



Spring 2019
FRESHMAN SEMINAR PROGRAM
 UNCG *College of Arts and Sciences*

Marker Abbreviations:

WI: Writing Intensive
 SI: Speaking Intensive
 GL: Global Perspectives
 GN: Global Non-Western Perspectives

These seminars are open only to students who will be freshmen in the Spring 2019 semester. For the most current information including location of the class, see UNCGenie on the web: www.uncg.edu. (TBA means To Be Announced) We encourage students not to sign up for a seminar without first reading the course description and not to sign up for more than one seminar. **You may not receive credit for more than one seminar under the same course number, even if the contents of the seminar are different.** Talk with your advisor about registering for a seminar.

REASONING AND DISCOURSE I

GEC category: GRD

Also carries credit equivalent to ENG 101. You may not receive credit for both FMS 115 and ENG 101.

Course	Days/Time	Course Title/Description	Instructor
FMS 115-01	M, W, F 11:00-11:50	Reasons & Arguments. It is a well-known cliché in critical thinking circles that we aim to teach students how to think rather than what to think; but what, exactly is the difference between these two things? Presumably, we want ourselves and others to think “well,” but what counts as thinking “well” as opposed to thinking “poorly,” and to what extent does the “how” of thinking well determine the “what” of the beliefs we might hold? This course explores three major dimensions of these questions: The first of these dimensions is ANALYTIC, and is captured in the term “critical,” which refers to the need to provide reasons that justify why the things we think are believable. This is generally addressed under the rubric of “rational arguments” and analytic strategies for determining when justificatory reasons support a conclusion well, and when they do so poorly. While on rare occasions our conclusions may be so well supported that we might use terms like “proof” or “certainty,” in most cases (and the most interesting cases) we must navigate a spectrum of reasonable confidence. Doing this well requires that we identify appropriate styles of justification for the questions we are trying to settle, and understanding what makes various styles and strategies work and what makes them break down. The second dimension is a SOCIAL. While the word “argument” often conjures a combative sort of interaction, in the context of critical thinking it is anything but. Good critical thinking is as much about discursive etiquette as it is about logical analysis. It demands that we exhibit respect for our interlocutors, and argue accordingly. We need critical thinking the most when we have to navigate disagreements, and in order to do this we must seek to charitably understand the reasons why others are coming to different conclusions than we are. Good critical thinkers are able to draw out the best possible arguments from their interlocutors, and effective critical thinking recognizes that while we all seek to think for ourselves, this need not mean that we think by ourselves. The third dimension is PSYCHOLOGICAL. Effective critical thinking takes the best aspects of our natural thought processes and makes them explicit and methodical. This requires a metacognitive attention to our own thought process and this takes effort. Intentionally habituating reliable patterns of thought and discourse go a long way towards this, but we cannot avoid the brute fact that we sometimes don’t have the wherewithal to make that effort. Sometimes we’re tired, sometimes we’re distracted, and there are always a host of implicit cognitive biases at work in our minds. Effective critical thinking seeks to provide us with strategies for minimizing the effects of these stumbling blocks, even when we cannot avoid them.	Adam Rosenfeld
FMS 115-02	M, W 2:00-3:15	The Rhetoric of Remembering: Intersections of Public and Private Memory. From Confederate monuments to Holocaust denials, elements of public memory tell stories that people hear differently. How is public memory constructed, communicated, and passed down from one generation to the next? Which memories are memorialized, and which are forgotten? What structures of power are evident in the creation of public memory? Beginning with ancient Greek and Roman characterizations of memory, we will survey the rhetoric of public memory, analyzing public addresses and memorials, identifying aspects of nostalgia and amnesia and the interpolations of private voices in public arenas.	Cindy McPeters
FMS 115-03	T, R 2:00-3:15	Earth, We Have a Problem: Climate Stories and You. Our brains are wired for story, and our very lives can depend on the right ones coming to light at the right time. But not every well-intended writer knows the secret to effective storytelling. This class will consider why some stories keep us enraptured and why others put us to sleep. We will examine a variety of media on climate change, from text-based stories to photo essays and documentaries. Through methods such as the ABT and the story cycle, you will discover how you can influence change in your community and your world.	Faun Finley
FMS 116-01	M, W 2:00-3:15	Law, Rights, and Popular Media. From <i>Law & Order</i> marathons to true-crime documentaries to Shondaland’s brand new show about junior lawyers in a federal district court, popular media is filled with representations of legal cases—fictional, real, and everything in between. And while these representations are created primarily for our entertainment, the cases behind them can have a very real impact on our legal rights and on our lives. This course will critically and rhetorically examine a wide-range of texts, including television, film, news reports, and podcasts, to explore how media representations influence the public’s understanding of the legal system and the rights that flow from it. We will work on some texts together, and you will choose a legal issue of your own to research and analyze. Assignments will include analytical and research-based argumentative essays as well as informal and formal presentations.	Kristie Ellison

