

Combined UNIV 179 (First Seminar) Proposals (10/30/06)

This document contains the proposals submitted to the Gen Ed Review Committee that were subsequently approved and offered in either fall 2005 or fall 2006 (or both). They are offered here to provide models for those considering the submission of a proposal for the coming year. You can move directly to each proposal by clicking on the link in the Table of Contents. (Twelve of the 15 approved proposals are currently included.)

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UNIV 179: The Amish and the Media

Course Proposal

by

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Spring 2006

UNIV 179: The Amish and the Media

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Rationale:

A seminar that yokes the Old Order Amish and the media may appear, at first glance, to be making an awkward marriage. Of all the religious groups in contemporary America, few demonstrate as much suspicion toward the mainstream media as do the Old Order Amish. Even as most Americans strive to be fully wired (unless, of course, they have already gone wireless), the Amish remain unplugged. In most Amish communities, drawing electricity from public utility lines is strictly forbidden, and televisions are nowhere to be found. Battery-operated media devices like radios are more plentiful than televisions, especially among Amish youth, but even those items are considered taboo by the Amish leaders who enforce the rules. Print media, too, meet a wary eye. Although Amish communities do not forbid reading matter like *Time*, *Newsweek*, and *USA Today*, Amish subscribers would hardly keep the presses running overtime. The Old Order Amish may not observe a “media fast,” as one commentator recently suggested, but they do adhere to a very strict diet.

The irony is that the media-wary Amish have become a media phenomenon, making regular appearances in movies, television shows, film documentaries, newspaper stories, and magazine features. Take a minute to “Google” the Amish on the Internet, and there they are--everywhere. The reason for their ubiquity is hardly a secret. The Amish are fascinating, at least to those of us who operate from different assumptions about dress, travel, education, technology, and success--or, to put it sociologically, different assumptions about individuation, specialization, and differentiation. Religiously informed decisions the Amish have made over the past 150 years have produced not only a visibly distinct culture, but a viscerally fascinating one. To be sure, the Amish did not pursue their particular path of piety in order to capture their neighbors’ fancy, let alone to become the media’s darlings. Indeed, most Amish people would be glad if their public renown would simply wither away, taking with it the tourists who sprout like beans in the summer sun. Regardless of their wishes, however, these publicly reticent sectarians will likely remain among the most recognizable and most renowned American religious groups for decades to come.

The media have played, and will continue to play, an important role in this celebrity. It is one thing to say that the Amish are “viscerally fascinating” due to their cultural eccentricities. It is another thing to consider how Americans think about cultural differences, or even how they become aware of those differences that capture their attention. In that sense, it is crucial to recognize that we inhabit a world in which people and institutions are invested, both literally and figuratively, in mediating information to and about others. For these mediators, there is money to

be made and careers to be advanced in the mediation of the Amish. Widespread public fascination with the Amish is not an inevitable, let alone an accidental, result of Amish-English differences. Rather, this fascination has been created and sustained to a large degree by the media.

Seminar Description:

This seminar will explore the intersections of the Amish and the media by studying both the representations of the Amish in the media as well as Amish efforts to represent themselves. After an introduction to Amish history and culture, the seminar will explore ways in which the Old Order Amish have been represented in a variety of mainstream media (feature and documentary films, television programs, poetry, non-fiction narratives, tourism) for non-Amish audiences. Then the seminar will move beyond a consideration of the Amish *as mediated images* to the Amish *as actors*--that is, as agents who produce and consume their own media, create and transmit their own representations of Amish life (newspapers, magazines and other publishing enterprises) and, in various ways, interact with and respond to mainstream media endeavors. These texts provide a useful window for exploring larger issues about culture and identity in the mediated landscape of contemporary American life. Furthermore, a comparative approach that considers mainstream mediations of the Amish along side of Amish interactions with and uses of the media will shed additional light on the processes of mediation and the maintenance of cultural identity.

Seminar Objectives:

By completion of this seminar, the students will

- Develop an appreciation of the varieties of cultural values and how those values are expressed in community through social practice by learning about Amish culture in contrast to their own communities of origin.
- Practice critical techniques for analyzing representations by comparing and contrasting visual and literary texts as well as anthropological and sociological interpretations of Amish life
- Apply their written, oral and analytic skills by investigating and presenting their own research focused on a study of media representations produced about and by the Amish.
- Reflect on how different cultures balance the values of individual freedom with responsibility to a community and explore their own assumptions about this balance
- Observe members of Old Order communities in action by participating in the Benefit Auction for the Clinic for Special Children and reflecting on the experience

Outline of Seminar Content:

Unit 1: Who are the Amish? The Basics of Old Order Amish culture

Historical, anthropological and sociological interpretations

Unit 2: The Amish through English Eyes: Images of the Amish in the Media

Analysis and Critique of mainstream media representations in feature and documentary films, poetry, personal narratives, tourism, television

Unit 3: Through Amish Eyes: What the Amish media have to say

Analysis of Amish publications and interactions with the media

Unit 4: Cultural Identity in a Mediated Environment: Who are we?

Coming of age/embracing identity: *The Amish in the City*

Reflections on how the stories we tell reveal what we value
Balancing individual freedom with being part of community

Criteria for Evaluating Student Performance:

Assignments and Assessment

Students will write four analytical essays, one for each unit of the course. The first essay will require students to conduct library research on an aspect of Old Order Amish history and culture. (Ideally, this seminar could be linked with a Comm 100 course, and students could develop informative speeches on these topics.) The second essay will focus on an interpretation and critique of a selected media representation of the Amish and will involve the analysis of a specific text (film, poem, novel, etc.), by adopting and describing an explicit analytical framework. The third essay will require conducting research using primary sources to explore how the Amish tell their own stories through an analysis of samples of Amish writing and publishing. For the final essay, students will reflect on their own communities of origin, how their experience is reflected in the media and what they value. Throughout the semester, students will participate in peer review sessions as they develop their essays and will have opportunities to revise as a result of these interactions.

Students will present their essays by participating in panel presentations for the class. They will be grouped thematically or by medium or text, depending of the unit. They will write a response paper making connections between their own presentation and others on the panel.

In addition, students will prepare short responses to the assigned readings in preparation for class discussions. They will also write a reflection paper on the service-learning experience at the Clinic for Special Children Benefit Auction.

Texts:

Bender, Sue. *Plain and Simple: A Woman's Journey to the Amish*. San Francisco: Harper San Francisco, 1989.

Kraybill, Donald B. *The Riddle of Amish Culture*, Rev. ed. Baltimore: The Johns Hopkins University Press, 2001.

Testa, Randy-Michael, *After the Fire: The Destruction of the Lancaster County Amish*. Hanover: University Press of New England, 1992.

Umble, Diane Zimmerman and David Weaver-Zercher, eds. *Plain Talk: The Old Order Amish and the Media*. An edited collection of essays; manuscript in progress (working table of contents below).

Weaver-Zercher, David. *The Amish in the American Imagination*, Baltimore: The Johns Hopkins University Press, 2001.

Feature Films: *Witness*

For Richer, For Poorer

Kingpin

Documentaries: *The Amish: People of Preservation*

The Amish: Not to be Modern

The Amish and Us

Devil's Playground

Reality TV: *Amish in the City*

Amish Oriented Publications: *The Budget*

Die Botschaft
The Diary
Family Life
Blackboard Bulletin

Working Table of Contents
(Manuscript in Preparation)
Plain Talk: The Old Order Amish and the Media

Introduction - *Diane Zimmerman Umble and David Weaver-Zercher*

Part I: The Old Order Amish as Media Images

1. "Witnessing the Amish: Plain People on Fancy Film"
Crystal Downing (Messiah College)
2. "Shooting the Amish: Amish in Documentary Films"
Dirk Eitzen (Franklin and Marshall College)
3. "Why We Fear the Amish: Whiter than White Figures in Contemporary American Poetry"
Julia Kasdorf (Penn State University)
4. "Finding Salvation in Amish Country"
David Weaver-Zercher (Messiah College)
5. "Heritage versus History: Amish Tourism in Two Ohio Towns"
Susan Biesecker-Mast (Bluffton College)

Part II: The Old Order Amish as Media Producers, Consumers, and Shapers

6. "Culture Clashes: Mediating Media Values and Amish Humility"
Donald Kraybill (Elizabethtown College)
7. "In the Mind of the Beholder: Reading Through Amish Eyes"
Andrea Fishman (West Chester University)
8. "Inscribing Community: *The Budget* and *Die Botschaft* in Amish Life"
Steven Nolt (Goshen College)
9. "Publish or Perish: Amish Publishing and Old Order Identity"
Karen Johnson-Weiner (SUNY-Potsdam)
10. "Wicked Truth: Amish Responses to the Pennsylvania Amish Drug Bust"
Diane Zimmerman Umble (Millersville University)
11. "*Amish in the City*: Ethics of Exploitation"
Dirk Eitzen (Franklin and Marshall College)

Conclusion - *Diane Zimmerman Umble and David Weaver-Zercher*

Working Bibliography

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- Die Botschaft*, Lancaster, Pa., 1975-
- Blackboard Bulletin*, Alymer, Ontario.
- The Budget*, Sugarcreek, Ohio, 1890-.
- Byler, John J., comp. *Amish Directory and History of the Atlantic Settlement in Crawford County, Pennsylvania, 1924-1997*. Hartstown, Pa.: J. J. Byler, 1998.
- Carroll, Noël. *Mystifying Movies: Fads and Fallacies in Contemporary Film Theory*. New York: Columbia University Press, 1988.
- Cooper, Thomas "Of Scripts and Scriptures: Why Plain People Perpetuate a Media Fast," unpublished manuscript (May 2000), available in the library at the Young Center for Anabaptist and Pietist Studies, Elizabethtown College, Elizabethtown, PA.
- The Diary*, Gordonville, PA.
- Family Life*, Alymer, Ontario., 1968-
- Fisher, Gideon L. *Farm Life and its Changes*. Gordonville, PA: Pequea Publishers, 1978.
- Fisher, Jonathan B. *Around the World by Water and Facts Gleaned on the Way*. [Bareville, Pa.]: Jonathan B. Fisher, 1937.
- _____. *A Trip to Europe and Facts Gleaned on the Way*. New Holland, Pa.: Jonathan B. Fisher, 1911.
- Fishman, Andrea. *Amish Literacy: What and How It Means*. Portsmouth, NH: Heinemann Press, 1988.
- Fothergill, Robert. "One Day at a Time: The Diary as Lifewriting." *A/B: Auto/Biography Studies* 10 (Spring 1995): 81-91.
- Hall, Stuart and Paul du Gay, eds. *Questions of Cultural Identity*. Thousand Oaks, CA: Sage Publications, 1998.
- [Hershberger, Jacob J.], comp. *Our Youths: A Collection of Letters Pertaining to the Conditions Among Our Youths, the Amish Mennonites*. Lynchhaven, Va.: The Amish Mennonite Church, [1955].
- History and Happenings of the Buchanan County Amish, 1914-1997*. Independence, Ia.: Contact Clara Nisley and Miriam Hershberger, 1999.
- Hoover, Stewart. "Religion, Media and Identity: Theory and Method in audience Research on Religion and Media," in *Mediating Religion: Conversations in Media, Religion and Culture*, ed. Jolyon Mitchell and Sophia Marriage. New York: T & T Clark, 2003.
- Hostetler, John A. *Amish Society*, 4th ed. Baltimore: The Johns Hopkins University Press, 1993.
- Igou, Brad. *The Amish in Their Own Words*. Scottsdale, PA: Herald Press, 1999.
- Kinsinger, Andrew S. *A Little History of Our Parochial Schools and Steering Committee from 1956-1994*. Gordonville, Pa.: Gordonville Print Shop, 1997.
- Kraybill, Donald B. *The Riddle of Amish Culture*, Rev. ed. Baltimore: The Johns Hopkins University Press, 2001.
- Kraybill, Donald B. and Marc A. Olshan, eds., *The Amish Struggle with Modernity*. Hanover, N.H.: University Press of New England, 1994, especially Kraybill's chapter "The Amish Encounter with Modernity," 21-33.

