Your first year of college is a time of exciting changes and dramatic transitions. Hofstra’s first-year seminars and clusters are designed to get your college experience off to a great start. At the heart of the program are small classes taught by distinguished faculty in areas of interest ranging from accounting to zoology. Not only will these courses introduce you to the intellectual and social life of the University, but – even if you are undecided about a major – they will help you satisfy the General Education requirements for all majors. We’ve reserved space for first-year students, so once you’ve looked over this brochure, please go to hofstra.edu/firstyear and give us your preferences.

SEMINARS:
Limited to 15 students, first-year seminars allow you to interact in a smaller setting and connect with a faculty member who may become your major adviser depending on what major you choose. We’ve tried to design seminars to fit every interest, from hip-hop to baseball to legal studies to computing.

CLUSTERS:
First-year clusters are usually three courses grouped around a common theme. For example, cluster F1, “Fairy Tale in Literature and Film,” includes courses in film, literature and English composition; F17, “The Psychology of Everyday Life,” contains psychology, philosophy and English courses, and so on. By taking a few courses with the same group of students, you’ll make friends more quickly, form study groups, and come to feel at home on a large campus.

Seven first-year clusters — F3, F4, F5, F11, F12, F14, F16 — and many seminars are linked to “living/learning communities.” Residential students enrolled in these clusters may choose to live in a house together in the Netherlands First-Year Complex. Through these vibrant communities, first-year students are exposed to environments that are intellectually stimulating, supportive and conducive to building lasting friendships and academic excellence.

Why Enroll in a First-Year Seminar or Cluster?
Whether in a seminar or a cluster, you will get to know a diverse group of people in a relaxed and friendly setting, and you’ll get to know your way around campus. What’s more, both seminar and cluster classes satisfy your University-wide distribution requirements for graduation. Regardless of which of the University’s schools you ultimately enroll in and no matter what your eventual major, these courses will count toward your degree and your major.

Time to Choose!
After you have looked over this brochure, please go online and send us your top three choices in seminars and clusters. They might be three seminars, or three clusters, or a mix of the two. We can’t always guarantee you your first choice, but we will do all we can to enroll you in one of the top three you indicate. Then, when you come to one of the summer orientation sessions, you’ll sit down with an adviser and complete the rest of your fall schedule (at that time you’re welcome to change to a different first-year seminar or cluster). If you have questions about fall courses now or at any time, simply call the Center for University Advisement at (516) 463-6770.
see the present condition of Pei’s mall in light of the architecture at New York museums, and the other to specimens of ancient, medieval and Renaissance two field trips are part of the course: one to study Pei’s Roosevelt Field Shopping Center (1955-56). This course includes one semester hour of investigation of a lost modern masterpiece – I. M. Pei’s Roosevelt Field Shopping Center (1955-56).

Tourists sometimes think that theater in New York City means Broadway and nothing else. But New York City also boasts hundreds of exciting off-Broadway and off-off-Broadway productions each season. This seminar ventures beyond the classroom to explore the rich variety of these stage offerings. By seeking good theater in all its guises – on Broadway and off, commercial and not-for-profit – we will come to understand what makes New York the theater capital of the world.

The museums in New York City house some of the finest collections of art in the world. Here, the works of great artists are accessible to the visitor: Picasso’s and Monet’s greatest works are on view at The Museum of Modern Art; Rembrandt and El Greco’s masterpieces are part of the extensive collection of The Metropolitan Museum of art, as well as works by Goya, Bernini, Rubens and David. In the Fragonard Room of The Frick Collection, we see how art and architecture were combined to create a time capsule of 18th-century luxury, while The Cloisters offers a peek into the artists/art/ architecture of the Medieval period. The course will study specific artists such as Picasso and Monet and then make appropriate field trips to see their works “in the flesh,” so to speak. The class will together make at least five field trips to the museums in NYC. This course includes one semester hour of instruction in library research methods.

Topics include the role of the Federal Reserve in policymaking and the effects of Fed decisions on our financial markets and the overall economy. Students will analyze current economic topics in various forms of mass media, including newspapers, radio and television, and the Internet. The emphasis is on understanding the impact of economic policy on our lives. The course presupposes no background in economics.

Historian Jacques Barzun observed, “Whoever would understand the heart and mind of America had better learn baseball.” This seminar explores the weave of baseball’s ubiquitous presence in American life, from its influence on language and expression to its connection with the American persona and identity through literature from Ring Lardner to August Wilson. While maintaining a predominant literary focus, the course also examines other forms of popular culture, from songs to vaudeville to other forms of popular culture that inform the literature. Course includes trips to the local baseball shrines, Yankee and Shea Stadiums.

