

SJU First Year Seminar Course Descriptions

Fall 2017

All students must complete a First Year Seminar in the fall or spring of their first year. **Courses highlighted in red** are restricted to students may have specific requirements:

- BIO 150 BIO Phage Lab is restricted to students who are enrolled in BIO 101 and who have been accepted into the Phage Lab Program.
- HON 150 is restricted to incoming Honors Program students.
- EDU 150 Schools in Society is restricted to EDU majors and students who are pursuing secondary education certification. These students are required to take EDU 150 for the FYS requirement.

Service Learning seminar descriptions are highlighted in blue:

- ECN 150 SLR, EDU 150 SLR, PHL 150 SL1 & SL2, POL 150 SLR, and SOC 150 SL1 are service-learning courses that are open to students interested in the two-semester service-learning program. [See the Service Learning information in the Registration Instructions & Resources folder on Blackboard to learn more about the program.](#) Students who enroll in this class also commit to 3 hours of service per week as part of the class.
- Students will take the second course in the sequence in Spring:
 - ECN 150 SLR (Fall) → ECN 101 SLR (Spring) *Don't register for ECN 101 Microeconomics for Fall 2017
 - EDU 150 SLR (Fall) → EDU 151 SLR (Spring)
 - PHL 150 SL1 & SL2 (Fall) → PHL 154 SLR (Spring) *Don't register for PHL 154 for Fall if you're taking PHL 150 SLR in Fall.
 - POL 150 SLR (Fall) → THE 154 SLR (Spring) *Don't register for THE 154 for Fall 2017
 - SOC 150 SLR (Fall) → SOC 202 SLR (Spring) *Don't register for SOC 102 Social Problems in Fall 2017

Art: ART 150 Blasphemy & Devotion: Religion and Spirituality in the Works of Van Gogh, Warhol, Kahlo, and other Modern and Contemporary Artists and Architects (Hage)

This course explores artists' and architects' varied and often controversial responses to issues of religion and spirituality. Prompted by today's unprecedented globalization and the centrality of religion in politics worldwide, it analyzes artworks and buildings from the late nineteenth century to the present. Students investigate creative reactions to Catholicism, as well as Judaism, Hinduism, Buddhism, Islam, and other forms of Christianity through reading a broad range of texts, writing, individual research, and class discussions.

Actuarial Science: ASC 150 Forecasting the Future- the Mathematics of Risk (DeLiberato)

Actuaries identify, evaluate, and quantify risk. This first year seminar course will examine techniques used by actuaries to forecast the future. The course will be interactive and will make

extensive use of simulations based in Excel. Students will learn to make predictions based on past patterns, ranging from sports statistics to bond prices and insurance premiums. There will be classroom debates and group discussions on the challenges actuaries face in reconciling mathematical and social equity. Sample topics will include debating whether younger drivers should pay more for car insurance, discussing if affordable health insurance is a right, and examining the fairness and future of the social security system. Risk management professionals and actuaries will be featured as guest speakers during the semester. Basic Excel spreadsheet skills will be demonstrated and taught.

Biology: BIO 150L Bio I Cells Lab: Phage (McCann)

BIO 150 BIO Phage Lab is restricted to students who enroll in BIO 101 and who have been accepted into the Phage Lab Program.

This two-semester Phage Genomics Laboratory Honors course satisfies the lab components of BIO 101: Cells and BIO 102: Genetics. The Fall 101 lab also satisfies the first-year seminar requirement. The genomics lab provides a unique opportunity to participate in an authentic research experience rather than a “cookbook” lab. Designed for freshman Biology, Chemical Biology, or Environmental Science majors in the honors program (although all students in these majors are encouraged to apply), this lab experience combines themes and technology from several specialized biological fields, including microbiology, molecular biology, genomics, and bioinformatics. Application ([available on-line here](#)) is required and due by **June 20th**. Go to the [Biology Department website](#) (see Information for incoming students) for more information.

