

The College of Wooster

First-Year Seminars in Critical Inquiry

2014

<http://www.wooster.edu/academics/fys/descriptions>

From the Locker Room to the Shark Tank: Athletes and Entrepreneurship (Section 01)

Peter Abramo (pabramo@wooster.edu)

Monday/Wednesday/Friday, 9:00-9:50 a.m.

All-Star baseball and football player Bo Jackson said, "Set your goals high, and don't stop till you get there." He was referring to athletes but the same quote could be applied to people who want to start new businesses. Many of the attributes that make athletes successful can also make entrepreneurs successful. This seminar will examine the common traits between athletes and entrepreneurship by using different frameworks to examine athletes who have made the switch from the playing field to the world of start-ups. We will tackle questions such as what makes an entrepreneur successful? Do athletes have an inherent advantage in the competitive environment of raising capital and starting new companies? What are the similarities between how athletes and entrepreneurs are viewed by society? During this seminar students will conduct research on athlete entrepreneurs and present their findings to the class.

Animals, Monsters, and Aliens (Section 02)

Bryan Alkemeyer (balkemeyer@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

What is a human being? Testing various definitions, literary authors have often compared humans with other creatures, including imaginary ones. Instead of suggesting that it is easy to distinguish humans and non-humans, however, literature tends to reveal that the question of the human is surprisingly difficult. Pairing classic works with science-fiction novels, the units of this seminar each feature a non-human figure that threatens the distinctiveness of the human: the talking animal, the human-animal hybrid, and the rational non-human. As we consider these differently disturbing figures, we will not only analyze rhetorical strategies for constructing and challenging definitions of the human but also evaluate how science fiction can offer new perspectives on classic literature. In addition to analytical essays, you will write a creative piece in which you attempt to imagine a non-human perspective. Featured books include Jonathan Swift's *Gulliver's Travels*, Mary Shelley's *Frankenstein*, H. G. Wells's *Island of Doctor Moreau*, and C. S. Lewis's *Out of the Silent Planet*.

Human/Nature (Section 03)

John Barnard (jbarnard@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

Twenty-five years ago, the environmentalist Bill McKibben wrote a book called *The End of Nature*, in which he argued that the impacts of human civilization (most notably global warming) had become so pervasive that "nature" as we had come to know it no longer existed. How we feel about McKibben's argument may very well hinge upon our understanding of his basic terms—"nature" and the "human"—and in this seminar we will explore the meaning of these terms from the perspective of the humanities. Through a study of literature, film, and philosophy, we will ask ourselves what we mean when we talk about these things: What does it mean to be human? Is "humanity" distinct from "nature"? And, most pressingly, given the rising crisis of global climate change, what is the proper relation between the two? Syllabus might include writings by Henry David Thoreau, Sarah Orne Jewett, Jack London, Rachel Carson, Alice Walker, Philip K. Dick, and Margaret Atwood, and films such as *Blade Runner*, *Wall-E*, and *Chasing Ice*.

Reproduction Revolution: Procreation and Social Change from Twilight Sleep to Twitter Parents (Section 04)

Beth Boser (bboser@wooster.edu)

Monday/Wednesday/Friday, 12:00-12:50 p.m.

We all exist as a result of reproduction; however, human reproduction consists of much more than biological procreation. This seminar will explore a range of reproductive controversies with the goal of understanding their complexity and broader sociocultural significance. Primarily, we will examine the ways in which diverse groups fight for (and resist) social change in the realm of reproduction. We will discuss topics including but not limited to: home birth and midwives; rights for LGBT parents; new reproductive technologies; fatherhood and the fathers' rights movement; contraception and abortion; birth and parenting in the media; and global sexual health. The

seminar will be guided by fiction and non-fiction readings as well as images, films, and a variety of other media sources.

From Ruins to Riches? The Experience of Urban Change in Beijing and Tokyo (Section 05)

James Bonk (jbonk@wooster.edu)

Monday/Wednesday/Friday, 8:00-8:50 a.m.

Whether by earthquakes, revolutionaries, fire bombing, or Olympic committees, few cities in the last century have been destroyed and rebuilt as often or as completely as Beijing and Tokyo. In this seminar, we will use first-hand accounts, scholarly research, journalistic writing, and film to explore how city dwellers in these two East Asian capitals have survived and even flourished in the midst of massive change. Questions we will consider include: Who has gained or lost most from these changes? What strategies have citizens used to confront the ambitions of political elites and city planners? How have people from different walks of life adapted to and helped reshape the urban landscape? Where have people created meaning in the midst of upheaval? What lessons do Tokyo and Beijing have for city planners and grassroots urban activists elsewhere in the world?

