



**MILLERSVILLE UNIVERSITY
LEARNING COMMUNITIES**

For First Year Students

As a new incoming Millersville University exploratory freshman you are offered the opportunity to select your Learning Community.

Learning Communities (LC) for freshmen are tailored to students making the transition from high school to college and encourage quality interaction with faculty and staff. Designed for all students, commuting and residential. Residential students will live in residential halls that are utilized exclusively for first-year students in LCs.

As new undecided freshmen who will be part of a Millersville Learning Community, you have the unique opportunity to select two of your fall semester courses based upon your interests. Each Learning Community (LC) will share two courses, University 179: First Seminar; and either English 110: English Composition or Communications 100: Fundamentals of Speech. Pick the themes that interest you the most and the two courses in the LC will serve as the basis for your final schedule of five 3-credit courses.

The themes for fourteen Learning Communities are provided here for your selection. Read the attached descriptions of the 2006 Fall First-Year Seminars carefully and mark those that you might enjoy. Choose seven of the seminars that you would like to take and rank them in order of preference. Indicate your choices by listing the number of the seminar on the reply card in the order of preference. Complete the form and return it in the enclosed envelope as soon as possible to reserve your place in the courses you want. You will be enrolled in your highest-ranked First-Year Seminar available at the time of receipt, on a first-come, first-served basis.

Please note: Some courses will not be available to you if you are a recruited fall semester athlete. Please indicate this on the return form.

<i>Number</i>	<i>Learning Community</i>	<i>Description of Freshman Seminar Course</i>
1	Dream of America	This course introduces students to various interpretations, conceptions, and manifestations of the concept, promise, failure, and myths associated with the dream of America. Students will read fiction, drama, and non-fiction prose depicting various American writers' perspectives of the dream and myths of America. By analyzing these readings, students will develop their own interpretations of the dream of America and its efficacy for a generation uncertain of its relevance in their lives.
2	Why We Hate	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. A recent book by Rush Dozier, <i>Why We Hate</i> , forms the backbone of this seminar. 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). The last portion of the course will look at how we can respond to hate in our world and to 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.
3	Facing Fear	Students in this seminar will explore – through literature, philosophy, social science, religious/wisdom traditions, and personal experience – 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.
4	Homes and Homelessness	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? In contrast...what are the social/emotional, economic and psychological consequences of being without a home? Who are the homeless? Why are people homeless? In this course we will attempt to answer these and other questions by studying the concepts and realities of “home” and “homelessness.” The course will also offer a service learning opportunity as students investigate the problem of homelessness here in Lancaster.
5	The Amish and the Media	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. The course will then move beyond 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). These texts will provide a useful window for exploring larger issues about culture and identity in the mediated landscape of contemporary American life.

6	Witchcraft in 17 th Century England and New England	Focusing on the famous witchcraft trials centered in Salem, Massachusetts in 1692, students will examine primary sources and read secondary sources that draw upon a variety of disciplines to offer insight into the events, including anthropology, medicine, law, sociology, psychology, and geography. Students will develop analytical and writing skills, and will see how historians find and evaluate evidence and use the insights of other disciplines to interpret the events of the past.
7	Our Bodies/Ourselves: Sexuality and Gender in the Global Village	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.
8	A Different View: How Can We Change the World?	Students will participate in a United Nations Simulation with teams from other universities throughout the world, each representing a different country. Millersville's team will represent Spain. The semester begins with an in-depth study of Spain, its history and its culture; past civilization and how it informs its present-day civilization; its politics and foreign policy. Students, working in teams, will investigate some of the major problems facing the United Nations, such as world health, the global environment, terrorism, conflict resolution, the refugee problem, and world trade. Students will then enter the negotiation and decision-making phase through interactions with teams from other universities using the ICONSnet online communication system via messaging, conferences, writing and considering proposals. At the conclusion, time will be spent debriefing, discussing achievements and what we learned about Spain and the other countries involved in the debate, especially the US.
9	Scientific Revolutions: An Exploration of Method	Every person, scientist and non-scientist alike, on a daily basis uses 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. Most scientists realize that this process is not always as simple as the scientific method would indicate. This course explores the development of four scientific revolutions that transformed the way we think about our world: the heliocentric solar system, evolution, plate tectonics, and the big bang theory. During this course students will have the opportunity to explore multiple disciplines, interact with varied faculty in the sciences, and participate in an ongoing research project that benefits the Lancaster County community. If you enjoy the sciences but are still unsure as to what you want to pursue, this seminar is the one for you.
10	Culture, Science and Mathematics in the Pre-Columbian Americas	An introduction to the study of the Pre-Columbian Americas, part of the broad interdisciplinary field of Native American Studies. The emphasis will be on the role that science and mathematics played in the culture of these indigenous groups (including the Aztec, Incan, Mayan and other Native American groups). The course will explore the Pre-Columbian world through the eyes of our ancestors, as well as through our classmates. Special attention to the science of archaeoastronomy and mathematics in which all of the great cultures of antiquity have left a mark.

11	Food or Free Speech? Human Rights and You	This seminar will explore one of the most central issues of our time, the quest for international human rights. This team-taught course will provide students with multiple perspectives, beginning with conceptualizing human rights and a survey of the more familiar American approach to personal freedoms. Then we will delve into the “eastern” perspective with case studies from China and North and South Korea. Students will conclude the semester by exploring the global community’s efforts to establish international rights standards, balancing personal liberty with societal equality along with challenges of enforcement, including forums for redress and reparations. Seminar students will gain an appreciation for the difficulties of guaranteeing human rights for citizens of all countries as well as insight into their personal beliefs on what exactly constitutes fundamental rights for all.
12	The Deindustrialization of the United States: Jobs Today, Gone Tomorrow	During the early 1980s a debate on deindustrialization began in the United States. Was America losing its industrial base to other nations? If so, why, and what would that mean to America and its citizens? With the collapse of the Soviet Union, the disappearance of a bipolar world, the emergence of the Indian and Chinese economies, and a federal government trapped by an obsolete trade ideology and preoccupied with the War on Terrorism, America’s national economy has been radically transformed in less than a decade. U.S. Bureau of Labor Statistics new results indicate the United States currently has the new jobs-created profile of a third world nation as a result of outsourcing. Outsourcing has also contributed to the explosion of the U.S. trade deficit over the past decade. If these trends are not altered in the near future, what will the future of America be? What will the future of the middle class be? What type of world might emerge from such a pattern of economic activity? What do these trends mean for Western civilization? If you are interested in exploring these and similar questions, this seminar is the one to choose.
13	The Monsters Under Our Beds	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, through poetry, novels, history, art history, religion, and film and television, the basis for this fascination and the reasons why humans continue to need these monsters. Why are monsters 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?
14	Liberty and Justice for All: The Promise of American Education	This seminar explores 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.