Economics: ECN 150 Profits and Prophets: Market Economics and Social Justice (Fox)

*Please note: this section of **Schools in Society** is a Service Learning Course. Students who enroll in this class also commit to 3 hours of service per week as part of the class and will ECN 101 SLR in the Spring as the second course in the sequence. If you have questions, please contact Ann Marie Jursca Keffer (ajursca@sju.edu).*

Should everything be for sale? How about body organs? Even if it saves a life? Why do the richest 1% in the US earn over 20% of total income while over 20% of children in the US live below the poverty line? Is this the result of the “free” market? Is it always/ever acceptable to charge “what the market will bear?” In this course we will study the tradeoff between economic efficiency and equity. We will then apply these concepts to analyze public policy issues such as immigration, sustainability, poverty and income distribution and evaluate what happens when a market outcome is in conflict with values of social justice.

Education: EDU 150/150F Schools in Society (Templeton, Olitsky)

Restricted to EDU majors and students planning on Secondary Education as a second major, who are required to take this course as their FYS.

The course studies American education structurally. The origins, evolution, and realities of contemporary public and private schools are examined through critical readings. Visits to elementary classrooms in multicultural settings provide a strong link to the teacher's world and the course content. Enrollment in 3-hour per week Field Experience EDU 150F, is required with this course. Required for Education majors.

Education: EDU 150/150F Schools in Society (Johnson)

*See Description above. Please note: this section of **Schools in Society** is a Service Learning Course that is restricted to Education majors or students planning on a Secondary Education major. Students who enroll in this class must also commit to 3 hours of service per week as part of the class and will take EDU 151 SLR in the Spring as the second course in the sequence. If you have questions, please contact Ann Marie Jursca Keffer (ajursca@sju.edu).*

English: ENG 150 Coming of Age in the City (Lockridge)

This course will examine the experience of coming of age in the multicultural city. We will read texts and watch film that attempt to provide a glimpse of the multicultural world beyond the quotidian experience of majority culture. All texts/films will be fictional and will feature young men and women coming to understand their place in multicultural, urban, centers around the world including: the US, the Caribbean, France, the UK, and Rhodesia. You may find that their unique circumstances mirror your own or even some of the ones you have experienced in texts; you may also find that they do not. This course invites you then to consider literature and film as way to understand yourself, your place in the world, and the people you encounter, but may never know. The books selected for this course include: *Caucasia, Drown, and Nervous Conditions*. Films we will watch include: *Boyhood, Girlhood, and Mean Girls*.

Family Business & Entrepreneurship: FBE 150 Social Entrepreneurship (Kramer)

This course introduces students to the field of social entrepreneurship. Social entrepreneurship is the use of entrepreneurial business skills for the explicit pursuit of creating innovative solutions to social problems. In both non-profit and for-profit ventures, organizations engaged in social entrepreneurship act as agents of social-change, creating large-scale social change in their communities or around the world with a heightened sense of accountability to the constituencies they serve and the outcomes created by their efforts. Topics covered will include assessment of opportunities, different business models used in the social sector, acquiring resources required for a new social venture, and measuring social impact.

Finance: FIN 150 Finance through the Movies (Curran)

This first year seminar is designed to introduce students to the field of finance through the lens of movies. Students will gain an understanding of a breadth of topics including corporate form of business entity, corporate governance, and role of a corporation in a society. We will also cover stock trading and role of information in stock trading. Finally we will discuss value creation through mergers and divestitures.

Note: We will be watching "R" rated movies in the class. Please understand that these movies may contain uncomfortable and offensive material. Some of the movies may contain violence, profane language, drug use and/or sexual content. Even if one is comfortable with the material in home or theater setting, they still may find uncomfortable in a classroom setting.