- Loewen, Royden K., ed. *From the Inside Out: The Rural Worlds of Mennonite Diarists, 1863 to 1929*. Winnipeg: University of Manitoba Press, 1999.
- Luthy, David. "History of *The Budget*." *FamilyLife*, June 1978, 19-22; and July 1978, 15-18.
- Mazie, Steven V. "Consenting Adults? Amish *Rumspringa* and the Quandary of Exit in Liberalism." *Perspectives on Politics*. December 2005, Vol. 3, No. 4. pp. 745-759.
- McGrath, William R., ed. *Lynnhaven Gleanings from the Life and Writings of Jacob J. Hershberger (1908-1965)*. Minerva, Ohio: Christian Printing Mission, 1991.
- Nolt, Steve. "The Amish 'Mission Movement' and the Reformulation of Amish Identity in the Twentieth Century." *Mennonite Quarterly Review* 75 (January 2001), 7-36.
- _____. *A History of the Amish*. Intercourse, PA: Good Books, 1992.
- Olshan, Marc A. "The National Amish Steering Committee." In *The Amish and the State*, Rev. ed., ed. by Donald B. Kraybill, 67-85. Baltimore: The Johns Hopkins University Press, 2003.
- Ong, Walter. *Orality and Language: The Technologizing of the Word*. New York: Methuen, 1982.
- Schreiber, William I. *Our Amish Neighbors*. Chicago: University of Chicago Press, 1962.
- Schmidt, Kimberly, Diane Zimmerman Umble and Steven Reschly, eds. *Strangers At Home: Amish and Mennonite Women in History*. Baltimore: The Johns Hopkins University Press, 2002.
- Sneath, Robyn. "Imagining a Mennonite Community: The *Mennonitische Post* and a People of Diaspora." *Journal of Mennonite Studies* 22 (2004), 205-220.
- Weaver-Zercher, David, *Writing the Amish: The Worlds of John A. Hostetler*. University Park: Penn State University Press, 2005.
- Yoder, Elmer S. *I Saw it in the Budget*. Hartville, Ohio: Diakonia Ministries, 1990.
- Yoder, Harvey. "The Budget of Sugarcreek, Ohio, 1890-1920." *Mennonite Quarterly Review* 40 (January 1966), 27-47.
- The Young Companion*, Alymer, Ontario.

UNIV 179: A Different View: How Can We Change The World

Freshman Seminar: UNIV 179 A Different View: How Can We Change the World?

Catalogue Description:

In this first-year seminar students will have the opportunity to participate in a United Nations Simulation¹ with teams from other universities throughout the world, each representing a different country. Our class will represent the European nation of Spain. The semester will begin with an in-depth study of Spain, its history and its culture. We will study Spain's past civilization and how it informs its present-day civilization, its politics, and its foreign policy. In the second half of the semester the class, working in six separate teams, will also investigate some of the major problems facing the United Nations--really each of our nations--, such as world health, the global environment, terrorism, conflict resolution, the refugee problem, and world trade. After nine weeks of preparation our class will enter the negotiation and decision-making phase in which students pursue their specific goals through interactions with teams from other universities using the ICONSnet online communication system. This unit includes messaging, conferences, and writing and considering proposals. After the three-week simulation we will spend time debriefing, commenting what we achieved and did not achieve in the debates and why, what we learned about Spain and the other countries involved in the debate, especially the US. A final reaction paper will be due the day of the scheduled final exam.

Course Objectives:

By completion of this course, the students will:

- Be very well informed about some of today's most contentious political issues.
- Understand the connections and interdependence among the nations of the world, be they considered allies or not.
- Understand the interests of a nation other than their own and realize why those interests may be defensible.
- Test theories regarding the methods decision makers use to resolve conflict.
- Develop communication and negotiation skills while collaborating with peers. Negotiations occur both within teams, as participants try to reach consensus on their priorities and strategies, and across teams, as they build support for proposals crafted to address pressing issues and evaluate proposals offered by others.
- Understand that a country's government may not always represent its citizens' personal beliefs.
- Demonstrate strengthened inquiry, research, and information literacy skills by preparing a position paper.
- Have an in-depth understanding of Spanish history and culture.
- Understand the importance of fulfilling one's responsibility on time when working on a team

Suggested Class Size and Makeup:

¹ Online through the University of Maryland ICONS Project.,

Size: 24

During the second half of the semester students will work in groups of 4 on responding to one of six problems to be “solved” in our United Nations simulation: international commerce, the global environment, world health, international terrorism, refugees, peace making and peace keeping. I have worked with the ICONS simulation in one of my courses (albeit at a higher level, with a longer 5-week simulation, and in Spanish) for 14 years and have over time determined that that 4 is the best number for such working groups.

Although the class can certainly be made up of all students who have no knowledge of any foreign language, it would be wonderful if approximately half of the students had had some experience a language other than English. These students could do some readings of current events in foreign newspapers and magazines and so not only add extra information from a different point of view, but could also show their classmates by example one of the advantages of knowing more than one language.

Outline of Seminar Content:

Unit 1 (7 weeks): Preparation: Spain, its History and Culture

An in-depth study of the history, culture, and present-day society of Spain

Texts: *A History of Spain*

The New York Times

Student Atlas of World Politics

various films and videos

Unit 2 (3 weeks): Preparation: the United Nations

A further investigation of present-day Spain, as well as the United Nations and (in groups of 4) of the major problems facing the UN today: international commerce, the global environment, world health, international terrorism, refugees, peace making and peace keeping

Texts: *The New York Times*

Participants’ resources at <http://www.icons.umd.edu>

Getting to Yes

Student Atlas of World Politics s

Unit 3 (3 weeks): Negotiation and Decision Making: The United Nations Simulation

Participation in the United Nations simulation through the University of Maryland’s Project ICONS (International Communication and Negotiation Simulation); debates on the issues prepared during Unit 2 with other universities throughout the world – we will be Spain.

Texts: *The New York Times*

Participants’ resources at <http://www.icons.umd.edu>

Student Atlas of World Politics

Unit 4 (2 weeks): Debriefing

Discussion of what was learned during the semester and what was accomplished during the simulation and why, as well as what was not accomplished and why.

Course Requirements and Assessment:

In Unit 1 students will write a 1-2 page weekly synopsis of their readings from Sir Raymond Carr's *A History of Spain*. This synopsis prepares them for our weekly discussion of the readings (Tuesdays) and their first major paper, due at the end of this unit. These papers will receive comments and corrections, but only pass/fail grades because they are considered "preparatory." Our Tuesday discussions of the text will center on the following questions:

- A. How does the history of Spain differ from that of the rest of Europe and what are the advantages and disadvantages of this.
- B. How do the events occurring of the rest of the world influence Spain?
- C. What problems occur again and again throughout the history of Spain and what is their origin? Furthermore, what attempts are made to resolve these problems and what problems do these "resolutions" cause?

On Thursdays the class will concentrate on several of the major cultural influences on Spain. These include the multicultural model of Medieval Spain in which Christianity, Islam, and Judaism coexisted and flourished; Ferdinand and Isabel and the model of one language and one religion to form a national identity; Flamenco and other dance forms forming the image of Spain in the 20th century; the case of Ramón Sampedro; the royal family and its meaning for present-day society. There will also be an opportunity to comment on what students are reading in the *New York Times* about Spain, the UN or any of the six major problems outlined above.

At the end of this seven-week segment students will submit a formal 10-12 page paper defining what they believe present day Spanish culture to be and explaining on what they base their beliefs. The paper will be based on their readings, class discussions, movies, and videos.

In Unit 2 the class will focus more specifically on the United Nations, the problems before it, and Spain's possible solutions to these problems. Students will work in groups of 4 to hammer out a position paper for the Spanish Delegation. The position paper will undergo several peer evaluations and re-writes. It will serve as the students' major resource during the three-week debate in Unit 3.

Unit 3 is the negotiation phase of the course. Students have the opportunity, via the web, to test their ideas against the ideas of teams from other universities representing other UN-member nations by messaging back and forth on a daily basis as well as participating in several "real-time" debates in a sort of chatroom setting. Students do not know who is representing the other nations; for example, one year when in my advanced class we represented Spain, the University of Valencia, Spain represented Argentina; the US has been represented by the University of Maryland, but also by McGill University in Canada; Japan has often been represented by a university in Japan. In this unit students are no longer researching but basing their messages on what they have learned about Spain in Unit 1, as well as the rest of the world, the UN, and problem solving in Units 1 and 2, and their position paper from Unit 2.

Unit 4 is the debriefing portion of the course. Students have the last week of classes to talk about what they learned, what they found most surprising, what they are most proud of, what they wished they had done differently, etc. These discussions will also help them to write their second major paper (12-15 pages) which is due during the period of the scheduled exam when

we will be sharing a meal of authentic Spanish food. This final paper is a reaction paper in which students first evaluate the class as a whole, as a team, compared to the other university teams in the simulation. They must give our Spanish Delegation a specific grade and defend their evaluation. The paper then requires the student to evaluate each of the six mini-teams within our delegation according to what each contributed to our success and according to the coherence of their position within our overall policy. The next section of the paper is an evaluation of each individual within each student's team of 4; this includes a self-evaluation.

Texts:

Students will be required to have a subscription to *The New York Times* and read it on a daily basis

Carr, Raymond, *A History of Spain* (Oxford University Press, 2001), ISBN: 0198206194.

Allen, John L. *Student Atlas of World Politics* (McGraw-Hill, 2006), ISBN: 0073527734.

Fisher, Roger, William Ury, Bruce Patton, *Getting to Yes* (Houghton Mifflin, 2004), ISBN: 0395631246.

dance videos

Feature films: *The Sea Inside* (Best Foreign Film 2004), *Butterfly*, *La Belle Epoque*

UNIV 179: The Dream of America

Course Proposal

University 179: The Dream of America

Course Description:

More than two thousand years ago, Greek dramatists occasionally referred to a western paradise beyond the furthest seas. This mythical place of peace and plenitude in the West was also essentially the location of Homer's Elysian Fields, Plato's Atlantis, Avalon, and the Fortunate Isles—all places of enchantment, wonder, wealth, eternal peace, or perfection. From the beginning, America was a place of fascination for those who imagined it even long before they had direct knowledge of its existence. For this reason, and for many others resulting from various cultural expectations, myths, and legends, America has always been as much of an idea as it is a place. For centuries, writers born on its shores have spent their lives wrestling with the various conceptions and misconceptions of the American experience, its promises and failures, its images and their associations, its myths and its sometimes disappointing and harsh realities. All through its extraordinary and always provocative history, America, place of awe-inspiring discovery, revolution, turbulent westward expansion, civil strife, racial conflict, perennial gender and generational tension, violence, unparalleled splendor, and rapid and chaotic cultural transformations, has been a source of profound inspiration, fierce disagreement and debate, and intense speculation over its enormous potential and unfulfilled promise.

This course introduces students to various interpretations, conceptions, and manifestations of the concept, promise, failure, and myths associated with the dream of America, as addressed and presented in various writings by cultural critics, social historians, and literary artists. Students will read fiction, drama, and non-fiction prose depicting various American writers' perspectives of the dream and myth of America. By analyzing and responding in writing to the assigned reading material, students will develop their own interpretations of the multifarious and protean nature of the dream of America and its efficacy for a generation uncertain of its relevance to their lives.

The primary text for this course will be *Rereading America: Cultural Contexts for Critical Thinking and Writing*, edited by Gary Columbo, Robert Cullen, and Bonnie Lisle. This book invites critical reflection and thinking by challenging students to "explore the ways that the dominant culture [in America] shapes their ideas, values, and beliefs." Specifically, this book offers students a series of essays to explore on a variety of controversial topics, such as the myth of the model family, the myth of education and empowerment, the myth of material success and individual opportunity, the myths of gender, the myth of the melting pot, and the myth of freedom. This book will be supplemented by one poem: Langston's Hughes's "Let America Be America Again"; two novels: F. Scott Fitzgerald's *The Great Gatsby* and Joyce Carol Oates's *Black Water*; and four plays: Arthur Miller's *Death of a Salesman*, Lorraine Hansberry's *A Raisin in the Sun*, August Wilson's *Fences*, and David Mamet's *Oleanna*.

Course Objectives:

By reading, discussing, and writing about the assigned readings treating various aspects of the dream of America, students will satisfy the following objectives of General Education:

1. They will recognize, analyze, and learn to critically and carefully weigh arguments supporting theories and perspectives different from their own point of view about the dream of America;
2. They will provide reasoned support for their own beliefs about various cultural myths surrounding the dream of America;
3. They will compare and evaluate competing arguments about various cultural myths prevalent in American society;
4. They will generate research questions and use source materials to support their theses about various topics involving the dream of America;
5. They will find reliable sources of information to support their theses;
6. They will evaluate information found and select only critically important information that is relevant to their topics and purposes in their analytical essays;
7. They will make effective use of information and gracefully integrate their source materials into sufficiently developed and appropriately documented essays;
8. They will use speaking and writing for a variety of purposes, but primarily to formalize their thinking about the cultural myths associated with the dream of America;
9. They will tailor the structure and style of their written discussions around their intended audiences;
10. They will select appropriate organizational and rhetorical strategies for both writing and speaking to their audiences about their intended purposes;
11. They will generate, express, and revise their ideas in written discourse;
12. They will critique other students' writing and utilize other students' critiques in the revision of their own writing;
13. They will present ideas formally on the dream of America and selected cultural myths in both spoken and written form;
14. They will differentiate the methods used by selected novelists and playwrights to present their individual perspectives toward various aspects toward the dream of America;
15. They will demonstrate tolerance for the relativity and plurality of human values and beliefs, especially the multicultural views represented in society and discussed in our assigned readings;
16. They will reflect upon the importance of academic integrity and civic responsibility and will discuss the correlation between heightened critical thinking skills and responsible and engaged civic behavior;
17. They will discuss the connections between various fields of study accessed for consideration of the implications of the various cultural myths surrounding the dream of America;
18. They will also discuss and evaluate the role and value of critical thinking in a strong liberal arts education and in establishing and maintaining responsible civic engagement.