From Ruins to Riches? The Experience of Urban Change in Beijing and Tokyo (Section 06)

James Bonk (jbonk@wooster.edu)

Monday/Wednesday/Friday, 9:00-9:50 a.m.

Whether by earthquakes, revolutionaries, fire bombing, or Olympic committees, few cities in the last century have been destroyed and rebuilt as often or as completely as Beijing and Tokyo. In this seminar, we will use first-hand accounts, scholarly research, journalistic writing, and film to explore how city dwellers in these two East Asian capitals have survived and even flourished in the midst of massive change. Questions we will consider include: Who has gained or lost most from these changes? What strategies have citizens used to confront the ambitions of political elites and city planners? How have people from different walks of life adapted to and helped reshape the urban landscape? Where have people created meaning in the midst of upheaval? What lessons do Tokyo and Beijing have for city planners and grassroots urban activists elsewhere in the world?

To Tweet or Not to Tweet: Teaching and Learning in the Digital-Age (Section 07)

Matthew Broda (mabroda@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

This seminar will explore what it means to be a “digital-age learner”. We will explore how teaching and learning practices are impacted by the inclusion or exclusion of technological tools, and how critical 21st century skills are being developed in some of the world’s most undeveloped regions. We will investigate the changing nature of the “iGeneration” and what that means for teaching and learning. In addition, students will explore the issues of introducing Western, digital solutions into varying cultural contexts.

Seeds of Change: Cultivating Revolution in Haiti from 1804 to the Present (Section 08)

Laura Burch (lburch@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

In Haiti, home of the only successful slave rebellion in the history of the world, land is of enormous political, economic, cultural, and symbolic importance. The seeds sown there have been both biological and figurative: the planting of sugarcane and coffee in the colonial period, for example, accompanied the virulent growth on Haitian soil of one of the most ruthless forms of slavery ever documented. But throughout Haiti’s troubled history, seeds of hope have also taken root in some very unlikely places: *vodou* ceremonies, artist collectives, musical traditions, and ecological peasant movements. In this seminar, we will approach Haitian history, art, religion, and culture through a study of Haitian land: its form (geography), its use and misuse (farming, deforestation, eco-villages, etc.), as well as its representation in art, song, and literature. We will place a particular emphasis on life in rural Haiti, tracing “revolutionary” practices tied to the land, from the slave revolt of the 1790s to the Papaye Peasant Movement (1973-present).

Science, Gender, and Race (Section 09)

Sibrina Collins (scollins@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

What role did the Manhattan Project and the 1964 Civil Rights Act play in creating new opportunities for scientists from diverse backgrounds? How has science influenced our thinking and lifestyles? In this seminar, we will explore the important contributions of scientists from diverse backgrounds including Marie Curie, Edward Alexander Bouchet, Ernest Everett Just, Sophie Germain, and Marie Maynard Daly. Class discussions will focus on

topics including history and social studies. We will utilize various resources for class discussions including the *Bulletin for the History of Chemistry*.

Your Brain on Music (Section 10)

Nancy Ditmer (nditmer@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

This seminar will focus on the relationship between science and music by examining physiological ways in which the brain responds when humans listen to music. Using every musical style imaginable, topics will include the effects of music on human emotions, the science of listening, the impact of musical elements on music preferences, and differences in what people hear when listening to the same music. No formal musical training is needed for this course.

Choice or Destiny? (Section 11)

Dean Fraga (dfraga@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

In America, we live in a world of almost limitless choices. Or so we imagine. How much choice do we really have in our lives? How much does 'destiny' or forces beyond our control rule our options? How do our choices shape us and the world around us? This seminar will discuss the balance between choice and destiny that we experience in our lives using three very different books written from the perspectives of the humanities, social science, and natural science. The books chosen explore choices we make (or can't make) in how we might live (*Animal, Vegetable, Miracle*), how our situation in life (environment) can effect the choices we might make (*Nickeled and Dimed*), and how much destiny (or genetics) impacts affects the options available to us (*The Sports Gene*). There will be some out-of-class experiences and weekend explorations of these topics. Supplemental reading will be provided as needed.

The 1920s in Film (Section 12)

Timothy Freeze (tfreeze@wooster.edu)

Monday/Wednesday/Friday, 8:00 – 8:50 a.m.

