Agocs

Global Diffusion (CRN 31356)

This course aims at making students aware how local processes and identities are shaped by processes of global diffusion (“globalization”) and how these global processes are modified by local conditions (often referred to as “glocalization”). In the first half of the semester we will read and discuss some recent and classical approaches to globalization, touching on issues such as global economic processes, immigration, technology, cultural diffusion, and environmental problems. Examples range from marketing techniques to make international products appealing to local markets to influences of non-Western cultures on local popular taste and lifestyles. For their research projects, students will focus on and investigate one of these issues as it plays out in the Stockton region.

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Allen

Social Reality: Text and Self (CRN 32334)

“You’re hired!” That is all the president of a company has to say, and it becomes reality. In Social Reality: Text and Self we will examine the way we do things with words.

We often think of text as written or printed words, static, lifeless, and existing independently of who we are and the decisions we make. In this course, however, we will consider the written word as just one part of the larger text that we co-create as language users and that exists as the living fabric of the social realities we inhabit. We will develop an understanding of the subtle ways that language structures the self—the identities and roles we form through reading, writing, speaking, texting, etc.

Returning to many of the themes introduced in Pacific Seminar 1, our discussions and research will reveal the often invisible way that language shapes society—for better or for worse.

Questions include: How do texts and technologies change us? How does language signify who you are, where you are from, and what you believe? How does context or situation change the way we think and talk? How do we understand utterances we have never heard before?

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Bhattacharyya

Mathematics and Social Issues (CRN 31557)

Quantitative reasoning, a key component of scientific thinking, can provide insight into several of society’s problems. Indeed, we use numbers and data to quantify and thus to comprehend some of the themes and sub-themes addressed in PACS 01, such as Equity in Education, Free Market Economics, and the Environment. Is the death penalty linked to race? How extensive is racial profiling? How should public schools be funded? What is the most equitable way to allocate seats in Congress? How extensive is global warming? This topical seminar addresses these and other social issues from a quantitative viewpoint, thereby exploring the question, "What is a good society?" in a different way. We will use some basic techniques to analyze quantitative data arising in a variety of social arenas. We will also study several procedures to fairly distribute resources, as well as a variety of apportionment and voting schemes.

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Burmeister

Surviving the Anthropocene (CRN 31554)

Human activities have had such a significant impact on the Earth’s ancient global systems that many scientists are now informally referring to the current period of geological time as the Anthropocene. Indeed, we live in an age of growing technology and consumption combined with increasingly fewer resources. Every day we are faced with decisions that impact our own lives and the future of our planet. The decisions we collectively make can have a significant positive or negative impact on Earth’s increasingly stressed environment.

How did we come to be in this situation? Are human impacts on the natural world truly a new phenomenon? What does the future hold for society? ...for our species? How can we ensure that we will continue to lead healthy lives in a healthy world?

Each and every one of us has the potential to make a difference. However, because we are becoming increasingly removed from the natural world (e.g., not growing our own food, making our own clothes, or creating our own shelter), it is easy to under-appreciate our individual impacts. Within the broad context of the Earth System (deep time, Earth history & cycles, natural hazards & disasters, climate change, mass extinction, etc.), we will explore the concept of the Anthropocene by examining the social and environmental issues (e.g., urbanism, food, natural & energy resources, waste) associated with our day-to-day lives. From this perspective, we will evaluate the environmental impacts of our modern lifestyles and discuss solutions that might lead to a sustainable future. Understanding the issues, challenges, and potential solutions is the first step towards creating a better future the planet Earth and helping humans survive the Anthropocene.

