

JUNIOR SEMINARS AT STETSON UNIVERSITY
College of Arts & Sciences
School of Business Administration
Summer 2011 – Fall 2011 – Spring 2012

Listed by Social & Personal Responsibility Designation

Summer 2011

HEALTH & WELLNESS (W)

A BIONIC HUMAN?: THE FUTURE OF HUMAN HEALTH & WELLNESS

Derek Barkalow | dbarkalo@stetson.edu

BIOL 373W.JS | CRN 2454 | MTWRF 10:45–12:45pm

Will future technology allow us to replace worn out, diseased, or injured body parts with newly-engineered versions? Current research and development has led to promising starts to bone replacement, robotic limb replacements, brain implants for seeing and hearing recovery, artificially-grown bladders, lab-developed cartilage for knee repair, etc. Yet the immense complexity of the human body means that current body replacements often come with a catch – e.g., lifelong immune-suppressant drugs, corrosion of parts, electronic interference or even remote attacks. This seminar is open to anyone interested in the future of Human Health and Wellness. We will consider both individual and societal perspectives. While our focus will be future technology – we will encourage critical analysis from a variety of interdisciplinary perspectives, including ethics, the law, business, government regulation, biomedical and drug discovery, clinical testing, economics, global dynamics, genetic engineering, “orphan” diseases, and more. Along the path of pondering future perspectives, an opportunity for self-reflection on your personal and your family’s health and wellness will be a natural outcome of our discussions and perspectives. Students will be challenged to express their own understanding of personal and social responsibility regarding issues that affect us now and in the future involving ethical, legal, & political ramifications of human health and wellness. The seminar has no science or technology prerequisites. A learning community of diverse student backgrounds will be appreciated and empowered.

Fall 2011

ENVIRONMENTAL RESPONSIBILITY (R)

CULTURAL AND POLITICAL ECOLOGY

Tony Abbott | tabbott@stetson.edu

GES 310R.JS | CRN 5118 | MW 4-5:15pm

Human and environmental systems are dynamically connected to one another, each affecting the other. When we accept this rather obvious assertion, it becomes clear that cultural mores and political decisions affect natural systems and that good ecosystems are fundamental important in cultural health. This brings into question the concept of nature in a rather fundamental way. Is nature separate from the city? Is farming lifestyle more natural than of a hydraulic engineer? We use an interdisciplinary approach to understand the tensions between economic development and management of natural environments. An international context is stressed.

INTERNATIONAL ENVIRONMENTAL ACTIVISM

Anne Hallum | ahallum@stetson.edu

POLI 355R.JS | CRN 4937 | MW 2:30-3:45pm

Why has so little progress been made in reducing environmental destruction in our world, given scientific warnings and passionate concern over the last two decades? Which efforts have succeeded, and why? How can we do better in protecting our planet and our future? This class will engage students in some of the most difficult debates about environmental activism, including theories and concepts helping us to understand successes and failures. But we will go beyond theories to application, as I share lessons from sixteen years of working with a non-governmental organization (NGO) in Central America that works in sustainable farming and reforestation. Students will have the opportunity to write a research paper in which they design *their own organization*, to tackle a specific environmental challenge. They will present this new organization to the class for their response and creative ideas.

ETHICAL OR SPIRITUAL INQUIRY (E)

AUTHENTIC EDUCATING

Robert Leahy | rleahy@stetson.edu

EDUC 372E.JS | CRN 5173 | TR 4-5:15pm

This course offers an invitation to answer the question "What is authentic educating?" To answer this question, we will use knowledge about social foundations of education combined with field experience in local schools. Students will attempt to integrate knowledge about philosophy to construct their own view about authentic educating. This theme should give direction to their field experience journal and research papers. The goal is to have students begin to develop an informed view about their philosophy of education as they work toward becoming reflective individuals. At the end of the semester, students should be better able to respond to fundamental questions about the aims of education with regard to teaching, learning, curriculum, and governance. Their future involvement in authentic educating should be with the aim to help their students to become successful members of a democratic society.