The worldwide success of Baz Luhrmann's film adaptation of *The Great Gatsby* in 2013 testifies to the continuing allure of the Jazz Age today. But this story of the fast life of wealthy elites represents just one aspect of the social and cultural upheavals of 1920s America. Across the country, traditional values on everything from race to religion and gin to gender were confronted by the spread of new ideas and attitudes. Central to this process was the rapidly expanding reach of mass media, most powerfully symbolized by so-called "talking pictures" and the burgeoning movie industry. In this seminar, we will use classic films made or set in the 1920s to explore major social and cultural issues of that iconic decade. The seminar will introduce you to analyzing and writing about films critically. Through research and a wide range of readings, we will examine how filmic representations shape and distort historical realities. Just as importantly, this seminar will help you cultivate skills necessary for success both at Wooster and in your future endeavors. Films likely to be studied include: *The Jazz Singer* (1927), *The Roaring Twenties* (1939), *Singin' in the Rain* (1952), *Inherit the Wind* (1960), *The Color Purple* (1985), and *The Great Gatsby* (2013).

The 1920s in Film (Section 13)

Timothy Freeze (tfreeze@wooster.edu)

Monday/Wednesday/Friday, 9:00 – 9:50 a.m.

The worldwide success of Baz Luhrmann's film adaptation of *The Great Gatsby* in 2013 testifies to the continuing allure of the Jazz Age today. But this story of the fast life of wealthy elites represents just one aspect of the social and cultural upheavals of 1920s America. Across the country, traditional values on everything from race to religion and gin to gender were confronted by the spread of new ideas and attitudes. Central to this process was the rapidly expanding reach of mass media, most powerfully symbolized by so-called "talking pictures" and the burgeoning movie industry. In this seminar, we will use classic films made or set in the 1920s to explore major social and cultural issues of that iconic decade. The seminar will introduce you to analyzing and writing about films critically. Through research and a wide range of readings, we will examine how filmic representations shape and distort historical realities. Just as importantly, this seminar will help you cultivate skills necessary for success both at Wooster and in your future endeavors. Films likely to be studied include: *The Jazz Singer* (1927), *The Roaring Twenties* (1939), *Singin' in the Rain* (1952), *Inherit the Wind* (1960), *The Color Purple* (1985), and *The Great Gatsby* (2013).

Tradition! Tradition! Fifty Years of *Fiddler on the Roof* (Section 14)

Joan Friedman (jfriedman@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

Winner of nine Tony Awards, *Fiddler* began its record-setting Broadway run on September 22, 1964, and will open there again next year in a sixth revival. The 1971 film version won three Oscars. Though set in a Jewish *shtetl* in

1905 Russia, audiences around the world have loved it as they have taken to heart its universal themes of intergenerational conflict and families caught up in changing times. But *Fiddler* was, in its essence, a prism through which the Jews who created it, staged it, and thronged to see it expressed their own conflicted and nostalgia-infused identity. The show offered a sanitized and cheery adaptation of Yiddish writer Sholom Aleichem's darkly tragicomic *Tevye Stories* that supported and justified Jewish acculturation to America. It celebrated "tradition" even as it relegated it safely to the past. In this seminar we will examine the significance of *Fiddler* as it relates to questions of history, memory, identity, and the need to create a "usable past." As in the play itself, although our specific subject will be American Jewry, these are questions that transcend the boundaries of particular identities, and we will address them accordingly. Our sources will include scholarly writing, fiction, recorded comedy performances, and popular films and music.

Romance, Bromance, and Besties: The Science of Close Relationships (Section 15)

Amber Garcia (agarcia@wooster.edu)

Monday/Wednesday/Friday, 12:00-12:50 p.m.

How important are close relationships in adolescence and adulthood? What are some of the characteristics of successful same-sex and opposite-sex friendships and romantic relationships? What effect do these relationships have on our well being and health? These are just a few of the questions we will explore in this seminar. Early psychological research on the topic of close relationships focused exclusively on initial attraction. However, in the past 30 years, researchers have explored the cognitive, emotional, and behavioral consequences of such relationships. We will rely primarily on social and developmental psychological research on these topics, including articles from journals such as *Personal Relationships* and *Journal of Social and Personal Relationships*. We will use such findings to help us understand both real and fictional relationships.

Sports and Social Justice (Section 16)

Nancy Grace (ngrace@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

This seminar examines the role sports have played in social justice movements nationally and globally. A major aim of the seminar is to critically examine the cultural practices and structural inequalities as well as equalities that continue to shape a wide range of sports, from football (U.S.), to soccer, boxing, tennis, track and field, baseball, climbing, and others. Through mentored discussions, writing, and various research methods, we will address questions such as the following: (1) How has/can sports go beyond benefits to the individual to offer benefits to groups of people and the communities in which they live? (2) How have sports been used to build or dismantle nationalism, racism, sexism, classism, ableism, and other cultural institutions? (3) What is the role of the sports industry in a 21st-century global economy? (4) What is the role of the fan in sports cultures? (5) What have been/are many of the ethical issues and controversies that have characterized sports in the modern world? We will explore these and other questions through different disciplines (e.g., religion, film, history, memoir, literature, philosophy, and psychology), challenging us to broaden the scope of what we think has been and can be achieved through sports.