Course Outline:

- I. Thinking Critically and Challenging Cultural Myths

- II. Thinking Critically in College and Civic Responsibility
 - A. The Transition from High School to College
 - 1. Taking Responsibility for Your Learning
 - 2. Critical Thinking Skills and Learning in the Disciplines
 - 3. Critical Thinking and Communication Skills
 - 4. Critical Thinking and Independent Research Projects
 - 5. Critical Thinking and the Role of a Liberal Arts Education
 - B. Transforming Critical Thinking Skills into Responsible Civic Engagement
 - 1. Ways of Cultivating and Promoting Civic Awareness and Responsibility
 - 2. Service Learning and Civic Engagement
 - 3. Service Learning Assignment: Community and Academic Partnership

- III. Harmony at Home: The Myth of the Model Family
 - A. Myths of Family Past
 - B. The 1950s
 - C. Television's Transformative role
 - D. Teenage Pregnancy
 - E. Arthur Miller's *Death of a Salesman* and August Wilson's *Fences*

- IV. The Myth of Education and Empowerment
 - A. Social Class and the Hidden Curriculum
 - B. Politics in the Schoolroom
 - C. Connected Education

- V. Money and Success: The Myth of Individual Opportunity
 - A. The Horatio Alger Myth
 - B. The Politics and Economics of Class
 - C. The Great Divide
 - D. F. Scott Fitzgerald's *The Great Gatsby*

- VI. Myths of Gender
 - A. The Social Meaning of Gender
 - B. Sexism and Misogyny
 - C. Advertising and Violent White Masculinity
 - D. Gender Stereotyping
 - E. The Gender Wardens
 - F. Joyce Carol Oates's *Black Water*

- VII. The Myth of the Melting Pot
 - A. Lorraine Hansberry's *A Raisin in the Sun*
 - B. Causes of Prejudice

- C. Individual and Structural Discrimination
- D. The Power of Innocence

VIII. The Myth of Freedom

- A. New People and New Societies
- B. The Challenge of Freedom
- C. Censorship and Community Standards
- D. Sexual Harassment and Political Correctness
- E. David Mamet's *Oleanna***
- F. Langston Hughes, "Let America Be America Again"

Criteria for Evaluating Student Performance:

Students will be evaluated based on the following criteria. Students will write five analytical essays on the assigned literary works. Each essay will necessitate the use of electronic or library information to support and develop a thesis about the writer's treatment of various themes involving the dream of America. These essays will necessitate careful invention and extensive revision, as well as appropriate documentation of the sources used in the development of each paper's thesis. These essays will constitute 75 % of the student's final grade.

Students will also write short response papers daily on the assigned readings and will read their responses in class. These papers will be used to prompt class discussion and will be graded based on the evidence of careful class preparation demonstrated in the specificity of the written response. These papers will constitute 15 % of the student's final grade.

Students will spend at least five hours during the semester in a service-learning experience. Students will write a short essay discussing the relevance of their service learning to one of the topics assigned and discussed in class. This paper discussing service learning, civic engagement, and some aspect of the cultural myths surrounding the dream of America will be counted in the final 10% of the students' final grade.

Students will also participate in peer group revision sessions and will critique their classmates' papers and offer suggestions for their revision of the assigned five analytical essays. Students' participation in workshops and in class discussions, along with their completion of the 5-hour service learning component of the course, will constitute 10 % of the student's final grade.

UNIV 179: Facing Fear

Focus: Fear and human growth/education

Instructor: Barbara Stengel

“The human impediment to happiness is fear, an unwillingness or inability to be open before changing experience; for Americans, the main barrier to happiness was the search for it in external possessions. Face the world with wonder.”

John Dewey (on the occasion of his 70th birthday)

Students in this seminar will explore the various faces and facets of fear as a near-ubiquitous human experience. “Facing fear” also suggests a personal challenge – to understand fear and to respond to it constructively, especially with regard to one’s own education and growth.

First, students will consider examples of fear(s) that impede personal growth generally and academic education specifically. These examples, drawn from popular culture (especially film), lived experience (including a course-based service learning experience), and the descriptive literature of schooling will be analyzed in terms of fear’s referent: fear of the world, fear of/for the Self, and fear of the other. Second, readings from literature, philosophical analysis, psychological research, and social theory will prompt and ground a phenomenological analysis of fear as perceived/real, emotional/cognitive, useless hurdle/useful warning, and acquired/instinctive. Third, students will examine what can be characterized as “wisdom literature” (Christian Scripture, Rumi, the teachings of the Buddha, Parker Palmer) for competing views regarding the proper response to fear – to be overcome, defused, transformed, embraced, etc. Finally, students will formulate a personal response to the specific fear(s) that may be negatively impacting their own MU experience and personal growth generally.

Readings for the seminar will be relatively short but challenging. (Some readings may be differentiated for individual students to provide appropriate level of difficulty.) The quality of readings will be directly related to the “seminar style” of instruction, i.e. readings will be selected to generate maximum student engagement in discussion and writing – through identification of common experience, reflection on that experience, and philosophical analysis of common strands of experience.

The seminar will incorporate weekly writing assignments and make use of a “writer’s workshop” format to allow students to receive peer feedback on various types of writing (e.g. descriptive, reflective, creative, expository) and to have intensive interaction with other students and with the instructor around the ideas read and represented. Some writing assignments will require the use of outside sources (print-based and electronic). I will write with the students on a weekly basis to model the habit of writing and the risk involved in sharing your thinking with others.

While drawing explicitly from both social science and humanities literature/texts, this seminar will be philosophical in intent and in its use of intellectual tools. As such, it is probably best classified as a humanities experience (if classification is necessary).

Learning Objectives

Students will develop a habit of writing regularly in a variety of genres and from different perspectives, making effective use of appropriate sources of information.

Students will read and respond to philosophical, literary, psychological and sociological texts.

Students will identify fear(s) that may impede their personal development and MU education and develop a conceptual/theoretical and behavioral response.

Students will formulate a phenomenological analysis of the human experience of fear in the context of human growth and formal education.

Students will compare and contrast the understanding of fear embodied in several wisdom traditions, as these represent the integration of intellectual, emotional, psychological and existential insight.

Content outline

Identifying experiences of fear:

Phobias: Fear of/in the world

Social interaction phobia

Academic phobias

Object phobias

Status phobias

Fear of/for Self

Personality order/disorder(s)

Fear of success/failure

Self-esteem

Internalized oppression/phobia

Fear of the Other

Prejudice

Terrorism

Security systems

21st century American politics

Systems of fear

Public schools

Families/relationships

Sports teams

Societal scripts

A phenomenology of fear

Perspective

Bracketing taken-for-granted “reality”

Typified features

Constitutive moment

Be not afraid? Fear and religion
 Judeo-Christian scripture
 Rumi
 Eastern religious traditions
 Native/feminist religious experience

Recognizing and responding to fear
 Overcoming fear
 Transforming fear
 Defusing fear
 Educating fear

Learning Objectives	Assessment
Students will develop a habit of writing regularly in a variety of genres and from different perspectives, making effective use of appropriate sources of information.	Weekly writing assignments; writer's workshop
Students will read and respond to philosophical, literary, psychological and sociological texts.	Weekly writing assignments; writer's workshop
Students will identify fear(s) that may impede their personal development and MU education and develop a conceptual/theoretical and behavioral response.	Weekly writing assignments; writer's workshop Community service experience Final essay: Fear (in)action plan
Students will formulate a phenomenological analysis of the human experience of fear in the context of human growth and formal education.	Concept map of the face(t)s of fear
Students will compare and contrast the	Weekly writing assignments; writer's

understanding of fear embodied in several wisdom traditions, as these represent the integration of intellectual, emotional, psychological and existential insight.	workshop Comparative evaluation of three wisdom writings (3 page essay)
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Texts:

Course pack (See Reference List for specific titles)

Assignments:

Each week a specific writing prompt will be given to students. These prompts will prompt writing that is reflective, descriptive, expository or creative and that allows students some options regarding genre. Writing will be evaluated separately for effective use of information sources.

Small group community service experience selected to occur at a sight of personal discomfort/fear. (Student will be asked to rank order social service situations in which they experience personal discomfort -- with small children, elderly, sick or dying, juvenile offenders, poverty, racial/ethnic/cultural diversity – and then will be assigned to participate in, report and reflect on a group service task in a setting of discomfort.)

Concept map “The face(t)s of fear”

Comparative evaluation of three wisdom writings

Personal fear (in)action plan

Assessment and grading:

- 50% Weekly participation in writer’s workshop (completed writing assignment and response to group writing)
- 10% Face(t)s of fear concept map
- 10% Comparative analysis of wisdom literature
- 10% Action plan
- 10% Class participation
- 10% Demonstrated mastery of information literacy tools/skills

References

Part I (Popular culture, film, descriptive literature of education)

White Noise
The Fly

Michael Crichton, *State of Fear*

www.phobia.com

Part II (Literature, theory)

Dante, *The Inferno*
Spinoza's Ethics "no hope without fear, no fear without hope"
William James *Talks to Teachers on Psychology*
The Life of Pi

Part III Wisdom literature

Wendell Berry, *Thoughts in the Presence of Fear*
Parker Palmer

Judeo-Christian Scripture

Rumi,

UNIV 179: Witchcraft in Seventeenth Century England and New England

Dr. Francis J. Bremer

No prerequisites

G3

Catalogue Description

This seminar is designed to develop student analytical and writing skills by engaging them into a discussion of witchcraft in seventeenth century England and New England, primarily focusing on the famous witchcraft trials centered in Salem, Massachusetts in 1692. The students will examine primary sources and will read secondary sources that draw upon a variety of disciplines to offer insight into the events – including anthropology, medicine, law, sociology, psychology, and geography. But the main thrust will be to see how historians find and evaluate evidence and use the insights of other disciplines to interpret the events of the past.

Course Objectives

Students taking this course will be expected to:

Demonstrate an understanding of the major people and events in the witchcraft concerns and prosecutions of seventeenth century England and seventeenth century New England.

Identify and critically evaluate significant interpretive themes works in works of historical scholarship.

Identify and discuss how historians draw upon interpretive concepts developed in other disciplines.

Be able to identify and explain how different environmental, institutional structures, social and economic circumstances, and intellectual beliefs contribute to the shaping of particular cultures.

Research (find and assess) primary sources for developing an interpretation of an incident in the past.

Develop and present an interpretation of an historical topic that is both logically persuasive and supported by primary and secondary evidence.

Assessment

In the below description of the assessment tools, numerical references identify the specific course objectives being assessed.

There will be a mid-term examination and a final exam each of which will consist of both an objective part (Objective #1) and essay part (Objectives #s 2, 3, 4). Each of these will count for 25% of the student grade

Each student will be required to research and write a fifteen page term paper. The paper will focus on one individual involved in one of the witchcraft episodes studied in the class. The student will be expected to discuss how that individual is portrayed in the secondary literature and to evaluate that treatment in light of the student's own

assessment of the primary sources available as indicated below. (Objectives # 5 & 6)
This will count for 25% of the student grade.

Each student will write and orally summarize a report on a title individually chosen from the list below. The report is to focus on the use of different perspectives to approach the subject of witchcraft.

Required Readings:

All students will read the following:

Mary Beth Norton, *In the Devil's Snare*

Malcolm Gaskill, *Witchfinders: A Seventeenth-Century English Tragedy*

They will also choose one of the following books that offers a distinct perspective on the events. Each student will choose a separate book (based on random drawing of student names). More titles will be added if class size dictates.

