debate. The courses focus on a narrow topic and introduce students to the research and writing skills of a particular discipline. You will explore ideas (some old, some new) and expose yourself to different ways of thinking and a range of experiences.

Learning communities are classes that are linked by a common theme. Faculty work together to establish the curriculum, and create joint class activities designed to explore the ways in which course subjects are interrelated. Upperclassmen serve as peer facilitators for each learning community, and they meet with students for one hour each week (outside of class).

Note: A list of course descriptions, credit hours earned and in which academic area, follow. For additional information, go to www.cofc.edu/academics/index.php

FirSt-yEar Experience
Choose a first-year seminar or a learning community. We expect that the experience will give you the confidence to think creatively, challenge yourself and grow.

How to Apply
When you register for orientation online, select either a first-year seminar or a learning community. During orientation you will be able to add courses and/or make changes to your course selection. For additional information call 843.953.2017 or e-mail fye@cofc.edu.
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**FIRST-YEAR SEMINARS (FALL)**
- Female Action Figures
- Business Skills, Campus Leadership
- Neurotics
- Healing Narratives
- Shakespeare on Screen
- Darwinian Revolutions
- Geography of Modernity
- Women and Religion
- Communities, Social Networks, the Internet
- Sociology of Food
- Plays, Puns, and Putdowns
- Multicultural Spain
- Debating Immigration
- Me, Myself and My 23: Modern Genetics
- Designing Responses to Disasters
- Data Visualization
- Apocalypse to Warp Drive: Physics and Film

**LEARNING COMMUNITIES (FALL)**
- Sacred Ritual to Performance
- History of Western Art
- Computer Music and the Quest for Beauty
- Trials of Life, Theatre and French
- Business, Technology, Innovation
- Messages, Mottos, Myths About Health
- Cultures of Communication: Public Speaking and German
- Self-Advocacy: Psychology/Communication
- Critical Thinking: A Catalyst for Success in Life, Science and Math
- Literacy and Science for Non-Majors
- Movers and Shakers: Politics on a Changing World
- Sex, Politics, American Culture
- Biology and Psychology for Pre-Professionals
FYSM 166-001
Female Action Figures on the Screen
(3 humanities credits)
Evian 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? Through the viewing of a variety of films from the last 30 years, 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. There will be screenings of films on Wednesday evenings that portray women in such roles as outlaw, comic book villainess and soldier, to name a few.

FYSM 146-001
Business Skills, Campus Leadership: Taking the Plunge
(3 elective credits)
Carl Blevins
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 126-001
Neurobics: Sparking Mental Connections
(3 elective credits)
Susan Flynn
This course will focus on current brain research findings, which support the link between physical activity and academic performance. This course challenges students to examine brain science research and engage in action-based learning activities. Be prepared to put theory to practice as you develop and teach interdisciplinary action-based lessons to children in a school-based setting. Using motor assessment tools, students will track the progress of the relationship between the perceptual and sensory motor input to the motor and academic output.

FYSM 123-001
Healing Narratives: Chronicling Illness through the Ages
(3 humanities credits)
Kathleen Beres Rogers
This seminar will examine what we now call “illness narratives” by exploring theories of pain and its linguistic expressions. We will begin with a seventeenth-century diary entry, a nineteenth-century letter, and end with modern-day interviews of nursing home residents and hospice patients. Interpreting illness narratives helps us to understand the psychological impact of verbalizing pain. When we transcribe these narratives and give them to patients and/or their families, it proves meaningful to them and aids in their “healing” process.

FYSM 123-002
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. There will be movie screenings on Wednesday evenings.

FYSM 152-001
Darwinian Revolutions
(3 humanities credits)
Todd Grantham
This course will examine Darwin’s ideas and their philosophical implications. We’ll begin by reading some of Darwin’s most influential works (selections from Origin of Species and Descent of Man). We will then explore how Darwin’s ideas shaped our understanding of: human psychology/human nature, ethics, and the relationship between science and religion. In particular, we will focus on the following questions: How has human evolution shaped human psychology? What, if anything, does Darwin imply about ethics? Is intelligent design a legitimate scientific theory? Should it be taught as an alternative to Darwinism in the high school curriculum?
FYSM 162-001
Communities, Social Networks, and the Internet: Why is Mom on Facebook?
Michael Stern
Have you ever wondered what motivates people to join online communities such as Facebook, move to a certain neighborhood, or even volunteer in their local area? This course is designed to introduce students to the sociological study of “community”. We will explore approaches to studying communities (online and off) by analyzing the concept of community and individuals’ commitment, attachment, and participation in communities. We will also investigate the development of suburbia and urbanism as a way of life, as well as the impact of social change, such as the internet, on the concept of community.