Men dressed as women, women dressed as men, Amazon queens, formerly virile warriors made effeminate by desire, a woman ruling over sea captains and generals – Shakespeare confronted or imagined all these challenges to the neat opposition of genres: from the history plays, Richard II and Henry IV Part I, from the tragedies, Macbeth; from the comedies, Twelfth Night; from the romantic comedies, The Winter's Tale; and from the romances, The Tempest. Course includes trips to Shakespeare productions in New York City. This seminar includes one semester hour of library instruction.

In the classic fairy tales of Perrault, Andersen, Wilde, and the Brothers Grimm, we encounter not only murderous stepmothers, abandoned children, and avenging woodsmen, but also love-struck beasts, wily girls in red hoods and triumphant mermaids. This course investigates the many social, historical, and psychological meanings of classic fairy tales and their modern adaptations. We examine the role fairy tales play in child development and in shaping, or challenging, cultural values. We also consider the various literary qualities that help to account for the remarkable staying power of these strangely enchanting stories.
This is a course in basic drawing with a primary focus on the portrait as subject. While predominantly a studio course, we also study the basic history of both portraiture and self-portraiture.

We look at how the purpose of portraiture has varied through history and different cultures, with a close look at the portrait in contemporary art and postmodern society. Designed to be of interest to all students, the course also includes some assigned readings, class discussions, demonstrations, illustrated lectures, and field trips to New York City museums and galleries.

Design history provides a wealth of inspiration to contemporary graphic designers. In this introduction to graphic design, we look at twentieth-century avant-garde movements and their influence on graphic design. Examples also provide the basis for our class projects in logo, poster, book cover and motion graphics design. Among the movements to be included are Art Nouveau, Vienna Workshop, De Stijl, Russian Constructivism and Futurism.

Pre-requisite: basic knowledge of Adobe graphics software.

This course studies art and artists. Through a variety of readings, including selections from philosophy, art criticism, fiction and historical documents, we ask questions such as: How does art appeal to us? How does art fit into a society? Is there a “nature” to the artist that makes artists somehow different from other members of a society? Are art and artists necessarily good for a society, or even, for that matter, for individuals? How does fine art fit in our own mass democracy, where mass culture and entertainment are dominant? This course includes travel to New York City art museums.

The study of the history of women, gender and sexuality has transformed our understanding of the past. This seminar is designed to provide an in-depth exploration of the experiences of women in New York City during formative years of social, economic, political and cultural transformation. We look at changes in women’s work, authority and leisure during industrialization; the multifaceted experiences of immigration throughout the period; competing ideas of womanhood, motherhood and sexuality; and the impact of social class, ethnicity and race on women’s lives. We read novels, short stories, and historical monographs to understand their worlds, and we walk in their footsteps through the streets of New York City. This course includes one semester hour of instruction in library research methods.

This course takes up the many women who, from the beginnings of the Republic, argued that women should play a central role in the political life of the nation. We begin with Abigail Adams, who implored her husband, John, to “remember the ladies” when the “Founding Fathers” debated to whom political rights should be extended. We will discuss the Grimké sisters, who in the 1830s challenged the prohibition of women speaking in public; the women who called the Women’s Rights Convention of 1848; and Susan B. Anthony, who was arrested for attempting to vote in 1872. We examine the campaign of the first woman to run for president, Victoria Woodhull, and the women’s organizations that lobbied for the 19th amendment, or women’s suffrage, in 1920. We conclude the course by examining the ways women became political agents from the 20th century to the present, for example, Eleanor Roosevelt, conservative activist Phyllis Schlafly, welfare rights activists in the 1960s, second wave feminists like Pauli Murray, and contemporary female politicians like Hillary Clinton.

Baseball has played a central role in American culture for almost 200 years. The game’s events and characters reflect critical issues confronted in the larger society. How have people absorbed and participated in the game of baseball? We explore how the game paralleled the growth of the United States from an agrarian society through industrialization and into the 21st century. Topics include: the origins of baseball and its development as a business; its role in national segregation and integration policies; topics of gender, regional identity and immigration; and economic issues such as the disparity between rich and poor teams, and labor-management issues. Finally, the course touches on great moments in baseball history, such as Satchel Paige’s strikeout of Josh Gibson, Bobby Thompson’s “shot heard ’round the world,” and “the catch” by Willie Mays. The course includes travel to night games at Yankee and Shea Stadiums and to several of the local minor league ballparks.
JEWISH STUDIES

19. JWST 14F, sec. 01: Introduction to Modern Jewish Thought (HP) (4 s.h.)
   T/TH, 9:35-11 a.m., TBA

This seminar introduces students to the principal issues and figures in Jewish philosophy from the Enlightenment to the present. Topics considered include the nature (and possibility) of Jewish philosophy; the concepts of God, nature and the world; the status of religious knowledge, law and practice; and the concept of election in relation to the people and land of Israel. Thinkers to be considered and read may include authors such as Moses Mendelssohn, Solomon Maimon, S.R. Hirsch, Hermann Cohen, Franz Rosenzweig, Ahad Ha’am, Martin Buber, Emmanuel Levinas, A.J. Heschel, Hannah Arendt and Joseph Soloveitchik. This course includes one semester hour of instruction in library research methods.