FRONTIERS IN BIOETHICS

Dixon Sutherland | dsutherl@stetson.edu

RELS 358E.JS | CRN 4949 | TR 11:30-12:45pm

Would you approve of having a sister who is genetically also your mother? Would you conceive and develop your future child in an artificial womb? Further, would you want to manipulate desired features for your child? More basically, how ought we to define human life? When does it begin and end? These are some of the questions that today's university student faces in the future. This seminar gives maturing students opportunity to inquire deeply into these and other significant issues in the field of Bioethics, and to engage in interdisciplinary learning from the fields of biology, psychology, philosophy, religion, and law. Research and writing will reflect this integration, as well as oral presentation. The seminar will be interactive, with students leading each session with short written papers as a guide. Students will research and write a paper that presents a descriptive understanding, history, philosophical and ethical debates on a selected topic, as well as lead the seminar in an in-depth discussion of the topic. Students completing this seminar should be able to reason critically with an informed knowledge about major issues in bioethics and to articulate the complexities of ethical positions on at least one subject.

HISTORY OF AMERICAN SCIENCE & RELIGION: DARWINISM & THE DIVINE IN THE AMERICAN CULTURE

Paul Croce | pcroce@stetson.edu

AMST 352E.JS (CRN 5185) or HIST355E.JS (CRN 5179) | TR 1-2:15pm

Some say that modern science has—or should—eclipse the desiccated husks of religion. The responses can be just as fierce, with charges that science is a Godless and amoral appeal to frivolous human pride. Science and its applications in technology have tremendous cultural authority and have brought the seductive appeal of material progress; is this power based on its certainties over all other sentiments? Meanwhile, religion stirs countless people's hearts and commands human motivations with broad appeal; despite the power of science, religions have immense influence on countless private lives and political trends. This course will examine these large questions about science, religion, and culture by focusing on Charles Darwin's theory of species development, the major modern flashpoint of the controversies and the most significant aspect of science to appear regularly in social thought, political debate, and contemporary media. This course will examine the life of science beyond text and lab: in the religious beliefs, social theories, and cultural values that have emerged in the cultural wake of science from the nineteenth century to the present. Rather than a specialized study of science and religion, or an exclusive focus on theory, this course will use these ideas as windows into modern American culture as a whole. The word on the street is that science and religion are in inevitable conflict; this course will examine the origin of these views and the range of options in between such conflicting stances. In addition, the class will be a setting for students to reflect on their own guiding cosmology, and with the culminating research paper, to examine how one slice of the culture has grappled with these large questions that set direction for our individual and cultural life. The course offers a bridge between the Arts and the Sciences: science majors can learn about influence to and from their vocational field; and non-science students can learn about science as a great cultural force.

POETRY – THE ETHICAL OBJECT

Terri Witek | twitek@stetson.edu

ENGL 341E2.JS | CRN 5136 | M 6-9pm

This Junior Seminar will examine poetry which critiques power structures and proposes new visions of responsible poetics. Students will examine poetic critiques by Dante and Alexander Pope, examine west coast subversions by Allen Ginsberg and gender challenges from Adrienne Rich as well as contemporary examinations of war (Nick Flynn), race (Terence Hayes) and media (Claudia Rankine) as well as off page interventions including street art.

HEALTH & WELLNESS (W)

DRUGS, MIND, AND BEHAVIOR

Camille King | cking@stetson.edu

PSYC 348W.JS | CRN 4965 | MW 12-1:15pm

In the most recent National Survey on Drug Use and Health (2009), for persons 12 and older, the current illicit drug use rate was higher than it has been over the past 6 years; and, nearly one quarter of these individuals reported having participated in binge drinking, defined as having five or more drinks on the same occasion on at least 1 day in the 30 days prior to the survey. This seminar course will introduce students to the use of both legal and illegal substances so they can make informed decisions regarding the use of such substances. Students will learn about drug actions on brain function and their effects on cognition and behavior, as well as the possible long-term consequences of drug exposure, including tolerance, dependence, and drug addiction. The course also examines other key factors that can influence drug effects, including characteristics of the user, drug expectancies, and the role of the environment.