FYSM 160-001
Women and Religion
(3 humanities credits)
Louise Dohre
Students will explore two ‘categories’ of “woman” in human religious history, i.e., the religious roles of women, and representations of the divine feminine. Students will analyze various functions and roles of women as they participated in religious activity. Attention will also be paid to religiously and culturally constructed gender ideology and role expectations. Representations will include the priestess, the holy virgin, the saint, the martyr and the mystic. Study of the “divine feminine” will focus on images of the goddess through various historical periods and cultures.

FYSM 156-001
Geography of Modernity
(3 social sciences credits)
Mark Long
This course focuses on how the modern world is radically different. We consider the emergence of new ways of seeing and thinking about the world in Europe, before charting the Europeanization of the world’s regions. We will study revolutions in how and where people live, how many of us there are, how our relationship to time and space changes etcetera; and how these processes of change play themselves out in places like Iran, China, Australia and Guatemala, among others.

FYSM 162-002
Sociology of Food
(3 social sciences 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 113-001
Plays, Puns, and Putdowns: Humor in the Ancient World
(3 humanities credits)
Jess Miner
We all love to laugh but rarely think about what we are laughing at and why. Although humor changes across cultures and times, like the Greeks and Romans we still laugh about topics such as politics, love, and bodily functions. This course offers an in-depth study of the uses of laughter in antiquity; we will examine the various types of humor that appear in a wide range of sources, including epic and lyric poetry, courtroom speeches, comic plays, satires, inscriptions, and graffiti. Students will gain greater insight into Greco-Roman culture since laughter was essential for maintaining friendships and (perhaps more importantly) for attacking enemies. In the process, students will also learn much about themselves and the power of the words that they use.

FYSM 150-001
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.”
— Kate Rogers peer facilitator
**FYSM 136-001**  
Multicultural Spain: Race, Identity and Immigration in the 21st Century  
(3 humanities credits)  
Parissa Tadrissi  
This course focuses on contemporary Spanish society and its dynamic multicultural constructs by analyzing notions of identity, race and immigration. We will discuss Spain’s social phenomena and the reasons for the nation’s current social, political and cultural situation; including Spain’s changing role in the world; the relationship with its former colonies; the intersection of Galician, Andalusian, Catalan and Basque cultures; and shifting demographics.

**FYSM 142-001, 002**  
Debating Immigration  
(3 humanities credits)  
Adam Mendelssohn  
The United States is in the middle of a major – and often overheated – debate about immigration. This same debate has numerous echoes in American history. This class will examine responses to earlier episodes of mass migration to our shores, focusing on reactions to the arrival of millions of eastern European Jews from the 1880s until the 1920s. By reading a range of historical sources including memoirs and novels, we will investigate how the American public viewed the immigrants, how Jews viewed the immigration.

**FYSM 109-001**  
Me, Myself and My 23: An Exploration of the Impact of Modern Genetics  
(3 elective credits)  
Christopher Korey  
Would you have your own genome sequenced? Will we be able to create medicines personally tailored for each individual patient? What does genetics tell you about your deep ancestry? How is genetics impacting reproductive choices? This seminar will introduce the basics of genetics through an exploration of the impacts of modern genetic technology on how 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 117-001**  
Designing Responses to Large-Scale Natural Disasters  
(3 elective credits)  
Jim Bowring  
Students will gain first-hand experience working in teams to propose solutions to the complex, interdisciplinary problem of creating national response strategies for natural disasters. We will emphasize computational thinking and “imagineering.” Students receive training in skills such as library research, electronic communications, and web design. Teams are encouraged to be self-directed. Students will be responsible for developing and then articulating their plans in a public presentation. Students must have unlimited access to a portable, WWW-browser enabled and connected device. (This means laptop OR PDA OR phone, etc.)