LITERATURE

GEC category: GLT

Course	Days/Time	Course Title/Description	Instructor
FMS 120-01 120-02	WI M, W 2:00--3:15 3:30-4:45	<i>Write for Your Life! Reading and Writing Diverse Lives.</i> bell hooks writes, “The longing to tell one’s story and the process of telling is symbolically a gesture of longing to recover the past in such a way that one experiences both a sense of reunion and a sense of release.” In this course, we will explore how diverse writers have shaped their life stories into personal narratives. How do writers articulate their identities through creative nonfiction? How does the crafting of stories about selves relate to broader social justice issues, to documenting suffering and articulating hope? Along our journey, we will study the life writing genres of autobiography, biography, memoir, and the personal essay, and take regular opportunities to engage in life writing. Integral to the course are a weekly journaling practice and four weekly sessions of Koru® Mindfulness and Meditation, (in which your instructor is trained), which helps young adults manage stress, and assists in tapping into creative activity.	Sarah Krive
FMS 120-03	WI T, R 11:00-12:15	<i>Literary Modernism: An Age of Alienation.</i> A common theme in literary modernism is alienation. In this section of FMS 120, we will be interrogating the way this theme manifests and engages with other modernist concerns in the poetry and prose of authors who came to prominence in the late nineteenth/first two decades of the twentieth century, including W.B. Yeats, Ezra Pound, T.S. Eliot, Hilda Doolittle, and Ernest Hemingway. In addition to literature, we will also discuss the historical factors that gave rise to the Modernist movement as well as the biographical details of our focus authors, who were as intriguing as the texts they so carefully crafted.	Elysia Balavage
FMS 121-01 121-02	WI GL M, W, F 11:00-11:50 12:00-12:50	<i>The Coming of Age Story in Global Contexts.</i> As college students, you are engaging in new experiences, witnessing perspectives that challenge your own, and making sense of your new worlds. The stories, poems, and novels we’ll read this semester will shed light on issues and concerns that may be unfamiliar to you. We’ll read Marjane Satrapi’s graphic memoir, <i>Persepolis</i> , to gain better insight into how it feels to have one’s country over-taken by tyrannical forces. We’ll analyze why Martin Zusak chooses to use “Death” as the protagonist of his story about World War II, and what “Death” comes to understand about humans in this turbulent time. Through reading works like Chimamanda Adichie’s <i>Purple Hibiscus</i> or Nadine Gordimer’s “Once Upon a Time” we’ll see the lasting legacy of colonization on African nations, and through Ha Jin and Jhumpa Lahiri’s works, we’ll understand why some choose to leave their homelands for the United States and how these journeys are complicated by xenophobia, racism, and culture shock. Along the way, you will become stronger, more confident writers, as you learn to analyze and use evidence in your work.	Emily Hall

