

## Spring 2012 Junior Seminar Course Descriptions

### **AMST 391D JS (GEND): Sex, Gender, Sexuality, and Reality in American Media**

**CRN 5705, MW 4:00-5:15**

**Andy Dehnart, [adehnart@stetson.edu](mailto:adehnart@stetson.edu)**

Media shapes our lives: our values, our priorities, our politics, and our practices. And messages about sex, gender, and sexuality embedded in our popular culture are especially powerful and prevalent, although their ubiquity means they often go by unnoticed or unexamined. Meanwhile, our culture's increasing attention to reality-based media can have even stronger influence over what we know, think, and feel about ourselves and others. Nonfiction film, television, literature, journalism, and social media explore and explain our world, and from *Jersey Shore* to *The New York Times*, Facebook to memoir, they represent their subject matter as real, accurate, and true, however authentic or constructed it may be. That means we frequently give its messages, including those about gender, even greater weight.

In this seminar, we'll examine various kinds of nonfiction media and consider what it communicates, how it is constructed, and how sex, gender, and sexuality are represented. We'll consider what those forms of information, art, entertainment, and expression have to say about what it means to be male or female; how culture uses that media to respond to, and define, subgroups; and how we respond to the media we consume. We'll examine nonfiction texts from different cultural traditions and disciplines as we engage in vigorous discussion and written analysis, and apply these ideas in a capstone project.

### **ARTH 391E JS: Art Trials: Ethics, Aesthetics, Justice**

**CRN 5701, TR 2:30-3:45**

**Katya Kudryavtseva, [kkudryav@stetson.edu](mailto:kkudryav@stetson.edu)**

The course examines how law and ethics apply to the art world and its institutions. Focusing on the relationship between law, ethics, and aesthetics, the course considers issues of censorship and freedom of expression, cultural heritage and movement of antiquities, and artists' rights (moral rights, resale rights, and copyright). The course covers a wide range of law cases from the Inquisition's investigation of Paolo Veronese's *Last Supper* to the Robert Mapplethorpe obscenity trial, from the removal of the Parthenon marbles by Lord Elgin to recent restitution cases targeting major museums, from the U.S. government's destruction of Richard Serra's *Tilted Arc* to copyright infringement trials against Jeff Koons and Richard Prince. Each of these law cases will be considered within their historical contexts with focus on ethical implications of court decisions for society at large.

### **BIOL 372W JS: Microorganisms: A Bane or A Boon?**

**CRN 5614, MW 12:00-1:15**

**David Stock, [dstock@stetson.edu](mailto:dstock@stetson.edu)**

Microorganisms are bombarding us constantly every moment of our existence. They are ubiquitous, being found far below the Earth's surface, in the stratosphere above the Earth, in the deepest oceans, and in the hottest, coldest, wettest, and driest places on Earth. Should we fear them or cheer for them? Or maybe we cheer sometimes and fear other times.

We shall explore the idea "Microorganisms: A Bane or A Boon?" by examining a series of case studies beginning with the discovery of microorganisms by Leeuwenhoek, Pasteur, and Koch. We shall explore vaccines and antibiotics. How should we use them and when? Should we follow advertisers' advice and use lots of antibacterial soaps? What does it mean when you read on a product label "Kills 99.9% of all germs in your toilet bowl or on your kitchen counters."? Should we leap for joy or say, "So what!"?

As we explore each of our cases, we shall find that there is much beyond just the science. Those individuals involved in these cases were influenced by the economics, ecology, cultures, and religions around them. How did these aspects affect their interpretation of their observations and their recommendations?

Hopefully, at the end you will be able to formulate some response to "Microorganisms: A Bane or A Boon?"

**(JSEM course descriptions continue on next page)**

**BN 360J JS: Social Justice and the Bottom Line****CRN 5714, MW 12:00-1:15****John Tichenor, jticheno@stetson.edu**

Businesses can be powerful enhancers or inhibitors of social justice. From hiring practices to employee welfare to workplace conditions to environmental sustainability to the world-wide distribution of wealth, both large and small businesses impact many issues related to social justice. In this course, we examine how issues of social justice are connected to a wide variety of business practices and systems. We explore questions concerning the responsibility of businesses in creating a more just world and examine the relationship between business practices promoting social justice and businesses' bottom lines.

