

## **FYS Course Descriptions Fall 2021**

### **Power of Addiction-BIOL**

This section will explore the powers of addiction and its impact on the physical, psychological, and social wellbeing. Treatment of drug addiction will also be addressed. Students will work with peers, faculty, and campus resources to engage meaningfully with society's approach to addiction.

### **Cultivating Acceptance and Advocacy Through Children's Literature-EDUC**

This FYS section will discuss the central theme of acceptance and advocacy. Students will uncover the ways that children's literature can be used to promote acceptance and kindness from a young age. They will examine the ways in which these qualities develop over time and lead to the ability and desire to advocate for self and others. Students will make connections between course content and their own experiences as they read to children in local schools using texts discussed in class.

### **Problems of Pop Psychology-PSYC**

Students in this course will critically evaluate claims made in Pop Psychology—the psychological concepts, theories, myths and misconceptions that are popular with the general public.

### **Economics and Society-ECON**

An issue-oriented practical guide to introductory economics. Through examination of contemporary social issues and problems, a framework of economic analysis is developed. Topics such as world poverty and development, discrimination, pollution, monopoly power, unemployment, international trade, taxes, global competition, and social security are covered. Upon completion of the course, students will be able to view current events with an economic understanding of the issues involved.

### **Mapping Inequality: Housing, Health, and Racial Justice-PHIL**

This section will study the history and legacy of redlining in the United States. Redlining is a form of domestic economic-sanctioned discrimination that mandated racial segregation of housing. Redlining segregated Black Americans to a few neighborhoods where home values were intentionally depressed, the cost of financing was intentionally high, and opportunities were limited. Furthermore, legalized housing discrimination resulted in health, educational, environmental and food injustice, as well as increased policing, in these neighborhoods. Students will conduct oral history interviews with Springfield and Dayton residents, participant in a regional symposium in October, and work with students at other colleges in our region to examine redlining, its legacy, and ways to make meaningful change. Students will work with peers, faculty, and campus resources to engage meaningfully with the problem and society as a whole.

### **Education: Conforming or Making Change?-EDUC**

How is education perceived? When changes occur in education, why is that? What role do we play in education? And are we willing to conform to what is happening or be change makers? This section of FYS will consider the purpose of education and the entities that impact the

changes that occur. Different models for studying and analyzing social problems through cases and disputes emerging from the daily practice of teaching will be explored. And the influence of social and institutional roles of parents, teachers, administrators, and other stakeholders on public education will be investigated and assessed.

### **Through the Language Glass-ENGL**

How does language shape our reality? Or does it? Does not having a name for a color mean that we do not see it? And what about off-color language? When can we say f\*#@? (When can we even type it?) Which words are we allowed to use? Which should we be allowed to use—and who decides? This section of First Year Seminar will engage meaningfully with the question of language use—the words that surround us every day—and investigate how our language choices (or those choices made for us) influence our understanding of and interactions with the world and others.

### **Finding Home: Homes and Homelessness-ENGL**

This section will consider the many meanings we attach to the idea of home—from simple shelter to the ways we inscribe place with meaning, from the places we come from to the sense of home in relationships we carry with us. We will also consider how important a sense of home is in relation to the persistent problem of homelessness in our society and how we can understand and try to alleviate that problem so that everyone can have a home.

### **Introduction to Sociology-SOCI**

The discipline of sociology will be introduced as a field of inquiry. We will examine many of the questions that sociologists ask, use sociological theory to help frame these questions, and be introduced to the methods that inform sociology as a discipline. We will address questions such as: "Why is there inequality?" and "Why do social institutions exist?" and "What does it mean to *be human*?" Ultimately, we will study the sociological principles underlying the self, social institutions, and inequality.

### **Advertising and Society-BUSN**

This section explores and critiques how marketing affects the welfare of society. Topics including market research, consumer culture, deceptive advertising, warning labels, trademark infringement, antitrust enforcement, environmental labels, privacy protection, social marketing, and corporate marketing. Students will be asked to think about advertisements and commercials in more analytical and profound ways.