Keith Thomas, *Religion and the Decline of Magic*

John Demos, *Entertaining Satan*

James Sharpe, *The Bewitching of Anne Gunther*

Alan Macfarlane, *Witchcraft in Tudor and Stuart England*

Paul Boyer & Stephen Nissenbaum, *Salem Possessed*

Richard Godbeer, *The Devil's Dominion*

Richard Godbeer, *Escaping Salem: The Other Witch Hunt of 1692*

Bernard Rosenthal, *Salem Story*

Peter Hoffer, *Salem Witchcraft Trials: A Legal History*

Peter Hoffer, *Devil's Disciples: The Makers of the Salem Witchcraft Trials*

Elaine Breslaw, *Tituba: Reluctant Witch of Salem*

Carol Karlsen, *The Devil in the Shape of a Woman*

Elizabeth Reis, *Damned Womenh*

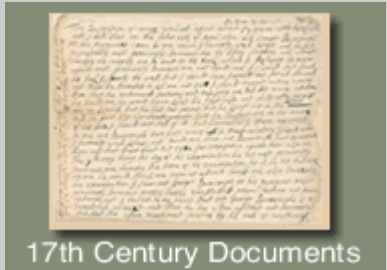
Chadwick Hansen, *Witchcraft at Salem*

Students will also be expected to access and use the Salem Witchcraft website maintained by the University of Virginia, where they can read and use virtually all of the surviving primary source records and books: <http://etext.virginia.edu/salem/witchcraft/>



Salem Witch Trials

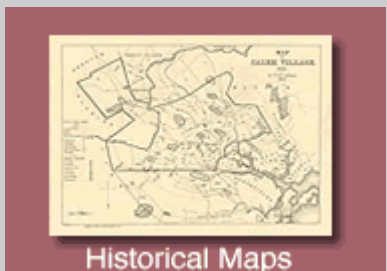
Documentary Archive and
Transcription Project



17th Century Documents

Documents & Transcriptions

[Court Records](#)
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[Personal Letters](#)
[More...](#)



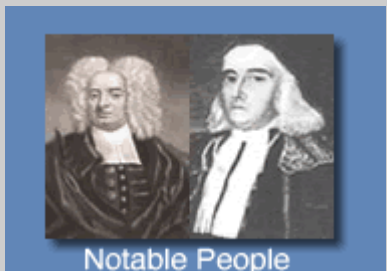
Historical Maps

Historical Maps

[Map of Salem Village, 1692](#)
[Map of Andover](#)
[Map of Witchcraft Accusations](#)
[More ...](#)

Archival Collections

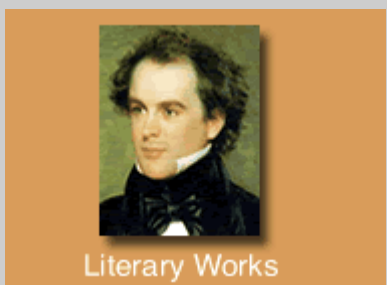
[Boston Public Library](#)
[Massachusetts Historical Society](#)
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Notable People

Contemporary Books

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COURSE OUTLINE

Introduction to course and requirements

The World of Tudor-Stuart England

Two or three classes will be used to develop the context for the witchcraft episodes: we will examine English geography, the social order, economic practices, the political order, and the world of religious belief. In dealing with the latter we will talk about the impact of the Reformation.

Colonial New England

Similarly, we will spend a few classes developing the colonial context: reasons for colonization, development of social, political, religious institutions, how the society defined itself, etc.

The Belief in Witchcraft

Discussion of witchcraft beliefs in general, the presence of witches and devils in literature (Marlowe, Shakespeare, etc), laws regarding witchcraft, etc.

Teleconference with Outside Scholar

On three occasions the class will meet in the tele-conferencing room in Hash-Bassler to engage with a distinguished scholar of our subject. My initial plan is to engage with Richard Godbeer of the University of Miami, Mary Beth Norton of Cornell, and Malcolm Gaskill of the University of Cambridge.

England's Witch Hunts

Examination of early seventeenth century witch trials; turmoils of mid-seventeenth century England and how these may have produced the Essex witch hunts of the 1640s and 1650s.

New England Witchcraft before Salem

Discussion of early witch cases: who was likely to be accused? What explains these incidents? How were they dealt with? What were the trials like?

New England in Crisis

We will examine the political (internal and external), social, cultural, and other crises (including Indian war) of the post-1660s period and how this created certain tensions and fears in the region.

Teleconference #2

On three occasions the class will meet in the tele-conferencing room in Hash-Bassler to engage with a distinguished scholar of our subject. My initial plan is to engage with Richard Godbeer of the University of Miami, Mary Beth Norton of Cornell, and Malcolm Gaskill of the University of Cambridge.

Salem and Salem Village

Having looked at the broad picture in topic 8, we will do a micro-analysis of Salem in the last decades of the century, focusing on local figures, issues before the civil and religious communities, etc/

The Clergy and Witchcraft

Evaluation of the changing role of the clergy in the period and their discussion of witchcraft, particularly focusing on Increase Mather and Cotton Mather.

Salem: Hysteria and Accusations

The first phase of the episode, including the fits of the afflicted, the medical evaluation, and the accusations of witchcraft; the difference between possession and affliction.

Arraignments

The arraignments of the accused and the testimony given against them.

The Court of Oyer and Terminer

The appointment of the court, its composition, the rules of evidence it adopted. The actual trials.

Convictions and Execution

Who was convicted; why?; would confession save you?

End of Trials and Second Thoughts

The intervention of the clergy, the end of the trials and the freeing of those in prison; second thoughts by Samuel Sewall, Ann Putnam?

Teleconference #3

On three occasions the class will meet in the tele-conferencing room in Hash-Bassler to engage with a distinguished scholar of our subject. My initial plan is to engage with Richard Godbeer of the University of Miami, Mary Beth Norton of Cornell, and Malcolm Gaskill of the University of Cambridge.

Making Sense of Salem

A number of sessions in which students will offer their reports on different books and bring the insights from their term papers to bear in evaluating the many explanations for the witchcraft hysteria.

Bibliography

The literature on this subject is vast and listing every relevant work would require over fifty pages. This bibliography concentrates on works published since 1990, though some earlier works of particular value are also included. Discussions of earlier work on American Puritanism may be found in Michael McGiffert, "American Puritan Studies in the 1960s," William and Mary Quarterly, 3rd series, 27 (1970), 36-67; David D. Hall, "On Common Ground: The Coherence of American Puritan Studies," William and Mary Quarterly, 3rd series, 44 (1987), 193-229; and Charles L. Cohen, "The Post-Puritan Paradigm of Early American Religious History," William and Mary Quarterly, 3rd series, 54 (1997), 695-722. A good place to start to review the literature on British themes is Ronald Hutton, Debates in Stuart History (2004);

Christopher Haigh, "The Recent Historiography of the English Reformation," in Margo Todd, ed., Reformation to Revolution (1995); and the relevant sections of Michael Bentley, ed., Companion to Historiography (1997).

Adair, John, Puritans: Religion and Politics in Seventeenth-Century England and America, new edition (1998).

Baskerville, S. K., "Puritans, Revisionists, and the English Revolution," Huntington Library Quarterly, 61 (2000), 151-71.

Botonaki, Effie, "Seventeenth-Century Englishwomen's Spiritual Diaries," Sixteenth Century Journal, 30 (1999), 3-21.

Braddick, Michael J., John Walter, "Introduction. Grids of power: order, hierarchy and subordination in early modern society," in Michael J. Braddick, John Walter, ed., Negotiating Power in Early Modern Society: Order, Hierachy and Subordination in Britain and Ireland (2001).

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Bremer, Francis J., John Winthrop: America's Forgotten Founding Father (2003).

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Bremer, Francis J. and Lynn Botelho, eds., The World of John Winthrop: England and New England, 1588-1649 (2005).

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Cohen, Charles L., God's Caress: The Psychology of Puritan Religious Experience (1986).

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- Como, David R., "Women, Prophecy, and Authority in Early Stuart Puritanism," Huntington Library Quarterly, 61 (1998), 203-22.
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Ulrich, Laurel Thatcher, "John Winthrop's City of Women," Massachusetts Historical Review, 3 (2001), 19-48.

Vaughan, Alden and Virginia Mason Vaughan, "England's 'Others' in the Old and New Worlds," in Francis J. Bremer and Lynn Botelho, eds., The World of John Winthrop: England and New England, 1588-1649 (2005).

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Westerkamp, Marilyn J., "Engendering Puritan Religious Culture in Old and new England," in Nicholas Canny, Gary Nash, and Joseph Illick, eds., Empire, Society and Labor (1997).

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Willen, Diane, "Godly Women in Early Modern England: Puritanism and Gender," Journal of Ecclesiastical History, 43 (1992), 561-80.

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UNIV 179: Home and Homelessness

3 credits

First Year Seminar

Suggested for G3 block of the Liberal Arts Core

Home and Homelessness

Description: What is a “home?” What elements—both physical and psychological—make up the experience of home? How does one come to feel “at home” in a new place? What are the social/emotional, economic and psychological consequences of being without a home? In this course students will attempt to answer these and other questions by studying the concepts of “home” and “homelessness.”

The semester will begin with an examination of the concept of “home.” Students will identify changes in how people have thought about the idea of home through history, and how the concepts of “comfort,” “privacy” and “domesticity” have evolved to alter people’s experience and expectations of their homes. Students will also compare homes in a cultural context, using a comparison of the American and the Japanese home as a starting point for discussion, and then researching other examples of how culture shapes the experience of home (including their own). We will discuss issues of personal privacy and the ways that home creates social boundaries, as well as how possessions both create and communicate a sense of identity. Students will also discuss the experience of “leaving home” and establishing a home in a new location. This section of the course will offer the opportunity to examine the students’ own experiences of making a “home” for themselves as members of the Millersville University community. On a personal level we will use course concepts to understand the importance of “personalizing” a dormitory room, and on a community level, students will discuss the ways they establish their MU identities, and engage in their academic, social and civic communities.

In the second part of the course the students will study issues related to homelessness in the United States. Using course readings, the students will critically assess the causes of the rise of homelessness and it’s significant worsening in the 1980s, focusing on issues such as affordable housing, mental illness, “deinstitutionalization,” and national economic and social policy. We will attempt to answer questions such as “Who are the homeless?” “Why are people homeless?” and “Is homelessness a personal failure? a societal failure? an economic failure?” The class will then read the United Way report: “State of Housing and Homelessness—Lancaster County 2004.” This will provide a good picture of the status of homelessness in our own community, its causes and the attempted remedies. Students will have the opportunity to meet and discuss the report with Leonard Walton who chaired the United Way Community Needs Committee and co-authored the report. This portion of the course will also include a service learning opportunity as students perform volunteer service in a variety of agencies involved with homelessness in Lancaster County, and work to formulate a personal response to the problem of homelessness.

Course Objectives

By completion of this course, the students will

Understand the historical development of the concept of home.

Identify the role of culture and historical context in one's experience of home.

Identify the role of interpersonal relationships, boundaries, personalization, privacy, comfort and domesticity in the psychological and physical experience of home.

Understand the psychological tasks and obstacles one faces as one attempts to leave home and establish a new home.

Critically examine the various contributions of economic and social policy to the worsening of homelessness in America from 1980-the present.

Understand the current status of homelessness in Lancaster County and explore possible remedies to this social problem.

Reflect upon their own role and engagement in a larger "home" community (i.e., Millersville University, and Lancaster, Pennsylvania).

Develop research skills by exploring related topics in individual written research.

Develop interviewing and communication skills as they meet members of the Lancaster community involved in the area of homelessness.

Reflect on personal involvement in service activities and formulate a personal response to the problem of homelessness.

Course Readings/Resources (including selections from)

Home: A Short History of an Idea by Witold Rybczynski

Home Psych: The Social Psychology of Home by Joan Kron

Rachel and Her Children by Jonathan Kozol

The Visible Poor: Homelessness in the US by Joel Blau

A Nation in Denial: The Truth About Homelessness by Alice Baum and Donald Burnes

The State of Housing and Homelessness Lancaster County 2004 prepared by the United Way of Lancaster

"Down and Out in America", a television documentary. Joseph Feury Productions, 1986

Assignments

Students will be expected to complete the following assignments for evaluation:

Research paper on a topic of the student's choice investigating relevant aspect of Home or Homelessness. (This assignment will involve participation in training by Library faculty on use of the Ganser library and information literacy, as well as a discussion of issues related to academic integrity.)

Participation in a service learning activity with a Homeless agency in Lancaster County (hours of service to be arranged with CAP office)

Preparation of interview questions for members of the Task Force on Homelessness as well as employees of Homeless agencies.

Personal journal to reflect on issues raised by readings, class discussion, and service learning activities.

Active participation in classroom discussion

Students will work in small groups to facilitate class discussion of assigned readings.

Daniel F. O'Neill, Psy.D.

Assistant Professor

Counseling & Human Development

UNIV 179: Liberty and Justice for All: The Promise of American Education

Freshman Seminar:

UNIV 179

Fall 2006

Dr. Linda McDowell

Liberty and Justice for All:

The Promise of American Education

Catalogue Description:

This seminar will explore questions of fairness, justice, and equity in education. What should all children know and be able to do and who gets to make that decision?

Should education be considered a civil right? Whose responsibility is it to insure quality education? What is your responsibility as a citizen for students in your own community? What is your responsibility to all students, especially in communities where schools have failed to provide students with equal opportunity for success in society? We will seek answers to these questions by examining the familiar (schools) from different and often challenging perspectives. Students will read, research, discuss and present various aspects of education inequity framed within the social issues of race, class, gender, ethnicity, and socioeconomic status. By analyzing their findings, students will develop their own understanding of American education helping them to become more informed and involved citizens.