Being Good: Saints, Sages, Artists, and Athletes (Section 17)

Mark Graham (mgraham@wooster.edu)

Monday/Wednesday/Friday, 8:00-8:50 a.m.

What do Secretariat and Socrates, Abebe Bikila and Shakyamuni Buddha, Theresa of Avila and Henry David Thoreau, Jiro Ono and Jane Goodall, or Mencius and Martha Graham have in common? For any of these, the short, simple, and safe answer – and perhaps the correct one – is "not much -- maybe nothing." But if that kind of answer is all we want, what is the point of pursuing this education to which you have committed yourself? Perhaps these various exemplars of "being good" – across culture, time, tradition, species – may have something in common in the ways we bring them together in our thinking, to try to understand what it means to "be good" – at something, for something, or more broadly. Depending on how we look at them, they may also have something to teach us about the pursuit of excellence by observing the variety of ways that human (and other) excellence has been construed across traditions (that we now call religious and philosophical), across cultures (that we now call Asian and Western), and across forms of self-cultivation and discipline (that we now identify as religious or spiritual, athletic, artistic, or otherwise). Materials to study (e.g., readings, films, art works, etc.) will range widely across these themes, and will also include readings related to the ideals of liberal arts education. If you are interested in thinking across traditions (e.g., ancient *and* modern, religious *and* philosophical, Asian *and* Western, aesthetic *and* athletic), and if you are interested in thinking about what it might mean for you to pursue excellence in some way and to "be good" in some way (starting with being a good Wooster student), and if you are interested in being alert and engaged at 8:00 a.m., then this seminar might be for you. Working together, we might all learn something about being "good learners."

The Art and Science of Design (Section 18)

Simon Gray (sgray@wooster.edu)

Monday/Wednesday/Friday, 12:00-12:50 p.m.

Design is a process that applies a set of techniques and ways of thinking to create novel solutions for local, regional, and global business and social problems. Solutions may be products, services, environments, organizations, or modes of interaction. In this seminar we explore design as a multi-disciplinary problem-solving activity that requires observation, empathy, creative and critical thinking, perspective reframing, and communication. Through several projects we will look at the design process from need identification, through specification and the evaluation of alternatives, to the development of a solution. Readings may come from *Things a Little Bird Told Me: Confessions of the Creative Mind* (Biz Stone, co-founder of Twitter), *InGenius: A Crash Course on Creativity* (T. Seelig), *Made to Stick: Why Some Ideas Survive and Others Die* (C. Heath and D. Heath), *The Art of Innovation* (T. Kelley and J. Littman), and *Where Good Ideas Come From: The Natural History of Innovation* (S. Johnson). We will also view several TED Talks such as "Reframing the Problem: Seeking Social Innovations", "Design Thinking for Social Innovation", "Where Do Good Ideas Come From", and "Weird or Just Different?".

Green Pastures, Dark Forests, Majestic Mountains: Nature and the Politics of Landscape (Section 19)

Mareike Herrmann (mherrmann@wooster.edu)

Monday/Wednesday/Friday, 12:00-12:50 p.m.

The stories of nature abound all around the world, in folklore and in artistic and literary traditions of many cultures. In these representations, nature is idealized, demonized, anthropomorphized, fetishized, and worshipped. In reality, the interventions of humankind done in the name of progress, the main project of the Enlightenment, have led to the endangerment and even destruction of many forests, rivers, oceans, and their native species. In this seminar we will examine nature representation in stories, art, and music, with a specific focus on German culture and history, but also with reference to other cultures. Parallel to this, we will study examples of environmental damage and efforts to prevent or repair it by looking at the history and development of nature conservationist and environmentalist movements. Using Germany as a case study, students will discuss and write about how writers, artists, early conservationists, grass-roots activists, and politicians have engaged in debates about nature, and what role traditional views of nature have played in green efforts.