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Day

**The Digital Citizen and Self (CRN 31558)**

Internet communities require that we examine issues of what constitutes good citizenship and who we are just as we do in communities in the un-mediated real world. Through discussion, readings, following current events, experience in a user-constructed world created for the class (Opensimulator), experience in a designated MMORPG similar to World of Warcraft, participation in blogging and online forums, and reflection on interaction on Facebook, we will critically examine what it means to be a “good citizen” in a virtual and mediated world. The citizenship themes of the common good, civil discourse, the social contract, confusion of the consumer and citizen, national vs. world citizenship will as well as some that arise from the uniqueness of digital communities such as the real vs. the fictional self. The blog and forum troll, the virtual world “griefer,” the forum anonymous character assassin, and the tasteless or malicious social networker will be examined to understand why people engage in such behaviors and what can be done to respond to them. Additionally we will explore how the “culture” of Internet communities limits or predisposes what we can become and in the process creates multiple selves that we somehow must manage.

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**Duarte**

**Latino USA (CRN 30749)**

This course examines how the growth of the Latino population in the U.S. exposes the promises and tensions of multicultural societies. The rise of Latinos prompts reconsideration of how the U.S. as a community and as a nation choses to see its Latino neighbors, co-workers, and friends. Are Latinos part of the social fabric of the U.S. or members of a foreign culture and thus “alien” to U.S. society? But also how do Latinos become “American” while still practicing distinct cultural traditions and customs, and thus creating hyphenated identities? We will examine this and other questions through the experience, contributions, and dilemmas of Mexicans, Puerto Ricans, Dominicans, and Central Americans in the U.S. through essays, novels, films, music, and engagement with Latino community organizations.

This course has a community-based-learning component which asks students to work with individuals or agencies that address the needs of Latinos in Stockton. Students will share their community-based-learning experiences in a public forum organized by the Latino Community Outreach Office.

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**Evans**

**Crime, Punishment & Justice (CRN 30757) (31295)**
This course examines the ideal society in terms of several questions related to the causes of criminal activities and behaviors, the most effective ways to reduce the threat of crime in American society, and the philosophical underpinnings of Western notions of justice. We will examine these questions from the literary, the philosophical, and the sociological perspectives. In particular, we will define criminal behavior as it contrasts the “good” society, using the ideas of Plato and Dr. Martin Luther King. We will examine some of the causes of crime, especially the link between poverty and crime, psychological disorders and criminal behavior, and the influence of the media. In answering the question, “What measures reduce crime?” we will examine punishment and rehabilitation. Two books, Tragic Flaws by Scott Evans and The Evil Next Door by Amanda Lamb, will allow us to examine these issues from both a philosophical and a literary perspective. Dostoefsky’s Crime and Punishment & Camus’ The Stranger are recommended but not required.

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Fortuna

What Should We Put Up With? (CRN 30770) (CRN 30754)

The purpose of this course is to introduce students to what many consider to be a central concept for a good society. Specifically, we will be considering the concept of toleration. Among other issues, we will be concerned with the following questions: What is toleration? What role can/should it play within a good society? Is such a concept coherent? Is toleration valuable, and if so, why? How can toleration be justified? What are its limits? On what basis should things not be tolerated? We will approach these issues through a close examination of both primary and secondary academic literature within the fields of philosophy, political science, history, law, and religion. We will also draw upon film, news articles, and blog posts which grapple with these issues—both in order to help deepen our understanding of the theoretical aspects of this concept, as well as bring to life the ways in which we still struggle with the question of toleration today.

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Garbarini

American Transcendentalism (CRN 31562)

Transcendentalism was a religious, philosophical, literary, and political movement that evolved from New England Unitarianism in the 1820s and 1830s. An important expression of Romanticism in the United States, it is principally associated with the work of essayist and poet Ralph Waldo Emerson, journalist and feminist Margaret Fuller, Unitarian minister and antislavery advocate Theodore Parker, and essayist, naturalist, and political theorist Henry David Thoreau. The transcendentalists extended the Unitarian theological rebellion against Puritan Calvinism, moving toward a post-Christian spirituality that held each man and woman capable of spiritual development and fulfillment. They developed literary as well as theological forms of expression, making a strong impact on American artistic and literary culture. Course discussions
will focus on the ideas of moral perfectionism, the concept of moral and spiritual equality, utopian social and cultural experiments, and the influence of the transcendentalists’ absorption of Asian religions and philosophies and their function as critiques of American society and politics.