Additional Rationale for Curriculum committees

This seminar is interdisciplinary with a major emphasis on social science. Educational inequities can't be separated from larger social issues of race, class, gender, ethnicity, poverty, and politics. It is intended to serve all students whether they go into education or not by helping them become more informed and involved citizens.

Current Issues for Consideration

No Child Left Behind: Who does this legislation help? Who does it hurt?

Educational rights and equity for poor and underrepresented children

Shift in student demographics across the United States and the implications for schools

Educational rights for children of immigrants

Course Objectives:

By completion of this course, the students will:

Conduct research on a current issue related to equity in education; find, select, evaluate, and integrate appropriate sources of information, and report findings.

Recognize the varying assumptions in today's society that influence choices that affect equity in schools.

Develop critical questions from readings for class discussion that demonstrate synthesis of key concepts and assumptions.

Effectively articulate and justify their own analysis of a topic and respectfully listen to and respond to the opinions of others.

Reflect in writing on their civic responsibility for schools within and outside of their own communities.

Compare and contrast educational experiences of diverse groups of students in American schools.

Express opinions in writing clearly and convincingly.

Course Outline:

Week 1: Introductions and Course Outline (Aug.28-31)

Section 1 (3 weeks): (Sept. 4-Sept.22)

Individual reflections of personal schooling experiences

Service Learning introduction/ Day of Caring Participation

View video, Children in America's Schools

Begin discussion of group text, The Shame of a Nation (1-6)

Section 2 (3 weeks): (Sept.25-Oct.13)

Continue text discussion, Shame of a Nation, (7-12)

Begin research on selected topics

Choose second text related to research

Section 3 (3 weeks): (Oct. 16-Nov. 3)

Read Text Many Children Left Behind Deborah Meirs

View Video, I Am A Promise

Section 4 (4 weeks): (Nov.6-Dec.8)

Group research presentations

Final week: Presentation of Action Plans

Course Requirements and Assessment:

Class attendance, service-learning participation, and seminar participation – 20%

Journal writing – personal reflections in response to specific prompts about readings, films and class discussions with student generated critical questions 20%

Group Research Project- centered on a topic that relates to a current issue related to educational equity. Students must read one leading text on their topic and select, evaluate, and integrate 10 to 15 additional academic sources. Present and lead discussion on their research. 40%

Action plan: students develop an action plan that describes how improvement in the current system can come about and what their personal role in change will be. This plan can be in the form of a service video, position paper, presentation etc. 20%

Relationship between objectives and assessments

Course Objectives: By completion of this course, the students will:	Assessments	Related criteria to be used in rubric development
Conduct research on a current issue related to equity in education; find, select, evaluate, and integrate appropriate sources of information, and report findings.	Group Research Project	<ol style="list-style-type: none"> 1. Selection of 10-15 academic articles that are current, relevant to theme. 2. Article conclusions are analyzed / evaluated / compared and contrasted with other articles. 3. Research is synthesized thematically.
Recognize the varying assumptions in today's society that influence choices that affect equity in schools.	Journal	<ol style="list-style-type: none"> 1. Identify assumptions of authors, personal assumptions, and assumptions underlying perspectives different from author.
Develop critical questions from readings for class discussion that demonstrate synthesis of key concepts and assumptions.	Journal	<ol style="list-style-type: none"> 1. Develop questions that are generative – i.e. that lead to further class discussion, investigation of issue. 2. Develop questions that synthesize different, but related issues. 3. Develop questions that help uncover assumptions.
Effectively articulate and justify their own analysis of a topic and respectfully listen to and respond to the opinions of others.	Seminar Participation	<ol style="list-style-type: none"> 1. Actively respond to professor and peers. 2. Provide personal analyses of issues, justify opinions. 3. Listen respectfully to others and value their insights and experiences even in disagreement.
Reflect in writing on their civic responsibility for schools within and outside of their own communities.	Action Plan	<ol style="list-style-type: none"> 1. Action plan uses research and seminar discussion as a basis for realistic analysis of responsibility and challenges facing different stakeholders including parents, teachers, local communities, as well as personal responsibility. 2. And as a basis for substantive, realistic, and authentic personal actions related to a specific educational equity issue.
Compare and contrast educational experiences of diverse groups of students in American schools	Action Plan	<ol style="list-style-type: none"> 1. Action plan provides contextual analysis of the issue taking into account the experiences and needs of diverse groups of students in American schools.
Express opinions in writing clearly and convincingly.	Action Plan / Group research	<ol style="list-style-type: none"> 1. Writing is clear, concise, well-organized, and persuasive. 2. Clear evidence of writing for a specific audience and authentic purpose. 3. Evidence of meaningful revision of text in response to peer and teacher feedback.

Required Texts:

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- Lopez, N. (2002) Hopeful Girls Troubled Boys: Race and Gender Disparity in Urban Education. New York, NY. Routledge/ Falmer
- Ravitch, D. (2000) Left Back: A Century of Failed School Reforms. New York: Simon and Schuster.
- Smith, Frank (1998) The Book of Learning and Forgetting. New York, NY. Teachers College Press
- Stedman, L. (1996) The achievement crisis is real: A review of The Manufactured Crisis. Education Policy Analysis Archives, 4(1).Westbury, I. (1992).
- Tatum, B.D. (1997). "Why Are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race. New York: Basic Books.
- Tyack, D. (1974). The One Best System: A History of American Urban Education. Cambridge: Harvard University Press.

UNIV 179: The Monsters Under Our Beds

University 179 Proposal

Fall 2006

S. Brouillette

Suggested for G1 Block of the Liberal Arts Core Requirements

The Monsters Under Our Beds

Course Description:

Throughout the course of human history, there has been a fascination, almost an obsession, with monsters—creatures of the night wandering the forests, ghosts lurking in old houses, vampires stalking unsuspecting children and adults. This fascination is evident in literary works, chronicles, myths, religious texts, and more recently, television and film. Clearly, humankind fulfills a basic need through the creation of and belief in monsters. This course will examine the basis for this fascination and the reasons why humans continue to *need* these monsters. Students will examine why monsters are the subjects of such concern for humans in all time periods and in all cultures. What role do monsters play in society and what niche do they fill for people?

Interdisciplinary in its approach, the course will examine literature (through poetry and novels), history (through chronicles, legal briefs, and scholarly research), art history (through painting, manuscript illumination, and architecture), religion (through an overview of religious myth and legend), and film and television, among other disciplines. Students will recognize that Greek and Roman mythology is peppered with monsters of various sorts, from Hydra to Medusa to the Minotaur. They will read medieval texts which created creatures such as Grendel, dragons, and giants, not to mention plague narratives and edicts that held “the unknown” as the cause of the illness. They will understand the Renaissance architects’ fascination with gargoyles, as well as the purpose of Dante’s vision of purgatory and hell and the fright that it instilled in people. They will explore vampires, zombies, and fairy tales (which although touted as children’s literature, certainly are not in many cases). Finally, students will evaluate the monsters modern artists have given us in films such as: *The Blob*, *Night of the Living Dead*, and *The Sixth Sense*. They will see that television has even furthered the monster fascination by producing the ever popular *Buffy the Vampire Slayer*, *Angel*, and *Charmed*.

Students will also learn that nothing exists in a vacuum; we cannot study literature without concurrently studying the history and culture of the time; we cannot understand a culture’s art without understanding its history. Class discussion will guide the students into examining, for instance, how literature reflects history and culture and how myth sustains religion.

Course Objectives:

Students will understand the role and purpose of the monster in human cultures

Students will identify the role of the monster in their own lives

Students will understand the interdisciplinary nature of learning, through reading and discussion

Students will discover both the cultural differences and cultural similarities in the human experience

Students will learn to make connections between cultures and time periods
Students will draw upon previous knowledge to make sense of new material
Students will develop and utilize research skills to demonstrate their understanding of the purpose of monsters in the human experience
Students will collaborate with classmates to present an interpretation of a monster theme
Students will reflect and write on numerous forms of media, from literature, to art, to historical texts

Course Readings:

(not yet finalized, but to be selected from the following)

Selections from *The Odyssey*

Beowulf

Medieval manuscript illumination and bestiaries

Plague chronicles

Renaissance painting and architecture

Dante's *Divine Comedy*

Bram Stoker's *Dracula*

Selections from Paul Barber's *Vampires, Burial and Death: Folklore and Reality*

Assorted fairy tales (to include the brothers Grimm)

Gino Del Guercio's *The Secrets of Haiti's Living Dead*

Student Assessment:

Students will actively and routinely participate in class discussion (20%)

Students will complete response papers of assigned readings. Response papers will demonstrate critical reading skills and meaningful reflection. (30%)

Students will complete an extensive research project (utilizing library skills), which allows them to showcase their understanding of the theme of the course. Each student will choose a modern representation of the monster theme and apply the knowledge gained through the semester to demonstrate how that modern theme appropriates the need for the monster. (20%)

Students will collaborate with classmates in a presentation on one of our units. (15%)

Students will complete a creative monster-themed project applying their knowledge—a short story, a piece of artwork, etc. (15%)

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UNIV 179: Culture, Science and Mathematics in the Pre-Columbian Americas

Course Proposal for First Year Seminar

G2 Block

A liberal arts course for students who will not be scheduling a professional/technical math course. No credit in math/science block for math/science majors.

Prerequisites: MPT 100 or MPT 102

UNIV 179 and Math 100 may not both be taken for credit

UNIV 179 and Math 102 may not both be taken for credit

UNIV 179: Culture, Science and Mathematics in the Pre-Columbian Americas

Instructor: Dr. Ximena Catepillan

Catalog description:

An introduction to the study of the Pre-Columbian Americas, part of the broad interdisciplinary field of Native American Studies.

Emphasis on the role that science and mathematics played in the culture of these indigenous groups. The Pre-Columbian world is explored through the eyes of our ancestors, as well as through our classmates.

Special attention given to the science of archaeoastronomy and mathematics in which all of the great cultures of antiquity have left a mark.

Course Rationale:

Our Pre-Columbian ancestors, who did not live in a climate controlled environment, had to watch carefully for celestial events to survive. These events were involved in almost every aspect of their everyday life, and therefore, we find astronomy connected with their religion, art, architecture, agriculture and mythology. The discipline that studies the astronomic practices of the ancient people is called *Archaeoastronomy*.

Many of the monuments of history were built as observatories; among them are the Maya Palaces, Stonehenge and the Egyptian Pyramids. The Aztecs, as far back as the 14th century, had developed a calendar to determine when to plant and harvest crops. Their 365-day long calendar was much more accurate than any that the Europeans had at the time. This civilization used the Sun and the Pleiades or Seven Sisters to keep their calendar accurate.

Students will become familiar with different Pre-Columbian indigenous groups as we virtually travel across the Americas. We define "the Americas" to include Canada, the continental United States, Mexico, Central America, South America, and the Caribbean

We will study the mathematics and astronomy developed by the Pre-Columbian societies which will help the students realize that mathematical and scientific practices arose out of people's real needs and interests. As the students immerse themselves in readings, solutions of problem sets, research, and discussions, they will learn to appreciate the mathematical and scientific contributions of cultures different from their own.

Participation in class and readings are essential for understanding the material. Each week an assignment will require solving mathematics and science problem sets related to the covered material.

Teams of two students will lead several of the discussions in the second half of the course. The student leaders will meet with the instructor before class to review the mathematics/science topics to be discussed, and then will work together to encourage participation from the entire group in a critical analysis of the topics.

From the beginning of the semester students will be asked to contact a student/instructor of one of the 35 Tribal Colleges of the American Indian Higher Education Consortium AIHEC to work on the specific tribe's scientific and mathematical ideas. Students will report and discuss their findings with the class.

“Tribal Colleges were created in response to the higher education needs of American Indians, and generally serve geographically isolated populations that have no other means accessing education beyond the high school level. They have become increasingly important to educational opportunity for American Indian students, an importance they have achieved in a relatively brief period of time. Tribal Colleges are unique institutions that combine personal attention with cultural relevance, in such a way as to encourage American Indians - especially those living on reservations - to overcome the barriers they face to higher education”.

At the end of the semester, teams of two to four students will present an independent research project. The 20-minute presentation will describe an in-depth study of an ancient culture's science and mathematics.

These presentations will be developed with the assistance of the instructor.

The course will also include a community service learning opportunity as students perform volunteer service at a museum or historical society, when available. These sites include, but are not limited to, the North Museum of Natural History & Science in Lancaster, and the Lancaster County Historical Society.

Course Objectives:

By completion of this seminar, the students will

Be able to formulate problems from the Pre-Columbian world in the symbolic language of mathematics.

Be able to present ideas from the Pre-Columbian civilizations formally in both spoken and written form.

Be able to articulate connections between mathematical and scientific principles, technologies, and events affecting our everyday lives.

Be able to use mathematics to solve scientific problems related to the Native American groups.

Be able to use appropriate technology.

Be able to articulate the relationships among people, culture across history and geography.

Be able to demonstrate scientific and mathematical knowledge of the people of the Pre-Columbian Americas.