This course examines business practices that promote or inhibit social justice and requires students to critically examine such business practices. Further, this course encourages students to reflect on their own experiences in the business world and to begin thinking about how they may react to situations as future business leaders. Students will debate issues regarding social justice and business practices. Specific questions that may be addressed include: How responsible should businesses be for promoting social justice? Can promoting social justice positively impact the bottom line? Students will develop a critical awareness of how a wide variety of business practices impact issues of social justice.

**CINF 351E JS: Ethics and Technology****CRN 5673, MWF 1:30-2:20****Hala El Aarag, helaarag@stetson.edu**

The computer/information revolution is constantly changing our lives and with it comes significant ethical, social and professional issues. What do you think of browser cookies that gather information about your buying habits, medical conditions and even your whereabouts? What if this information is processed and correlated using advanced data mining techniques? Is downloading music ethical? How about using facial recognition systems? How did the iPod change the face of computer security? What is the difference between hackers and crackers? How can search engines conflict with your personal privacy? Do you think software piracy is a copyright infringement? Do you agree that governments use backdoors to your computer to protect you from cyberterrorism? How do we regulate commerce and speech in cyberspace? These are just a few questions related to ethics and technology we will discuss and now more than ever we need to take cyberethics seriously.

This course is intended to enable students to understand and to respond to the legal and ethical issues that arise from the utilization of information technology. Students will explore ethical and social issues arising from the computerization of industry and government, with emphasis on copyright, security, and privacy issues. The primary focus of the course will be the determination of the weight that these ethical and social issues should have in the design, implementation, and uses of present and anticipated applications of information technology

**COMM 338J JS (GEND and AFST): Rhetoric of the Anti-Apartheid Movement in South Africa****CRN 5595, MW 12:00-1:15****Rebecca Watts, rwatts@stetson.edu**

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 less well 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, the Beloved Country*, *The Power of One*, *Sarafina!*, and *Invictus*.

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**EDUC 371D JS: Using Children's Books to Develop Critical Thinking****CRN 5502, TR 10:00-11:15****Carol Corcoran, ccorcora@stetson.edu**

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.

**EDUC 372E JS: Authentic Educating****CRN 5655, Day/Time?****Robert Leahy, rleahy@stetson.edu**

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.

**ENGL 343D3 JS: The Cult of the Beautiful****CRN 5624, TR 1:00-2:15****John Pearson, jpearson@stetson.edu**

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.

**(JSEM course descriptions continue on next page)**

**HIST 300R JS: Environmental and Social Collapse****CRN 5646, M 6:00-9:00****Kimberly Reiter, kreiter@stetson.edu**

The dialogue between human society and the environment is as old as humanity itself. The problems we perceive today are rooted in millennia of human behavior. In this course students will engage on a journey that begins in prehistory and ends in the twenty-first century, focused on the question: what is the relationship between historic human societies and environmental change? We will take as case studies such questions as the evolution of human sociobiology and the repercussions of revolutions in agriculture, urbanization and industrialization. We will use specific moments in human society to ask specific questions. Did the Greek Bronze Age or the Copan Maya end in part because of ecological overshoot? How did the medieval world understand the Little Ice Age? Did Easter Island or the Soviet Union commit ecological suicide? What was the role of biological imperialism in the destruction of the Canary Islanders and the Tasmanian aborigines? How did water rights help govern the destruction of nature in the Americas and the beginnings of a twentieth century environmental ethos? None of these questions can be approached from one perspective or discipline. This course will broaden your skills in interdisciplinary and even supradisciplinary inquiry while giving you a deeper perspective of the long history of human engagement with the natural world.

**HIST 360J JS: War and Peace in American History****CRN 5652, TR 1:00-2:15****Paul Croce, pcroce@stetson.edu**

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.

**HIST 391J JS (GEND and AMST): American Feminisms****CRN 5709, TR 4:00-5:15****Emily Mieras, emieras@stetson.edu**

This course explores the origins, practices, and meanings of feminism in the United States from the eighteenth century to the present. Beginning in the period before "feminism" existed as a concept, the course analyzes different strategies in the battle for women's rights and traces these issues to the present day. This class engages myriad definitions of feminism, controversies associated with this concept, and interrogates both the promise and shortcomings of past feminist activism.