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Garcia-Sheets

**Who Gets What, and Why? (CRN 31581)**

Income inequality in the United States has grown since the 1980’s—even among those who are college educated, work full-time, and consider themselves staunchly middle class. Downsizing, outsourcing, lower wages, and reduced benefits have led to continued, and growing, inequality. What has happened to create this environment? Who is really affected by our current state? What can be done to create meaningful change? This is a course in critical thinking and analysis where the subject of social stratification becomes a lens through which power, wealth, social position, opportunity, and life expectancy are explored. The influence of social stratification on subjects such as education, employment, wages, race, and government policy is examined, developing a deeper understanding of the forces in action, affecting the way American society works. This **community-based learning** class continues the focus developed in Pacific Seminar 1 by asking students to consider their role as citizens and future policy makers in the quest to create a “good” society.

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Guzman

**Music’s Influence on Society (CRN 30768)**

Music’s influence on a society is immeasurable. Individuals have fallen in love, found themselves, fought, protested, exposed societal issues and discrimination, established memories, acted violently, grieved, celebrated, migrated and even birthed children to the sound of music. In this course we will analyze and assess the impact of music on society and how it helps to build the parameters for “A Good Society”. Some themes that will be presented and explored are: Music and the Body, Music as Therapy, Music and Gender Roles; Music and Life Goals; Music and Relationships; Music and Immigration; Musicians as Idols; Music and Visual Media; Music and Civil Rights; Music and Violence; Music and Politics, Music and Rites of Passage. With the help of readings, presentations, songs, albums, documentaries, personal accounts, and biographical accounts of musicians, singers, songwriters, and producers we will be able to explore the methods and processes of music’s ability to captivate and inspire a person, society, community, race, and family. Important Note: You do not need to be a Music major or artist to be successful in this course; but rather appreciate music’s contribution to you and society at large.

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Hamilton

**War, Peace, and Religion (CRN 30748) (CRN 30937)**

War and religion have a long and often confusing relationship. The current conflicts in Iraq and Afghanistan illustrate this: how does religious conviction factor into the way we describe these “wars” ? Is religion (of any sort) inherently violent? Isn’t “peace” also a common religious concern? This course will examine the phenomena of war and peace and religion by surveying the basic teachings and practices of the world’s great religions (Judaism, Christianity, Islam, Buddhism, Hinduism) as well as other, smaller and more local traditions. Picking up themes from Pacific Seminar 1 (citizenship, church and state, ethics), some of our work will be historical survey—what have religious traditions said and done in the past; some of our work will be contemporary analysis; and some of our work will be theoretical—what is it about religion as such that seems to pursue both war and peace? Students will read in original and secondary literature, visit some local houses of worship and local clergy persons, and present their finding in formal research papers and in class presentations.

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Helgren

**Raising Good Citizens (CRN 31559)**

The condition of children in a society tells us a great deal about its values. Family structure, relationships, and children’s place in the community reflect a society’s concerns about what makes a good citizen and a good society. The seminar extends PACS1’s study of family, interpersonal relationships, and civil society by exploring various past and present forms of childhood and family. Discussions will focus on a range of topics such as education, work, play, violence, sexuality, parents and experts, and media and popular culture. We pay close attention to the diversity of child and family experiences based on such factors as gender, race, religion, class, and sexuality. In addition to the academic study of the concept of childhood, the class will engage students directly through community based learning. Students will choose a local non-profit organization whose mission interests them and, as a member of a group, students work on a service project that in some way involves children and families.