LGBT STUDIES

21. Gay Film and Literature (total = 8 s.h.)
   In these three connected seminars, we will analyze literature and film from France and other countries where French is the principal language. All literature will be read in English translation; all films will have English subtitles. We will use various literary criticism methods to analyze the queer message, symbols, context and significance of these cultural artifacts. At the same time, we will look into historical, social, political, legal, and linguistic components of these texts that will (1) help us understand them and thereby help us analyze them, and (2) uncover other layers of queer significance. This course includes one semester hour of instruction in library research methods.

MARTIAL ARTS

22. PESP 32, sec. F80: Tai Chi Chuan (2 s.h.)
   M/F, 9:35-11 a.m., David Knee

Tai Chi Chuan is among the most sophisticated of all the martial arts, and while its spirit is nonaggressive, it is superior in some ways to the more well-known “hard” styles. It is known as an internal system because its source of strength lies in the development of internal power rather than muscular strength. As a system of self-defense, Tai Chi Chuan is widely considered to be among the most complete systems. Anyone who studies Tai Chi Chuan seriously can expect to benefit greatly – even in unexpected ways. Eventually it becomes a peaceful, graceful, and creative path to relaxation and self-awareness.

PHILOSOPHY

25. PHI 14F, sec. 01: Knowledge and Reality (HP) (3 s.h.)
   T/TH, 1:00-3:00 p.m., Kenneth Henwood

“Knowledge” and “reality” are basic philosophical concepts. For more than 2,500 years, philosophers have tried to answer questions such as: Can we define “knowledge”? Are there limits of knowledge? What is true as opposed to false knowledge? What, if anything, can we know? Are there methods of acquiring knowledge? What is reality? Is reality independent from what we believe? Does external reality exist? If yes, how can we know that it exists? Is knowledge of external objects possible? In this seminar, students will explore answers to these questions from such philosophers as Plato, Descartes, Locke, Berkeley, Hume, Kant, Ayer and Nagel. By studying the answers others have given, students will formulate responses of their own.

MUSIC

24. MUS 14F, sec. 01: Jazz! (AA) (3 s.h.)
   M/W/F, 10:10-11:05 a.m., David LaLama

Music connects our present to our personal, cultural and historical past. The history of jazz is also the history of America’s continuing struggle toward racial equality, as well as the cultural development of cities such as New Orleans, Chicago and New York. American painters and writers looked to jazz as a model of spontaneity, improvisation and experimentation. Jack Kerouac, for example, coined the term “bop prosody” to describe his rhythmic, stream of consciousness paragraphs that merged poetry with prose by attending to the felt rhythm of words and breath. Students learn to identify periods where musical, literary and visual arts have overlapped, and also explore the ways their own musical tastes shape their writing and cultural participation. The course presupposes no background in jazz; includes trips to jazz clubs in NYC.

27. PHI 14F, sec. 03: Presidential Politics, Power and Philosophy (HP) (4 s.h.)
   T/TH, 2:15-4:10 p.m., Kenneth Henwood

Since World War II, American presidents have besotted the world like colossi, exercising enormous power and influence over events, nations and alignments of nations. What has philosophy to say about politics and the exercise of power, about the qualities of leadership and the structure, use, limits and legitimacy of power? This course investigates such questions through the double lens of history and philosophy. By examining a series of events in the histories of ancient Athens and Rome, Renaissance Europe and 21st-century America while studying the works of Plato, Machiavelli, Thomas Hobbes and John Stuart Mill, the course seeks insight and perspective on the office and person of the American president.
PHYSICS

28. PHYS 14F, sec. 01: Introduction to Modern Physics (MC) (5 s.h.)
Lecture, T/TH, 9:10-11 a.m.; Lab PHYS 0118 sec. FA, M, 2:55-5:45 p.m., or sec. FB, TH, 8:10-10:50 a.m., or sec. FC, TH, 2:20-5:10 p.m.; Gregory Levine

This course has two objectives: 1) to serve as an introduction to Newtonian mechanics, covering the laws of motion, energy and momentum, and 2) to serve as an introduction to the modern understanding of space-time geometry and quantum mechanics, which replace Newtonian mechanics and gravity. Examples of space-time geometry will be drawn from expanding universe cosmology, black hole physics and time dilation effects, which underlie the familiar Global Positioning System. Topics include energy quantization in atoms, the uncertainty principle and quantum tunneling. This course covers material comparable to PHYS 11A and serves as a prerequisite for PHYS 12A. Students considering a major or minor in physics are urged to take this course rather than PHYS 11A. Prerequisites: MATH 70 (or some exposure to calculus) and a substantial high school physics course (e.g., Honors or AP).