HUMAN DIVERSITY (D)

CELEBRATING DIVERSITY

Kathy Piechura-Couture | kpiechur@stetson.edu

EDUC 370D.JS | CRN 5191 | TR 1-2:15pm

This seminar will consider diversity in film, books and literature. In recent years, film and related media have become more aware of the existence as well as the unique gifts and attributes of persons with disabilities. We will investigate how society has hidden, ignored and celebrated different types of disabilities. Varying types of disabilities will be explored: impaired mental functioning and developmental delay, autism, depression, schizophrenia, and physical disabilities. Through class discussions and projects, we will also examine historical and contemporary political and ethical issues related to diversity and disability.

RACE, NATIONALITY, IMMIGRATION

Diane Everett | ddeveret@stetson.edu

SOCI 307D.JS | CRN 5183 | MW 2:30-3:45pm

What is the role of race and nationality in the society and cultures of the U.S.? This seminar examines patterns of conflict and cooperation; individual and institutional prejudice and discrimination; relation of race and nationality to ethnicity; inequality structures; and social change. We will also evaluate attempts to provide remedies for discrimination and its consequences and discuss of current patterns and problems of immigration. (Based on University Bulletin description; more detailed description not yet available.)

THE COMEDIENNE: FEMALE COMICS

Julia Schmitt | jschmitt@stetson.edu

THEA 375D.JS | CRN 5171 | MW 12-1:15pm

This course will begin by looking at the very nature of comedy as we try to determine “what makes something funny?” Are there universal truths embedded within comedy or does “funny” change over time? How does gender influence comedy (both in the telling of a joke and in the receiving of it)? In our attempt to better understand this genre of performance, we’ll examine the work of several iconic comedienne of the past century. This close examination of their performances (both onscreen and off) will help us to better understand the cultural significance and legacy of their work as well as the cultural impact of the comedic arts in general.

SOCIAL JUSTICE (J)

DEMOCRACY AND POLITICAL PARTICIPATION

William Nysten | wnylen@stetson.edu

POLI 427J.JS | CRN 5110 | TR 4-5:15pm

This seminar examines theoretical and practical relationships between democracy and the political participation of groups and individual citizens. Contemporary issues of declining participation and interest in democratic politics (“civic disengagement”) throughout the world are discussed alongside efforts to address these problems through participatory and elite-restraining institutional reforms. (Based on University Bulletin description; more detailed description not yet available.)

THE RHETORIC OF WAR FILMS

Michael McFarland | mmcfarla@stetson.edu

COMM 339J.JS | CRN 4846 | TR 10-11:15am

War may be hell, as General Sherman said, but war films have been a part of Hollywood since its inception and are often presented in an entertainment format. Entertainment, however, can easily mask a strong point of view. Films on war represent some of the highest (or lowest) forms of rhetorical manipulation and have been instrumental in framing the way people see and ultimately participate in war. The arguments for and against war, in general or particular, are always, or almost always, framed as justice issues – justice issues that are often the ultimate exemplar of the category (the fight to save democracy, the fight to stop genocide, etc.). The focus of this course will be the way we see the world, and the way war films (high production vehicles as well as independent and documentaries) encourage the viewer to participate intellectually and emotionally in the construction of positions on one of the most significant of human actions.

VENGEANCE AND PARANOIA

Joel Davis | jdavis@stetson.edu

ENGL 344J3.JS | CRN 5138 | TR 4-5:15pm

This junior seminar investigates the motif of vengeance in literature. Specifically, we will examine the extent of the relationship between the logic of revenge and the logic of paranoid thought. We will begin with a structuralist approach to revenge as a social phenomenon of the literary imagination, and we will examine its function at three historical moments: the Ancient period, the Renaissance, and the (Post)Modern period. We will also examine revenge as a literary motif that can be expressed in incipient, classical, and decadent modes at any particular historical moment. Primarily we will use literary texts, including films, for our inquiry; secondarily, we will read some brief theoretical formulations of vengeance and paranoia.

