

fall 2009

**First-Year**  
*Seminar Program*

Gettysburg  
COLLEGE

first-year seminar program

**An especially  
powerful first-year  
educational program  
helps first-year  
students integrate  
their academic and  
residential lives.**

## What Are First-Year Seminars?

First-Year Seminars offer the benefits of an experience often reserved for college seniors to students *beginning* their college career: classes that have a small enrollment, focus on a particular topic, and emphasize the active participation of students. These courses, designed for and offered only to first-year students in the fall semester, reflect the special interests of faculty members. They provide students an opportunity to work together closely with a faculty member on a provocative, well-defined topic. In addition, First-Year Seminars are designed to employ and develop a variety of learning skills, such as writing, speaking, critical thinking, quantitative reasoning, and the use of technology or instrumentation. Though some are interdisciplinary, most are likely to provide a window on the approaches and methods of a particular discipline.

All students in a First-Year Seminar will live in the same residence hall and participate in the *First-Year Residential College Program*, which provides them with an opportunity regularly to interact with other students in their Seminar. An especially powerful first-year educational program, the Residential College Program helps first-year students integrate their academic and residential lives; offers students the opportunity of learning and working with other first-year students, faculty, peer tutors, and upperclass student teaching associates on common educational interests and goals; and deliberately fosters connections that support first-year transition and learning. *Extending the classroom* into the residence hall provides a natural vehicle for combining formal teaching, informal learning, and personal support—complementing the academic curriculum and promoting an atmosphere of mutual concern and active exchange of views. Seminar rooms are available in the residential halls for seminar and study group meetings. This residential arrangement promotes an exciting living and learning environment.

*Special programming opportunities* in the First-Year Seminar may include field trips, film series, guests from inside and outside the college community, special meals, library/electronic media workshops, academic advising/career planning tips, and community service projects. Some Seminars may combine for joint meetings or special events. The Residence Life staff of each hall will provide opportunities for student residents to initiate and develop other social and co-curricular programs.

## Which Seminar to Choose?

Over the next four years, it will be your responsibility to shape your own coherent curriculum out of the wide array of programs and courses available to you. While First-Year Seminars are not required for graduation, we strongly encourage you to take advantage of the opportunities they provide you. As you review the following list of Seminars, notice those that arouse your curiosity. You should think about choosing Seminars because they really interest you, not because they might relate to your intended career or prospective major. Choose Seminars with topics that you would like to study in depth. You will be able to list the Seminars of your choice in your registration materials. We invite you to explore!

**FYS 103****Natives on Film**

Have you ever watched a fictional film depicting native peoples and wondered how accurate it is? This course is devoted to exploring how indigenous people are represented in full-length feature films and applying anthropological understandings to analyzing these works. The course is global in scope, including films about Native Americans (American Indians, Arctic cultures, and people of the Amazon rainforest), Africa, the Asia/Pacific region (Maori of New Zealand, Australian Aborigines, and peoples of Borneo), as well as depictions of pre-historic populations in Europe (Cro-Magnon and Neanderthal). We also look at key examples of films by indigenous filmmakers about their own cultures and explore a range of issues raised by people working in visual anthropology.

*Instructor: Professor Matthew H. Amster, Department of Sociology and Anthropology*

**FYS 121-2****A Clash of Cultures: Turkey and Germany**

Turkish citizens, known only as “guest workers” in the 1960s, have today become a vital cultural force in Germany. Fully integrated into German daily life, Turks are now an important part of German society with Turkish films, literature,

music, food, etc. creating a diversity never known in Germany and invigorating German cultural life. The transition has not been unproblematic, however, and many cultural and religious divisions exist. Foremost are religious differences. The increase of an Islamic population in Germany (and Europe) has also meant a clash of values, of behavior, of expectations. As elsewhere, the phenomenon of multiculturalism challenges the usual notions of national and personal identity, gender, and culture.

The primary goal of this seminar is to examine how these clashes are perceived and represented in literature and film. Shuttling back and forth between two worlds, we will discuss the problems of immigration, assimilation, and cultural identity. We will read literature, translated into English but written by German Turks, some born and raised in Germany but who nevertheless have strong ties to Turkey and to Turkish culture. An integral part of the course is the inclusion of award-winning films currently being co-produced and filmed in both Germany and Turkey. We will examine issues of politics, sexuality, dress and behavior, as well as societal and parental expectations. And we will focus on issues of assimilation, immigration, identity, and cultural vitality.

*Instructor: Professor Charlotte Armster, Department of German*

# What happens when we “think globally”?

## FYS 143

### The Transformative Power of Music

We all know that music can profoundly affect our minds and our bodies; we have all experienced music's transformative power. Music's potential, however, seems indescribable: it is ineffable. Maybe this is why, when studying music, we often fail to pay attention to the *efficacy of music*, to the ways that music affects our minds and bodies and transforms us. Music inspires us to cry and to dance; it is used in war and as an instrument of peace; it inspires patriotism as well as religious transcendence. One of the most spectacular manifestations of music's power is its association with altered states of consciousness: when music takes us into a different psychic space, it manifests the apex of its transformative power. In addition to taking advantage of standard academic approaches such as reading, discussion, and research, we will reflect upon and cultivate our own engagement with music, making music together and discussing our musical experiences. No previous academic experience with the subject matter, however, is required: all that is needed is an abiding love for and curiosity about music.