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Harwell

**Utopias & Violence (CRN 31630)**

During the twentieth century, a wide array of governments used science and violence in an effort to create not just good societies, but better societies—utopias on Earth. These attempts never lived up to expectations. This class looks at why that was the case. Students will analyze the
philosophical and cultural assumptions that undergird such disparate society building efforts as Soviet Stalinism, Nazi fascism, French imperialism, and President Johnson’s Great Society.

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Herche

Politics and Personalities (CRN 32335)

Students will be introduced to the fiscal and social dimensions of the contemporary political policy debate. The positions of the extreme left and right on contemporary issues impacting the way we live our lives and conduct business in our economy will be identified and analyzed. The positioning of the major political parties and interest groups will be presented. In the “personalities” portion of the class, the major personalities inspiring, informing and leading political movements in this country and, to a lesser extent, around the world will be assessed. This section will include a brief look at some champions of various political stripes, including several personalities functioning in non-governmental venues. Students will select a personality and deliver an oral and written biographical critique of the selected person.

The “politics” section involves students picking a current controversial topic for further research. Students will be required to approach the topic from the perspective of the political left and the right. Students will present orally and in writing, a research paper presenting two or more perspectives on the chosen issue.

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Hole

Hunger Games: Dystopias (CRN 31582)

Elaborating on and addressing further the topic of “the good society” introduced in Pacific Seminar I, this seminar examines a constellation of imaginative and critical works to give further thought to the concept of dystopia. Recent works of literature and film, such as the blockbuster Hunger Games trilogy, have raised new interest in and posed serious questions about the political and economic realities of our present moment, particularly because of the ways in which global capital has reconfigured and even intensified the stratifications between wealth and poverty. Focusing on a variety of “spaces” in which capital has shaped these stratifications—the schools and universities, the prisons, the environment, the city, the oceans, refugee camps—students in this seminar can expect to read, discuss, analyze, research, and compose academic writing on questions pertaining to race and class, consumption and deprivation, surplus and scarcity, economic liberty and systematic indebtedness, among other related topics.

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Jones

A Good Life (CRN 30760)
What can you do right now to be happier in college? Can college students effectively strive for happiness, knowledge, and career success all at once? Are more equal societies happier societies? This is a chance to study happiness or what makes a good life and how that relates to college and the making of a good society. Students will research their own hunches or questions about how to live a better life, using social science research findings to develop and support their ideas about the roles of communities and colleges in supporting wellbeing. Readings from both the humanities and social sciences will build on ideas presented in PACS 1, addressing topics such as: happiness vs. meaning, the impact of sex and intimate connections, material goods, wealth and status on happiness, personal skills and practices that support happiness, and how student well being is shaped by college structures and the larger society, with some attention to the relationships between well being and technology, environment, ethics and community engagement.

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Killick

**Project Yes! Restoring the 209 (CRN 31555)**

In the past decade, Stockton has experienced a range of social conditions that have enabled the emergence of a range of poor health-related outcomes. High foreclosure rates, increasing unemployment, growing numbers of residents living beneath the poverty line and a host of problematic urban-environmental practices have led to five “communities of concern” being identified within the city limits. Formed in 2011, Project YES! (a coalition of eight community partner organizations) is dedicated to improving the health outcomes of these communities of concern. Applying your critical thinking and analytical skills, you will join Project YES! advocates to examine the health inequalities evident in Stockton. The influence of social, economic and environmental factors on residents’ abilities to lead healthy lives will be examined and problematized. Alongside invested community members, you will explore existing community-led initiatives and propose mini action-change projects of your own. This community-based learning class continues the focus developed in Pacific Seminar 1 by asking students to consider their role as citizens and future leaders in the quest to create a ‘healthy’ society.