Students will be able to find reliable sources, evaluate information found, and select relevant information.

Content Outline:

The Civilizations of the Pre-Columbian Americas

A study of the history and culture of the Native American people is vital to understanding their mathematical and astronomical achievements.

Introduction to Astronomy

The concept of celestial sphere and how to locate objects in the sky.

The lunar phases.

The relative motions of the Earth, the Sun, and the Moon leading to eclipses.

Geometry used to measure distances in astronomy.

Astronomy with the Naked Eye

Observation of the contents and events that the Pre-Columbian astronomers would have viewed with the naked eye. The sun's angular path at different latitudes using the celestial sphere and the circumpolar constellations to measure time are two of the many available examples.

Astronomy in Ancient American Culture

Ancient Pre-Columbian observatories like the Big Horn Medicine Wheel in Wyoming, the cross petroglyphs of Teotihuacan, and the Ushnu in Cuzco.

Building alignments: temples and pyramids that are designed to represent the passing of the sun or moon on specific days of the year. The building placement and orientation at Palenque, and the alignments of stelae at Copan with respect to the path of the sun across the zenith are some of the many examples.

Calendars and religious observances based on moon phases and cycles.

The concept of cycles of time, Venus and lunar calculations. The Moon, eclipses, and their cycles.

Indigenous navigation techniques: for example the Yup'ik native Alaskans have navigated for centuries using a combination of geometry, the stars and constellations.

Number Systems and Arithmetic Operations

Positional and non-positional systems of numeration. Spoken and written numbers. Body counting. The development of zero.

Most of the number systems of North and South America are decimal, for example the Algonquian and the Inca. However, in the Central America area most of the numerical systems are base 20, like the Maya and the Aztecs. In addition, there are some groups that use other bases. The Aztecs used a system of numerals similar in principle to the Egyptian number system. Other numerical systems to study include, but are not limited to, the following indigenous groups: Incas of South America, Otomies of Mexico, Chumash, Pomo and Yuki of California, Toba of Paraguay, Bacairi of Brazil, Siriona of Bolivia, Ojibway and Inuit of Alaska, and Nootka of British Columbia, among others.

Several algorithms for arithmetic operations from different societies will be studied.

Counting Boards

The Incas developed a counting board, similar to an abacus, to make computations before the results were recorded on a "quipu" which was a device used by these indigenous to collect information.

Matrix representation of quipus.

Grids to perform computations. The Maya grids are one example.
 Other counting boards to study include, but are not limited to, the following indigenous groups: Olmecs, Otomies of Mexico, Ojibway and Inuit of Alaska.

Calendrical Systems

In its completed form the Maya calendar had four interlocking cycles: the Tzolkin, the Haab, the Long Count, and the lunar series.

Calculations of dates using the Maya calendars.

Correlations between Maya, Julian, and Gregorian chronologies.

Other calendrical systems to study include, but are not limited to, the following indigenous groups: Olmecs, Aztecs of Mexico, Incas of South America, Guaranies of Paraguay, and the Nootka of British Columbia.

Numerical Representations

Hieroglyphic inscriptions and codices have enabled us to learn how the Maya recorded astronomical and calendar data.

Ancient monuments like the “stelae” with carved hieroglyphic texts displaying lunar calculations and dates.

The Maya and the Aztecs represented numbers using hieroglyphs in addition to their number system.

Other inscriptions to study include, but are not limited to, the following indigenous groups: Olmecs, Otomies of Mexico, Chumash of California, and Ojibway of Alaska.

Strip and Plane Symmetry Groups

There are seven strip symmetry groups and every indigenous strip pattern used in arts and crafts can be identified with one and only one of the seven groups.

A similar study can be done with planar symmetry groups and the 2-dimensional patterns developed by the Pre-Columbian societies.

Learning Objectives	Assessment
Students will be able to formulate problems from the Pre-Columbian world in the symbolic language of mathematics.	Weekly problem set solutions. Team lead discussions.
Present ideas from the Pre-Columbian civilizations formally in both spoken and written form.	Class discussion, team project presentation. Team lead discussions.
Students will be able to articulate connections between mathematical and scientific principles, technologies, and events affecting our everyday lives.	Class discussion and problem set solutions. Team project presentations. Team lead discussions.
Students will be able to use scientific reasoning.	Class discussion and problem set solutions. Team project presentations. Team lead discussions.

Students will be able to use mathematics to solve scientific problems related to the Native American groups.	Class discussion and problem set solutions. Team project presentations. Team lead discussions.
Students will be able to use appropriate technology.	Team Power Point research presentations. Team lead discussions.
Students will be able to articulate the relationships among people, culture across history and geography.	Contact with a student/instructor from a Tribal College. Community service learning.
Students will be able to demonstrate scientific and mathematical knowledge of the people of the Pre-Columbian Americas.	Contact with a student/instructor from a Tribal College.
Students will be able to find reliable sources, evaluate information found, and select relevant information.	Team Power Point research presentations. Team lead discussions.

Assignments:

Two exams will be given during the course.

Each week mathematics and science problem sets will be assigned to the students.

Each student will present as part of a team of two to four students an independent research project. The research project will focus on a specific indigenous group and its contribution to science and mathematics.

Team led discussions: teams of two students will lead several of the discussions in the second half of the course. The student leaders will meet with the instructor to review the topics to be discussed, and then will work together to encourage participation from the entire group in a critical analysis of the topic. All the topics discussed will communicate science and mathematics.

Students will be asked to contact a student/instructor of one of the 35 Tribal Colleges of the American Indian Higher Education Consortium AIHEC to work on the specific tribe's scientific and mathematical ideas. Students will report and discuss their findings with the class.

The course will also include a community service learning opportunity as students perform volunteer service at a museum or historical society, when available. These sites include, but are not limited to, the North Museum of Natural History & Science in Lancaster, and the Lancaster County Historical Society.

Assessment and grading:

- 40% Exams
- 20% Weekly solution of mathematics/science problem sets.
- 15% Power Point presentation on a mathematics/science research project.
- 10% Team led discussion on mathematics/science topics.
- 10% Tribal College student/faculty contact and report.
- 5% Community Service Learning. (When available).

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UNIV 179: Scientific Revolutions: An Exploration of Method

Millersville University of Pennsylvania
New Undergraduate Course Proposal

Course Number and Title: UNIV 179 Scientific Revolutions: An Exploration of Method

Credit Hours: 3

Maximum Enrollment: 24

Prerequisites: None

Catalogue Description: The study of the scientific process through an examination of revolutionary ideas in science such as the spherical Earth, heliocentric solar system, evolution, the structure of the atom, the Big Bang, and plate tectonics. G2.

Course Rationale:

Every person, scientists and non-scientists alike, on a daily basis use an objective process to answer questions or problems. Scientists also use an objective process to inquire about natural phenomena and have described this as the scientific method. However, most scientists realize that this process is not always as simple as the scientific method would indicate and sometimes would even have difficulty articulating the process by which they work. The general public and typical student may have a general idea of the scientific method; however, they often have little understanding of what that actually means with regards to answering scientific questions. More importantly, there is very little understanding among the general public about the time required or the peer review necessary to advance and disseminate new ideas in science.

This course is intended to explore the scientific process by looking at groundbreaking developments such as Plate Tectonics. Explorers and naturalists had long noticed (*Observation*) the remarkable fit of the continents across the Atlantic Ocean. Francis Bacon in 1620 commented on the similarities of coastlines. A few more geologists including Eduard Seuss in the 1800s began to suggest (*Hypothesis*) that the continents were in fact once joined. However, these ideas remained unexplored until a German climatologist, Alfred Wegener, began to systematically study (*Observation and Testing*) the occurrences of glacial deposits, fossils, and mountain chains. Wegener amassed a large quantity of evidence including from these records to prove that the continents were once aligned into a massive supercontinent and published his ideas in 1915. Unfortunately for Wegener, his idea of a massive supercontinent met with sharp criticism (*Peer Review*) because he had no viable mechanisms (*Return to Hypothesis*) for making continents move. It wasn't until the 1960s that Wegener's idea gained a new resurgence after the systematic mapping of the seafloor discovered a complex structure with mid-ocean ridges and deep-sea trenches (*Observations*) that provided clues for new hypothesis called seafloor spreading. *Testing* of this hypothesis and subsequent observations of magnetic anomalies, heat flow, and age of the ocean crust eventually led to the *theory* of plate tectonics.

By reading original text and summaries of the theory development students will gain a better perspective regarding the scientific process

Course Objectives:

Following successful completion of this course the competent student will be able to:

Distinguish between scientific and commonly accepted meaning of words such as hypothesis and theory.

Describe how scientific inquiry employs observations of the natural world to construct testable hypotheses.

Explain how communication and collaboration among colleagues enhances the scientific process.

Describe the process by which ideas become theories and provide examples of such.

Compare and contrast the scientific method as practiced in different disciplines.

Investigate current scientific inquiries using reliable resources.

Evaluate, correlate, and synthesize information into coherent written and oral presentations.

Explain at least four different concepts arising from the scientific method that have revolutionized science.

Describe the impact that revolutionary discoveries have made on society.

Discuss ethics as it applies to science and society.

Course Assessment:

a) Scientific vs. Common meaning	<i>Categorizing Grid:</i> Discussion followed by compare/contrast exercise.
b) Scientific Inquiry	<i>Flow Chart:</i> Indicating significant components of scientific process. <i>Venn Diagram:</i> Showing where science overlaps with other modes of inquiry <i>Observation Journal:</i> Students will regularly and systematically observe a changing feature.
c) Communication and Collaboration	<i>Essay:</i> Two-page essay discussing the role of communication in scientific process citing specific examples of successful collaboration.
d) Hypothesis to Theory	<i>Time Line:</i> Students create a time-line for the development of a scientific theory from conception to common acceptance in the scientific community
e) Scientific Method	<i>Parallel Flow Charts:</i> Students create charts highlighting common and unique methods of scientific inquiry
f) Current Science	<i>Interview:</i> Students interview a science faculty member (or another member of the scientific community) to learn more about current

	scientific research <i>Presentation:</i> Students prepare a 10 minute presentation on a scientific question, mode of inquiry, and the scientific process.
g) Written and Oral Presentation	<i>Essays and Oral Presentations</i> on assigned topics as described above and below.
h) Scientific Revolutions	<i>Defining Features Matrix:</i> Students will summarize and explain the crucial points of a scientific argument
i) Societal Impact	<i>Essay:</i> Students will write a two page essay on the societal impact of a scientific revolution <i>Discussion:</i> Students will participate in a peer-led discussion on the societal impact
j) Ethics	<i>Debate:</i> Students will engage in a classroom debate about ethics in science and society

Course Outline:

This course outline is purely meant as an example of the topics that may be discussed. Different faculty could and should substitute other major scientific discoveries that can be scrutinized to better understand the scientific process.

Science in Ancient Greece – Emphasis on Observation

Foundations of Systematic Observation - Aristotle and the Classification of Invertebrates
Observations and Engineering – Archimedes and Why Things Float and How to Move the Earth
Observation and Mathematical Calculations - Eratosthenes and the Circumference of the Earth

Heliocentric Solar System – Theories and the Power of Prediction

Retrograde Rotation and Fallibility of an Earth Centered Solar System - Copernicus
Competing Forces and Observation of Jupiter’s Moon – Galileo
Planetary Motion – Brahe and Kepler

Evolution – Observations aren’t Enough - The Need for a Mechanism

The Earth is Old – Observations and Experiments of James Hutton and Charles Lyell
Species Change Through Time – Observations of William Smith, Cuvier, Jean Baptiste Lamarck and others
Inheritance of Acquired Characteristics – Failed Predictions and Mechanism of Lamarck’s Hypothesis
Natural Selection as the Mechanism – Observations and Predictions of Charles Darwin and Alfred Wallace
From Where does Variation Come – Statistics of Elements Gregor Mendel

Plate Tectonics – Mechanism Again Along with Improved Technology

Continents Once Combined – Evidence of Connection compiled by Alfred Wegener
Scientific Ridicule – The Controversy Associated with Moving Continents

New Technology Leads to New Observations – Mapping of the Seafloor Harry Hess
 An Idea Reborn – Seafloor Spreading as proposed by Vine and Matthews
 Predictions of a Theory – Earthquakes and Volcanoes

The Big Bang - Emphasis on Communication and Collaboration

A Non-Static Universe – Mathematical Predictions (and Mistakes) of Einstein and Friedman
 Moving Galaxies – Red Shift Observations of Slipher
 Distance and Velocity – Hubble and an Expanding Universe (even if he didn't say it)
 Big Bang and Remnant Energy – George Gamow's Predictions of Remnant Energy
 Observation of Cosmic Background Radiation - Penzias and Wilson and Dicke et al.

Evaluation Criteria:

Students will be evaluated on the basis of an observation journal, in-class discussion, essays, and classroom presentations.