*Instructor: Professor Paul Austerlitz,  
Sunderman Conservatory of Music*

## FYS 166-2

### Colossus America in the Age of Eisenhower

In this time of anxiety about America's relative decline, we will revisit a world in which the USA was unrivaled in its economic clout and military power. It was the Age of Eisenhower. The masterful head of Allied Forces in Europe during World War II and a leading adviser to President Harry Truman in shaping policies designed to contain communism, Eisenhower was again called to leadership in 1952 in a hard fought presidential campaign. For eight years Ike governed as a popular and prudent steward of American interests. This course will examine Eisenhower as general and statesman in the context of American life from 1940-1960. Topics will include World War II at home and abroad, the onset and heightening of the Cold War, suburban prosperity and popular culture, McCarthyism, Civil Rights, and urban decline. We will evaluate Eisenhower's presidency and consider the state of the nation as John F. Kennedy took office, poised to launch his “New Frontier.”

*Instructor: Professor Michael J.  
Birkner, Department of History*

## FYS 179

### Language in a Multicultural America

What kind of linguistic choices do people make, and why do they make the choices they do? This course entails the study of regional and social varieties of American English from sociolinguistic perspectives, focusing on the forces that influence different types of language variation in the United States. We will investigate the social basis of language, and the linguistic basis of social life: what happens when languages come into contact, how dialects form, how and why language changes and how and why different social groups (age, gender, ethnicity, and class) speak differently. Through the use of film, literature, music and poetry, we will examine issues of linguistic identity, language status, and communicative pride and prejudice, and in doing so will develop a multi-cultural, multi-disciplinary perspective on the role of language in daily life.

*Instructor: Professor Jennifer P. Bloomquist, Department of Africana Studies*

## FYS 125-2

### Commedia!

Beloved characters such as the cunning and witty Harlequin or the beautiful Columbine first made their appearance in sixteenth century Italy. As *Commedia dell'Arte* subsequently spread throughout

Europe, Western theatre was at a most important turning point. Acting became a profession and allowed the performers to claim a status and power never experienced before. Today *commedia* means a reappropriation of traditional techniques in mask, movement, and improvisation along with a rediscovery of its artistic heirs such as the Marx Brothers. In this course, students will be exposed to traditional and modern examples of *commedia* and will then follow a step by step process to generate new hilarious situations that fully belong to the contemporary world. They will be able to design and act in their own scenes about history, politics, science, and the arts, choosing what interests them most and taking a stand through the power and freedom allowed by the mask.

*Instructor: Professor Stefano Boselli, Department of French & Italian*

## FYS 140

### All the World's a Stage: Struggle and Resolution in Drama and Film

In this course, we shall explore a number of common human conflicts through reading (and informally performing) ancient and Renaissance plays and through seeing some major movies of the last twenty-five years. Some of these fictional struggles erupt into devastation and tragedy; others reach bittersweet resolutions or even happy endings. Through class discussions, and by

# Should we act? Should we care?

writing analytical papers about these texts, we shall try to see what human qualities in drama and film tend to avert tragedy and bring pleasing resolution. We shall consider whether or not such qualities can help us in the *real* struggle of living our own lives.

*Instructor: Professor Leslie G. Caboon, Department of Classics*

## FYS 134 Secrets and Lies

This seminar explores “the ethics of concealment and revelation.” We seem to have a great deal of difficulty with the virtue of honesty and the principle of truthfulness in contemporary personal, professional, and public life. Why do we keep secrets, tell lies, guard our privacy, or betray others? Has our evolution tilted us toward openness and trust, or toward secrecy and guile? What is our responsibility to the truth? We will examine such practices as: **Secrecy and Confidentiality** (personal secrets, client confidentiality, forbidden knowledge, and governmental secrecy); **Lying and Deception** (including many forms of lies, placebos, strategic misinformation, and deceptive research); **Fraud** (“psychological,” consumer, and scientific fraud, forgery and fakes); **Betrayal and Treachery** (personal and political betrayal, and the spy as double-agent); **Invasions of Privacy** (by individuals, organizations, and government); and **Revelation** (con-

fessing, whistle-blowing, lie-detecting, informing, and outing). These studies will, of course, connect to related moral concepts, such as the ideals of authenticity and integrity. The seminar takes a philosophical perspective, but it draws upon the insights and research of many disciplines and opens up many lines of interdisciplinary inquiry.

*Instructor: Professor Daniel R. DeNicola, Department of Philosophy*

## FYS 188 Creativity in Art and Science

Creative artists and scientists change how we view the world. The process by which inner experiences are articulated in response to external stimuli is similar in both groups, but is expressed in different forms. When a painter successfully introduces a new style, or a scientist makes a revolutionary discovery, our perception of reality evolves. J.M.W. Turner was important in introducing a romantic view of nature; Charles Darwin changed how humans view their place in nature. Darwin made careful observations of living organisms, fossils, and their distribution around the world. From his observations, experimentation, and extensive reading, he developed the theory of evolution. Turner studied light and experimented with it extensively in his landscapes, producing paintings that would influence a generation of impressionists. In this course we will

examine the process of creation and the factors that can set it in motion. We will use a variety of resources to learn about the works of creative artists and scientists from the Renaissance to the 20th century; discover how the life and times of each of these people may have set the stage for the creative process to come to fruition; and understand how creativity must be seen in the context of a given time and place.

*Instructor: Professor Kay Etheridge,  
Department of Biology*

#### FYS 198-2

### **Tryin' to Find a Way Back Home: An Introduction to the Literature and Legacy of Homelessness in America**

“Homelessness” is a term that conjures up unsavory images in the popular imagination, flat, generic, clichés that owe as much to fear as to fact. The truth is that children account for a shocking proportion of the homeless in America today, as do women fleeing abuse, as do the working poor, many of whom find it impossible to secure affordable housing in many of our cities. If working men and women and school-attending children number among the homeless, why do the stereotypes of the pushy panhandler and the drunken skid-row bum continue to dominate our collective vision of homelessness? Why does this population continue to grow? What

can be done to alleviate the circumstances surrounding homelessness in America? Should we act? Should we care?