Spring 2012

Note: Spring courses are still under development. Some courses listed here are not yet formally approved, though we expect they will be; new courses will be added to the list prior to registration in the Fall 2011.

ENVIRONMENTAL RESPONSIBILITY (R)

ENVIRONMENTAL AND SOCIAL COLLAPSE

Kimberly Reiter | kreiter@stetson.edu

HIST 300R.JS | CRN 5646 | M 6-9pm

This seminar will explore the dialogue between historic societies and the natural environment, including repercussions of technological and social change. Special emphasis will be given to Sumer, ancient Mediterranean civilizations, Polynesia, Central America, colonial North America, Industrial New England, modern China and the twentieth-century American West.

ETHICAL OR SPIRITUAL INQUIRY (E)

AUTHENTIC EDUCATING

Robert Leahy | rleahy@stetson.edu

EDUC 372E.JS | CRN 5655 | TR 2:30-3:45pm

This course offers an invitation to answer the question "What is authentic educating?" To answer this question, we will use knowledge about social foundations of education combined with field experience in local schools. Students will attempt to integrate knowledge about philosophy to construct their own view about authentic educating. This theme should give direction to their field experience journal and research papers. The goal is to have students begin to develop an informed view about their philosophy of education as they work toward becoming reflective individuals. At the end of the semester, students should be better able to respond to fundamental questions about the aims of education with regard to teaching, learning, curriculum, and governance. Their future involvement in authentic educating should be with the aim to help their students to become successful members of a democratic society.

IN SEARCH OF JESUS

Mitchell Reddish | mreddish@stetson.edu

RELS 316E.JS | CRN 5402 | MWF 11-11:50am

The life and teachings of Jesus provide the foundation for the beliefs and practices of followers of Christianity. However, Jesus has been interpreted in a variety of ways—social reformer, Jewish prophet, apocalyptic preacher, wisdom teacher. This course helps students critically examine the information about Jesus recorded in the New Testament and evaluate how interpretations of Jesus are shaped by the social and cultural locations of the readers. (For example, how do American readings of the story of Jesus differ from Latin American readings of Jesus? What difference does that make in how one appropriates the message of Jesus for one's own religious beliefs and practices?) Students will be engaged in multiple writing exercises throughout the course, including a major research paper that will be divided into several sections. Students will have the opportunity to revise each section before a final paper is submitted. Additionally, several shorter papers will be assigned to which the other students must make written responses.

SPIRITUAL PROGRESSIVES

Donald Musser | dmusser@stetson.edu

RELS 391E.JS | CRN AND TIME TBA

A study of the lives and thought of American spiritual leaders, often sidelined as radical or heretical, on the cutting edge of post-modern faith, avid social engagements, and devout personal commitment. Students will read, analyze, and critique five books by authors who are Jewish, Roman Catholic, Unitarian-Universalist, Baptist, and Episcopalian. These progressive believers are Michael Lerner, Daniel McGuire, Rebecca Parker and John Buehrens (co-authors), James Forbes, and John Shelby Spong. Along with learning “the basics” of theological thinking and ethical practice, each student will produce a reflective spiritual autobiography/personal manifesto and an in-depth study of a spiritual activist other than the authors studied in class.

HEALTH & WELLNESS (W)

MICROORGANISMS: A BANE OR A BOON?

David Stock | dstock@stetson.edu

BIOL 372W.JS | CRN 5614 | MW 12-1:15pm

This seminar explores the ways that microorganisms impact our lives, our nutrition, and our health by using case studies. (Based on University Bulletin description; more detailed description not yet available.)