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Kim

**World Politics and the Law (CRN 31181)**

How do states govern the interactions among themselves in the absence of a centralized authority? “World Politics and the Law” will examine the nature and consequences of international law to understand how and to what extent the rules, principles, and norms agreed upon between states provide order to world politics. Students will have opportunities to revisit such themes from PACS 1 as Civil Society, Citizenship, and Governance and Global Issues. We
will extend the concept of a “good society” to the global, interstate level understanding that the law in relation to the interstate system, just as law in general, reflects beliefs and ideas regarding the question of what justice is. We will discuss such moral issues by analyzing concrete cases on various topics such as humanitarian intervention, world trade disputes, and the global environment.

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Klunk

**Shaping An Ethical Society (CRN 31247)**

This course uses immersive role-playing games based on critical historical events to think about what is a good society. The course opens with students playing *The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993*. In this game students will play roles based on the actual participants in this pivotal event. After reading important historical texts from Stephen Biko, Nelson Mandela, and others, students will simulate the Multiparty Negotiating Process through which South Africans grappled with challenging issues of democracy and justice in creating a post-Apartheid society. Having experienced how to learn by playing, students will propose projects to develop their own games based on other rich historical settings in which societies made critical decisions about their futures. Students will do research to write the essential materials for a game, including an introductory scenario that outlines the historical situation and an annotated bibliography of primary materials that game players would read to inform their game play.

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Lenzi

**Myth-Conceptions Old & New (CRN 30755)**

Myths are for ancient or superstitious folk not modern, scientific-types like us, right? Actually, every society has myths—authoritative stories, ideas, and attitudes that “go without saying.” This course doesn’t determine which myths make a good society; rather, it shows that “mythologically-aware” citizens are a necessary ingredient for one. Learning to see our own myths is like a fish becoming aware of the water around it. So this course starts by reading several narratives from ancient Mesopotamia, including *Enuma Elish* and the *Gilgamesh Epic*. We learn from these texts that myths were used to construct and support social identity, cultural prestige, and various politico-religious programs. That is, myth reflects but also shapes human society. The issues and themes we investigate in the ancient setting are then used to understand modern mythmaking, especially in America, but also in a couple of other groups, including Al Qaeda terrorists and the Maori people as depicted in *Whale Rider*. The research paper in this course focusses on how a pop culture character or narrative reflects, shapes, or in some way
connects to an American myth. To exemplify this, we examine American race relations as depicted in the *Planet of the Apes* (1968).

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Lohr

**Chosen by God? (CRN 31584)**

Within Judaism and Christianity one finds the idea that adherents are not only in possession of truth, but are in fact divinely favored, specially blessed, or “chosen by God.” These religions, foundational to American life and thinking, affirm the idea of “chosenness” or what scholars call “election.” But can a good society exist in which a subset of people view themselves in this way? And what is the status of those not belonging to the chosen group? Are they hated, whether by God or those on the “inside”? Further, often America, like nations before it, considers itself to be specially blessed, indeed an “exceptional” nation in the world. Can the world exist as a good society when one nation views itself this way? This course will explore these and related issues through the lens of Jewish and Christian conceptions of divine election, tracing them back through the Bible, eventually moving to explore how nations, in Europe as well as America itself, have considered themselves to be chosen people. Key to the course’s investigations is a recognition of the complexities of nationalism and the important reality that often ideas of chosenness or specialness are crucial to a nation’s persistence and prosperity.

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Lund

**I take the 5th, and the 4th (CRN 31556)**

This course examines the 4th and 5th Amendments to the Constitution. Because the Bill of Rights describes what government cannot do, our study of the amendments will explore the limits of governmental authority. Specifically, our study of the 4th amendment will analyze the validity of various government intrusions into *Life, Liberty, and Property*. Our study of the 5th amendment will analyze rights of the criminally accused. The 5th amendment also prompts a critique of governmental property seizure.