Designed in collaboration with the Center for Public Service, this course combines the traditional academic component with experiential education through a number of Service-Learning opportunities. Each student will participate in regular service commitments in the local community throughout the semester, and the keystone of the course will be a group Service-Learning trip in October. This trip will be based at N-Street Village at Luther Place in Washington, D.C., and will draw upon very long and well-established relationships between Gettysburg College and N-Street, D.C. Central Kitchen, The National Coalition for the Homeless, the Congressional Hunger Center, Martha’s Table, DC Outfitters, and a host of other service organizations based in Washington. Most importantly, we will meet and work with many people who are or who have been homeless, as well as quite a few who have dedicated their lives to serving those less fortunate than themselves. If experience is any guide, we will like a great many of the people with whom we will come into contact; we most certainly will learn from all of them.

In the classroom portion of this course we will study materials from a number of non-fiction texts, organizational websites, popular news-

# In some ways we are winning the “war on cancer”

papers and magazines; moreover, we will read a number of memoirs and novels that are concerned with homelessness and related issues, and we will view a number of relevant films. We will study portrayals of homelessness in popular works of fiction and film in order to refine our understanding of how the American understanding of homelessness has evolved since the Great Depression. Some of these works will reflect common assumptions about the homeless while others may challenge such views, but all will contribute to our understanding of how we as a people face the realities of poverty, homelessness, and social inequities.

*Instructor: Professor Christopher R. Fee, Department of English*

## **FYS 173** **Dark Shadows: Nineteenth-Century Visions of Evil**

An exploration of some of the dark literature written during the nineteenth century by British and American authors. From the early nineteenth-century Romantic and Gothic movements through the late nineteenth-century Spiritualist and Decadent movements, the literature of this period often leans towards the fantastic, the gothic, and the supernatural. These works reveal the fears and insecurities that arose as the Industrial Revolution and Darwinian theories undermined the public’s sense of what could be

known and understood in the world around them. We will read, discuss, and analyze such works as the supernatural poetry of Coleridge, the macabre stories and poems of Poe, the disturbing poetry of Browning, the haunted tales of Hawthorne, and the ghostly fiction of Henry James.

*Instructor: Professor Suzanne J. Flynn, Department of English*

## **FYS 155-2** **Cancer in Society: A War Against Immortality**

This course will explore the historical evolution of society’s struggle to understand what cancer is and how to treat it. The modern view distinguishes cancer cells by their apparent ability to multiply forever. In contrast, normal cells have defined life spans. To insure genetic stability, normal dividing cells are systematically killed, and their components recycled into new and healthier versions. Cancer cells overcome the normal cycle of death and replacement. If given the proper nutrients they proliferate forever, achieving a state of immortality. Thus the ongoing war against cancer is paradoxically, a war against immortality. The modern view of cancer evolved from nearly 4000 years of observation, discovery, debate, and modeling, with emphasis shifting over the centuries from humoral balance to cell structure to mutation theory. In 1971 President Richard Nixon enacted the National Cancer Act, de-

claring a “War on Cancer.” In some ways we are winning that war. Today the cancer field is less disparate and more uniform than ever. The best of many areas in science have come together to pave the way for a new era of discovery. Hundreds of cancer-causing genes have been identified. Understanding the role these gene products play in controlling cell proliferation and avoiding cell death has given rise to new hopes and promises. In the U.S. death rates against prostate, breast, lung, and colorectal cancers are in decline. As the population becomes more educated, certain risk behaviors are also in decline. The first anti-cancer vaccine has been developed. More cancers today are treatable than ever before. However, in certain areas we are losing ground. The outcome of too many cancers still remains grim; the incidence of others is alarmingly on the rise; and unexplained cancer disparities exist in various ethnic groups. This course will explore society’s historic struggle with understanding cancer by reviewing past and present models of cause, prevention, treatment, and cure. As always, continued education is key to winning the fight.

*Instructor: Professor Robert R. Garrity, Department of Chemistry*

#### **FYS 176**

### **Organized Slaughter: Representations of War in Vietnam and Iraq**

“The death of an individual is a tragedy,” Joseph Stalin said. “The death of millions is a statistic.” By studying both journalistic reports as well as first-hand accounts of the wars in Vietnam and Iraq, this course will attempt to understand both the statistics and the tragedy. We will examine the way that poets, novelists, and filmmakers differ from journalists in their attempt to convey the realities of the two most controversial and unpopular wars in American history. How do the individual accounts reinforce or reshape our understanding of the conflicts gained through journalistic accounts? Can we pick up on any political agenda in the journalistic accounts? What political statements are these artists attempting to make in their work? And, in the end, can warfare be accurately represented at all?

*Instructor: Professor Steve Gehrke,  
Department of English*

# inheritance of far away issues and accomplishments

## **FYS 174**

### **Four Years, Far Away**

This course is an in-depth study of the experience of living as a thoughtful citizen in a particular place over a period of years. The course introduces students to the practice of multiple inquiry, and humanities inquiry in particular. Students are encouraged to imagine conducting four years of multiple inquiry from their first semester on campus to the day (seemingly far away) of their college graduation.

The particular setting for this course is the United States in the mid-1950s, far away from each student's own lifetime and familiar surroundings. We will apply humanities, social science, and natural science inquiry to such complex issues of that era as polio vaccination, interstate highways, atomic weapons, and space exploration. Emphasis will be placed on the institutions and the questions of justice through which citizens worked in that far away time and in those far away places. We will study institutions such as public education, suburbia, public health, and immigration.

Inheritance of far away issues and accomplishments is a humanities theme emphasized throughout the course. Students will have ample opportunity to reflect about what one generation inherits from those who lived in a far away era.