HUMAN DIVERSITY (D)

CROSSING BORDERS: GENDER AND ETHNICITY IN CONTEMPORARY GERMAN FILM

Elisabeth Poeter | epoeter@stetson.edu

GERM 391D.JS | CRN TBA | T 6-9pm

Films have a remarkable ability to provide an archive of human fantasies and desires and to preserve the human imaginary of the past within the present. While films have been validated most often as aesthetic objects, cinema is also defined as a mass medium, a social space, a public diversion and a cultural institution. These diverse elements raise questions about the function of cinema as a public sphere shaped by regional, national and international influences. In this course we will focus on a contextual analysis of film by looking at cinema as a category of contestation that raises important questions as to the relationship between film, politics, and society and the role of narrative film as a form of social history and national imaginary. We will investigate representations of gender, sexual, racial and ethnic identities in film and investigate how these categories intersect and inform the larger social and cultural space within which film is located. We will also recognize the differences in standpoints concerning the production of film, institutional support and/or impediments and the significance of gendered readings of film narratives. Thus the course offers critical engagement with film as a visual media, an aesthetic form that shapes our perceptions of self and others and as a mediator or contestator of dominant national and cultural norms and values.

LEO TOLSTOY'S WAR AND PEACE

Michael Denner | mdenner@stetson.edu

RUST 341D.JS | CRN 5668 | TR 6-7:15pm

Our first priority is to read, analyze, and (most importantly) enjoy a long and complex novel about life in Russia at the beginning of the nineteenth century. How best to read, think and write about literature. Engaging seriously with any literary work, but especially a complex national epic like *War and Peace*, inevitably draws on multidisciplinary issues: Tolstoy wages polemical war on issues like historiography, human psychology, decision making, nation-building, moral codes, violence, gender, and class. The answers are never what you expect, and they are as pertinent today as they were a hundred and fifty years ago. Expect lively discussion.

THE CULT OF THE BEAUTIFUL

John Pearson | jpearson@stetson.edu

ENGL 343D3.JS | CRN 5624 | TR 1-2:15pm

Beauty has been a spiritual, physical, and even moral pursuit for thousands of years, yet there has never been consensus on what constitutes beauty. At best, we agree that we know it when we see it. Even then, we rarely agree on what we see. In this course we will consider various ideas and theories of beauty, including cultural norms and differences, as presented in literature and the other arts, in autobiography, and in essays from a number of disciplines. We will consider many long-standing questions, including whether beauty is a social construct or an innate sensibility, how concepts of beauty relate to social and political power, if beauty as a cultural standard resists efforts to diversify, and if beauty can be translated across cultures or is cross-culturally ineffable. The social, psychological, and commercial implications of our culture's cult of the beautiful will be central to our ongoing discussions. Students will write a series of short analytical papers focused on specific texts and issues relevant to the course. In addition, students will write longer essays that develop some of the ideas first presented in the shorter papers. Because this is a discussion-based class, students are expected to participate actively and thoughtfully.

USING CHILDREN'S BOOKS TO DEVELOP CRITICAL THINKING

Carol Corcoran | ccorcora@stetson.edu

EDUC 371D.JS | CRN 5502 | TR 10-11:15am

Characters in children's books may have parents of different backgrounds (race, religion, culture). They may also have families composed of foster parents, single parents, adopted children, grandparents who serve as parents, and/or active characters with disabilities. They may have gay/lesbian neighbors; they may be adventurous girls or sensitive boys. Reading about such characters helps us examine our assumptions about and interactions with others. In other words, literature helps us to understand people who are different from ourselves. This course will encourage students to appreciate children's literature that features people who do not fit mainstream ideals. By working with and exploring various stories, students will tackle tough issues and learn how literature can be used to develop empathy. Special projects will be assigned, emphasizing the written application of information presented in class and readings. Other methods include group work, student sharing and reporting, and experiential school-based literature activities with elementary children. Because it is virtually impossible to learn about the values of children's literature without learning from and teaching children, students will lead elementary children in a series of book discussions on the similarities and differences between the children in the books they read and themselves. Every attempt will be made to place students with children who are different (whether by ethnicity, gender, and/or socioeconomic status) from themselves.