**FYSM 117-002**  
Data Visualization  
(3 elective credits)  
Chris Starr  
Empower yourself by understanding, creating and evaluating images, graphics, animation and video. The power and utility of the human visual system catalyzes business and scientific processes and empowers humans to consume vast amounts of data quickly. Learn how to use digital resources for information collection, analysis, modeling, communication, and knowledge extraction. An eye-opening course for business and science students in particular.

**FYSM 154-001**  
From Apocalypse to Warp Drive: Physics in Film  
(3 elective credits)  
P. Chris Fragile  
This course will use popular media, particularly movies, as a basis for teaching fundamental principles of physics such as force, momentum, energy, power, heat, temperature, and relativity. Movies are a great tool for this purpose, because while some filmmakers do a good job of sticking to the laws of physics, many blatantly ignore them. By the end of the course, students should be able to distinguish good movie physics from bad and recognize physics principles in the world around them.
**THTR 176/ARTH 101**

Sacred Ritual to Performance; Myth, Ceremony, Art and Architecture in the Ancient and Medieval World (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.

**ARTH 102/FREN 101**

History of Western Art – The French Connection (3 humanities/3 language credits)

Frank Cossa/Shawn Morrison

Students will learn about the importance and impact of French culture on Western civilization (15th-20th centuries). This community emphasizes interrelationships between language and visual culture via historical contextualization. Students will explore how art and artists were understood in their own time as well as today. They will consider authentic documents in French, research artists and objects, and explore exhibitions of French works. They will utilize their knowledge of French to explore viewpoints and perspectives of the Francophone world on French art and Western visual culture.

**CSCI 180/MUSC 131**

Computer Music and the Quest for Beauty (3 humanities/3 elective credits)

Bill Manaris/Blake Stevens

This community will explore 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.

**THTR 176/FREN 101**

Trials of Life: Culture and Community in Theatre and French (3 humanities/3 language credits)

Susan Kattwinkel/John Walsh

Some of the greatest and most thought-provoking playwrights have been French, including Jean-Paul Sartre, and Eugène Ionesco. This Learning Community will pair an introduction to Theatre class with a French101 class. In introduction to Theatre we will study the elements of theatre practice and literature, focusing on the theatre of France. In French 101 we will study the basics of the French language, its inherent theatricality, and its contributions to world culture. Through the two classes we’ll explore some of the French cultural attitudes toward life.

**CSCI 110/MGMT 105**

Business, Technology and Innovation (6 elective credits)

Lancie Affonso/Carmen Paz Aparicio

Business, Technology, and Innovation invites you to think about the connections between Business and Technology in the 21st century. This learning community focuses on the ideas of business innovation through emerging and changing technology and will include a survey of the activities that occur in a business institution. Students will learn about disruptive technologies and how to use and leverage Web 3.0 collaborative technologies in their personal, academic, and professional networks.

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“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.”

— Coco Price, student
Students will identify personal health behaviors and risks, while developing skills to live healthier lives. The focus includes facts and myths regarding healthy eating, sexuality, substance abuse, stress reduction, and chronic and communicable diseases, among others. At the same time, students will critically examine health messages received every day from a variety of sources. They will explore the effectiveness and impact those messages have on lifestyle choices and staying healthy, while also learning to design health messages that work.

**FYSM 115/HEAL 216**  
**Messages, Mottos and Myths about Health**  
(6 elective credits)  
Jennifer Kopfman/Edith Ellis

In the wake of globalization, both knowledge of a foreign language and the ability to speak well in public are crucial for success in cultural pursuits, politics and business. This Learning Community will enable students to communicate concisely and clearly in both English and Beginning German.

German 101 will introduce the German language while Public Speaking will enrich students’ understanding of the historic and cultural context of German via spoken and written assignments in English.

**GRNM 101/COMM 104**  
**Cultures of Communication: Public Speaking and Beginning German**  
(3 language/3 elective credits)  
Stephen Della Lana/Robert Westerfeilhau

**PSYC 103/COMM 220**  
**Self-Advocacy: Psychology and Communication**  
(3 social science/3 elective credits)  
Cynthia May Deborah/Socha McGee

As young adults transition to full independence, an essential skill is the ability to advocate for oneself 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 communication, and conflict management.

