

LENOIR~RHYNE UNIVERSITY

2019-20 FYE Course Descriptions

FYE 191-192: First Year Experience:

The purposes of FYE are to help students make the transition from high school to college, to prepare them to be successful in their college careers and beyond. In more concrete terms, this includes fostering the academic skills and professional behavior required in college and introducing students to the rigors of college in general and to the unique educational culture of Lenoir-Rhyne in particular. Each section of FYE has a specific content area, so students should select courses based on their interest in the subject matter; in all sections, however, students should expect to be challenged by the reading, writing, researching, thinking, and discussing involved. This is a two-semester course, with three credit hours in the fall and three in the spring.

Section 03: Masterworks of Music: More than Meets the Ear *Nigrelli*

Every genre of music has a canon of compositions that people hold dear. They speak to us on a deep level, and we are drawn to listen and revisit them. What's the secret 'magic power' of these masterworks? We'll examine their communicative language, the constructive tools of music; primarily through art music of the Western World, but also encompassing jazz, world music, folk music, and pop music. This course is most applicable to students with an interest in and some background in music.

Section 04: Becoming a Successful Leader *Conrad*

Strategic leadership, transformational leadership, servant leadership, and the list goes on. There are many different leadership styles and a variety of philosophies about what it takes to be a good leader. This course is designed to introduce you to the various styles of leadership and to enable you to develop the skills needed to become a leader within your field of study (or in other areas of your life). Through case studies, book reviews, and experiential learning opportunities you will discover the behaviors and leadership practices that will help you develop your own leadership style and assist you in finding opportunities to enhance your leadership capabilities while you are a student at Lenoir-Rhyne.

Section 05: Love and War *Deckard and Floyd*

America is in love with war. What are the roots of this relationship? In the first semester, this course will focus primarily on love from Plato to C.S. Lewis. What are the different kinds of love and how do they manifest themselves differently? Whereas there are four different words for love in Greek, there is only one word in English. What is the difference between sexual love (*eros*) and friendship love (*philia*)? Are there other kinds of love as well? In the second semester, we will focus on America's militarization of love and the practice of story as a response to the breakdown of anything like "true love." The second semester will also focus specifically on how "love" can become violent. This means that there is a certain predominance in media, on college campuses, and in private relationships for love and sex to reveal an evil side to human nature. How does this come about? Are we able to confront, become aware, and avoid or reduce the amount of violence arising from corrupt forms of love? What might Title IX, philosophy, education, or theology do to mitigate rape and sexual violence and the suffering or trauma that arises from this violence? Each student will come up with a "plan" to better deal with this issue particularly on American campuses, but also in homes, the workplace, military, churches, etc.

Section 06: Tell Me a Story: The Power of Narrative *Voss*

Why are children comforted by hearing a familiar story, again? Why did Jesus respond to questions about his mission with stories? Why do we get goosebumps when we hear a story of heroic endeavors or selfless

giving? Stories have power to entertain, enlighten, and empower; to touch and transform; to mold and motivate. In this section of FYE, we will explore the power of story to shape, inspire, and connect individuals and communities, through a variety of readings, films, and experiences; and students will learn how to harness the power of storytelling to share their own ideas.

Section 07: Getting in the Zone: Exploring Ways of Living Longer and Healthier *Tinkelenberg*

Who doesn't want to live a longer, healthier life? What are the secrets of people who have lived to be 100 years old (or more)? There are places in the world where people seem to have discovered the secrets to a long, healthy life. What can we learn from them? This course will explore the Blue Zones® and what researchers have discovered about them. We all know we should eat better and exercise more, but there is more to it. Students will explore the choices people make that contribute to longevity and consider the personal choices they can make to live a longer, more healthy life.

Section 08: Women Out Front: Leadership on Campus and Beyond *Carrol*

What can we learn from women leaders? What can we learn from their stories, their journeys, their successes, and their challenges? This two-semester course will explore the stories and experiences of women leaders in a variety of fields and in a variety of roles.

Section 09: The Carolina Adventurers Club *Gould*

This class is about going out into our state, making discoveries, and having adventures. It's about taking field trips and experiencing North Carolina. Music, sports, ecology, and history that ranges from this nation's earliest days – it's all at our doorstep. In addition to our classroom sessions "The Carolina Adventurers Club" will be leveraging our geography along with this state's rich and unique cultural heritage by taking a series of trips that will bring our subject, The Old North State, to life in a hands-on, real-world way. (Please note: this section of FYE will require participation in off-campus sessions.)