**(JSEM course descriptions continue on next page)**

**IHSC 342E JS: Ethical Issues in Health Care****CRN 4936, TR 1:00-2:15****Chelsea Embry, cembry@stetson.edu**

Integrative Health Science, which combines the study of traditional Western allopathic practices of health and medicine with the study of alternative practices and traditions found elsewhere in the world, places the consideration of ethics in healthcare at the center of the search for a holistic and humanistic approach to healing and wellness. As an example of the holistic approach taken by Integrative Health practitioners of all kinds, Ethics in Healthcare explores not only the “can we” questions concerning illness and health, but also the “should we” or “must we” questions which involve not only the doctor but the patient as well. Discussion topics include death and dying, abortion, assisted reproduction, global HIV/AIDS issues, cloning, stem cell research, healthcare reform and “God Committees”, and many other issues that are a part of the modern health care continuum. Through thoughtful discussion and exchange of ideas as well as targeted readings and writings, students will explore and learn to recognize their own moral and intellectual compass with regards to life and death as well as how far a society could or should go to “find the cure” for what ails it.

**IHSC 391W JS: Food and Nutrition in the Media****CRN 5698, MW 12:00-1:15****Tara Schuwerk, tschuwer@stetson.edu**

Does the way certain foods and health are portrayed in the media and through communication shape how we define and make choices for our health? Through critical analysis of the media, communication, and cultural performance (gender, race, class, sexuality, age), this seminar is designed to encourage students to explore possible influences on our perceptions of food, nutrition, and overall health and how, in turn, this may affect our well-being.

**INTL 301J JS: Business and Culture: Cuba****CRN 5719, W 6:00-9:00 (Permission of Instructor required to register due to travel component of course.)****Bill Andrews, wandrews@stetson.edu**

For the last 50 years, Cuba has been surrounded by strong debate about competing views of social justice. The Batista regime was deposed by the Revolution on the grounds of social justice. As the Revolution sought to establish its legitimacy on the basis of social justice, millions subsequently fled the island claiming that the government was oppressive and tyrannical. The US government formally weighed in with sanctions and economic restrictions of various sorts, asserting its own view of social justice. In sum, Cuba and its relations with the US provide a natural laboratory for exploring competing notions of social justice. The course is highly interdisciplinary. The readings will explore the history and culture of Cuba from the colonial era onward. Economics and development play a central role in the discussion of social justice in the Cuban context. Bilateral political relations (with the U.S.) will be a prominent feature of the course. We will also discuss the political philosophies that undergird the tensions between the US and Cuba. Finally, we will explore how the practice of business management is done in Cuba.

**MGT 391J JS: Social Entrepreneurship****CRN 5720, M 6:00-9:00****Bill Andrews, wandrews@stetson.edu**

Ultimately, the course forcefully challenges students to think deeply about their career, and whether “career-ladder success” will be fulfilling in the absence of making an impact for good in the world. The course utilizes three texts. Each relates to rectifying issues of social injustice but in different ways. The Fikkert book *When Helping Hurts* explores research and anecdote to identify effective and ineffective approaches to helping redress societal need or privation. The Bornstein book has about 12 cases of social entrepreneurs from around the world who stepped into a variety of difficult situations and built sustainable organizations that made a significant impact on their communities. The emphasis is on how the individuals identified and responded to societal need with ingenuity and perseverance. These cases present an excellent picture of the structural barriers that a society often unwittingly erects, and which stand in the way of the entrepreneurs’ social missions. The final text is a custom case and reading book which highlights the business decisions commonly faced by social entrepreneurs in building a sustainable organization. The course weaves several disciplinary threads together: Aspects of business and management are threaded with cross-cultural learning and theorems of social justice and engagement.

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**POLI 328J JS: Civic Engagement**  
**CRN 4982, TR 1:00-2:15**  
**Bill Ball, wball@stetson.edu**

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](http://bill.ballpaul.net).