The learning community will take an interactive approach to learning with the use of reading assignments, oral presentations, video clips, written work, group discussions, and a service learning project.

**BIOL 111/MATH 111/ENGL 110**  
**Critical Thinking: Catalyst for Success in Science and Math**  
(4 science/4 English credits)  
Deb Bidwell/Sofia Agrest/Caroline Hunt

Designed for entering freshmen considering majors in biology/marine biology, chemistry/biochemistry, actuarial studies, or mathematics. The learning community will help students transition to college through active learning, problem-solving, supplemental instruction, peer facilitation, and social activities. To emphasize the inherent links between these disciplines we will focus on research skills, utilize writing assignments and conduct an interdisciplinary laboratory.

**CHEM 101/ENGL 110**  
**Literacy and Science for Students Not Planning to Major in Science or English**  
(4 science/4 English credits)  
Paul Sessa/Mark Fitzwilliam

Not an Einstein or a Shakespeare and do not want to become one? You can still communicate with clarity, authority, and confidence on scientific issues that are of significant interest and relevance to the every-day lives of the general public. These topics may span a wide range of social, environmental, political, and personal issues, such as how nuclear medicine helps in diagnosis and treatment of disease, the causes, effects, and remedies of acid rain, and the role of chemistry in carbon dating artifacts like the Shroud of Turin. Critical evaluation of the same essays by a chemist and an English professor will help to reinforce the importance of scientific understanding, clarity of communication, and critical reading skills.

**POLS 103/GEOL 103**  
**Movers and Shakers: Politics on a Changing World**  
(3 social science/4 science)  
Helen Defield/Elizabeth Rhodes

The study of geology and of political science may seem quite dissimilar, but both rely on scientific data accumulation and reasoning skills. By teaming up Political Science 103 (World Politics) and Geology 103 (Environmental Geology), we intend to draw attention to the parallels and dissimilarities between the physical and the social sciences – you’ll be surprised! We will investigate the process of scientific inquiry, deepen analytical reasoning skills, and critical thinking. In addition to the essential content of both classes, we will explore some specific intersections of politics and geography, including a culminating project which asks students to study the political effects of a particular geological effect – this might be a terrain feature or a geological disaster like an earthquake or tsunami.
Why does the media report on Hillary Clinton’s dress size? Why have all school shooters been male? How is gender affected by other identity categories, like race? Students in this learning community will explore the roles that sex and gender play in American life and politics. The professors for this learning community are the director of the women’s and gender studies program and a former California legislator, who is now a professor of political science. We’ll discuss current controversies, media and popular culture, and social change.

These courses are aimed at students with a strong desire to become health professionals. They will demonstrate and reinforce the inherent, extensive connections between psychology and biology. PSYC103 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. Special emphasis will be placed on a multimedia approach, with the use of reading assignments, computer exercises, video clips, written work, group discussions, and a service learning project. Students will also have an opportunity to attend pre-professional health advising sessions.

An introduction to the daily lives, literature, history and language of the Romans. Classics 102 explores Roman religion, entertainment, politics, family life. Latin 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 read in Classics 102.

This learning community is tailored to incoming freshmen with a strong desire to pursue a career in medicine or in biomedical research. The fields of Chemistry and Biology are increasingly intertwined and we will use these two introductory classes to demonstrate the natural connections in the fields. The community will include sessions that focus on career opportunities and on strategies and skills required to successful admission to post-baccalaureate programs.

“My involvement in a learning community during my first year served as a catalyst for my involvement in campus life.”

— Takeshia Brown ’10 peer facilitator

The transition year into college can be challenging. Many factors will influence quality of life and learning experiences for entering freshmen. The students in this Learning Community will conduct research into the lives of their fellow freshmen to explore this transition. The FYSM 158 course will be a practical experience with survey research methodology and MATH 104 will cover basic statistical techniques that we will use to interpret data.
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. Because LLCs are relatively small, and are specially designed to connect programs, some of 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.

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.

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.
**FySM 126-001**
Move, Groove, and Get Active: An Overall Quality of Life Approach to Education (3 elective credits)
Marie Manning/Karen Smail

This course is designed to teach entering freshmen to balance educational experiences through developing skills necessary to enhance an overall quality of life. Emphasis will be placed on building critical knowledge and skills necessary to transition (e.g., self-advocacy, self-determination, and self-efficacy) to college life and establishing critical life-long learning goals and expectations. Students will engage in a variety recreation/leisure activities currently offered both on-campus and within the community through direct classroom activities and service learning opportunities.