Section 10: Children's Literature *Nelson*

Evil Witches. Talking Bears. Nannies who fly in on umbrellas. Nonsense verse. Children's literature is filled with mystical, magical things that often don't align with our sense of reality. While on the surface, the imaginative elements of children's literature may seem purely fanciful, books that are written specifically for children can help us to answer some deep, important questions about human experience: What does it mean to be a child, and how has that changed over time? How do children create meaning from their world? How do we as adults create meaning from our world? Do the stories that we (maybe!) loved as children help us – or force us – to become adults who fit nicely into our society? Or do they provide children – and us – with the tools to resist being what people in power want us to be? Both?

Fauns, wizards, toddlers who scribble the world into existence, and many others will guide us on our quest to better understand children, ourselves, and our society. We will begin this quest with an exploration of the historical growth of children's literature, and then we will chart the development of contemporary children's literature. Our discussions together will focus on how literature appeals to different audiences: children, adults, and more recently young adults. We will work together to understand how each of these different audiences finds meaning, value, and purpose in books written for children.

Section 11: Ethics and Literature *Deckard and Carlton*

Do we do things because our conscience tells us what is right or wrong, or do we do things because of what we read and watch? If literature tells us one thing, but philosophy and ethics tell us something else, what direction do we follow? Does literature reflect the moral values of the culture in which it was produced, or does it help produce those values? In this course, we will examine the development of morality from Homer's *Odyssey* to Nabokov's *Lolita*, examining shifts in ethics involving murder, adultery, and pedophilia. An underlying theme will be to determine how literature affects our moral code personally, intellectually, and spiritually.

Sections 12 and 19: Animals and Society York

Non-human animals play a significant role in our daily lives. For many of us, animals are our friends, our family, our food, our entertainment, our clothing, and our research. Very rarely do we acknowledge these intimate bonds or even the dependence we have on so many unnamed animals. In this course, we will examine numerous ways we relate to other animals and address how it is, as a society, that we are so often confused as to how we should think consistently about other animals.

Sections 13 and 20: 75th Anniversary of D-Day: The Final Gathering Hager

June 6, 1944, was the largest amphibious military operation in history. The significance and success of the Allied attack is well documented. Instructor Mark Hager has worked with many of the last survivors of WWII and traveled with them as they gathered for the 75th Anniversary of D Day. This FYE classes will delve into the history of WWII, investigate the stories of individual veterans (in part through interviews), and participate in creating a documentary of this historic event for North Carolina's PBS affiliates.

Section 14: Scientific Observation of Beauty Burnside

Beauty is in the eye of the beholder, and when the beholder is a scientist with instrumentation, the number of "Oh Wow!" moments increases exponentially. From atomic microscopes to broad spectrum telescopes, every level of organization in the universe is being viewed. The beauty that has been and is being found is beyond human expectation. This course will delve into the beauty of nature and the tools and techniques that are being used by scientists to observe it. All the sciences will be included: biology, chemistry, physics, geology, astronomy, mathematics.

Section 15: Children's Literature Fisher

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Section 16: Making Space for All: Embracing Diversity and Social Justice Spivey

Have you ever asked yourself, "Am I normal?", "Where / how do I fit in?", or "Who am I"? Most people ask these questions from time to time. We live in a wonderfully diverse and multicultural world. In this course, you will have the opportunity to explore answers to these questions while also embracing your own diversity. This will be achieved by identifying your own personality type and exploring how to use your unique gifts to enhance your self-awareness, decision-making process, and communication skills. Through interactive activities and selected readings of young adult fiction, you will also explore such topics as ableism, classism, racism, sexism, and oppression to gain a better understanding of some of the challenges people face and how they overcome them. You will identify and research a social justice or multicultural topic that is important to you, and then explore how you might use this knowledge to make a difference in your own life or the lives of others. By taking advantage of this opportunity to enhance your self-awareness and self-confidence, you will be preparing yourself for success in your personal, academic, and future professional life.

Section 17: Social Media and College Students *McKeel*

Bring your smart phones to class! In this course, students will explore the evolution of digital communication and how the digital revolution has changed our world including most recently, use of social media. For students, this social media connectedness plays a critical role in social integration to university life and can also impact academic performance and success. Students will be challenged to consider all aspects of social media and discuss current research on the subject. The course will be provocative and fun, and will challenge our thinking about communication in all forms.