SOCIAL JUSTICE (J)

CIVIC ENGAGEMENT

William Ball | wball@stetson.edu

POLI 328J.JS | CRN 4982 | TR 1-2:15pm

Civic engagement is a course that will combine study of contemporary theory and research on civic engagement in the US. It will include a community-based research (CBR) project designed to put this study into practice by enhancing the level of civic engagement in our community. Since the publication of Robert Putnam's "Bowling Alone" essay in 1995, social scientists and other scholars have been studying the factors that account for differing levels of engagement in public life across citizens. We will examine this contemporary research from the perspectives of political and social institutions, individual backgrounds and identities, and personal motivations. Special attention will be paid to the differences among groups and individuals (including the underrepresented) rather than broad generalizations about the citizenry as a whole. The CBR project will be designed with students in the course and carried out in the communities around Stetson. More information can be found at: bill.ballpaul.net.

COMMUNITY-BASED RESEARCH

John Schorr | jschorr@stetson.edu

SOCI 363J.JS | CRN 5409 | TR 2:30-3:45pm

This junior seminar will be "hands on." We will be working directly with community partners to address real community problems using our academic research skills and the substantial intellectual resources of Stetson University. Specifically, this seminar course focuses on the uses of social, behavioral and natural science theory, methodology, and data for policy, program planning, and evaluation applications in the community. It is designed to facilitate faculty, student, and community collaboration to plan and conduct research that addresses social, environmental, and/or justice issues identified by the community. The result will be a powerful learning experience for students and faculty, as well as a valuable research product for communities. This course and the work we do will make a difference for our community. Students who are motivated to apply academic theory and methods to real problems are strongly encouraged to join us in this effort to help our community and at the same time to learn through the experience.

RHETORIC OF THE ANTI-APARTHEID MOVEMENT IN SOUTH AFRICA

Rebecca Watts | rwatts@stetson.edu

COMM 338J.JS | CRN 5595 | MWF 10-10:50am

Apartheid was a system of legally, and often violently, enforced racial segregation in South Africa. The anti-apartheid movement in South Africa in the mid- to late-twentieth century is a compelling case of how people who are disenfranchised can use persuasive communication to create social change; it is an international parallel to the mid-twentieth century civil rights movement in the United States. To get a sense of what it was like living under the strictures of apartheid, we will read of the firsthand experiences of Mark Mathabane, who grew up in South Africa during apartheid, as presented in his memoir *Kaffir Boy*. After becoming familiar with the cultural and historical context of South Africa, we will investigate critically how issues of humanity, equality, and social justice were framed rhetorically--through speeches, written texts, and other nonviolent means such as music and protests -- by anti-apartheid activists including Nelson Mandela, Desmond Tutu, and Steve Biko as well as lesser known grassroots organizers. To put their protest rhetoric in context, the rhetoric of those who sought to maintain apartheid will be considered as well. Finally, we will also analyze retrospective media depictions of the life under apartheid, the movement itself, and Mandela's rise to power through films such as *Cry Freedom*, *A World Apart*, *Mapantsula*, *A Dry White Season*, *Cry, the Beloved Country*, *The Power of One*, *Sarafina!*, and *Invictus*.

WAR AND PEACE IN AMERICAN HISTORY

Paul Croce | pcroce@stetson.edu

HIST 360J.JS | CRN 5652 | TR 1-2:15pm

Is there an American way of war? Early Americans maintained that a nation of enterprising citizens without prideful aristocrats could avoid the state aggrandizements of war. Although Americans have often continued to think of themselves as a peace-loving people, the nation has engaged in numerous military conflicts, large and small. How have these begun, what attitudes did Americans bring to these engagements, how have they reconciled these practices with democracy, and how has American warfare evolved since the nation's founding? This course will examine American culture through attention to the practices and policies of its military ventures and bids for peace from Native American warfare through the Civil War, American imperial outreach, the hot and cold wars of the twentieth century, and the contemporary War on Terror. The last weeks of the course will focus on the emergence of America's global reach and the asymmetrical warfare of our time, which has often pitted wealthy democratic capitalist nations led by the United States in tension and conflict with small states and non-state actors. There will be a special emphasis on the range of American evaluations of warfare and the ways in which past experiences of war and peace have informed the present. The course inquiries will therefore also be a setting for students to reflect on war and peace in their own values and their own ideological commitments, and through the research paper, to examine one story of warfare in the American past or present.