*Instructor: Professor Daniel R. Gilbert, Jr., Department of Management*

## **FYS 146-2**

### **Cryptography: The Science of Secrecy**

For thousands of years, people have been sending secret messages to one another. The ability to communicate secretly has always been important for military and security reasons, and has become even more important in the age of the internet, e-commerce, and electronic voting. In this course, we will look at some of the ways that mathematics has been used to communicate in secret in the past and ways that it may be used in the future ranging from the ancient Egyptians and Romans to World War II to the possibility of quantum computers. We will also discuss the ways that these technological advancements have affected society and vice versa.

*Instructor: Professor Darren B. Glass,  
Department of Mathematics*

## **FYS 136-3**

### **I Think, Therefore I Write: Philosophy in French Fiction**

The French enjoy a reputation for being serious about food, wine and love, but it is evident in their cultural history that the literature of France has always been a vehicle of serious philosophical expression. This seminar, conducted and read entirely in English, follows the history of ideas through a survey of works of fiction and poetry written

originally in French over the last four centuries. Students interested in ideas and literature combined, even if they have had no previous study of philosophy or of French, will find the course to be a good introduction to both aesthetics and Western thought.

*Instructor: Professor Laurence A. Gregorio, Department of French & Italian*

#### FYS 123-2

### Women in the Business World

Have you been told you should think about a career in business but you are not sure what this might entail? This seminar will explore paths, some that might surprise you, to executive leadership, and will examine the amazing opportunities for women in the business world. The seminar will focus on answering the questions of why and how women should strive to become business leaders. Barriers confronting women in the business world will be examined, but the primary concentration will be on the benefits and social contributions that women can achieve through leadership positions.

*Instructor: Professor James E. Hamerstone, Department of Management*

#### FYS 113-4

### Hangin's Too Good for 'em: Punishment in America

This course will explore the history of punishment in America, focusing on both the death penalty and the creation and development of the penal system. But this will be much more than an historical examination, as students will be required not only to know the information, but to use it for answering the question 'why?' or what are the justifications for punishment, how do they change, should efficacy or retribution be the guiding light, and other deep philosophical questions brought up by the whole concept of punishment in the criminal context. Students will need to use historical, philosophical, and media, as well as legal, perspectives on these issues, but finally will need to come to their own conclusions.

*Instructor: Professor Thomas F. Journey, Interdisciplinary Studies*

#### FYS 113-5

### Women in Law

This course approaches the question of law and women from two perspectives. The first is the treatment of women by the law, a study of the progression (and occasional regression) of the advance of the rights of women, looking both at the law and society, which alternate roles as the instigator of change. Second, in a more personal approach, students

# Why do these myths persist in our society?

will pick a significant woman in the law, from activists changing the law to Supreme Court Justices. Finally, students, armed with both of these perspectives, will put their chosen women into their historical and societal context, to view them not through modern eyes, but through the society of their times, to truly appreciate the level of struggle and vehemence of scorn these women had to fight to get where they did.

*Instructor: Professor Thomas F. Jurney, Interdisciplinary Studies*

## **FYS 169-2** **The Impact of New Worlds on Cultural Identity**

This course considers the question of how cultural values of western civilization have been shaped by a colonialist past. In particular, we will ask: How did explorers justify their efforts to colonize? In what ways were their belief systems – religious, legal, social – threatened by those of the societies they encountered? In what ways was their cultural identity altered or preserved? The main focus is on writings from the 1600s, but dips back into older texts (Herodotus’ *Histories* and Marco Polo’s *Travels*), forward into a few modern ones (Burroughs’ *Tarzan of the Apes*), as well as into texts dealing with contemporary issues – immigration, the war in Iraq – of American cultural identity. Readings: travelogues, maps, some essays,

some literary works (three plays, part of an epic/romance, a novel, a short story), some current (2008) journalism, and some literary criticism.

*Instructor: Professor Julie E. Keenan, Department of English*

## **FYS 122-2** **Autism: Facts, Myths, and Controversies**

Autism is simultaneously one of the most prominently discussed and one of the most poorly understood of modern psychological disorders. Autism arises during childhood, and is primarily characterized by problems with social bonding and language development, and by abnormally repetitive behaviors, but is clearly a highly variable disorder with many different forms and manifestations. Autistic individuals often demonstrate pronounced learning disabilities, possibly related to their difficulties with normal social interaction. Nonetheless, autistic people can often display remarkable and focused talent, rising to the level of the genius, in music, art, math or memory; such people have historically been called “idiot savants.” To date, autism has proven highly resistant to treatment: there is no known cure, though many autistic people learn to live happy and productive lives. Over the course of the semester, we will explore this devastating disorder from numerous angles, from the psychology and biology of autism, to the current medical approaches to

diagnosis and treatment, to personal narratives describing what it is like to be autistic, or to care for an autistic child. Finally, we will discuss several prominent myths and controversies related to autism, including the idea that autism is caused by early childhood vaccines, the “chelation” diet for treating autism, and the possibility that we are in the midst of an epidemic of autism. Why do these myths persist in our society despite, in many cases, overwhelming scientific evidence that they are false?

*Instructor: Professor Matthew Kittelberger, Department of Biology*

#### FYS 159

### Reel America: The US in German Film

What would you think of a Nazi film that superimposes New York skyscrapers over Alpine peaks? Or of an Austrian filmmaker who remakes his own film in the US, just to teach American moviegoers a lesson in how films manipulate them? In this course, we will look for answers to such questions. We will study how German films, and the German film industry as a whole, have negotiated a complex love-hate relationship with America and Hollywood over the past 80 years.