PHILOSOPHICAL, RELIGIOUS, AND ETHICAL PRINCIPLES

GEC category: GPR

Course	Days/Time	Course Title/Description	Instructor
FMS 140-01	WI T, R 2:00-3:15	<i>Love in Jewish Thought.</i> Not just a topic for a Hallmark card or a rock ballad, the concept of love has been a central theological, philosophical, and even legal concept throughout Jewish history. This seminar will thus survey the history of Jewish conceptions of love. Beginning with some reflections on the topic in classical Greek philosophical and modern scholarly sources to help us with our analyses, we will then turn to the Hebrew Bible and the Rabbinic corpus, the basis for all future Jewish reflection on the topic, before moving on to the medieval era and finally into modernity. Focusing on the various forms the concept takes over its history in Judaism, special attention will be paid to its origins, function, nature, and purpose in its various instantiations.	Erik Dreff
FMS 142-01	WI GN T, R 11:00-12:15	<i>Introduction to Tibetan Buddhism.</i> Tibetan Buddhism flourished on the Tibetan Plateau and beyond for more than a millennium, giving rise to one of the most unique religious traditions in the world. The holders of this tradition put together the greatest work of compilation and translation of Buddhist texts still extant today and developed a complex body of indigenous Buddhist literature and contemplative practices. In this course, we will examine social and cultural dynamics of Tibetan Buddhism in the past and in the present drawing upon a varied body of literature that comprise first-hand reports by missionaries and explorers, traditional literature, ethnographies, historical studies and accounts of dialogues between Buddhists and scientists. Topics to be addressed include, among others, Tibetan Buddhist mythical history, the relationship with the landscape, monasticism and shamanism, religion and politics, encounters with the West and modernity, and “dialogues” with science.	Ana Cristina Lopes

HISTORICAL PERSPECTIVES: Pre-Modern

GEC category: GHP/GMO

Course	Days/Times	Course Title/Description	Instructor
FMS 150-01	WI M, W, F 10:00-10:50	<i>Galileo and the Inquisition.</i> The encounter between Galileo and the Inquisition is widely considered to be the prototypical clash between religion and science, and the popular version of the conflict serves as a foundation myth for the rise of modern science. But the truth of the encounter is far stranger and more complicated than most people realize. In this course you will encounter Inquisitors, innocent nuns, arrogant academics, and a good bit of ancient and early modern astronomy.	David Wharton

FMS 150-02	WI	M, W 2:00-3:15	<i>A Time for War: Moral and Legal Justifications for Conflict.</i> When is war justified? When is it not? Are there rules to war? What is acceptable conduct during war, and what is not? These are ancient questions that are still relevant today, so this course addresses them by examining documents on “just war theory” from antiquity to the present. Students will gain a theoretical understanding of the justifications for war by analyzing the views of some of the greatest thinkers in Western history, such as Plato, Aristotle, Cicero, Augustine, Thomas Aquinas, Hugo Grotius, and Immanuel Kant. This foundation will provide students with the tools they need to determine whether or not more recent conflicts have been justified.	Joseph Ross
150-03		3:30-4:45		

HISTORICAL PERSPECTIVES: Modern

GEC/CAR category: GHP/GMO

Course		Days/Time/Place	Course Title/Description	Instructor
FMS 160-01	WI	M, W, F 1:00-1:50	<i>Risk & Reward: Entrepreneurship in the History of American Capitalism.</i> Entrepreneurs have been present at every stage in the development of American capitalism. These innovators and risk-takers capitalized on the political, economic, social and cultural resources of their time to envision new products and new markets. From Prince Henry of Portugal in the Age of Exploration to Steve Jobs in the Digital Age, this class will examine a range of entrepreneurs who shaped the contours of American capitalism. In turn, we will use the lens of entrepreneurship to broadly trace the economic development of America from a string of coastal colonies to a commercial, industrial, financial, global and digital world power.	Sarah Gates
FMS 160-02 106-03	WI	TR 9:30-10:45 11:00-12:15	<i>Historical Roots of the Contemporary South.</i> The South has always stood as a region apart in popular imagination. Southerners, so they say, have one speed—slow. We have our own language, sprinkled abundantly with y’all, and we call everyone darlin’, hon, or sweetie. We drive pickup trucks, listen to country music, go to church on Sunday morning, and gather for pig pickin’s. We may be poor, but we know how to enjoy life. But the South of the twenty-first century is surprisingly modern and complex, with vibrant eclectic cities. In many ways, the stereotypes of the past no longer apply. This class challenges students to explore the Contemporary South with its new culture, new economy, new politics, and even new people. Welcome to today’s South!	Susan Thomas