Food Marketing: FMK 150 Sustainability (Williamson)

This first year seminar explores the topic of sustainability as it relates to the food industry. Students will learn to conceptualize food sustainability and become familiar with sustainability issues from food production to consumption. Not only will the course address commonly known practices and product attributes which the consumer perceives as sustainable (e.g., organic, local, humane), but will also reveal applied sustainability issues along the food value chain (e.g., food policy, hunger, waste, corporate sustainability initiatives, globalization).

History: HIS 150 Race and Sports in American Society (Yates)

This course uses the sporting arena as a site for important discussions of race, racism, nation and identity. After an introduction to race and ethnicity, we continue with the American context and examine the late 1980s work, *Friday Nights Lights*, a microstudy of high school football in a small Texas town and Latino experiences playing America's past time, baseball. This course concludes with selections on the intersections of economic gain, identity, nation and sports in the 21st century. Assignments include weekly responses, reading quizzes, exams, a research paper and presentation. The research paper will require the students to follow a story on race in sports in America for an entire semester.

International Business: IBU 150 Cultural Diversity and International Business (Song)

This course is an introduction to international business and its many dimensions through the lens of cultural diversity. The course develops the understanding that cultural diversity is a crucial component of sustained and productive cross-border interactions in general and international business in particular. It discusses the power of diversity whereby the whole can be made greater than the sum of the parts. Through in-class exercises and out-of-class assignments, the course leads students to reflect that their framework for looking at the world around them, i.e., their worldview, may be very different from that of other cultures. A necessary condition for engaging in international business is to be aware of cultural differences and be able to adapt to environments that are different from those one is used to. This course develops in students not only the knowledge to better understand the reasons behind these cultural differences, but also the ability to more easily and effectively adapt to them. The main objective of the course is to provide students with a broad context enabling them to develop the capacity for critical thinking as well as the skills necessary to understand what success means in today's culturally diverse global business environment. It is not enough to be economically successful. In fact, being economically successful is indeed undesirable in the absence of social responsibility and concern for the health of the planet.

Leadership, Ethics & Organizational Sustainability: LEO 150 Serious Comedy & Social Justice (Weidner)

Comedy has long been a vehicle by which performers and audiences can engage uncomfortable truths and issues of social injustice, including corporate social irresponsibility. Comedy is increasingly important to individuals' identity; recent research has shown that "[m]ore than music, more than sports, more than 'personal style,' comedy has become essential to how young men view themselves and others" (Carter, 2012: B1). Comedy (including satire and parody) is also a growing business, as evidenced by the popularity of Comedy Central, movies, television programs, YouTube, and other platforms. In this course, we will explore important issues of social justice (e.g., globalization, racism, gender equity, poverty) as presented in comedy across a variety of sources both contemporary (e.g., South Park, The Daily Show, The Colbert Report, The Simpsons) and classic (e.g., All in the Family, The Smothers Brothers, M*A*S*H).

Linguistics: LIN 150 Language, Linguistics and the Real World (Ewald)

It is of particular interest and benefit to students pursuing various specialties including, but not limited to, Second Language Studies; English; Communication Studies; Speech Therapy; Autism Studies; certain specialties within Education, Sociology and Psychology; and Linguistics. This course is geared toward helping students become consciously aware of the role of language in their daily lives (i.e., in the "Real World"). They will be taught to recognize linguistic features of language(s) and will explore current research findings in linguistics. They will also be encouraged to be "linguists" themselves in the sense that they will document and analyze language-related issues commonly found in daily communicative interactions. The course is divided into six sections: (1) Language & Linguistics; (2) Language & Translation; (3) Language & Acquisition; (4) Language & Cultural Change; (5) Language, Power & Identity; and (6) Language & Communication. This course also counts toward the Linguistics minor.