This course has three main goals. It introduces you to a) the study of film in general; b) the history of German cinema from the 1920s to the present (its main styles, institutions,

directors, etc.); and c) the ways in which the US has been perceived by German filmmakers, film characters, and moviegoers. We will see German protagonists explore the US (with usually catastrophic and occasionally liberating consequences), but also discuss German cinema’s complicated relationship with Hollywood. This focus will allow us to understand how Germans have simultaneously resisted and embraced what many perceive – rightly or wrongly – as the United States’ “cultural imperialism.”

You will watch one film and read two scholarly articles on average per week that will provide relevant background information as well as conceptual tools to analyze the films in their cultural context. Writing is a major component of this course. Instead of a final exam, we will use the last three weeks of the semester to create a short film that will put what we have learned into action.

*Instructor: Professor Martin M. Kley, Department of German*

#### FYS 119-3

### The Makings of the Great American Musical

Do you remember seeing your first musical—in school or on the professional stage? Did you ever dream of what it would be like to be up there? Singing, dancing, or just being one of the writers—a creator of magic? In this seminar, we will explore the

# different ways of thinking about wellness, health and disease

“Great American Musical,” including its rich history, major contributors, and of course the wonderful imaginative world of storytelling through lyrics and music. Using voice, body, movement, playwrighting exercises, and a variety of theatrical workshop techniques, students will examine how the musical is sculpted. What is it about the songs from musicals that we can hear once and be instantly “hooked?” We will explore the hook, a well-placed musical device, which keeps us humming tunes we barely know. Students will focus on how the musical is specifically structured, unlike any other play form, paying close attention to how the lyrics and music create enchantment for all the senses. We will encounter some of the most well-known characters and music ever written for the stage. Included in our reading and listening will be such musicals as: *West Side Story*, *Phantom Of The Opera*, *Les Miserables*, *The Wizard Of Oz*, *My Fair Lady*, *Evita*, *The Sound Of Music*, *Avenue Q*, *Rent*, *Sweeney Todd*, *Little Women*, *The Producers*, *The Fantastics* (this is the longest running musical of all time), and a variety of others. Students will work together over the course of the semester to study the history, components, and unique aspects of the American Musical. In small groups, they will write, or use existing scenes from musicals and perform them before campus and community.

*Instructor: Professor Karen Land (aka Friedland), Department of Theatre Arts*

## **FYS 191-3**

### **Uncle Tom's Army: Literature and the American Civil War**

Uncle Tom's Army will explore responses to slavery and the American Civil War in the work of Harriet Beecher Stowe, Frederick Douglass, Ambrose Bierce, Walt Whitman and Herman Melville. Commenting on the novel *Uncle Tom's Cabin*, Abraham Lincoln is reported to have described Stowe as the “little lady who started this big war.” Frederick Douglass, a former slave, wrote powerfully of his own journey to freedom. Ambrose Bierce, the only major American writer to serve directly in the war, turned his experience as a soldier into compelling short stories that dramatize the absurdities and horrors of even a just war to preserve the Union. Walt Whitman, a journalist turned poet, served in his own way by visiting the wounded in Washington's crowded hospitals and wrote poems grounded in these experiences as well as a powerful elegy for Lincoln. Herman Melville, although slow at first to respond to the war, ended by creating in the last year or so of the conflict a book of poems remarkable for its intensity and thoroughness in documenting the course of the war.

Each of these writers brings a distinctive approach and temperament to the events of the 1850's and 1860's. By studying their work, students will gain a deeper and more nuanced understanding of this important period of American history and a fuller sense of how it felt to live through the dramatic events of the time. Since the seminar is a writing-intensive course, students will be asked to write frequently in response to readings and class discussions and to take a series of research-based essays through an extensive process of revision. By participating in peer editing exercises, they can expect to become skillful editors of their own and other students' work. Because of its interdisciplinary nature and its emphasis on writing, the course should serve well as a gateway to further study in a variety of fields.

*Instructor: Professor William H. Lane, Department of English*

### FYS 177

#### **Complementary Medicine: A Cultural and Scientific Inquiry**

Complementary and alternative medicines are so interwoven in the fabric of American healthcare that it may no longer be relevant to draw a firm line between complementary and conventional medicine. Many complementary medicine techniques represent different ways of thinking about wellness, health, and disease, which are deeply rooted in distinct

cultural histories, philosophies, and languages. In this course, we will explore cross-cultural perspectives on wellness and disease, and the scientific underpinnings of complementary and alternative therapies. Students will learn about complementary and alternative therapies such as acupuncture, naturopathy, herbal medicine, meditation, chiropractic, therapeutic massage, as well as many other therapies. Students will have the opportunity to meet experienced and distinguished practitioners of complementary and alternative therapies. Learning will involve experiential activities, multi-sensory experiences, journaling, group discussion, and individual/small group projects.

*Instructor: Professor Renee A. Lehman, Department of Health Sciences*

### FYS 145

#### **Writing About Science**

Science and literature are regarded as two distinct disciplines, but in fact good writing in science is also good literature, and reading a good science book can be as pleasurable as reading a good novel. A good science writer takes specialized technical material and makes it clear, understandable, and compelling. A great science writer may even make it beautiful. In this course we will read many examples of the best science writing today, which is being published in newspapers, magazines,

# the traditional balance of power

blogs, and in books for the general reader. In addition to discussing the science that informs each essay or book, we'll try to understand the techniques that skillful authors use to achieve their ends, especially the use of rhetorical devices that personalize ideas and that make complex arguments seem simple and comprehensible. We'll investigate how good science writers interweave narrative and exposition, and how individual writers develop unique voices.

In addition to a lot of reading, we will also do a lot of writing. By emulating good science writers in our own essays, and by discussing our own work as well as others, we will develop skills in the art of explanation, skills that will serve us well outside the seminar, at school and at work. In addition to numerous exercises and short essays, each seminar member will write a longer article in the form of a magazine article, popularizing a current or historical scientific topic.