Observation Journal	10%
Classroom Discussion and Debate	
Peer-Led Discussion	10%
Convincing and Accurate Argument in Debate	5%
Essays	30%
Science and the Scientific Method	
Communication in the Sciences	
Ethics in the Scientific Process, the Scientific Product, and the General Application	
Science and Societal Impact	
Service Learning Reflection	
Interview with Faculty	
Presentation	15%
Scientific Discovery Timelines	10%
Defining Features Matrices	15%
Service Learning	5%

The Service Learning component of this course will be participation in an on-going restoration/remediation project with one of the Lancaster Country parks or foundations. Students will regularly participate in the project and analyze the science and method of the project.

References:

- Darwin, Charles R. *On The Origin Of Species By Means Of Natural Selection, Or The Preservation Of Favoured Races In The Struggle For Life*. John Murray. 1859.
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- Larson, Edward J. *Evolution: The Remarkable History of a Scientific Theory*. Modern Library. 2004.
- Lightman, Alan. *The Discoveries: Great Breakthroughs in 20th Century Science*. Pantheon Books. 2005.
- Lloyd, G.E.R. *Early Greek Science: Thales to Aristotle*. W.W. Norton. 1974.
- Lloyd, G.E.R. *Greek Science After Aristotle*. W.W. Norton. 1975.
- Oreskes, N., ed. *Plate Tectonics: An Insider's History of the Modern Theory of the Earth*. Westview Press, 2001.
- Penzias A. and Wilson R. "A Measurement of Excess Antenna Temperature at 4080 MC/S." *The Astrophysical Journal*. 1965.
- Tyson, Neil D. and Goldsmith, Donald. *Origins: Fourteen Billion Years of Cosmic Evolution*. W.W. Norton & Company, Inc. 2004.
- Vine, F.J. and Matthews D.H., "Magnetic Anomalies over Oceanic Ridges." *Nature* 199. 1963: 947-949
- Weignberg, Steven. *The First Three Minutes: A Modern View of the Origin of the Universe* Updated Edition. Perseus Books. 1993.
- Wegener, Alfred. *Die Entstehung de Kontinente und Ozeane*. Viewig & Shon. 1915.
Translated: Biram, John. *The Origin of Continents and Oceans*. Dover Publications. 1966.

UNIV 179: “Why Don’t They Speak English”

Course Proposal for First Seminar

Proposed by Dr. Susanne Nimmrichter, Dept. of Foreign Languages

March 14, 2005

UNIV 179: Living in a Multilingual World

Catalog Description:

In this first-year seminar, students explore their own linguistic family history, including the languages and dialects spoken by their parents and grandparents, to learn about the linguistic and cultural diversity in America. Several local languages and linguistic communities will be explored in detail including Spanish, Pennsylvania German, German, and French (4 of the 7 most commonly spoken languages in Lancaster County). Students will explore what it means to be bilingual and bicultural through readings and by conducting an in-depth interview with a native speaker of a language other than English on the Millersville campus (student, faculty, or staff member). The service learning component will involve five hours tutoring students either in an ESL classroom in the School District of Lancaster or at the Adult Enrichment Center in Lancaster. By the end of the semester, students are expected to be able to take an informed position on one of the current language-related issues such as English only legislation in the US, World language standards in Pennsylvania, foreign language requirements for college students, bilingual education, or foreign language in elementary school.

Course Description:

This course will be an introduction to sociolinguistics (language and society) with a focus on bilingualism/multilingualism. The following topics will be discussed:

What is language?

Language, culture, and identity

Dialects and non-standard English

Other languages of Lancaster County: Spanish, PA German, German, French

How first and second languages are learned

Bilingualism in the US and in other countries

Language policy in the US and in other countries

The role of English as Lingua Franca

Language and education

Course Assignments:

Personal Linguistic History Project: Students describe the use of language(s) and dialect(s) in their home and family back to the grandparental generation, including an interview with a relative. Students present their projects in a digital format in class and write a paper.

Bilingual Interview Project: Students interview a bilingual member of the MU community (faculty, staff, or exchange student) about language use, language learning, values, attitudes, etc., and write a report/analysis about the interview. All interview reports will be peer-edited and then published on the course website.

Service Learning Project: Students write a response essay about their experience with English language learners.

Position Paper on a Language Issue: Students write a personal position paper about one of the language issues researched in groups (English only in the US, world language standards in Pennsylvania, foreign language requirements for college students, bilingual education, foreign language in elementary school, etc.).

Other Homework Assignments: include reading assignments, analysis of census data, analysis of language ‘problems’ (English, Spanish, PA German, German, French), etc.

Key Readings:

Selected chapters from the following books:

Gerry Altmann. 1997. *The Ascent of Babel: An Exploration of Language, Mind, and Understanding.*

Rosina Lippi-Green. 1997. *English with an Accent: Language, Ideology, and Discrimination in the United States.*

Suzanne Romaine. 1994. *Language in Society: An Introduction to Sociolinguistics.*

Tracey Tokuhama-Espinosa. 2003. *The Multilingual Mind: Issues Discussed by, for, and about People Living with Many Languages.*

Census Data on Languages Spoken in the US at <http://www.us-english.org/>

Course Objectives:

Students will:

write a personal family language history based on their own research and an in-depth interview with a family member and present their findings in a digital format (PowerPoint) in class.

develop interview questions, conduct an in-depth interview with a native speaker of a language other than English, analyze and describe the interview formally in an article format.

edit the interview article written by a classmate and suggest revisions.

tutor an individual learning English as a Second language and reflect on the experience in a written format.

use and interpret statistical census data about languages spoken in the US and in Lancaster County.

research facts and positions about a current language-related issue, develop a personal opinion about the topic, present the opinion in a formal position paper, defend the position in a class discussion, and revise the position paper based on the discussion to strengthen the argument.

Meeting the Overall Intent and Objectives for First Seminars:

Investigating a specific topic or question in–depth: The specific topic is the use of language(s) in society. By starting with the students’ family language history, I am trying to get the students personally involved in the topic. Many of us are not aware of the linguistic diversity in our own family background and/or communities.

Understanding comparisons and connections: The topic involves foreign languages, English, history, and sociology.

Recognize the need to explore assumptions: All people make assumptions about language use because we all use it without thinking much about it every day. In this course, we will explore many of these assumptions, in particular: What is correct language use? What is standard language? How do we learn languages? Why can’t immigrants speak English well? Why can’t Americans learn foreign languages easily? Etc.

Information literacy: Students will receive library instruction in preparation for the position paper assignment. Students will work in groups to find information in newspapers, journals, websites, and books about a language-related issue of their choice. They will need to evaluate the information and decide how to use it to develop their own position about the issue. They will then use the sources to support their opinion in a class debate and in a position paper.

Multicultural values: This course focuses on language and its relation to society and culture. A multilingual society is always a multicultural society.

Civic responsibility: The service learning component is designed to foster understanding and tolerance for the immigrant population in the US and their struggle learning the English language. The position paper requires the students to develop informed opinions about issues of importance in education and language policy in this country.

Skills in oral discussion and written communication: Students will write three papers. Two of the papers will include a revision process.

Disciplinary Orientation/Liberal Arts Core Block:

This course is a linguistics course. Linguistics courses are taught at MU in both the English department and the foreign language department. It would fall into the G1 block.

UNIV 179: Our Bodies/Ourselves: Sexuality and Gender in the Global Village

UNIV 179 First Seminar

Our Bodies/Ourselves: Sexuality and Gender in the Global Village
Proposed by Tracey M. Weis, Department of History, on behalf on the MU Women's Studies Program

Course Description

Centered on the investigation of *body politics* in international perspective, this seminar will emphasize core competencies of critical reading, problem-based research, and genre-based writing. Students will employ varied methods and sources in their examinations of gender and sexuality in various contexts, sequenced as a set of concentric circles: self, family, neighborhood, community, nation, and world.

No prerequisites

G3

Course Objectives

The particular objectives of this seminar, listed below, are informed by the philosophy of [Millersville University's General Education program](#) and the [MU School of Education's Conceptual Framework for Professional Education](#). These standards identify the constitutive components of essential knowledge and skills. More specifically, by the end of the semester, students will be able to:

Demonstrate proficiency in critical reasoning, information literacy, and communication (MU General Education Fundamental Skills)

Recognize, analyze, and appreciate arguments supporting theories and perspectives [about gender and sexuality] other than one's own and *provide* reasoned support for their own beliefs [about gender and sexuality] (MU General Education Fundamental Skills)

Generate research questions/pose problems; find reliable sources; *evaluate* information found and *select* relevant information; and *integrate* what they have learned into a final product. (MU General Education Fundamental Skills)

Use speaking and writing for a variety of purposes and *select* appropriate strategies for both writing and speaking for different audiences and varied purposes (MU General Education Fundamental Skills)

Articulate [the relevance of gender and sexuality in] the relationships among people, culture, environment, institutions, and systems across history and geography (MU General Education Discipline-based Skills)

Explain and *use* some of the methods of inquiry of the social sciences, including quantitative and qualitative methods, to study [the relevance of gender and sexuality in] human behavior and social institutions (MU General Education Discipline-based Skills)

Engage in inquiry that develops your ability to extend your understanding beyond surface information (MU Conceptual Framework)

Specifications for individual assignments will include more detailed descriptions of objectives.

Working Course Outline

Unit 1 Our Bodies/Ourselves: Coming of Age in the 21st Century

Questions: What lies beyond *Reviving Ophelia* and *Raising Cain*? How can we use autobiographical writing to explore the intersections between heart, mind, soul, and body?

First, we'll begin with readings from *Leaving Home: Stories* (1998), an anthology of stories from well-known writers such as Toni Morrison, Amy Tan, Gary Soto, Norma Fox Mazer, and Sandra Cisneros about leaving familiar worlds. Second, we'll read selected excerpts from "coming of age" classics--Margaret Mead's *Coming of Age in Samoa* (1928), Anne Moody's *Coming of Age in Mississippi* (1969), and Michael Moffatt's *Coming of Age in New Jersey: College and American Culture* (1989) that will help us to identify and analyze key developmental issues faced by young adults in various places and times. Third, each student will select a recently published "coming of age" memoir that addresses some topic related to *body image/body experience/body politics* (i.e., mental illness, physical injury or disability, anorexia or bulimia, alcohol/drug use and/or abuse, sport, cosmetic surgery, homosexuality, rape, etc.)

Select Bibliography

Jonathon Cott, *On the Sea of Memory: A Journey from Forgetting to Remembering* (Random House, October 4, 2005)

Janice Earlbaum, *Girlbomb: A Halfway Homeless Memoir* (Villard, March 7, 2006)

Marya Hornbacher, *Wasted: A Memoir of Anorexia and Bulimia* (Harper Perennial, February 1, 2006)

Patricia Huston-Holm, *Shattered: True Story of an American Teenager* (Writers Club Press, December 2000)

Molly Bruce Jacobs, *Secret Girl* (St. Martin's Press, March 21, 2006)

Martin Moran, *The Tricky Part: One Boy's Fall from Trespass into Grace* (Beacon Press, June 15, 2005)

Jan Reid, *The Bullet Meant for Me* (University of Texas Press (September 1, 2005)

Mark Tewksbury, *Inside Out: Straight Talk from a Gay Jock* (Wiley, April 21, 2006)

Jeannette, Walls, *The Glass Castle: A Memoir* (Scribner (March 1, 2005)

Koren Zailckas, *Smashed: Story Of A Drunken Girlhood* (Penguin, January 31, 2006)

Unit Assignments:

1. *Journal entries*: Individual observations, reactions, and questions about the course themes, readings, and activities (approximately 2 entries/week)

2. *Memoir*: 1500-2000 word essay that identifies and interrogates personal experiences and convictions about *body image/body experience/body politics*

Unit 2 "What's Love Got to Do With It?": An Inquiry into Reproductive Politics in the United States

Questions: How have social, economic, political, and racial forces shaped the reproductive capacities and choices of women and men in the United States? How have reproductive politics (struggles over who has power over fertility) shaped women and men's lives and prospects? What is the relationship between reproduction freedom and reproductive justice?

First, we'll use Rickie Solinger's *Pregnancy and Power: A Short History of Reproductive Politics in America* (2005) to explore the historical context of today's "culture wars" over abortion, birth control, and sex education. Second, we'll avail ourselves of articles in leading journals dedicated to the study of gender and sexuality such as the *NWSA Journal*, *Signs: Journal of Women in Culture and Society*, *Feminist Studies*, *Journal of Women's History*, *Gender & Society*, *Gender & History*, *Frontiers: A Journal of Women Studies*, *Women's Studies Quarterly*, and the *Journal of the History of Sexuality* to expand and to deepen our understandings of the historical construction of gender and sexuality. Third, each student will prepare an annotated bibliography on a topic approved by the instructor.