Modern & Classical Cultures: MCC 150 Iconic Women of Latin America (Hennes)

This First Year Seminar takes a critical look at the representations of several iconic Latin American women, in particular Malintzin/La Malinche, the Virgin of Guadalupe, Sor Juana Inés de la Cruz, the "Libertadora" Manuela Sáenz, the Mirabal sisters (a.k.a the Butterflies) and Rigoberta Menchú. Primary sources include paintings, literary works, film and other artistic renderings. Secondary sources draw from the fields of cultural studies, cultural history and social history. As we examine diverse representations of these figures, we describe the symbiotic relationships between the myths that surround them and their historical, political and cultural contexts. This analysis is based on the issue of gender norms past and present.

As we explore the course material, we will discuss learning styles, note-taking and reading strategies, how to conduct library research, how to write for diverse purposes (including a

research paper), and how to deliver a research presentation. Daily class discussions will rely heavily on the active and informed participation of students.

Modern & Classical Cultures: MCC 150 Learning Across Cultures (Daniel)

This course is intended for students from cultures outside the United States as well as for U.S. citizens who speak other languages and are interested in studying other cultures or who will study abroad. The course has a double focus. First, we will learn about the process of learning in general. Second, we will study cultural frameworks and intercultural communication and reflect on how culture influences education. The goal is to help students learn more effectively and to have strategies for dealing with difficulties and challenges during their university education, and to give them tools for collaborating effectively with persons from diverse backgrounds. Highly recommended for non-native speakers of English, for bilingual or multilingual students and for anyone studying abroad (or anyone intending to study abroad).

Management: MGT 150 Work is our Fire (Nelson)

Is our work who we are? Drawing from the social sciences, this seminar encourages students to approach work as the essence of being—our “fire”—and working as a journey of experience and expression of dignity and not solely as a burden or means to make a living. Students will isolate and interrogate social and economic class stereotypes, misconceptions, and attitudes concerning a variety of jobs and professions as well as possible origins for these perceptions. The concept of occupational identity is introduced to illustrate how work can consume us (positively and negatively), how we can assume our working role as part of our understanding of “self,” and how we see others based on our attitudes about their occupational roles. Discussions will tackle definitions of success, legacy, respectability, prestige, materialism, workaholism, stress, and professionalism and how our definitions are influenced by personal and cultural values.

Marketing: MKT 150 People, Planet and Profit (Phillips)

The purpose of this course will be to help students understand the responsibility that they have in helping to live a more sustainable lifestyle, persuading others to live a sustainable lifestyle, and acting as key influencers in helping to persuade businesses and other organizations in becoming more sustainable. As the title of the class indicates, students will be able to see how individuals, the environment, and organizations can exist in harmony with one another. Indeed, as global citizens of the 21st Century, we have a moral imperative to do so.

Philosophy: PHL 150 Sweet Revenge (Linehan)

Students who enroll in this class also commit to 3 hours of service per week as part of the class and will take PHL 154 SLR in the Spring as the second course in the sequence. If you have questions, please contact Ann Marie Jursca Keffer (ajursca@sju.edu).

This course provides an introduction to philosophy through “service learning.” After a brief introductory unit on argumentation and philosophical method, the main work of the course will involve the study of several philosophical or moral-political problems that have been selected specifically for their relevance to the SJU service-learning program and its partner institutions and placement sites in and around Philadelphia. For approximately half of the semester we will examine the classic philosophical problem of free will and determinism with special attention paid to drug and alcohol addiction. A shorter unit will concentrate on arguments by philosophers for and against the decriminalization and legalization of drugs and alcohol with special attention paid to the phenomenon of mass incarceration in the United States. The final weeks of the course will be devoted to questions in the philosophy of race with special attention paid to persistent racial inequality. This course involves a significant “service-learning” component. Students will be required to complete approximately three hours per week of community service at a designated service placement site. Both classroom meetings and course requirements will provide opportunities for academic study to inform – and to be informed by – sustained and meaningful personal reflection on service experiences.