*Instructor: Professor Laurence A. Marschall, Department of Physics*

## **FYS 107A – 107B**

### **Constitutional Challenges to the Balance of Power: American Government at the Crossroads**

Many commentators have argued that there was an unconstitutional usurpation of authority by the Bush Administration which continues to threaten the traditional balance of power among the three branches of our national government. The following two courses examine several of those claims through the perspectives of the executive and judicial branches. Among the topics to be investigated are the incarceration and treatment of “enemy combatants,” the tension between national security needs and civil rights and liberties, challenges to the principle of separation of church and state, and alleged misuse/abuse of presidential signing statements.

## **FYS 107A**

### **Constitutional Challenges to the Balance of Power: Judicial Perspectives**

Supreme Court Chief Justice Charles Evans Hughes once noted that “The U.S. Constitution is what the Court says it is.” This course will examine a variety of constitutional issues which have recently come before the courts, or are likely to soon. Although our investigation will utilize the prism of the judiciary, particularly the U.S. Supreme Court, strong attention will be given to the framing of the U.S. Constitution, its development through case law, legislation, and

common practice, and procedures by which it is given new meaning over time.

*Instructor: Professor Kenneth F. Mott,  
Department of Political Science*

### **FYS 107B**

#### **Constitutional Challenges to the Balance of Power: The Imperial Presidency Redux?**

Throughout its eight years in office, the Bush administration pursued an interpretation of its constitutional prerogatives that allowed broad discretion of the president's commander in chief role. Among the prerogatives asserted were that wire-less surveillance and harsh interrogation were firmly within the president's national security portfolio. In addition, President Bush asserted that he could determine the constitutionality of a bill and could choose whether or not to enforce it in full or in part. This course will explore how Congress and the Judiciary have responded to these broad assertions of constitutional authority by the Bush administration, and to similar ones by past presidents. As the course unfolds, we will assess how the Obama administration interprets its constitutional authority and the reaction of the other two branches.

*Instructor: Professor Shirley Anne  
Warsaw, Department of  
Political Science*

### **FYS 112-3**

#### **The Book That Jolted A Nation**

It's 1933, and you are a college student in Berlin. A minority of voters has just elected Adolf Hitler as Reich's Chancellor of the national German government. As the global Great Depression deepens, a clear majority of the Germans assert that Germany has been "heading in the wrong direction" for at least the past decade. "Anything is better than this," is a prevailing sentiment. Maybe the newly empowered Nazis can do something, finally, to "clean up the mess." Many of your friends and fellow students are sympathetic to Chancellor Hitler, a charismatic leader who seems to make "good, common sense." They rush to join his Nazi Party. Still, the Nazis are somewhat controversial, and people are torn. What do you do? You will arrive at an answer through an in-depth experience with *Address Unknown*, a best-selling novel authored in 1935 by a beloved Gettysburg College professor, the late Katherine Kressmann Taylor. You will encounter other readings that reveal additional information about the era. The course includes varied field trips, live drama/film presentations and guest speakers. On the journey, you'll immerse yourself in a rich sampler of the politics, arts, culture, theatre, family life—even

# What is the meaning and purpose of our existence?

the cuisine—of pre-World War II San Francisco, Berlin, Munich and Vienna.

*Instructors: Professor George M. Muschamp, Department of Theatre Arts*

*Dr. Kenneth W. Pool, Leonard Bernstein Center for Learning*

## **FYS 150**

### **Death and the Meaning of Life**

The topic of death raises more questions than answers. What happens when a person dies? Is there an afterlife? How does one deal with the loss of a loved one? How do our funeral practices compare with those of other religions and cultures? But the topic of death also raises personal questions of life: What is the meaning and purpose of our existence? What can I accomplish in my time here? How should I treat my elders, my peers, and my juniors who will predecease or survive me? While we will all experience death, too few of us talk about death. This course intends to begin that life-long discussion by considering death from a variety of angles. We will look at death and popular music and culture, death and the medical profession, the business of death, and the psychological impact of death. We will look at how other religions and cultures view death and deal with the dead. We will also explore various types of death, from illness and disease to suicide, murder, and genocide. Pre-

sentations by outside speakers as well as field trips to a local funeral home, the Gettysburg Battlefield, and the Holocaust Museum in Washington, D.C., will complement the in-class discussions.

*Instructor: Professor Charles (Buz) Myers, Department of Religion*

## **FYS 165**

### **Anarchism and the Anarchist**

The resistance of individuals to the oppressive machinery of the state has assumed great urgency in modern times. This course will explore historically representative literary and philosophical works which both challenge the assumptions by which states have justified their exploitation of power and focus on the necessity of resistance to political power structures. It will do so by concentrating on the literary figure of the anarchist down through nineteenth-century romanticism, stressing the movement's transcendental/individualist and socialist/syndicalist attitudes. It will conclude by examining several twentieth-century inquiries into and expressions of anarchist belief – biographies, novels, and protest movements.

*Instructor: Professor James P. Myers, Jr., Department of English*

### FYS 189-2

#### **The Psychology of Performance: Examining the Scientist-Practitioner Approach to “Being the Best”**

This course will focus on the research literature in the area of Sport Psychology and apply this knowledge to tasks requiring performance, i.e., music, dance, sport, theater. Students will be required to work in teams to consult with coaches or professors to identify specific target areas. These teams will then be responsible to find answers to these performance questions in empirical data presented in psychology literature. Each team will have a practical question, identified by the client, to answer through a review of scientific literature. The class will work together to create a meaningful summary document of relevant research in each of these identified areas. The team will then present the information to the client (coach/professor) as a culminating project.