Select Bibliography

Beth Bailey, *Sex in the Heartland* (Harvard University Press, 1999)

Gail Bederman, *Manliness & Civilization: A Cultural History of Gender and Race in the US, 1880-1917* (University of Chicago Press, 1995)

Mark C. Carnes & Clyde Griffen, *Meanings for Manhood: Constructions of Masculinity in Victorian America* (University of Chicago Press, 1990)

George Chauncey, *Why Marriage? The History Shaping Today's Debate over Gay Equality* (Basic Books, 2004)

John D'Emilio & Estelle B. Freedman, "Introduction" *Intimate Matters: A History of Sexuality in America* (Harper & Row, 1988)

E. Anthony Rotundo, *American Manhood: Transformations in Masculinity from the Revolution to the Modern Era* (Basic Books, 1993),

Leila J. Rupp, *A Desired Past: A Short History of Same-Sex Love in America* (University of Chicago Press, 1999)

Unit 2 Assignments:

1. *Journal entries*: Individual observations, reactions, and questions about the course themes, readings, and activities (approximately 2 entries/week)

2. *Annotated bibliography*: 5 books and 10 scholarly journal articles published since 2000.

Unit 3 Meeting the UN Millennium Development Goals: Gender Equality, Human Rights, and Reproductive Justice

Questions: Is the personal still political? How are local issues also global issues? How can we examine the relationships between the *body image/body experience/body politics* described in our memoirs and the *body image/body experience/body politics* in countries around the world reported by researchers, scientists, policymakers, representatives of non-governmental organization (NGOs), UN agencies, the World Bank, International Monetary Fund (IMF) and the private sector?

First, we'll employ *The Penguin Atlas of Women in the World* to explore the impact of the globalizing new world economy upon the reproductive capacities and choices of women and men in the United States and in other countries in the world. Second, we'll conduct research in online databases (e.g., *GenderStats*, an electronic database developed by the World Bank of gender statistics and indicators; *UN Women Watch*, a gateway to information and resources throughout the United Nations system,). We will then compare and contrast that data with reports found in *GenderWatch* (a full-text collection of international journals, magazines, newsletters, regional publications, special reports and conference proceedings devoted to women's and gender issues) and *Ethnic NewsWatch* (a comprehensive collection of newspapers, magazines, and journals of the ethnic, minority, and native press). Third, working in teams, students will prepare and present research reports on country groups categorized by the UN Gender Development Index (GDI): Top 10 Countries, High Ranking Countries, Medium Ranking Countries, Low Ranking Countries, and Bottom 10 Countries.

Unit 3 Assignments:

1. *Journal entries*: Individual observations, reactions, and questions about the course themes, readings, and activities (approximately 2 entries/week)

2. *Oral Presentations by Country Group*: 15 minute presentations and 2page individual summaries

Course Assignments

All students will be enrolled in a course Blackboard site and will be able to communicate with the entire class and with the instructor through both the email and the discussion board feature. The site will provide online access to the course syllabus, assignments, external links, and other course resources. We will use the Discussion Board extensively as a place to share questions and reactions to readings, to report on research, to post drafts of individual and group assignments

Description of Unit Assignments *		Points
Unit 1	<i>Our Bodies/Ourselves: Coming of Age in the 21st Century</i> 1500-2000 word memoir	60
Unit 2	<i>"What's Love Got to Do With It?": An Inquiry into Reproductive Politics in the United States</i> Annotated bibliography	60
Unit 3		60

Civic Engagement Project (Service Learning or Community-based Research)	To be arranged in consultation with the instructor. Can be conducted as an individual or as a group project.	60
Cultural Events	2 + 2 + 2 500-word reviews of films (2), lectures (2), and plays (2) to be posted on Blackboard and included in your portfolio	60
Personal Journal	Individual observations, reactions, questions about the course themes, readings, and activities (approximately 2 entries/week)	60
Portfolio	An opportunity to <i>collect</i> your work, to <i>select</i> your best work, to <i>reflect</i> on your learning in UNIV 179, and to <i>connect</i> your learning to your larger personal and professional goals	60
Attendance	Three points/absence deducted from total	60
Participation	60 points/in-class participation + 60 points for online participation	120
TOTAL	Unit Projects, Cultural Events Reviews, Personal Journal & Portfolio = 420 (70%) Attendance & Participation = 180 (30%)	600 (100%)

* Specifications for assignments will include more detailed descriptions of objectives.

UNIV 179: Why We Hate?

UNIV 179 (Section ??): Why We Hate?

Course Description

Dr. Fred Foster-Clark, Department of Psychology

I. Course Summary

This seminar will investigate the darker side of human emotions and behavior by examining hatred: its causes, its manifestations in contemporary society and historically, and what can be done to lessen its incidence and impact. Two recent books, both with the title, *Why We Hate*, form the backbone of this seminar. One book, by Rush Dozier, presents a psychological and neurological perspective on the issue; the second, by Levin and Rabrenovic, a more cultural and sociological approach. Through critical reading and discussion, participants will gain a better understanding of the intra-psychic, interpersonal, and inter-group dimensions of hate. Students will investigate and report upon some of the many manifestations of hate through independent research supported by both this seminar and the linked course (Engl 110 Freshman Composition). The last portion of the course will look at how we can respond to hate in our world and the conditions that breed it, both as individuals and as a society. A service-learning activity will be linked to this portion of the course.

II. Course Objectives

At the end of this course, students should have gained ...

Assessed via ...

an understanding of different approaches to explaining the incidence and prevalence of hate.	Midterm exam, research project, journal
an appreciation for how different fields of study approach the problem of hate and how they interrelate.	Midterm exam, research project, journal
an understanding of societal responses and an exploration of personal responses to lessen the presence of hate in our world.	Research project, journal
broad exposure to different manifestations of hate in the U.S. and around the globe.	Seminar participation, research project
oral communication skills.	Seminar participation
skills in information acquisition and evaluation.	Classwork, journal, research project
written communication skills in the behavioral sciences.	Journal, research project, midterm exam
an understanding of liberal education and a plan for their general education studies.	Classwork, journal
a sense of the skills, dispositions, and self-discipline necessary to succeed in college and lifelong learning.	Classwork, journal
Opportunities for reflective service learning.	Journal, service learning activity

III. Course Outline

Why we hate? Where to search for answers

Psychological approaches

- The study of emotions and self-regulation
- Social psychology
- Developmental psychology
- Neuropsychology

Biological approaches

- Ethology
- Sociobiology
- Neurobiology

Sociological approaches

- Stereotypes, stigma, and discrimination
- Competition for resources
- Power and politics
- Ethnocentrism

The manifestations of hate

Stereotypes, prejudice, and racism

Interpersonal violence

Inter-group violence & genocide

Hate groups in contemporary US

White supremacists

Anti-Semites

Gay bashing

The responses to hate

Sociopolitical solutions

Political responses

Legal responses

-Crime & justice

-Hate crimes

Social justice responses

Schools & colleges

Mental health responses

Cooperation & community

Personal solutions

Conflict resolution

Coping with trauma

Empowerment and action: Responsible citizenship

IV. Course Assignments

Research Project. Pair up with a classmate to find a contemporary or historic instance of hate to research and analyze. This will be the basis of both an oral and written report. One portion of the project will be to describe the instance and the historic and cultural context in which it is embedded. A minimum of five sources including at least one published scholarly source is required for this portion of the project. The written draft of this assignment will be handed in during week 6 and subsequently presented orally to the class. The second portion of the project, to be completed during the second half of the semester, involves analyzing the instance to explore why hate existed by applying the lessons learned throughout the semester. The entire project in revised and final form is due at the end of the semester.

Personal Reading and Reflection Journal. Students are required to keep a spiral bound or 3-ring bound journal with a minimum of two separate entries per week. Some writing and reflection will be free writing in reaction to issues you choose to write about from your reading and from class. Other journal entries will be structured by questions or tasks that I will give to you. Some will be based on the content of the seminar topic itself and others will involve additional elements such as the service learning project, outside speakers and programs, and educational/career plans.

Midterm Exam. An in-class, short answer and essay midterm exam on material covered in the first half of the semester will be given.

Seminar Participation. Students will be expected to participate regularly in seminar discussions and to practice effective listening and speaking skills. Discussion will often center on emotionally difficult and sometimes controversial topics. Students will be challenged to exhibit appropriate levels of emotional, interpersonal, and intellectual maturity. Seminar participants are expected to engage the seminar topics with open and questioning minds and to engage each other with respect and sensitivity. In addition to regular class discussion, students will be expected to help lead the discussion (working in pairs) of one of the assigned readings. Students will also be making an oral presentation on their research projects. Systematic discussion will also be encouraged outside of class through the use of Blackboard.

V. Evaluation

Grades will be based upon the following course components:

Research Project (40%)

Personal Reading and Reflection Journal (20%)

Midterm Exam (20%)

Seminar Participation (20%)

VI. Disciplinary Orientation

This course by design is interdisciplinary but has its firmest rooting in the social and behavioral sciences. Hence, it is most closely aligned with the Division of Social Sciences and the G3 block in the Liberal Arts Core. In grappling with the intra-individual dynamics of hate and individual differences in its manifestation, our focus is most closely aligned with psychological science,

which draws heavily on the biological bases of behavior as well as major theories of personality functioning. In looking at inter-group dynamics and the manifestations of hate in contemporary and historical societies, our focus draws most heavily on social psychology and sociology. It is also a goal of this course to help students see how these varying perspectives can work together to give us a much richer understanding of the topic under study.

My own academic training has been interdisciplinary at all levels, with undergraduate training in sociology and psychology, a Master's degree in Criminal Justice, and a doctorate from a program in Human Development and Family Studies. Hence, I feel well situated to make the cross-disciplinary links necessary to achieve the objectives of this course. I will, however, also be looking to colleagues from sociology, biology, geology, and history to augment the seminar through guest presentations.

VII. Bibliography [Starred items are likely to be required course readings]

Altschiller, D. (1999). *Hate crimes: A reference handbook*. Santa Barbara, CA: ABC-CLIO [Ref HV6773.52.A47 1999]

Baird, R.M. & Rosenbaum, S.E. (Eds.) (1999). *Hatred, bigotry, and prejudice: Definitions, causes, and solutions*. Amherst, NY: Prometheus Books. [BF575.P9 B54 1999]

Baumeister, Roy F. (1997). *Evil: Inside Human Violence and Cruelty*. New York: W. H. Freeman. [BF789.E94 B38 1997]

**Baumeister, Roy F. (2001). Violent Pride: Do People Turn Violent Because of Self-Hate or Self-Love? *Scientific American*, 284(4), 96-101.

Carter, Rita. (1998). *Mapping the Mind*. California: University of California Press.

Changeux, Jean-Pierre, & Chavaille, Jean. (Eds.). (1995). *Origins of the Human Brain*. New York: Oxford University Press.

Collins, Francis S. & Jeganian, Karen, G. (1999). Deciphering the Code of Life. *Scientific American*, 281(6), 86-91.

Committee on the Judiciary (2001). *Hate crime on the internet: Hearing before the Committee on the Judiciary, U.S. Senate, 106th Congress (September 14, 1999)*. Washington, D.C.: GPO [Govt Doc Y 4.J 89/2:S.HRG.106-803]

**Community Relations Service (2003). *Responding to hate crimes and bias-motivated incidents on college/university campuses*. Washington, D.C.: U.S. Department of Justice [Govt Doc J 1.2:H 28/2003]

Damasio, Antonio R. (1994). *Descartes' Error*. New York: Grosset/Putnam.

Damasio, Antonio R. (1999). *The Feeling of What Happens*. New York: Harcourt Brace

& Company.

**Damon, William. (1999). The Moral Development of Children. *Scientific American*, 281(2), 72-78.

Diamond, Jared. (1997). *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W. W. Norton. [HM206 D48x 1999]

**Dozier, Rush W., Jr.. (2002). *Why we hate: Undertsanding, curbing, and eliminating hate in ourselves and our world*. Chicago: Contemporary Books

Gaylin, Willard. (2003). *Hatred: the psychological descent into violence*. New York: PublicAffairs. [BF575.H3 G39 2003]

Heilman, Kenneth M., & Satz, Paul. (Eds.). (1983). *Neuropsychology of Human Emotion*. New York: Guilford Press. [612.8 N397]

Jesness, V. (2001). *Making hate a crime: From social movement to law enforcement*. New York: Russell Sage Foundation [HV7773.5.J46 2001]

**Kandel, Eric. (2000). Brain and Behavior. In Kandel et al. (Eds.), *Principles of Neural Science*. (4th ed.) (pp. 5-18). New York: McGraw-Hill.

Kandel, Eric R., Schwartz, James H., & Jessell. Thomas M. (Eds.) (1991). *Principles of Neural Science*. (3rd ed.). New York: Elsevier. [QP355.2 P76 1991b]

Kandel, Eric R., Schwartz, James H., & Jessell. Thomas M. (Eds.) (1999). *Principles of Neural Science*.(4th ed.). New York: Elsevier.

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