Crime Scenery: History, Culture, and Landscape in Detective Fiction (Section 20)

Madonna Hettinger (mhettinger@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

While Arthur Conan Doyle's Sherlock Holmes, Agatha Christie's Miss Marple, and more modern protagonists such as the CSIs on television are the obvious characters that draw us into the action in popular detective stories, their crime-solving abilities could never hold our attention in a vacuum. In the best detective fiction the setting becomes a character itself. Far beyond the chalk outlines of the murder victim or the yellow "crime scene" tape, the landscape and historical setting of the detective's world can be read for evidence of much more than just "who done it." This seminar will explore history and culture through detective fiction and film. Starting with such English classics as the works of Arthur Conan Doyle, Agatha Christie, and Dorothy L. Sayers, we will look at how English society responded to its shifting position in the world from the height of the Victorian period to the austere post-war years. Across the Channel, we will explore that same period in Paris through murder mysteries set on the Eiffel Tower and in the bohemian neighborhoods of Montmartre and Montparnasse. In the United States, we will go to the gritty streets of San Francisco, New York, and Los Angeles from the 1920s to the 1980s. Finally, we will look at more recent detective fiction set in Sweden, Italy, and Laos.

You Are Here (Section 21)

Katherine Holt (kholt@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

This seminar will explore the history of maps and map-making. We'll look at how individuals have visually and textually "mapped" their own identities in relation to their social and physical environments, emphasizing how cartographers make a series of creative choices that reflect their own cultural assumptions as much as the details of the landscapes they seek to capture. Cases studied will include the Hereford Mappa Mundi's vision of medieval Christian cosmography; the depiction of people and the environment in the *Kangxi Emperor's Southern Inspection Tour* (1691-1698); the technological race to develop a reliable method to calculate longitude and facilitate transoceanic exploration; David Fawcett's failed 1925 expedition to find a "lost city" in the Amazon; and Nate Silver's data analysis and infographics. Taken together, these maps provide insight into larger questions about how notions of community, identity, and belonging have changed over time. We'll also focus on our roles as digital citizens, considering appropriate platform, voice, evidence, and content as we produce artifacts that map our own identities in relation to the wider world.

Playing Fair: Ethical, Gender, and Race Issues in Intercollegiate Athletics

(Section 22)

Shelley Judge (sjudge@wooster.edu)

Monday/Wednesday/Friday, 12:00-12:50 p.m.

Recent media coverage has focused on events that have exposed specific controversies within intercollegiate athletics. Proponents of collegiate sports extol how the programs positively impact many student-athletes from diverse backgrounds by developing numerous life skills such as leadership, teamwork, and time management. Critics accuse the system of exploiting student-athletes in the service of generating astronomical profits for participating schools and the NCAA. This seminar will critically examine both sides of the debate, focusing on contemporary issues that include: (1) the complicated role of the NCAA as a governing body; (2) the economic implications of the multi-million dollar business of amateur athletics; (3) student-athlete welfare, with a focus on health and safety issues; (4) gender and racial identity, equity, and inclusion; and (5) the integration of academics and athletics at colleges and universities.

Human Rights and Wrongs (Section 23)

Matthew Krain (mkrain@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

This seminar explores one of the most important issues of our time – human rights. We will examine issues of the rights of individuals and groups around the world, in the United States, and here in Ohio. We will examine the historical, political, legal, social, psychological, and scientific aspects of the topic. In order to gain a deeper understanding of why human rights are violated and the effects of these violations on the victims, we will utilize a variety of texts, including state-of-the-art academic research, reports by non-governmental organizations and governmental agencies, journalistic accounts, interviews, memoirs, blogs, graphic novels, artwork, and documentary films. The main purpose of this seminar, however, is to develop necessary skills that will be required of you throughout your college career and beyond. As we examine human rights issues, we will also sharpen our writing and speaking skills, develop our analytical abilities, and begin to engage in academic discourse.

Growing Up Amish in the 21st Century (Section 24)

David McConnell (dmccconnell@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

The Amish are widely regarded as a quaint remnant of a simple, agrarian way of life, yet the notion of the Amish as a vestige of a bygone era could not be further from the truth. In recent decades, the Amish have undergone a dramatic economic transformation, moving away from farming and into thriving cottage industries. As a result of this increased economic integration with the broader society, Amish youth growing up today must constantly adapt to the modern world even as they try to maintain their own cultural compass. This seminar examines how the Amish struggle to remain separate sheds light on the process of “coming of age” in the contemporary U.S. and on the assumptions and practices that underlie our signature modern institutions—schools, families, churches, government, companies, and hospitals. Using Amish society as a mirror, we will explore the tensions between individualism and community life, the cultural implications of new technologies, changes in gender and race relations, debates over religious freedom, the merits of experiential versus book learning, and much more. As part of this semester-long journey to see ourselves through the lens of an alternative cultural possibility, we will visit an Amish school and take a field trip to the nearby Holmes County Settlement, the largest Amish community in the world.