POLITICAL SCIENCE

29. PSC 14F, sec. 01: Who Made Your MP3 Player? A Look at the Asian Century (BH) (4 s.h.) M/W/F, 1:20-2:35 p.m.; Takashi Kanatsu

Many people are already referring to the 21st century as “The Asian Century.” So many of the products we take for granted are designed or manufactured in countries such as China, Japan, South Korea and Taiwan. Why don’t they come from France, Brazil or Canada? When your grandmother was your age, were her parents driving a Japanese brand of automobile? Why not? The Asian countries are developing so rapidly that it is difficult to keep track. In this seminar, we begin by finding out the country of origin of various consumer products. Then, we explore the politics and economics of Asia, asking how and why they have industrialized so quickly. You will come to understand the secret histories, the cultural mysteries, and the international contexts that have produced some of your favorite items. Your MP3 player will become more than just a tool for music and movies. It will symbolize the massive political, economic and cultural changes occurring before our very eyes. This course includes one semester hour of instruction in library research methods.

PSYCHOLOGY

30. PSY 14F, sec. 01: My Freshman Year: Psychological Change in College (BH) (4 s.h.) M/W, 2:45-4:40 p.m.; Stavros Valenti

College is often the most radical change experienced in the first two decades of life. Think of your own life up until now: The food ... the people you meet several times a day ... the places where you work, study or play ... where you sleep. At college, most or all of these will be different. How do these changes affect how you think, feel and behave? Will you emerge from college a wiser version of yourself, or will you become a different person altogether? What makes for the highest satisfaction with the college experience? In this seminar, students will learn how to approach questions like these from the point of view of a research psychologist. As a group, we will generate our own hypotheses, design our own research studies, collect data, and determine if the data support or contradict our initial predictions.

31. PSY 14F, sec. 02: Psychology Through Film and Literature (BH) (3 s.h.) M/W, 2:55-4:20 p.m.; Lola Nouryan

This course provides a basic understanding of psychological disorder through film and literature. By studying the work of selected writers, directors and filmmakers, we will investigate the basis of “abnormal” behavior. Our goal is to understand mental illness and its treatment. To that end, we will examine the ways in which writers and filmmakers portray character, communication, and perceptual experience.

32. PSY 14F, sec. 03: The Resilient Child: Early Experience and Later Life (BH) (4 s.h.) T/TH, 2:15-4:10 p.m., Brian Cox

To what extent do experiences in childhood affect who we become as adults? Can we overcome a bad start? How are our personalities formed by learning, temperament, and the events of lives caught up in history and cultural change? In this seminar in developmental psychology, we will begin by examining our beliefs about children’s natures in the past and present. Then we will examine the scientific evidence ranging from case studies to extraordinary longitudinal studies of children’s development that have lasted for as long as 50 years. The course will conclude with a discussion of adult “identity crises” and how we explain the process to ourselves in biography and autobiography. As the philosopher Kierkegaard has said: “Life is lived forward, but understood backward.”

RELIGION

33. RELI 14F, sec. 01: The Salem Witches (HP) (3 s.h.) T/TH, 11:10 a.m.-12:35 p.m.; Jody Cross-Hanson

This seminar aims at a general understanding of the Salem witchcraft trials of 1692 and 1693. Attention will be given to the historical, social and economic contexts of the events in and around Salem, Massachusetts, but we will focus on their religious dimensions. What experiences did the women report? How were their experiences connected to their religious beliefs? What effect did the “outbreak” have on the local religious community?

SOCIETY

34. SOC 14F, sec. 01: House, Home and Society (BH) (3 s.h.) T/TH, 12:45-2:10 p.m., Gail Satler

What do our homes say about us as individuals and as a society? This course offers a sociological analysis of the changing notion of home through an overview of housing types as they exist and as they have been imagined. Various conceptions of family and household types as they intersect with housing options in our country and in other parts of the world will be explored. Examining the similarities, differences and evolving notions of home will provide a framework with which to consider what housing reflects about our social priorities, values and norms.