*Instructor: Professor Mimi W. O’Neill, Department of Psychology*

### FYS 167-3

#### **Whispers of Elephants: Elephant and Human Conflict**

This is a study of the philosophical issues that arise from elephant and human conflict and the effort to conserve elephant populations. Amid the disappearance of elephant habitats in Asia and Africa, the widespread deaths of elephants from development projects, poaching, guerilla warfare, and the struggle of elephant conservation initiatives to protect elephant populations, this course will explore philosophical issues related to the significance of elephants in traditional cultures, their spiritual and moral value, and their role in traditional economies. With particular attention to issues in elephant behavior, the nature of the complex social patterns of elephant groups, and the long training of young elephants in matriarchal herds, readings will explore different ways of envisioning elephants in relation to human life, debates over human and elephant conflict, and ethical and political issues that arise from efforts at elephant conservation.

*Instructor: Professor Raj Ramanathapillai, Department of Philosophy*

# How can thoughtful reflection empower learning?

## FYS 101-2

### Learning is Not a Spectator Sport

You are now a student at a highly selective liberal arts college. What is college for? How does student learning happen most effectively at the college level? How will you go about the task of determining and realizing your full potential as a learner? The research about college success suggests that *involvement in learning* is the key factor in a successful college experience. The decisions you make about how to approach learning and the interactions with others can be left to chance or planned with inquiry and reflection. This course will invite you to think critically about the college experience, analyze yourself as a learner, communicate more effectively, and consider your actions in the context of a learning community. We will examine various theories about intelligence, student learning and student development, exploring how those theories can be integrated into an effective learning plan for each student.

*Instructor: Dean Julie L. Ramsey,  
Office of College Life*

## FYS 141-2

### A Matter of Substance

Everywhere you go, you are surrounded by stuff! Your clothes, your car, your house and even some of your food is made with materials that have been created to be better than what you can find in nature. History is in large part the story of how humanity has learned to master the extraction, combination and use of the stuff around us. From the day some unknown *Homo habilis* discovered how to flake one rock with another to make a hand axe to today's use of exotic alloys to save a few pounds of weight in a jet engine, humans have manipulated materials both to their benefit and detriment. We use concrete and steel to span rivers, yet watch as bridges slowly disintegrate and eventually collapse from exposure to the environment and vibration from traffic. Heavy metal chemistry has given us the paint for glorious works of art by Rembrandt and Van Gogh, yet similar paints end up poisoning the toys of children. The invention of a simple method to fix nitrogen from the air led to both the foundation for the Green Revolution in agriculture as well as the basis for almost every modern weapon. In this course we will study chemistry through the lens of the history, properties and transformations of the raw materials of the world.

*Instructor: Eric D. Remy,  
Instructional Technology*

**FYS 144-2****Why Do People Dance?**

In the First Year Seminar “Why Do People Dance?”, students will explore how movement reflects its surrounding cultural context. Think for a moment about the differences between African-American step dancing, European classical ballet, and a Gettysburg lacrosse game. Yet try explaining these differences to somebody and you may find yourself at a loss for words. For example, when is dance a sport and likewise sport a dance? Because different cultures value diverse structural elements in movement, it is necessary to consider in depth the question “What is dance?” and to create a vocabulary to discuss it. A second question—“Why do people dance?”—unifies this course. Case studies of dancing from many global traditions—historically, culturally, and geographically—suggest that people dance for various reasons, including to express national, political, local, gender, or sexual identities, religious beliefs, or for just plain fun. Among the course objectives is for you to gain an appreciation of the many global expressions of dance through reading, writing, and physical movement. Don’t be surprised if you analyze Madonna’s “Vogue” through comparisons to dance in Louis XIV’s court, belly dance, hip hop, and team sports.

*Instructor: Professor Marta Robertson,  
Sunderman Conservatory of Music*

**FYS 180-2****Dreaming in Color:  
Contemporary Multi-  
Cultural Theatre in  
the United States**

The United States is a rainbow nation, and increasingly theatres across the country are beginning to reflect our demographics. Understanding contemporary theatre in the U.S. requires a knowledge of various subgroups and studying their theatrical histories and works of art. In this course, students will read, watch (on video and live onstage), analyze, write about and perform plays that encompass the American experience in all its diversity. We will take advantage of our proximity to Baltimore and Washington, D.C. and visit theatres to see multicultural plays, if possible. In this course, we will study the historical background of the plays as well as analyzing and performing them. For example, the Black Arts Movement of the 1960s, building upon previous writers of the Harlem Renaissance and beyond, has led to an explosion of new dramas by African American writers in off-Broadway and regional theatres across the U.S. Likewise, the Chicano theatre movement, beginning with Luis Valdez’s Teatro Campesino in California, has led to an outpouring of writings by Chicano and other Latino writers and performers, like John Leguizamo and Cherrie Moraga. Asian Americans have also contributed significantly to theatre,

# What is Islam? Who speaks for Islam?

especially on the West Coast. As a result of the women's movement of the 1970s, feminist theatre and plays by women have multiplied. And finally, the gay and lesbian civil rights movement of the 1980s and 1990s has led to an increase in theatre chronicling the experiences of gay life, including plays like *The Laramie Project* and the Pulitzer-Prize-winning *Angels in America*.

*Instructor: Professor Susan F. Russell,  
Department of Theatre Arts*

## FYS 175-2 Understanding the World(s) of Islam

What do you think of when you hear the words Muslims and Islam? In this seminar we sift through competing claims about Islam to look deeper into the realities of the diverse and complex world of this religion through the voices of Muslims themselves, giving particular attention to American Muslims. Through novels, films, art, sacred texts, biographies, guest speakers, and a site visit to Islamic centers and mosques in Washington, D.C., we will explore such questions as: what is Islam? Who speaks for Islam? Why do some people claim Islam is a religion of peace, and others that it is a religion of violence? How and when did Islam come to America? What are the challenges faced by American Muslims today? Is there one proper way to be a Muslim? What are the guiding values in Muslim social

and cultural life across the globe? In exploring these questions we will learn from a diverse array of Muslim voices today about the realities and complexities of this religion.