Graphic Life: Out of Place in the World of Comics (Section 25)

Leah Mirakhor (lmirakhor@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

Marjane Satrapi, author of *Persepolis*, explained “why comics” are important to her, saying “I write what I can’t draw, and I draw what I can’t write.” This interdisciplinary seminar examines the subject matter, genre, and form of graphic memoir in the 20th century. We will read seminal texts by authors such as Art Spiegelman, Marjane Satrapi, Alison Bechdel, alongside secondary readings about the genre of comics and memoirs as well as texts on race, sexuality, and gender. These comics are significant coming of age stories in relationship to major historical events such as the Holocaust, war, suicide, and various displacements. Our task will be to examine how these comics shape story-telling, using both the literary and visual. Seminar assignments include: short papers, weekly blogging, and the final project will be the collaborative creation of a graphic memoir.

Black Markets and the Underground Economy (Section 26)

Amyaz Moledina (amoledina@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

What do freshly-picked strawberries, hard-core pornography, bear gall-bladders, human livers, Cuban cigars, AK-47s, and marijuana have in common? They are either goods that are traded in the black market or goods that are produced with resources obtained in the underground economy. Black markets are markets in which "certain goods or services are routinely traded in a manner contrary to the laws or regulations of the government in power." While estimates of the size of the underground economy are difficult to obtain, some creative researchers put the size of black markets as high as 20 percent of the US economy. This writing-intensive seminar will explore black markets and the reasons for their existence. We will distinguish between goods and services in the underground economy that are obtained by force, free market-exchange, or fraud. Finally, we will focus on the unintended consequences of sometimes well-meaning regulations. Students will come away with an understanding of what kinds of human behavior and policies give rise to black markets, the types of incentives that perpetuate these markets, the policy response, and the effects these policies/markets have on individuals and countries. Readings include Eric Schlosser's *Reefer Madness* and fiction texts such as *Harvest* by Manjula Padmanabhan, as well as watching and analyzing films such as *Traffic* and *Dirty Pretty Things*.

Calculating Morality (Section 27)

Matthew Moynihan (mmoynihan@wooster.edu)

Monday/Wednesday/Friday, 12:00-12:50 p.m.

Should governments be affiliated with lotteries? How can Target know which women are pregnant before some of their own family members? What would happen if every citizen were allowed 10 votes for President? Why is the NSA the largest employer of mathematicians in the country? Mathematics plays a frequently overlooked role in our day-to-day lives. While often viewed as pure, cold, and amoral, mathematics bleeds into unexpected disciplines and supports/contradicts various social policies. Rather than focusing on the mathematics itself (which is sometimes difficult and/or potentially classified!), this seminar focuses on ethical dilemmas surrounding quantitative arguments that we encounter every day.

Ouch? The Study of Pain in China (Section 28)

Margaret Ng (mng@wooster.edu)

Monday/Wednesday/Friday, 9:00-9:50 a.m.

"Pain is never the sole creation of our anatomy and physiology. It emerges only at the intersection of bodies, minds, and cultures." –David Morris, *The Culture of Pain*, Berkeley: University of California Press, 1991, 3. Pain is deeply embedded in every society and is an inescapable experience of human existence, but there are many differences in how we express, identify, manage, and find meaning in pain. Understanding how various traditions understand and express pain presents the possibility for greater empathy and understanding between cultures and across time. Therefore, we will treat pain not only as an intimate physical, mental, and spiritual condition of the individual but also as a site of cultural expressions with intricate webs of personal and social implications. In this seminar, we will explore pain in China, and focus on pain experiences in childbirth, footbinding, legal punishment, torture in Chinese hells, and medicine. We will attempt to make sense of the continuities and changes in the representations and expressions of pain in Chinese history. Readings will not be limited to materials on China and will include cross-cultural comparisons.

Incarceration Nation: Inside the American Prison System (Section 29)

Anne Nurse (anurse@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

America has become known as the "incarceration nation." Why is this the case? What effects does it have? In this seminar, we explore these questions in an innovative way. The seminar is designed and taught by five senior students in conjunction with a faculty member. Additionally, students from a local detention center will be joining the class for the first six weeks. Together, we will examine adult and juvenile incarceration and reentry through an interdisciplinary lens that emphasizes race, class, and gender. Students who register for this class should be comfortable discussing controversial issues and be able to see incarcerated people as their equals.