WRITING STUDIES AND COMPOSITION

35. WSC 14F, sec. 01: How Writers Break the Rules — and Why (3 s.h.) T/TH, 11:10 a.m.-12:35 p.m.; Ronald Janssen

Have you ever wondered why so many of the writers you read don’t seem to follow all those rules you worked so hard to learn in English class? In this course, we will review those rules with a critical mind and examine a range of essays that part company with all apparent norms of writing. Readings will include a couple of traditional essay models and a variety of exploratory, experimental and hybrid examples, as well as visual essays. We will examine how the alternative forms work and why the writers felt a need to create them. Our goal, through reading, discussion and writing, will be to reformulate the old rules to make our own writing possible and effective for the purposes and readers we have targeted. This course carries credit for WSC 001.
CLUSTERS

FILM AND LITERATURE

F1: Fairy Tale in Literature and Film (total = 10 s.h.)
This cluster searches for the psychological, sociological, and literary meanings embedded in traditional folk and fairy tales and in their modern versions. By comparing classic tales with contemporary versions, we consider the relevance of these tales to our own experience. Assuming that fairy and folk tales stretch and color our imaginations, we study the visual and aural portrayal of worlds both fantastical and fearsome. With a rigorous attention to film style, we focus on the ways that cinema adapts fairy/folk tale archetypes, and creates new stories that situate mythical structures within contemporary settings. We learn the language with which we might express and understand these timeless traditions that continually inform our everyday experience.

RTVF 10, sec. F1: Introduction to Film and TV Studies (AA) (3 s.h.) M/W, 2:55-4:55 p.m., TBA
ENGL 192M, sec. F1: Fairy Tale in Literature and Film (3 s.h.) T/TH, 2:20-3:45 p.m., Scott Harshbarger
WSC 1: Composition (4 s.h.) sec. F1: M/W/F, 9:50-10:55 a.m., Ethna Lay
or
sec. FA: M/W/F, 1:20-2:35 p.m., Ethna Lay

F2: Italian Language, Italian Cinema (total = 6 s.h.)
This introduction to Italian cinema surveys major trends from the postwar days to the social upheaval of the ’70s. Through the discussion of representative cinematic works belonging to the neorealist genre, comedy Italian style, auteur cinema, and political and popular genre cinema, students gain awareness of the development of modern Italian society. Among the issues addressed in this course are: Italy’s view of itself in relation to the rest of Europe, gender conflicts in popular cinema, the influence of American culture, and the impact of modernization on Italian society. Movies (with English subtitles) will be screened weekly. At the same time, the elementary Italian language class takes its inspiration from the idea that learning a foreign language always involves being conversant with aspects of the target culture. In the language class, students analyze the linguistic components of scenes from films viewed in the cinema class. It is assumed that students have no previous knowledge of Italian; therefore, each activity is level-appropriate, istruttiva and interessante.

ITST 141, sec. F2: Italian Cinema (AA) (3 s.h.) M/W, 4:30-5:55 p.m., Simone Castaldi
ITAL 1, sec. F2: Elementary Italian 1 (3 s.h.) T/TH, 12:45-2:10 p.m., Lori Ullsch

LAW, POLITICS, JOURNALISM

F3: Democracy in America (total = 13 s.h.)
This cluster explores what it means to live as a citizen of America. What is democracy, and why does it stir such passion? Is America’s system of government truly democratic? How does democracy play itself out in the political institutions we’ve created and in our everyday lives? Who has the power, and why? How are the issues framed in public discourse, who defines those issues, and why does it matter? Can we change our democracy when we need to? To explore these questions, we learn about the basic structures of American society and government and how they shape our lives and choices. We investigate how power works. We read and react to the news of the day and the words of leaders and average citizens. We talk about what holds the country together and what can pull it apart. Together, the three courses provide students with insights about the relationships between the American form of government, our social institutions and the life of an individual citizen. This cluster includes one semester hour of instruction in library research methods.

HIST 14C, sec. F4: American Civilization (HP) (4 s.h.) M/W/F, 9:30-10:35 a.m., Michael D’Innocenzo
PSC 1, sec. F4: American Politics (BH) (4 s.h.) T/TH, 10:05-11 a.m., Meena Bose
WSC 1: Composition (4 s.h.) sec. F4: T/TH, 12:10-2:05 p.m., Daisy Miller
or
sec. FD: T/TH, 2:15-4:10 p.m., Daisy Miller

F4: Who Represents Us? How the 2008 Elections Will Shape American Politics (total = 13 s.h.)
This cluster examines the role of elections in American politics, with particular attention to the 2008 presidential and congressional elections. The question underlying the course is, “How do elections influence the nature of representation in American politics?” Specific topics will include: the relevance of the electoral college in the 21st century; the decline of political parties and the rise of independent voters; and the demands of the 24-hour news cycle on political campaigns. Students will study the importance of elections through historical, political, and expository windows, and they will have special readings and assignments that bridge all three courses. This cluster includes one semester hour of instruction in library research methods.

