Freshman Seminars Spring Term 2020

FSEM 101-01 Are Memories Fact? The Fallibility of our Memory Systems
Professor Audrey Parrish
TR 11:00-12:15

FSWI 101-01 Making Up Your Own Truth: The Effect of Memory on Eyewitness Testimony
Professor Leslie Hill
MWF 11:00-11:50

Dr. Parrish’s seminar will focus on how memories may be altered and degrade with the passage of time and the introduction of new information. Students will review the sins of memory which include forgetting, suggestibility, misattribution, and blocking among others. We will review how psychological science intersects with the criminal justice system to improve our ability to convict true criminals as well as exonerate innocent civilians.

Dr. Hill’s writing-intensive component will focus on the basics of several styles of writing, including a social science research paper, a police report, a memorandum of law and several others. This course will give students the foundation they need to successfully complete future writing assignments at The Citadel. In addition, they will participate in a shoot or don’t shoot drill with the Charleston County Sheriff’s Office to gather data and write about implicit biases.

Throughout these courses, students will learn how psychologists design studies to assess the fallibility of memory, the best practices to distinguish true vs. faulty recall and how to effectively communicate these ideas.

You should sign up for FSEM and FSWI 101-01 if you are . . .

- Interested in how memories are formed and changed over time.
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- Interested in how the criminal justice system uses and views eyewitness testimony.
- Seeking an opportunity to learn more about the criminal justice system and how criminals are convicted.
- Hoping to learn the tips and tricks needed to write at the college level
- Wanting to develop your critical thinking, reading, writing, and analytic skills.

**FSEM 101-02, FSEM 101-03**  *Reading Urban Spaces*
Professor Amanda Mushal
TR 11:00-12:15 (section 02), MWF 11:00-11:50 (section 03)

**FSWI 101-02, FSWI 101-03**  *Reading Urban Spaces*
Professor James W. Leonard
MWF 11:00-11:50 (section 02), TR 11:00-12:15 (section 03)

These linked courses will focus on reading urban spaces in two different ways: through literature set in urban spaces, and through the streets, buildings, and public spaces of cities themselves.

Why do different cities look the way they do? Why are so many books, films, and TV shows set in urban places? Are cities places of energy and excitement, or are they disorienting, dangerous, and anonymous? How does geography shape urban growth? Can we see Charleston’s original fortifications in its layout today? How do cities adapt to new challenges? Dr. Mushal’s class will examine significant trends in urban development over the past three centuries. These will include colonial settlement patterns, 18th-century ideas of ordering the landscape, the role of commerce in shaping urban layout, 19th-century industrialization and the Romantic reaction to it, suburbanization, race and urban development, and 21st-century questions of sustainability. We will discuss how each of these developments reflects larger social values, and how they shape the experiences, as well as the challenges, facing urban communities today.
Dr. Leonard’s linked writing-intensive class will examine how cities have been *experienced* by generations living and working in them. Through film and literature, we will ask how various groups have responded to the city, and how they have, in turn, shaped and reshaped the city. If “knowing” a city is an act of reading—in which we assign specific meanings and expectations to regions within an urban space—then what can the lived experiences of literary characters teach us about re-reading the city through different eyes? What do urban spaces promise, and what opportunities do they actually deliver? We will also discuss how the city itself functions as a character in these stories. In this course we will travel from Africa to England, Australia to Kingston, and Los Angeles to New York in order to think through similarities and differences between urban experiences around the globe. Proposed novels include *The Great Gatsby*, *Mrs. Dalloway*, and *Harare North*, in addition to short selections by authors such as Robert Frost, Sukhdev Sandhu, Edith Wharton, and Thomas Wolfe. We will also watch and discuss films, including *The Big Sleep*, *Miller’s Crossing*, and *Se7en*, in order to think through ways in which art and popular culture intersect and/or diverge.

You should sign up for **FSEM 101.02 or 03** and **FSWI 101.02 or 03** if you:

- Are interested in the history and human stories that cities tell.
- Wonder why Charleston looks the way it does.
- Enjoy novels and films set in cities.
- Want to see cities through the eyes of different groups who live in them.
- Want to understand the challenges facing urban communities today.
- Want to know more about how local and global forces interact.
- Are interested in why American private detectives are so witty.