Section 18: Gender, Race, Metaphor *Foster*

This FYE course will explore the social relationship between gender, race and texts. It will explore why metaphors have been called "dangerous things." Students will discover the social import of metaphors by means of readings, films, guest speakers and experiential learning.

Section 21: Sports is Great! No It's Not..... The Paradoxes of Sport in our Society *J. Smith*

Sport has a powerful influence on our society – both positive and negative. In this course, we will explore some of the many 'paradoxes' that exist in sport today and how those issues affect our society as a whole. For example, sport provides an avenue to physical activity – a key component to maintaining our overall health. However, sport demands and expectations many times create an environment in which participants must choose between participation and their overall health. So, sport is healthy, but sport is also destructive. A paradox, indeed! Throughout the course, we will focus on issues of race and ethnicity, gender and sexuality, social class, the business of intercollegiate athletics, media influences, and youth sport to name a few. Our quest will be to thoughtfully critique the positives and negatives of a social institution – Sport – that influences the daily lives of millions of people each year.

Section 22: The Art of Happiness *Jenny Smith*

This course will be an introduction to theories and research that examine topics relevant to the nature of happiness and psychological well-being. Students will also be specifically exploring the psychosocial conflicts present during the college years. Topics covered will include happiness, life satisfaction, creativity, wellness, love, self-actualization, strengths, gratitude, as well as a number of other topics related to happiness. These topics have also been discussed under the heading of "Positive Psychology." As we assess the contributions that positive psychology has made in helping individuals to create change in their lives, we find elevated self-esteem, improved physical well-being, and an increase in the overall sense of success to be achievable outcomes for college students.

Section 23: Crime and Media *Stallings*

Criminality is a seemingly central cultural focus. Depictions of crime and justice appear regularly in news reports, films, television shows, and music; representing aspects of law enforcement, courts, and corrections. In this course, students will discuss and critique historical and contemporary portrayals of crime and justice in mass media. Through analyzing representations of crime, students will understand the influence of these portrayals on societal perceptions of the criminal justice system.

Section 24: A Nerd's Guide to Critical Thinking *Schaefer*

Critical thinking is among the most important skills a scholar possesses. In this course you will begin to investigate many of the exciting aspects of a liberal arts education in depth and with a critical eye. To hone these skills you will apply logical analysis to several fascinating topics, such as ancient science, mental math, human psychology, and magic. You will enhance your reading, writing and mathematical skills through an investigation of the scientific process, as well as through journal and text readings, case studies, peer interactions, videos, class presentations and performances. This is an excellent opportunity to prepare yourself to be a successful scholar and leader, while appreciating the natural world. Be prepared to think!

Section 25: Living Your Best Life *McComb*

The phrase “living your best life” is becoming increasingly common in today’s popular culture. But what does this phrase actually mean to us individually, culturally, or societally? How does one go about discovering his/her/their best life and how to live it? This course aims to explore answers to these complex questions by examining philosophical and theoretical underpinnings of examples of lives well-lived as well as the practical execution of a best life in regards to the mind, heart, body, and soul. In doing so, students will examine goals and strategies on how to thrive intellectually, emotionally, physically, and spiritually during the transition to college and create a plan for personal success through the development of individual mission, vision, and goal statements informed by research and best practices.

HONORS SECTIONS:

Section 01 (Honors): The Physical Science of Cooking *Ring*

For thousands of years, people of all ages across the globe have been performing scientific experiments in the world’s most ubiquitous laboratory: the kitchen. Most home cooks do not have an advanced degree in Physics (nor is that necessary in order to prepare a delicious meal), but even the most common recipes have been developed and refined over the years using the basic elements of the scientific method, including hypotheses, controls, observation, and analysis. While much of the history of cooking has been that of trial and error, we now possess a deeper understanding of the interactions and reactions of food molecules, as well as the various methods by which energy can move into and out of food. In this FYE section, students will develop experiments, while learning about research in general and the scientific method in particular. Neither a science background nor cooking experience are necessary to enroll in this course, but students should expect to learn about chemistry and physics involved in the cooking process.

Section 02 (Honors): Constructing Our Life-Stories: Memory and Identity *Hedrick*

Why can’t we remember the first few years of life? How do we learn to talk about our past? How does emotion influence what we remember? What are the cultural contexts that shape our ability to narrate our life stories? These are just some of the questions we will address in this course as we examine the development of autobiographical memory. Students will learn about relevant sociocultural research to build a foundation of inquiry, setting the stage for individual research projects that examine a self-selected question of interest in memory and identity development.