ECON 2, sec. F6: Principles of Economics (required for all business majors) (3 s.h.) M/W/F, 12:50-1:45 p.m., R. Mazzoleni

In a democracy, political actors are free to compete for power, the press is free to disseminate a wide variety of ideas, and citizens are free to form and promote their own moral beliefs. These three freedoms interact in complex ways. So, for instance, a free press is supposed to limit the power of government to act arbitrarily or destructively, and to help people refine their moral beliefs through gaining information and debating those with different perspectives. This cluster examines the interaction of politics, the press, and the good, especially in the context of a democratic society.

Note: This cluster is open only to first-year students who already have credit for WSC 1 (Composition). This cluster includes one semester hour of instruction in library research methods.
BUSINESS AND THE WORKPLACE

F7: Markets, Monopolies and Mathematics: An Introduction to Microeconomics (total = 6 s.h.)

In this cluster, students are introduced to microeconomics: the analysis of the choices made by firms and consumers in competitive markets, as well as under monopoly and oligopoly. The main mathematical tool is matrices, which are used in systems of linear equations, linear programming, and game theory, with an emphasis on applications to models of economic systems, such as supply and demand. We also explore the concept of economic efficiency in critical context.

MATH 40, sec. F7: Linear Mathematics and Matrices (MC) (3 s.h.) M/W/F, 9:05-10 a.m., Abraham Mantell

ECO 2, sec. F7: Principles of Economics (3 s.h.) T/TH, 12:45-2:10 p.m., B. Sengupta

F8: More Than the Market: Economy and Work in Cross-Cultural Perspective (total = 10 s.h.)

What is an economy? What are the different ways that human societies have organized work? What are the different forms of inequality we see cross-culturally? What are the modern variations of free, slave, and indentured labor? How can we explain the differences between developed and less-developed nations? This introductory course cluster explores these and other questions through the lenses of anthropological, economic and literary analysis.

Through reading literature and social science texts, we will examine work and consumption in several cultures. We will also learn about the ways in which the market shapes human relationships and societies. And we will consider the actual and potential roles of socioeconomic institutions, government policies, and racial, ethnic, and gender discrimination in shaping income and employment outcomes.

ECO 1, sec. F8: Principles of Economics (3 s.h.) M/W, 6:30-7:55 p.m., Gregory DeFreitas

ANTH 4, sec. F8: Cultural Diversity (BH, CC) (3 s.h.) T/TH, 9:35-11 a.m., Sharryn Kasmir

WSC 1: Composition (4 s.h.) sec. F8: T/TH, 2:15-3:40 p.m., Russell Harrison or sec. FH: T/TH, 4:30-6:25 p.m., Russell Harrison

F9: Ethics in the Age of Information Technology (total = 8 s.h.)

This cluster combines an introduction to business computing with a basic course in ethics. The computing course focuses on hardware and software innovations, and on their integration into management information systems. Use of productivity tools and the Internet are emphasized along with business applications areas that make use of computing resources and technology. The ethics course acquaints students with the diverse historical traditions of ethics as they influence contemporary issues revolving around new information and technologies, so that students can reflect upon their personal and professional decision-making. We will take up such issues as intellectual property rights, privacy and confidentiality, and censorship. Students will consider the duties of the information professional in the workplace and in the arena of public policy. Does professionalism require neutrality or moral agency? Are information technologies ethically neutral or value-laden?


PHI 14, sec. F9: Introduction to Ethics (HP) (4 s.h.) M/W/F, 9:50-11:05 a.m., Chris Eliot

F10: Immigrants, Women and Untouchables: Work and Marginalized Peoples (total = 6 s.h.)

Why does work so often become a place of exploitation, especially for minorities, immigrants and women? What have been the conditions of work historically and across cultures? How has consumption been a realm of inequality and social struggle? How have people fought against their oppression both at work and in the consumer sphere? This course explores work, exploitation and consumption in a cross-cultural perspective. We will read case studies of immigrant workers in the United States, southern African hunter-gatherers, Indian untouchables, as well as women workers in modern Japan and China. We explore themes of race, ethnicity, class and gender, and we consider the relationship of work and consumption over time and place. We will also look at social movements that aim to empower oppressed people in these various places.