**FySM 130-001**
Doom and Glory: How Geology Changed Society (4 science credits)
Erin Beutel

In this course we will look at major historical events (such as the destruction of Minoan society on Thera) in the context of major geologic phenomena. Volcanic eruptions, glaciers, rivers, climate change and more will take on a whole new persona as we examine how they changed society for better (glory) or worse (doom). The course will change your perception of geology and draw you into an exciting world where good and bad reign side-by-side in the natural world.

**Note:** To receive general education credit, this course must be taken with a GEOL 103 lab and be followed by GEOL 105 and GEOL 105L.

**FySM 123-001**
The Maltese Flamingo: Modern Crime Fiction from Hammett to Hiassen (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 Thomas Pynchon. Such works raise issues (e.g., the nature of gender roles, post-WWII existentialism, etc.) that we will approach via historicism, cultural studies, narrative theory, feminism, and psychoanalysis. In addition, we will view some classic Film Noir, comparing its conventions with those of the books.

**FySM 134-002**
Opportunities and Challenges in Medicine 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 ascertain professional attitudes and attributes of medical and allied health professionals through one on one observation and interaction.

“It is always exciting to watch my students learn about psychological research and its implications. But when we link psychology with English, I find it especially heartening to watch them learn to write about these issues and relate them to their everyday lives. 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.”

— Adam Doughty
psychology professor
“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!”

— Laura Turner, theatre professor

**FySM 134-001**
**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, and scientific writing. Students will use their own bodies as a laboratory 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 150-001**
**Art 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 156-001**
**A Novel Approach to American Politics**
*(3 social science credits)*
**Lynne Ford**

This seminar will examine American politics through books, movies, and popular culture. Students will examine the U.S. Constitution through a graphic novel, elections through recent documentaries and feature films, and the politics of foreign and domestic policy process with a novel like *Exile*, by Richard North Patterson. We will explore contemporary political, social and economic issues as they are transmitted through popular culture including late-night television, political blogs and popular protests in addition to regularly consuming the news through print sources.

Note: This course will serve as the equivalent of POLS101 (American Government).

**FySM 156-002**
**Living In A Global World**
*(3 social science credits)*
**Hollis France**

We are constantly bombarded with the refrain “We live in a global world.” But what does that really mean? As Americans we are becoming increasingly aware of the interconnectedness of our lives with other parts of the world. This is evident in the consumer goods we utilize on a daily basis, our dependence on foreign oil, or the outsourcing of jobs, which facilitate access to cheaper consumer goods and services. This course seeks to provide students with the conceptual tools and background information to understand the world around them.

Note: This course will serve as the equivalent of POLS103 (World Politics).

“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!”

— Laura Turner, theatre professor
Learning Communities | Spring 2011

ARTH 225/RELS 230
Religious Imagery, Belief and Practice in Christian History (6 humanities credits)
Tessa Garton/Margaret Cormack
What does it mean for God to have a son? How do people worship Him, and how are buildings constructed to accommodate religious ceremonies? Who are the saints, and why are they important? How do culture and society influence ideas about divinity and how it should be portrayed in art? Why are cathedrals like Chartres among the most enduring symbols of Christian faith?
The learning community will address these and other questions in a survey of the history of Christianity (RELS 230) and an examination of the art and architecture of the Christian Middle Ages (ARTH 225). We will use an academic approach, examining Christian texts and art for what they tell us about the history of Christian beliefs, practices, and religious imagery. No prior knowledge of Christianity is required. All that is needed is curiosity and an open mind!

ANTH 202/CLAS 104
Archaeology: Where the Present Meets the Past (6 humanities credits)
Maureen Hays/James 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. ANT 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.
Note: This community fulfills two of the three core course requirements for an Archaeology minor.