SOCIAL AND BEHAVIORAL STUDIES

GEC category: GSB

Course		Days/Time/Place	Course Title/Description	Instructor
FMS 170-01	WI	M, W, F 11:00-11:50	<i>God and the Constitution.</i> Have you ever heard the adage "one should never discuss religion or politics"? I have heard it most of my life and I think it's crazy. Two of the most powerful forces in the history of man are religion and government. So, we will look at their relationship in America, beginning with the writing of the Constitution in 1787 and moving all the way forward to 2015.	M. Jeff Colbert
FMS 170-02	WI	M, W, F 11:00-11:50	<i>War and Conflict.</i> It has been estimated that there has been a war somewhere in the world 94% of the time since the dawn of civilization. Why does mankind periodically organize himself for armed conflict and warfare? This course will begin by asking these questions and try to answer them through an examination of the United States’ involvement in war and conflict over the last hundred years.	A. Leigh Sink
FMS 170-03	WI	M, W 2:00-3:15	<i>What's Love Got to Do with It?</i> Do opposites attract or do birds of a feather flock together? Is love a powerful force that “hits you like a ton of bricks” or is it a slow process that benefits from being friends first? Do women fall in love faster than men? We are constantly inundated with, often contradictory, messages about love from our favorite movies, favorite songs, and even while scanning the magazine covers in the check-out line, but how accurate is our “common sense” knowledge about love. In this seminar, we will look at what the data tells us about love. We will also explore the variations in beliefs about love in other cultures and other time periods. Finally, we will examine the implications of our cultural messages on our expectations for relationships.	Ariane Cox
FMS 170-04	WI	M, W 3:30-4:45	<i>Understanding Autism: Science, Culture, & Media.</i> Autism Spectrum Disorder (ASD) is a developmental disorder characterized in part, by difficulty in communication and social interaction. The number of children diagnosed with ASD increased markedly in recent years, from roughly 1 in 150 in the year 2000 to the current estimate of 1 in 68. In this seminar, we will explore how both science and culture shape our understanding of the history, diagnosis, and treatment of ASD. We will also examine the portrayal of ASD in popular media such as literature and film in order to identify common misconceptions about the disorder.	Sara Estle
FMS 170-05	WI	T, R 9:30-10:45	<i>“Can We All Get Along?”: Race in U.S. Society:</i> In the racially charged aftermath of one of the most infamous race riots to occur in U.S. history, Rodney King asked a simple, but provocative question: “ <i>Can we all get along?</i> ” Soon after a video recording of King’s brutal beating at the hands of LAPD officers was televised across America, this famous question graced the cover of Time Magazine for all Americans to consider. Twenty-six years later, for many Americans overwhelmed (even exhausted) by a continuing cultural divide over race-related issues, the answer to this question seems tirelessly elusive. This seminar is designed to encourage and develop skills in critical thinking and thoughtful dialogue as we seek to explore <i>together</i> the complex nature of race in U.S. society. We will investigate a wide range of race-related topics as we sociologically explore subjects such as: race as a social construct, racism in modern America and the presentation of race in U.S. popular culture. There will be a healthy balance between recognizing the controversy surrounding race-related issues and discussing successful efforts in racial reconciliation.	Aneliese Dar