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**Speak Now or Hold Your Piece (CRN 30756)**

This course examines the First and Second Amendments to the United States Constitution. The Freedom of Speech and Religion touches some aspect of every American life. Students from all disciplines can benefit from understanding Constitutional rights. The expanse and potential limitations of speech, expression, and religious freedoms will be thoroughly reviewed. Recent tragedies involving guns in America compel a discussion of the nature and limitations of the right to bear arms under the Second Amendment. Using Supreme Court caselaw as a guide,
various sides of the American gun debate will be reviewed. Student expression and debate will be encouraged.

Chapter 3 of the Pacific Seminar I reader will be a significant portion of the course curriculum. Specifically, the Locke, Declaration of Independence, and Eck articles will be considered in light of our topic. A book and Supreme Court caselaw will support the PACS 1 reader. Approximately ¾ of the course will be dedicated to the First Amendment; for which a research paper will be assigned. About ¼ of the course will cover the Second Amendment. In addition to the research essay, debates, presentations, and writing assignments will test student understanding of the material.

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McCarthy

The American Dream (CRN 30771) (CRN 30751)

From the beginning, America was built to be “a city on the hill,” a beacon of light, a shining example of what constitutes a good society held up for the rest of the world’s view. Yet this “city” was built on a dream—the American Dream. But what is this Dream? Many have tried to define it, but the dream has taken as many shapes and forms as the dreamers themselves. In this course we will discuss these questions and examine the many forms the American Dream has taken within our society: freedom and liberty, equality, wealth, power, love, family, community, education, justice, a meaningful life, and the pursuit of happiness. We will also see how it informs our notion of what is a “good” and “bad” society and explore how this dream can sometimes turn into nightmare. Students will be required to read various essays and literary texts that inform the discussion throughout the semester.

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McFall

Pit Bull Blues (CRN 30761)

We’re a nation of dog lovers, our dogs are members of our families, and we’re spending more and more to keep them healthy and happy. While we love our pet dogs, we as a society continue to discriminate against some breeds and mixes, especially those labeled pit bulls. We will explore the questions of how and why such discrimination came about and what to do about it, looking at these questions from perspectives in the social sciences, genetics and behavior science, political science, law, and the arts. As we are concerned with the big question, “What is a good society?” we will compare and contrast breed discrimination with racial, ethnic, and other forms of profiling and discrimination against people. This is a Community-Based Learning section of PACS 2. You will have a choice of experiential projects.

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Meler

Art and Controversy (CRN 31560)

This course focuses on controversy and censorship in the arts, from attacks on the definition of art itself and accusations of blasphemy to outright political propaganda and government funding of the arts. Cases of controversial reception—sometimes resulting in criminal prosecution, imprisonment, or even murder—as well as artists engaging with controversial issues are included. Changing ideas about morality and freedom in different time periods and within different political contexts will be examined in case studies of national memorials, provenance, graffiti, activism, ownership, authenticity, public space, and commissions. Primary emphasis will be on visual art but regulation or censorship of literature, music and cinema will also be addressed.

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Pearson

Our Sustainable Future? (CRN 30763)

For humans to have a long-term, sustainable future, decision makers must consider the economic, social justice and environmental impacts of their decisions. Informed decisions must result in sustainable growth which produces a high quality of life for us without putting future generations in jeopardy. Using readings, guest presentations, and class discussions we will explore how issues relating to sustainability [climate change, food production, water, energy, mineral and biological resource use] are currently being addressed by individuals, corporations, universities, and government entities. We will also explore alternative approaches that might also be used to address some of these challenges, now and in the future, and how government entities might encourage their implementation. This class expands on environmental and citizenship issues introduced in Pacific Seminar 1.