CLAS 255/THTR 176
The Comic Stage (6 humanities credits)
Jess Miner/Jane McCabe
This learning community explores ancient and modern approaches to comedy. Students will learn about all aspects of theatrical production, including script analysis, staging, and spectator involvement. After studying the famous and funny authors from Greece and Rome (Aristophanes, Plautus, Menander and Terence), students will explore their legacy and influence on a variety of modern comedies. Collaborative projects will give students the chance to stage their own versions – as period pieces and modern adaptations!

ENGL 110/POLS 250
Living Together (3 social science/3 elective credits)
Scott Peeples/Claire Curtis
Living Together links ENGL 110, a required writing intensive course, with POLS 250, an introduction to political philosophy required of majors and minors in political science. The shared theme focuses on the foundational question of political philosophy: how can a group of people with disparate aims and interests live together peacefully? Students will read historical and contemporary analyses, theoretical texts, short stories, and opinion pieces. The courses will also include out-of-class activities on and off campus.

WGST 300/ENGL 190
Who Are We? Making Meaning as Individuals and Community (6 humanities credits)
Alison Flaspohler/Consuela Parks
We will explore cultural texts that construct people as individuals and as members of various kinds of communities. Disability, Power and Privilege will explore the social and cultural construction of disability. Rather than approaching disability as a private issue, students will examine the institutional and symbolic structures that define disability. The Graphic Novel course will consider the graphic novel as literature. The course will examine the ways writers and artists have used the form to tackle human diversity and complex social issues.

FYSM 126/COMM 104
Comparing and Contrasting Public Education in Germany and the United States (6 elective credits)
Fran Welch/Paula Egelson/Tom Heeney
Successfully educating P-12 students is critically important to the future of any country. In this course, we will explore the purposes and roles that public education plays in Germany as compared to the United States. Participants will have the opportunity to travel to Mainz, Germany, during spring break.
Questions to be studied include:
1. What is the role of teacher in the US and Germany, how are they viewed, educated and compensated?
2. What are the expectations for parents?
3. What are the expectations for students?
4. How do the curricula compare and contrast?
5. How are administrators educated, compensated, and perceived?
6. What role do public schools play in the community?
7. How are public schools governed?
8. What is the rigor of the instructional program?
9. What choices are available to educators, parents, students and the community?
Interdisciplinary Creative Exchange (ICE) – five themes

Participants in ICE courses are introduced to honors faculty, staff and students through small group discussion, one-on-one mentoring and community-impact activities. They create and develop a professional portfolio that they will use throughout their time in the Honors College.

NOTE: Open only to Honors College students

THEME #1: Life in a Globalized World
(1 course credit)
What is globalization and how has it changed the world? Student in this section will engage in an interdisciplinary discussion of the role of individuals and societies in the phenomenon of globalization: the integration of economic, natural and cultural resources through expanded communication, trade, and technology. From the perspectives of disciplines such as economics, political science, religious studies, international business, computer science, and biology, the class will explore how globalization is impacting worldwide economic, socio-cultural, political, and ecological dynamics.

THEME #2: Beyond George Street; An Interdisciplinary Glimpse of the City of Charleston
(1 course credit)
Imagine the City of Charleston as the textbook! Students in this section will encounter the rich resources of Charleston, including the cultural, architectural, artistic, natural, sociological, and political aspects of the city. Students will use Charleston as a laboratory to form an understanding of the fascinating history of Charleston and of the College of Charleston’s place in the heart of the city.

THEME #3: It’s a Small World After All
(1 course credit)
Are cultures around the world mostly similar to each other or widely different from each other? From the perspectives of psychology, religious studies, education, politics, international studies, communications, and international business, discussion topics will include cross-cultural comparisons of religion, education, economics, medicine, child rearing and family practices, media, and everyday life. Participants will explore how citizens of the United States are like and how they are different from others around the world.

THEME #4: Space; The Final Frontier
(1 course credit)
How do we as humans understand “space”? Participants will consider the concept of “space,” both on Earth and the universe beyond our own world, from scientific, literary, psychological, ecological, artistic, architectural, and political perspectives. Students will discover how an understanding and exploitation of space has been and continues to be filled with conflict and discovery.

THEME #5: Creativity In Context
(1 course credit)
What role does creativity play in the evolution of culture? Creativity is valued because it produces new technologies, new information, and new ideas, and the importance of creativity will grow as its products become an ever larger part of the national and world economies. Participants will consider the role of creativity in shaping society’s understanding.