FMS 170-06	WI	T, R 9:30-10:45	Environmental Issues and Politics. Clean air, fracking, nuclear power, global warming – so many of the topics people debate today come from discussions about the environment. Here’s where we begin to explore and make sense of the environmental issues that arose in the 20th century and continue into today, resulting in public policy. For each topic, sustainability for example, we will investigate exactly why this is a subject for public debate, quickly summarize the basic science associated with it, where appropriate, and then how it may have been translated into public policy. Many of the topics have a global dimension.	Liz McNamara
FMS 170-07	WI	T, R 2:00-3:15	Human Beings and the Natural World. This course explores our relationship with the natural world and challenges us to recognize what that connection was, is, and could or should be. We’ll consider these conditions through the lenses of varying disciplines from biology and ecology to theology and design, and will share our observations and analyses in visual and written form.	Anna Marshall- Baker
FMS 170-09	WI	T, R 3:30-4:45	Climate Change and the New Anthropocene. Humans have been wandering earth as far back as 200,000 years ago. We are a weedy species; our footprints are everywhere. Now, they are found on the climate. With the onset of the industrial age in the middle of the 19th century, humans have been changing earth’s atmosphere, its oceans, its ice sheets, and more. We are altering the environment in ways we are only beginning to understand. This course will focus on how a human-made climate is creating new and unprecedented demands for adaptation, if we are to stave off extinction. Several case studies will serve as learning platforms to help us sort out how those climatic changes are affecting us in the present and will—with little doubt—impact us in the future. A subtext threads its way throughout this course, to wit: the mistakes we are making now will be the fates our children inherit.	J. Steve Kroll- Smith
FMS 170-10	WI	T, R 11:00-12:15	Hello, I’m ____: Creating and Communicating the Self. How do you know who you are? How do others know who you are? We’ll be exploring the ways we create, interpret, and share our identities through discourse, nonverbal, and mediated communication. Do we create ourselves as members of society or does society create us? Could both be true? We will examine theoretical perspectives on human identity, focusing on communicative processes.	Jessica Sullivan
FMS 171-01	WI	M, W 3:30-4:45	Migrant Earth: The Who, What, Where, When, Why and How of Global Migrations: In a seminar style structure that requires intensive reading and student classroom participation, we will adopt an interdisciplinary and methodologically pluralist approach to extensively study the particulars of global migrations. The following six basic questions will animate this course: 1) Who migrates? Is it the poorest of the poor or those experiencing ‘relative deprivation’? 2) What does global migration entail? Does it have implications for citizenship, nationality, gender norms, human rights, security and/or economic development? 3)Where do people migrate to and from? Which countries send/attract the most migrants? 4) When do people migrate? Is migration a new phenomenon, part of our globalizing reality or have people always migrated? 5)Why do people migrate? What are they leaving behind or hope to encounter in new locations? 6)How do people migrate? Do people walk, ride, fly over borders? Does this matter? We will start by interrogating terminology associated with migrants: il/legal, ir/regular, un/documentated, refugees, and asylum seekers. We will then examine the moral philosophy of migration, and the ethical conundrum of border control that let some people in, while keeping others out. We will study theories of migration and processes of ‘othering’ on the basis of ethnicity, nationality, race and religion. We will contemplate conditions in both the home and host nations and try to understand the meaning and implications of global migration from different perspectives. We will incorporate selected readings from anthropology, demography, economics, geography, journalism, law, political science and sociology. We will also volunteer as a class at the Center for New North Carolinians (https://cnc.uncg.edu) working closely with new immigrants and refugees in the local context. By the end of this course, students will be intimately acquainted with dilemmas of citizenship and belonging, processes such as anti-Semitism, Islamophobia, Racism, Xenophobia, and the intersections between human rights, gender, economic development and global migration.	Hewan Girma

NATURAL SCIENCES

GEC category: GNS

Course	WI	Days/Time/Place	Course Title/Description	Instructor
FMS 184-01	WI	T, R 11:00-12:15	Advances in Genetics: The Good, The Bad and The Ugly. In August 2017 scientists fixed a heart disease mutation in human embryos. The reality presented in the 1997 sci-fi movie GATTACA is no longer distant from our current lives and more than ever Genetics advancements have social, ethical and political consequences. What are the consequences for your identity? Do you really know who you are: are you familiar with genetic tests as 23andme? How much do you want to know? How much do you want others to know about your genetic profile? While most Americans are optimistic about the use of genetic information to improve health, many are concerned that genetic information may be used by insurers and employers to deny, limit or cancel their health insurance and to discriminate against them in the workplace. How has genetics changed the food you eat? Are you familiar with the science behind genetically modified foods and how countries see them differently? Did you know that your food has been always genetically modified? In this course we will discuss the advantages and disadvantages of a new era where genetics information is part of our daily lives and may drastic change the choices you make and how they will impact your life.	M. Cristina Moreira