ANTH 4, sec. F10: Cultural Diversity (BH, CC) (3 s.h.) T/TH, 11:10 a.m.-12:35 p.m., Sharryn Kasmir

HIST 20, sec. F10: The Present in Historical Perspective (HP) (3 s.h.) T/TH, 12:45-2:10 p.m., Yuki Terazawa

SCIENCE CONNECTIONS

F11: Pre-Health Sciences (total = 8 s.h.)

Most medical, dental and veterinary schools require a solid foundation in science, particularly biology and chemistry. After all, organisms are massive collections of biological molecules executing complex combinations of chemical reactions in a highly controlled and regulated manner. This cluster explores general chemistry, cell biology and genetics, and the interplay between these disciplines in the function of organisms, particularly humans. Throughout the cluster we consider how various chemical and biological processes are related and influence the human condition.

CHEM 3A, sec. F11: General and Inorganic Chemistry (NS) (4 s.h.) M/W/F, 10:10-11:05 a.m.; TH, 8:30-9:25 a.m., William Nirode

F12: Engineering (total = 6 s.h.)

This cluster explores the world that humans have designed—the products and processes used in its development. There are three main components of the freshman engineering design course. First, the informed design process connects basic science and mathematics to an eight-step design cycle that enables students to grasp the basics of conceptual engineering design. Second, teamwork: Students collaborate on homework and compete with other teams in designing lab projects. Third, communication skills are explored and developed through problem-solving activities and brainstorming sessions. Class sessions are composed of rich media content, including Flash animations, video clips, graphic images and music. Active learning methods are used in class to enhance student involvement, learning and change. The six design lab projects allow teams to design and build their own prototypes within project specifications and time constraints, develop good interpersonal team dynamics, and improve their oral and written communication skills. ENGG 15 is cross-listed with Technology and Public Policy (TPP 15).
DANCE, DRAMA AND MUSIC

F14: Modern Dance (total = 11.5 s.h.)

This cluster is designed for incoming dance majors. The dance course focuses on technique in contemporary dance forms; it is the first course in a four-year sequence. Along with modern dance students take a figure drawing course through the Fine Arts Department, in which they use drawing techniques to better understand the dynamic symmetry of the human form; students examine anatomical and gestural shape as it relates to motion and dance. The drawing course fulfills a requirement for dance majors. In addition to these two courses, the cluster includes English Composition and Biology 103, “Human Anatomy and Physiology.” In the composition class, writing assignments are connected to the dance and drawing material. The anatomy class focuses on analyzing and executing the exercises and combinations occurring in dance movement. We attend a variety of dance performances in New York City during the semester.

F15: The Soundtracks of Our Lives (total = 7 s.h.)

Music marks the turning points of our lives. A song on your iPod evokes memories of a holiday dinner, a high school game won (or lost), or a heartfelt breakup. Music connects our present to our personal, cultural and historical past. For example, “Get Rich or Die Tryin’” not only represents a recent album turned motion picture featuring the artist 50 Cent, but it also marks a moment in our national history: it is hard to imagine such a work 50 years ago. From the blues to the baroque, the evolution of musical devices and techniques helps us to trace the evolution of Western thought and culture. This cluster divides its time between a music course covering the fundamentals of harmony, melodic construction, and form in Western music from the Middle Ages to the present, and a writing course that identifies moments in American history where musical, literary and visual arts have overlapped. We explore the ways our musical tastes shape and are shaped by contemporary culture. Note: This cluster is not intended for music majors or minors.

ENGG 15, sec. F12: Designing the Human-Made World (NS) (3 s.h.) (cross-listed with TPP 15, sec. F12) MW, 12:50-1:45 p.m., Mauro Caputi and
or

ENGG 15 Lab, sec. FAL (cross-listed with TPP 15 Lab, sec. FAL) M, 2:20-4:20 p.m., Mauro Caputi and

WSC 1, sec. FL: Composition (3 s.h.) T/TH, 2:20-3:45 p.m., Margaret Stein

or

ENGG 15 Lab, sec. FBL (cross-listed with TPP 15 Lab, sec. FBL) W, 2:20-4:20 p.m., Mauro Caputi and

WSC 1, sec. F12: Composition (3 s.h.) T/TH, 11:10 a.m.-12:35 p.m., Margaret Stein

or

ENGG 15 Lab, sec. FCL (cross-listed with TPP 15 Lab, sec. FCL) F, 12:50-2:50 p.m., Mauro Caputi and

WSC 1, sec. F99: Composition (3 s.h.) M/W, 2:55-4:20 p.m., TBA

F13: Science and Science Fiction (total = 6 s.h.)