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Rohlf

Think Globally, Act Globally (CRN 31071)

Why do people go abroad to volunteer for work you would have to pay them well to do at home? They build houses in Guatemala, plant trees in Senegal or teach English to little kids in Vietnam without being paid a cent. For-profit businesses even coordinate overseas volunteer placements for those who are willing to pay for the experience. And it’s not just for Americans. Countries like Australia, Japan, Taiwan and Germany have thriving overseas volunteer programs. Does the popularity of this experience for college students and graduates from many different countries prove that the sense of a “Good Society” now encompasses the entire world? In this course we will try to understand why overseas volunteering has become so popular all around the world. You will also choose and plan an overseas voluntary experience for yourself (either actual or
imaginary) and reflect on why you want to do it, what you think you can “give back” overseas, and what you think you will gain from experience. The course is designed to follow Pacific Seminar 1 consideration of issues like Nations in a Global society, Work and Education.

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Ruiz-Huston

**Multiculturalism & Social Justice (CRN 31184)**

Crash in relationships, understanding of one’s identity, and being knowledgeable of others is key to understanding multicultural and social justice issues. This course will examine the multicultural experience of groups and individuals in the United States. Students will learn about power, difference and discrimination that various groups have encountered in this society. Students will become culturally aware of social issues that affect various groups and their own identity. How can we improve communities that have been traditionally marginalized? How effective is a multicultural society does it work? We will examine the experience, contributions and dilemmas of African Americans, Latinos, Asians, and Native Americans in the U.S. This course will assist students in learning on how to exchange cultures and how to deal with multiculturalism. What does social justice mean and what can a citizen do in this society based from their own perspective to improve it? We will have guest speakers from Stockton’s local leaders representing these communities. Students will be challenged to go outside their cultural realm and to focus on a particular group and how they can improve the local community. Interviews or a community service project will be required.

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Savelieva-Thompson

**Society in Fiction & Film (CRN 30767)**

Can a person be good in modern society, and if so, how? The goal of this course is to explore this question in greater depth. In doing so, we will read 3-4 novels and screen several feature films. Each of these works encompasses the question of the individual within modern society. Also, each work touches upon the quest for identity and meaning. The course will require three essays: these papers will form the basis for an original research paper. Students who enjoy reading novels and poetry are strongly encouraged to enroll.

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Schmeling

**Meeting in the Melting Pot (CRN 30758)**

How does your cultural background influence and shape your view of the world and of other people, and how do you interact with others as a result of this? How do belief systems, values
and behaviors vary across cultures? We will focus especially on friendship and family relationships in this context. This class will explore these questions with a three-fold approach: Firstly, we will be looking at the “hard facts” and examine relevant cross-cultural research. We will be focusing especially on the concepts of Individualism and Collectivism. Secondly, we will combine those hard facts with contributions from fiction, autobiographical narratives, film and radio that shed further light on the questions of our cross-cultural differences (or similarities!). Lastly, we will draw from our personal experience: the final project of this class will be to develop a written narrative examining one's beliefs and values drawing on the material covered in the class.

In addition, there will be a group research project, where students will come up with their own research question and present their results to the class.

Required readings for this class will come from an immigrant anthology with fictional and autobiographical contributions, as well as scholarly articles.

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Sztaray, Balint

Chemistry and Society (CRN 31561)

Introduction to chemistry for non-science majors to help students achieve a level of scientific literacy. The course explores fundamental chemical concepts and models, connecting chemistry with society and our place in the natural world. The significance of chemical principles in contemporary society: benefits and risks related to areas such as energy, environment, health, food, and agriculture are discussed. Suitable for students with little or no background in chemistry and not available for students having taken CHEM24 or higher.

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Thiel

Divided By Faith (CRN 31583)

When Alexis de Tocqueville toured the United States in 1830 he described the unique American tension of religion and democracy as a “harmonization of heaven and earth.” One might suspect that if Tocqueville returned today and witnessed the searing inferno of rhetoric regarding church and state he might invoke a different metaphor. This course relates to the overarching theme, “What is a Good Society?” Although church and state are kept separate by the US Constitution, religion and politics are often connected in a number of ways and mutually influence each other. A glance at the major news stories in recent years (Supreme Court nominees, justification of war, stem cell research etc.) reveals that the American society continues to live in the tension of the first amendment. This course connects most closely to the chapters in PACS 1 on the family and interpersonal relationships, civil society and the proper role of the state, as we will discuss the hotly contested role of religion in these three aspects of American life. This course will examine contributions from Native American traditions, religious thinkers and activists, constitutional
framers and theorists, and the implications of significant court decisions. Historical and contemporary church/state dilemmas will be examined and critiqued as we seek to form a more civil society.