### **The Holocaust in Text, Image, and Memory-GERM**

This section will examine the Holocaust from various different perspectives. We will look at such topics as the origins and expressions of Anti-Semitism in central Europe, the political events and structures within which the Holocaust took place, the reality of ghettos and concentration camps, and efforts to resist the Nazis both within and outside of Germany. We will also study the period through its art: the bombastic style of official art in the Nazi era and how those individuals tortured and murdered by the Nazis strove courageously to express their suffering and their humanity. The course will address the world's varying attempts to remember the Holocaust, to give meaning to life in a post-Holocaust world, to preserve the memories of the Holocaust's victims and to keep the event and its significance for humanity alive.

### **Stories We Tell Ourselves-ENGL**

This section considers the connection between our identities and the stories we tell ourselves. Understanding the role of stories in shaping and reshaping a sense of self can offer opportunities for increased self-awareness and authenticity, and it can also be of value at transitional points in our lives, such as when we arrive on a college campus. But there's even more that we can do with our stories when we bring a social lens to our personal narratives. Within that context, stories can offer insights into the way a self-image can encounter some of the social divisions that often mark the communities that we live, work, study, and play in. To open up some of these points of contact, we'll take a look at the kinds of people who tend to become part of our own stories and whether there are opportunities to use our stories as points of connection with people whose narratives may be different from our own. Finally, we'll examine opportunities to use our knowledge of identities and stories to pursue options for building community on our campus and in our city

### **Nursing-NURS**

This section will provide students with a strong foundation upon which to build as prospective Wittenberg Nursing students. Students will work with peers, faculty, and campus resources to engage meaningfully with a health-related problem that affects society as a whole.

### **Nature of Rivers-ESCI**

This section will focus on the impact humans have had on rivers and the value we now understand in restoring them to a more natural state. We will focus on the historical impact Springfield has had on Buck Creek and as well as the potential impact of current restoration efforts on building community resilience.

### **Saving the Future By Changing Ourselves: Climate Change and Pollution-ENGL**

This section will examine the existential challenges presented by climate change and pollution, with a focus on what changes humanity must make to stop the on-going destruction of our own planet. Students will work with peers, faculty, and campus resources to engage meaningfully with the problem and society as a whole.

### **Biomedical Technology and Human Potential-PHYS**

This section will examine some of the problems that medical physicists and biomedical engineers seek to solve by developing new technology to diagnose and treat disease, and to restore or enhance the body's functionality. We'll study the basic physical concepts behind some of these problems and the biomedical technology developed to address them, and will also discuss questions of risk, access, and fairness.

### **Artificial Intelligence and the Future of the Human Mind-Honors Course-PSYC**

Artificial intelligence will be perhaps the most important agent of change in the 21st century. It will transform our political systems, warfare, economies, and cultures. It will transform our own bodies and minds. Thus, one of the great challenges humanity faces is ensuring that the powerful artificial intelligences we create behave in ways which align with human value systems. Part of this challenge involves recognizing the influence machines already have on our lives, and considering the consequences of creating non-conscious highly competent intelligent life. This course will examine how current information technology and machine learning programs impact

human behavior in both intentional and unexpected ways. In addition, we will consider the importance of consciousness to the human experience, and the difficulty of building human-like consciousness into artificial intelligence systems. Throughout the course, students will develop a basic understanding of neuroscientific and philosophical theories of human consciousness, and the impact technology can have on individual identity, thought and behavior.

This course is intended for freshmen with conditional admission to the Honors Program at Wittenberg. The intellectual challenge inherent to synthesizing information from the disciplines of neuroscience, philosophy, physics, engineering and computer science is well-suited to highly engaged students with demonstrated academic success.

### **Society and the Human Embryo-BIOL**

This course will investigate advances in medical and scientific technology as it impacts human reproduction and embryo development. In addition, the intersection of these technologies with bioethics will be explored.

### **Technology and Negative Communication - Cyberbullying-COMM**

Study in negative online communication with special emphasis on cyberbullying. Examines topics such as antecedent conditions, perpetration of, and possible responses to cyberbullying in a variety of environments, contexts, and populations.