Most of us would say there’s a big difference between good science and good science fiction ... but what is it, precisely? Part of the difficulty is that much of what counted as science fiction a generation ago has now become commonplace (think of TV wrist watches, cloning, etc.). In this unit, we explore the difference between science and science fiction through a hands-on study of astronomy and by

ENGG 15 Lab, sec. FAL (cross-listed with TPP 15 Lab, sec. FAL) M, 2:20-4:20 p.m., Mauro Caputi and

WSC 1, sec. FL: Composition (3 s.h.) T/TH, 2:20-3:45 p.m., Margaret Stein

or

ENGG 15 Lab, sec. FBL (cross-listed with TPP 15 Lab, sec. FBL) W, 2:20-4:20 p.m., Mauro Caputi and

WSC 1, sec. F12: Composition (3 s.h.) T/TH, 11:10 a.m.-12:35 p.m., Margaret Stein

or

ENGG 15 Lab, sec. FCL (cross-listed with TPP 15 Lab, sec. FCL) F, 12:50-2:50 p.m., Mauro Caputi and

WSC 1, sec. F99: Composition (3 s.h.) M/W, 2:55-4:20 p.m., TBA

FA 14, sec. Fl4: Beginning Drawing (CP) (3 s.h.) T/TH, 12:45-2:10 p.m., David Pushkin

and

WSC 1, sec. Fl4: Composition (3 s.h.) T/TH, 2:20-3:45 p.m., Robert Vestigo

and

BIO 103, sec. F14: Human Anatomy and Physiology (3 s.h.)

This cluster is designed for students who are considering a major or minor in biology. It includes Drama 9, “Play Analysis,” a required course for the major. Students explore representative plays from a wide variety of traditions as an access point to a larger discussion about the development of Western drama and art from the ancient Greeks to the present day. Assignments focus on sharpening and refining analytical and observational skills through discussion, lecture and writing. By the end of the semester, students will have gained an overview of the history of Western drama and its relationship to major movements in the visual arts, and will have developed their writing skills through integrated assignments.

ASTR 11, sec. F13: The Solar System (NS) (3 s.h.)

Brett Bohner

Lecture: T, 2:20-4:10 p.m., and either Lab: sec. FA; TH, 2:20-4:10 p.m.

or

Lab: sec. FB; TH, 4:15-6:05 p.m.

WSC 1: Composition (3 s.h.)

sec. F13: T/TH, 9:35-11 a.m., Barbara Bengels

or

sec. FM: T/TH, 11:10 a.m.-12:35 p.m., Barbara Bengels

WSC 1, Composition (3 s.h.)

sec. F17: T/TH, 9:35-11 a.m.-12:05 p.m., Allison Perry or

sec. FP: M/W, 2:45-4:40 p.m., Allison Perry

PSYCHOLOGY

F17: The Psychology of Everyday Life (total = 13 s.h.)

Everyday life is filled with complexities that range from the minor to the extraordinary, including life-altering choices that affect our relationships, career options, health and well-being. Especially for first-year college students, it may seem that every aspect of life requires thought and attention, all at the same time. In this cluster, we examine psychological and philosophical approaches to the challenges of everyday life. Issues include personal goals, conformity, stress, relationships, health-promoting versus health-damaging behaviors, self-deception, and the role of morality and ethics in defining a good individual life. Students are encouraged to think critically about the topics studied, to understand how they apply to their lives, and to express and examine their opinions about current controversies. This cluster includes one semester hour of library instruction.
Humans share many of the biological and social characteristics of mammals in general and primates in particular, but a few human traits appear to have no equal in the animal world. This course examines three of these traits: language, thought and self-reflective identity. Together they seem to lie at the heart of much that we hold dear: without language we would have no community; without thought, no knowledge; without a sense of self, no morality. Across the term we look at the human ability to talk, think and self-reflect from the perspectives of psychology, philosophy and literature. This cluster includes one semester hour of library instruction.

PSY 7, sec. F18: Fundamental Perspectives in Psychology (BH) (3 s.h.) T/TH, 9:35-11 a.m., Oscar Pinedo

PHI 10, sec. F18: Introduction to Ethics (HP) (3 s.h.) T/TH, 11:10 a.m.-12:35 p.m., Mark McEvoy

PHYSICAL EDUCATION, ATHLETIC TRAINING

PESP 25, sec. F19: Fitness for Life (2 s.h.) M/W, 9:35-11 a.m., Steven Frierman

WSC 1, sec. F19: Composition (3 s.h.) T/TH, 11:10 a.m.-12:35 p.m., Paul Carson

BIO 103, sec. F19: Human Anatomy and Physiology (3 s.h.)
- Lecture: M/W, 12:50-1:45 p.m.,
- Lab: sec. FAL, W, 6:30-9:30 p.m.,
  Ronald Sarno