**POLI 391J JS: Biographies of the Charismatic: Populist Politics from the Progressives to the Tea Party**  
**CRN 5733, MW 4:00-5:15**  
**Eugene Huskey, ehuskey@stetson.edu**

This course assesses the eruption of populist movements on the American political scene from the 1890s to the present. The course relies heavily on the biographies of leading populist figures, such as Huey Long and George Wallace, to illustrate how social movements designed to represent the interests of ordinary people against elites at times used the language of social justice to advance injustice. The course will conclude with a consideration of the Tea Party and Occupy Wall Street movements and how they fit into the history of American populism.

**RELS 316E JS: In Search of Jesus**  
**CRN 5402, MWF 11:00-11:50**  
**Mitchell Reddish, mreddish@stetson.edu**

The life and teachings of Jesus provide the foundation for the beliefs and practices of adherents to 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 research paper.

**RELS 391E JS: Spiritual Progressives**  
**CRN 5706, TR 8:30-9:45**  
**Donald Musser, dmusser@stetson.edu**

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.

**(JSEM course descriptions continue on next page)**

**RUST 341D JS: Leo Tolstoy's *War and Peace***

**CRN 5668, TR 6:00-7:15**

**Michael Denner, mdenner@stetson.edu**

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.

**SOCI 363J JS: Community-Based Research**

**CRN 5409, W 2:30-5:00**

**John Schorr, jschorr@stetson.edu**

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.

This year the probable research themes are:

Impact of inequality in our community (focus on poverty, discrimination, unequal opportunities)

Community health issues

Preparing for and responding to community emergencies and disasters.

Prerequisites for students:

1. Willingness to work with your instructor and a community partner to develop a research problem and to apply your disciplinary knowledge to that research problem (research can be quantitative or qualitative).
2. Willingness to take a leadership role in executing the research project and adapting your research methods and goals to the sometimes “messy” world of applied research. Flexibility and adaptability are important personal attributes in this course.
3. Willingness, where appropriate, to work as a member of a small (2-3 person) student research team.
4. Willingness to work with your instructor and community partner to prepare a formal written research report and a community partner oral presentation.
5. Still interested????? Please contact me at jschorr@stetson.edu to get further details.

**(For Summer 2012 Junior Seminars, see next page.)**

## Summer 2012 Junior Seminar Course Descriptions

### **BIOL 373W JS: A Bionic Human?: The Future of Human Health & Wellness**

**CRN 2454, MTWRF 10:45–12: 45pm (Summer Session I)**

**Derek Barkalow, dbarkalo@stetson.edu**

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.

### **EDUC 374J-JS: Educational Systems Around the World: Promoting or Inhibiting Social Justice?**

**CRN TBA, Innsbruck Program (must participate in the Innsbruck summer abroad program to register for course)**

**Mercedes Tichenor, mticheno@stetson.edu**

Issues of social justice and equity are closely connected to educational opportunities. In modern societies, educational opportunities are inextricably linked to a person’s well-being and status in life. In this course, we examine how issues of social justice are connected to educational structures and systems in the United States, Europe, Asia, and South America. From rigid tracking systems that identify a student’s educational path from an early age to open systems that claim equal educational access for all, this course examines educational structures in order to raise questions about how social justice is promoted or inhibited through educational systems.

### **IHSC 342E JS: Ethical Issues in Healthcare**

**CRN 2613, MTWRF 4:05-6:05 (Summer Session I)**

**Professor TBD**

Integrative Health Science, which combines the study of traditional Western allopathic practices of health and medicine with the study of alternative practices and traditions found elsewhere in the world, places the consideration of ethics in healthcare at the center of the search for a holistic and humanistic approach to healing and wellness. As an example of the holistic approach taken by Integrative Health practitioners of all kinds, Ethics in Healthcare explores not only the “can we” questions concerning illness and health, but also the “should we” or “must we” questions which involve not only the doctor but the patient as well. Discussion topics include death and dying, abortion, assisted reproduction, global HIV/AIDS issues, cloning, stem cell research, healthcare reform and “God Committees”, and many other issues that are a part of the modern health care continuum. Through thoughtful discussion and exchange of ideas as well as targeted readings and writings, students will explore and learn to recognize their own moral and intellectual compass with regards to life and death as well as how far a society could or should go to “find the cure” for what ails it.