*Instructor: Professor Megan A.  
Sijapati, Department of Religion*

## FYS 178-2 Voice of the Rebel in America

When an individual rebels against the status quo, he or she implicitly affirms the existence of a larger community and is thereby often compelled to pursue social justice. America enjoys a rich tradition of radical thought and behavior, from the Boston Tea Party to the Civil Rights movement to environmental activism. Of course, rebellion can be precarious for the unprepared: reckless revolt may have dire consequences for both the individual *and* the community. This seminar will scrutinize examples of the rebel's voice in American culture, in an attempt to discern between fruitful revolt and fruitless rant. In a series of written assignments and group discussions, students will be prompted to respond to a diverse selection of readings and films, encouraged to interrogate the American zeitgeist, and asked to examine their own role in the evolution of our democracy.

*Instructor: Professor Dustin Beall  
Smith, Department of English*

## FYS 192

### The Many Meanings of Illness

What does it mean to be ill? More pointedly, what does becoming ill make us? Do we become pitiable victims? Heroic sufferers? Butts of divine whimsy? Commodities for the medical establishment? Members of a new community of fellow sufferers? Newly alert to the joy of living? Or merely ill, a state all of us experience and most will someday experience to the point of death. Through films and illness narratives (fiction and non-fiction) students will explore the many dimensions of being ill. Discussion and writing topics will consider some of the emotional, social, cultural, and ethical dimensions of illness. The biological bases of disease will be touched on only lightly to give students an adequate background to understand the diseases considered.

*Instructor: Professor Ralph A. Sorensen, Department of Biology*

## FYS 137

### The Battle of the Sexes: Gender Relations from Sophocles to Sondheim

Scolds and scullions, vixens and wenches, rakes and rogues, blue-stockings and chauvinists. To imagine the most enduring battle in history is to conjure a picture as colorful as it is vast. In this course, we will investigate the literature of writers who

helped paint such a picture. Reading a stimulating selection of plays, poems, novels, and stories from ancient Greece to the present day, we will explore the sexual warfare, marriage games, power struggles, and verbal battles of wit that have so often defined the relationship between men and women. A familiar cast of characters will appear on this literary tour – knights and nags, obtuse husbands and shrewish wives, fops and femme fatales. Studying the genesis of these (often derogatory) gender descriptions, we will evaluate their suitability and debate the liabilities and strengths of art. We will assess literature's dual capacity to enhance and undermine what is written in the history books. In what ways does a work's portrayal of men and women exceed our expectations? In what ways is it deficient in capturing character? How does a work of literature challenge or deepen our perception of ourselves? Shakespeare's *The Taming of the Shrew*, Chaucer's "The Wife of Bath's Tale," Aphra Behn's *The Forced Marriage*, Jane Austen's *Pride and Prejudice*, and Oscar Wilde's *An Ideal Husband* are just a few of the works we will explore this semester.

*Instructor: Professor Suzanne Tartamella, Department of English*

# First-Year Seminars, the Gettysburg Curriculum, and Majors and Minors

As discussed at the start of this booklet, you should select your First-Year Seminar based on your interests, choosing topics about which you are passionate and material you are eager to learn. The Gettysburg Curriculum is quite flexible and most students will find meeting the curricular goals to be a straightforward process, so you don't need to worry about required courses as you begin. Nonetheless, it's true that many First-Year Seminars allow students to meet curricular goals, and some count towards the coursework you will eventually need in certain majors and minors. Here is a list of the First-Year Seminars that meet particular requirements. General information about the Gettysburg Curriculum can be found at: [www.gettysburg.edu/academics/gettysburg\\_curriculum/](http://www.gettysburg.edu/academics/gettysburg_curriculum/)

In addition, a few other Seminars that meet curricular goals may not be listed here. For the most up to date information, you should check this webpage: [www.gettysburg.edu/about/offices/provost/registrar/courses\\_fulfillingthegettysburgcurriculum.dot](http://www.gettysburg.edu/about/offices/provost/registrar/courses_fulfillingthegettysburgcurriculum.dot)

## Multiple Inquiries:

### Arts:

FYS 119-3; 143; 144-2; 180-2

### Humanities:

FYS 121-2; 136-3; 159; 174

## Integrative Thinking:

### Interdisciplinary:

FYS 113-4; 113-5

### Quantitative, Inductive & Deductive Reasoning:

FYS 146-2

## Effective Communication:

### First-Year Writing:

FYS 101-2; 113-4; 113-5; 134;  
137; 145; 150; 159; 165; 169-2;  
173; 174; 176; 178-2; 189-2;  
191-3; 192; 198-2

## Local and Global Citizenship:

### Cultural Diversity:

*Non-Western:* FYS 103; 121-2; 143;  
144-2; 175-2

*Domestic/Conceptual:* FYS 137,  
144-2; 169-2; 179; 180-2

### Science, Technology, & Society:

FYS 141-2; 145; 146-2; 155-2;  
167-3; 188

## Major or Minor:

### FYS 103

(elective in Film Studies)

### FYS 107A&B

(substitute for Pol. Sci. 101 in  
Political Science major or minor)

### FYS 112-3

(elective in Theatre Arts major  
or minor)

### FYS 125-2

(elective in Italian Studies major)

### FYS 134

(elective in Philosophy major)

### FYS 137

(elective in English major)

### FYS 166-2

(elective in History major)

### FYS 167-3

(elective in Philosophy major &  
Peace & Justice Studies minor)

### FYS 175-2

(elective in Religion major  
and minor)

### FYS 191-3

(elective in Civil War Era  
Studies minor)

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