Philosophy: PHL 150: Self and Selflessness (Hoffman)

Students who enroll in this class also commit to 3 hours of service per week as part of the class and will take PHL 154 SLR in the Spring as the second course in the sequence. If you have questions, please contact Ann Marie Jursca Keffer (ajursca@sju.edu).

This course examines different philosophical accounts of the self (e.g. psychological continuity theory, bodily continuity theory, Parfit’s theory, narrative theories, Buddhist theories, and relational theories) and the implications they have for our duties to others. Particular attention is placed on theories that disrupt common assumptions about the self (e.g. that it is separate, independent, and distinct from others) and the ways in which they promote a reconceptualization of our moral obligations to others.

Pharmaceutical Marketing: PMK 150 Global Healthcare (Trombetta)

This is a course that covers the whole range of healthcare from top to bottom and left to right. We start off with the infrastructure of healthcare, much more than just docs, nurses, hospitals, etc. AND OUR FOCUS IS ON: JOBS, JOBS, JOBS: HOW TO FIND JOBS, HOW TO GET A JOB: healthcare is growing and dwarfs every other sector you could try to get a job in such as defense, education, food, and just about every other sector.

MACRO ASPECTS: Yes, this is a healthcare course but we have to discuss those macro aspects that can get in the way of healthcare access and affordability such as: taxes, welfare, disability, inequality (the gini coefficient), labor/unions, pensions and retiree benefits

OBAMACARE: we go into detail on The Affordable Care Act when we get back from Fall Break 3
MOVIES: Michael Moore's Sicko; Harrison Ford's Extraordinary Measures (why drug prices are so high especially for so-called orphan diseases like the one in this movie: Pompey's Disease); and the Dr Sanjay Gupta Special: Fire Ice. So we will cover just about everything that has to do with healthcare with an emphasis on career opportunities and jobs.

Pharmaceutical Marketing: PMK 150 Smart Healthcare Consumer (Ferroni, Jambulingam)

Becoming a smart healthcare consumer enables understanding of what having healthcare benefits means from the patient's perspective as well as from the way healthcare delivery works in the U.S. It will also provide insights about healthcare delivery from the perspectives of all stakeholders, who either directly provide care to patients, such as doctors, nurses or hospitals, or indirectly participate in healthcare delivery, such as those who influence, regulate, adjudicate and/or pay for it. Class time will be dedicated to enhancing knowledge using research techniques from the business reference librarian to learn about medical innovation and the influence for-profit medicine has on it as well as time-tested basics of effectively treating patients. Open to all freshmen

Political Science: POL 150 Bringing Ethics Back In: Normative Approach to International Relations (Fukuoka)

What is morality in international politics? Is ethical reasoning and action possible in international affairs? If possible, when and how? Proponents of IR Realist often claim that there is virtually no room for morality in international affairs, and states and state actors are rational thinkers in the state of international anarchy. For them, ethics are simply luxury and irrelevant. On the other hand, thinkers under the tradition of IR liberalism/idealism emphasize the ethical dimension of state decision making and state behaviors. On what moral ground or ethical reasoning, are the moral behaviors taken place and observed/unobserved? The primary objective of the course is to help students enhance their analytical ability for the study of international ethics. To this end, the course will explore the main traditions and theories of international ethics with a focus on such topical areas as just war and use of force, universal human rights and humanitarian intervention, global environmental problems, and international justice.

Political Science: POL 150 Law, Student Liberty & SCOTUS (Liebell)

We talk about freedom of speech, religion, and press but where is the line between the civil liberty of the individual and the power of the state? Is there a constitutional right to marry? Can a person wear a tee shirt that says "F*** the Draft" into a courtroom? Can a student hang a

sign that says BONG HiTS 4 JESUS? Is it cruel and unusual punishment to execute citizens? How free is the press to criticize public officials?