Global and Local Rights and Wrongs (Section 30)

Evan Riley (eriley@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

What are the demands of justice and charity? How should we understand the rational grounds of these demands? What do we owe to people in faraway places? What ought we to do to help those in need here in the town of Wooster? What does psychology tell us about our motivations to give to others? How should we rationally weigh the force of the various (perhaps competing) moral claims that others may have on us? In this seminar we will

explore these questions together. We will have the opportunity to learn about the challenges faced by some of the less fortunate in the surrounding community for we will make time for regular conversation with local experts. We will also have the opportunity to do some community service locally. We may even be able to engage as a class in some philanthropic giving of our own. Our intellectual efforts will be aimed not merely at improving our own understanding but also at acting to achieve good for others. For, to paraphrase a great philosopher, the point is not merely to understand the world and our place in it, but to otherwise change things for the better.

Plato, Aristotle, Serena, and Messi?: Philosophical Perspectives on Sports (Section 31)

Elizabeth Schiltz (eschiltz@wooster.edu)

Monday/Wednesday/Friday, 12:00-12:50 p.m.

Soccer great Bill Shankley once said, "Some people believe football is a matter of life and death. I am very disappointed with that attitude. I can assure you it is much, much more important than that." This writing-intensive seminar explores and evaluates the nature and value of sports and bodily practices in the lives of individuals and societies through critical analysis of sources ranging from the *Republic*, the *Yogasutras*, and *Zen and the Art of Archery*, through contemporary scholarly articles, *You Gotta Have Wa*, and *Bounce (Mozart, Federer, Picasso, Beckham, and The Science of Success)*. What is it to participate in a sport – and what is it to excel in one? How should we think about the role and value of sports in the lives of athletes, fans, and societies? What is "fair play," and why should we care about it? How should non-Western ideas about bodily practices and sports inform our thinking? Throughout the semester, we will refine our evolving understanding of sports through analysis of thorny issues in the individual and social practice of sports ranging from the ethics of intentional fouls and performance-enhancing drugs through concerns about equal access and economic exploitation. At the same time, we will work to develop our skills in critical thinking, reading, and oral and written expression through rigorous discussion, argumentative essays, and digital research projects.

Art to Art, Text to Text: Rewriting Literature on Film (Section 32)

Debra Shostak (dshostak@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

"A translation is no translation . . . unless it will give you the music of a poem along with the words of it," wrote the Irish playwright John Millington Synge. What happens when the "music" of a story is "translated" from one medium to another? How does cinematic art differ in its tools and effects from literary art? How does adaptation change a story's meanings? Is "which is better?" the right question to ask? The seminar groups texts and films to explore adaptation as a process of *interpretation* and *creation*. By interpreting different art forms in their own terms, we consider whether "faithfulness" is a useful measure of an adaptation. We explore the translation of stories across time and culture as well as media, honing our skills in close reading of both literary and cinematic forms. In this writing-intensive seminar, students draft and revise analytical essays, research exercises, and group assignments. Texts and films may be drawn from the following groupings: the Orpheus story from Ovid's *Metamorphoses*, Cocteau's *Orphée* (1950), and Camus's *Black Orpheus* (1959); Shakespeare's *MacBeth*, Welles's *MacBeth* (1946), and Kurosawa's *Throne of Blood* (1957); Stoker's *Dracula* (1897), Herzog's *Nosferatu* (1979), and Coppola's *Bram Stoker's Dracula* (1993); Cain's *Postman Always Rings Twice* (1934) and Visconti's *Ossessione* (1941); Orlean's *Orchid Thief* (1998) and Jonze's *Adaptation* (2003); Chevalier's *Girl with a Pearl Earring* (1999) and Webber's 2003 film; MacEwan's *Atonement* (2001) and Wright's 2007 film. Please note: students should be prepared to view on average one film a week outside of class.

Living in Disney's World (Section 33)

John Siewert (jsiewert@wooster.edu)

Monday/Wednesday/Friday, 8:00-8:50 a.m.

From the moment it opened in 1955 (covered live on television), Disneyland captured imaginations and raised questions that persist. Is the Happiest Place on Earth a magical kingdom of entertainment and adventure—or the ultimate shrine to sanitized escapism? Whatever the answer, the impact of Disneyland, Disney World, and their offspring in Tokyo and Paris, extends far beyond their boundaries: Disney's innovative approach to storytelling and constructed, thematic environments has profoundly shaped aspects and attitudes in our current culture. In focusing on that influence, we will examine how various "lands" in the parks represent themes such as American Frontier, childhood Adventure, and utopian Tomorrow. We'll explore connections between the theme park vision and the planned community of Celebration, Florida, and we will consider the "Disneyfication" of spaces as seemingly diverse as Colonial Williamsburg and Las Vegas. In addition to reading, writing, and talking about these landscapes, we will discuss a number of essays that theorize the importance of myth, nostalgia, and simulation in contemporary experience. Our common goal is to become more informed citizens of a place where we all live, even if we've never worn a beanie with big round ears.