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Turpin

**Media & Pop Culture Critique (CRN 30762)**

An introduction to the field of mass media, rhetoric, and cultural studies. The course is designed to develop students’ abilities to critically examine how factors of identity such as gender, race, ethnicity, class, and sexuality take shape in messages of mass media, including television, radio, Internet, and movies, as well as in media messages like advertising. Students will be introduced to principles of persuasion and ways of doing media criticism. The theme “What is a good society?” will continue through learning to research and write about how depictions of identity in mass media play a role in civil society, producing a critical evaluation of a media artifact (magazine, television show, etc.).

Students completing the course should be able to:
- Describe how the Communication discipline critically frames the PACS 1 question “What is a good society?”
- Explain how answers to “What is a good society?” are affected by markers of identity, including gender, race, class, and sexuality.
- Analyze media messages in terms of their persuasive dynamics.
- Develop research questions and skills in retrieving, evaluating, and documenting information for scholarly assignments.
- Critically reflect on the relationships between mass media and American culture in written and oral work.

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West-Sell

**Medicine, Health & Sport (CRN 30753) (CRN 30759)**

In this course, students will explore the connections between medicine, health, and sport and how they influence our society. This course will draw on the concepts of self and self-reflection as well as family and interpersonal relationships from PACS 1 as they relate to advances in medical science, individual and community health, and participation in sport. Students will be asked to consider several questions throughout this course. Which medical advances have made our society better? Are advances in medical science always beneficial to society? What aspects of sport are good for society? What defines a healthy society and do we meet that definition today? What aspects of sport contribute to improved individual and community health? Does a “win at all costs” attitude create an environment conducive to cheating? This course will culminate in a
research paper and presentation where you will evaluate a specific aspect of medicine, health, or sport, either separately or in combination and its’ influence on a good society.

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Winters

**The Role Media Play in Society (CRN 31604)**

From childhood, we consume media. From watching “Sesame Street” and “Barney the Dinosaur” as toddlers, to being obsessed as teens and young adults with “True Blood,” we spend a huge amount of time learning and sharing the same affinities for popular culture as do millions of others. Are we, as Neil Postman once pondered, “Amusing ourselves to death?” How do all the media we absorb each day shape our lives?

This course introduces students to media and its influence on culture. The course is designed to help students develop an ability to think critically about media messages. The focus of the course is the examination of the roles media play in society. Students will be introduced to media theories and media uses as they relate to pop culture. The class will trace the evolution of traditional media – print, radio, TV, and film, as well as the developments of new media – internet and smart phone technology. Through class projects, lectures, and examples, students will discover the complexities of communicating to large, unseen audiences through media. A final research project will challenge students to explore the methods and processes of media’s ability to captivate and inspire large groups simultaneously.

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**And Justice For All (CRN 30752)**

This course will explore the complex relationship between the rule of law and the good society. This course is designed to explain the law though the same case-briefing method used in all major law schools. By learning how to “think like a lawyer,” students will develop an understanding of how the law is organized, applied, and the particular moral and philosophical issues that are raised in the context of legal dispute. Class time will be spent analyzing relevant legal cases, applying legal theories, and practicing arguments. You should have ample opportunity to develop and demonstrate strong listening, thinking and speaking skills.

The course will be divided into an introductory overview and three sections. The first section will concern obligations which arise under civil law. The second section will cover obligations which arise under criminal law. The final section of the course will concern the obligations that society owes its citizens—constitutional law.