This course analyzes the evolving opinions and doctrines of the Supreme Court of the United States (SCOTUS) concerning the civil liberties of individuals and groups. In addition to traditional issues of free speech, free exercise of religion, and the establishment of religion, we examine cases relevant to today's political controversies including surveillance, birth control, marriage, abortion, capital punishment, and guns. Challenge yourself on the issues as you learn how to read cases and argue like a Supreme Court justice. The course ends with two SCOTUS simulations in which students act as justices and attorneys. Put on a robe (and lace for Justice Ginsberg) to learn the nuances of constitutional law!

Political Science: POL 150 Politics of Diversity & Inequality (Howard)

Students who enroll in this class must also commit to 3 hours of service per week as part of the class and will take THE 154 SLR in the Spring as the second course in the sequence. If you have questions, please contact Ann Marie Jursca Keffer (ajursca@sju.edu).

Since its founding, America has prided itself on the principle of equality in the political arena. Unlike European communities, the United States did not inherit a system of economic class distinctions. Nonetheless, there have always been empirical inconsistencies between the rhetoric of equality and the actual lived experience of democracy in America. While it is true that the U.S. has "democratized" many aspects of its political system, it is also the case that America has become increasingly unequal in terms of social, political, and economic indicators over the past three decades. Inequality in wealth distribution inherently structures and impacts other cleavages within the U.S. polity such as race/ethnicity, class, gender, and sexuality, which may undermine a truly informed and participatory democratic system. This course will analyze patterns of diversity, inequality, and uniformity across the U.S. in terms of race/ethnicity, class, gender, and/or sexuality as well as the corresponding policies, interest groups, and representatives that attend to these issues. Specifically, we will discuss how these patterns affect democratic governance in the U.S. – in other words, whose voices are reflected in the political world and where? The course's substantive focus will critically examine the relationship between the empirical evidence of diversity/inequality and the three major aspects of the political system: voice, governance, and policy. We will study the issue of diversity and inequality from a variety of perspectives: political theory, political participation, social movements, public opinion, interest groups and organizations, the media, elected officials, public policy, and governing institutions.

Sociology: SOC 150 Social Problems & Social Change (Bergen) (ONE SECTION IS SERVICE-LEARNING)

This course is designed as a seminar to enhance your freshman year experience and as a survey of the most significant contemporary social problems in this society. During the year we will explore contemporary social problems, their inception, consequences, and methods of

modification and eradication. During this two-course sequence we will strive to understand how social problems are identified and the social systems which are involved. Some of the issues we will address include HIV/AIDS, poverty, homelessness, hate crimes, drug abuse, and “hooking up.” To obtain a full understanding of each issue, we will continually ask several questions: How was this identified as a social problem? What is the history of this issue? What are the structural causes of this problem? How can it be eradicated? Which social groups or institutions are affected by this problem? What groups benefit by the existence of this problem? What are the most popular arguments surrounding this issue? By answering these questions we will develop a greater understanding of the social problems facing American society. We will focus on the societal causes of social problems and importantly, how we can work for social justice and change.

Theology: THE 150 Ignatius and the City (Joyce)

Five centuries ago Ignatius of Loyola (1491-1556), founder of the Society of Jesus (Jesuits), was using social context as a necessary component of theological reasoning. To give early Jesuits the proper context within which to maintain their spirituality and develop their theology, Ignatius directed them to live with the poor of the cities of Europe, debate theology at the highest levels of society, hear confessions, preach in the streets, and tend the sick and under-represented in the most wretched urban areas. Out of this experience developed a strategy for a new urbanism and the elements of a new missiology.

This course reviews the theology and spirituality of Ignatius of Loyola and how his early followers in the Society of Jesus established a particular missiology. It includes a thorough study of the network of ministries created by the first generation of Jesuits in Rome with particular emphasis on: the urban context, the use of the arts and architecture, ministry to the economically under-represented. An examination of how that missiology has been used in and around the City of Philadelphia in the 18th, 19th and 20th centuries will be part of the course. An analysis of how a Jesuit urban strategy was or was not maintained by later Jesuits will be included.