How to Crush College (Section 34)

Amy Jo Stavnezer (ajstavnezer@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

Do you want to be successful in college? Of course you do, but would you also like to enjoy the process of learning? To work more efficiently and with less stress? Then explore learning strategies with me! Using *Six Weeks to a Brain Upgrade* and other texts on college success, we will work throughout the semester to develop scientifically supported learning strategies for your entire college career. After you come to a deep understanding of how you learn, what the best techniques are for learning, how to improve upon your current strategies, and how to bring effort and logic into your work, you will apply that in another course you are taking. This will be an exciting and interactive seminar where you eventually figure out how to create the ultimate learning strategy for another course.

Around the world in 7 days: Pandemic infections in a global society (Section 35)

Stephanie Strand (ssstrand@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

In an increasingly global society, infections that once traveled the globe in months and years now spread rapidly through countries and continents in a timespan of days and weeks. History, culture, agriculture, and religion profoundly impact the way in which a society responds to an outbreak, and the acceptance and use of vaccination and antibiotics within a society can dramatically change the course of an infection in a community. Focusing on a variety of different countries with distinct cultural, religious and economic identities, we will study the impact of, and response to, several major pandemic infections including the plague, influenza, HIV/AIDS, and the recent outbreak of mumps/measles. Looking through the lenses of biology, history, and culture, we will analyze popular and scholarly film and literature, and historical and current news reports to compare and contrast the ways in which outbreaks of infectious disease play out in society in the past and in the present.

B-Boys and Ballerinas: Examining Culture through Dance (Section 36)

Kim Tritt (kritt@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

As we begin to gain insight into a dance, we are on a path to understanding the culture that produced it." - Rhoda Grauer, *Dancing!* (1992)

Throughout history dance has been a way to express cultural values, social order, and power. Dance, as a reflection of the events and attitudes of its context, has seen the establishment of many different forms and aesthetics. Through reading, movement experiences, films, and research, this seminar will aim to develop a critical awareness of issues that are present in various forms of social dance, how dances of today reveal who we are in the twenty-first century.

Making American Democracy Work: A National Constitutional Convention (Section 37)

Mark Weaver (mweaver@wooster.edu)

Douglas Drushal, Attorney

Tuesday/Thursday, 9:30-10:50 a.m.

Many citizens, journalists, and scholars now believe that the U.S. government is so dysfunctional that it fails to live up to basic American values and threatens future social progress. An increasing number of these critics of deadlocked government believe that the current problems cannot be addressed without making changes in the U.S. Constitution. In fact, some critics of political stalemate now call for a National Constitutional Convention that would be charged with undertaking a systematic review of how the existing Constitution meets or fails to meet the needs of the 21st century. This seminar will be structured as a simulated National Constitutional Convention in which we will examine problems with the existing political system and determine what, if any, reforms in the Constitution need to be implemented. We will begin by reviewing some of the different general critiques of American government, such as *The Revolution: A Manifesto* by Ron Paul and *Beyond Outrage: What has gone wrong with our economy and our democracy, and how to fix it* by Robert Reich. We will then start our analysis of possible changes to the Constitution with a discussion of Larry Sabato's *A More Perfect Constitution: Why the Constitution Must Be Revised: Ideas to Inspire a New Generation*, which proposes 23 changes that Sabato believes will reform the Constitution without altering its basic structure or its protection of individual freedoms. The members of the Constitutional Convention will decide what reforms should be considered, and we will vote on proposed changes after reviewing arguments for and against each proposal.

The Spice of Life (Section 38)

James West (jwest@wooster.edu)

Tuesday/Thursday, 9:30-10:50 a.m.

In this seminar, we will explore the history and use of spices in flavoring foods from ancient times to present day. We will begin by sampling foods and flavors from the local area. As we progress through the semester, we will study various aspects of ancient and medieval expeditions for spices and the ramifications and impact of such quests. In addition, we will examine spices in the context of cultural identity and the blending of cultures. We will also study the chemistry and biology of spices, with a focus on the molecular properties, health benefits, and biological sensing mechanisms associated with spices in our foods. We may even try out a few spices that are unfamiliar in a new recipe or two. Readings will include portions of *The Omnivore's Dilemma: A Natural History of Four Meals*; *Spice: The History of a Temptation*; *Out of the East: Spices and the Medieval Imagination*, review articles from various journals, and shorter excerpts from other books.