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**FSEM 101-04** “Humans Need Not Apply”: *The Rise of Artificial Intelligence*

Professor Siripong Potisuk

MWF 11:00-11:50

**FSWI 101-04** “Humans Need Not Apply”: *The Rise of Artificial Intelligence*

Professor David G. Allen
The term “artificial intelligence (AI)” has recently become a buzzword within the computer industry after years in obscurity as an overhyped field of research. It is suggested that AI is poised to make a comeback and blossoming into exciting technology with limitless possibilities including computers capable of problem-solving and human interaction. Professor Potisuk’s seminar will explore the influence of AI in our daily lives and its impact on humanity, especially the increasingly pervasive nature of AI in manufacturing, media, entertainment, medicine, etc. The seminar will focus on three main topics: the future of work, privacy, and data security.

Professor Allen’s linked writing intensive class focuses on the pressing questions facing humanity regarding the rise of Artificial Intelligence. Three books will be assigned. Max Tegmark’s *Life 3.0: Being Human in the Age of Artificial Intelligence* explains the threats and opportunities facing humanity from an AI that may indeed achieve a “Superintelligence” far exceeding human-level cognition. Two classic works of Science Fiction, Philip K. Dick’s *Do Androids Dream of Electric Sheep?* (the source of the movie *Blade Runner*) and the film *2001: a space odyssey* also address these issues.

You should sign up for FSEM and FSWI 101-04 if you

- Have an interest in Artificial Intelligence
- Want to understand a broad definition of AI pertaining to its various applications and its role in today’s technological advancements
- Wonder if you are well-prepared for the jobs of the 21st century
- Enjoy reading, analyzing, and debating government policies and ethical dilemmas that might arise when people’s ethical values are shifting in favor of or against AI

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**FSEM 101.05 “Environmental Hazards”**

Professor Simon Ghanat
**FSWI 101_05** “Environmental Hazards”
Professor Sarah Clere
MWF 11:00-11:50

Human-made (“anthropogenic”) environmental hazards are an inter-disciplinary area of study that involves various aspects of natural sciences, applied sciences and social sciences. Professor Ghanat’s seminar will focus on the critical review of scientific literature for environmental impacts, especially chemical contamination caused by anthropogenic disasters. Basic scientific concepts of human-made environmental hazards will be explained throughout the course and will be enhanced by discussing various case studies derived from films (i.e., *Flint Water Crisis*, *A Civil Action*, *Love Canal*, and *Erin Brockovich*).

Taken in conjunction with Dr. Ghanat’s seminar, Professor Clere’s linked writing intensive class will encourage you to read widely and think critically while improving your research and writing skills. The class will focus on three environmental and infrastructure disasters: The Hawk’s Nest Tunnel disaster, the Flint water crisis, and the Grenfell Tower fire. While Dr. Ghanat’s class examines scientific literature and addresses the causes and remediation of such catastrophes, we will explore the specific geographical and historical contexts in which these disasters occurred and their lasting impact on the people involved. To this end, we will look at various genres of writing in response to these catastrophes from journalism to poetry and fiction. Each of these disasters involves multiple topics, ranging from the Great Depression to sustainable urban development in the 21st century to the conflict between profit and safety in both the private and public sectors. Class discussion will be interesting and fun, and topics for writing projects will be geared toward students’ interests.

You should sign up for FSEM and FSWI 101-05 if you

- Enjoy reading and learning about environmental and structural disasters
- Care about the safety of your drinking water and environment
- Enjoy watching environmental disaster movies and engaging in follow-up discussions
- Are interested in exploring interfaces between science, citizen action, public health, and the U.S. Legal System
- Like working on team projects and going on field trips
- Want to focus on improving your writing with the opportunity for revision and one-on-one guidance
The popularity of video games has increased exponentially since the introduction of *Spacewar!* in 1962. These games, now considered a normal part of popular culture, exert considerable influence on the decision-making of many people. This course will provide an overview of video game history and design from several perspectives, including technological advances, in-game physics, real-life effects, and business approaches. Students will be asked to think critically about open-ended issues related to video games such as the importance (or unimportance) of historical accuracy and will be encouraged to develop their own approaches to complex situations.

In Professor Adair’s linked writing-intensive class, we will use the genres of science fiction, horror, and fantasy to explore what it means to be human; what do we fear, what do we crave, and where is the thrilling place where these overlap? While such questions may not be immediately connected to video games, the class should provide insight and even inspiration for Dr. Washuta’s course. We will analyze themes such as science fiction’s ambivalence towards technology and the ethics of new technological developments, as well as explore how horror and fantasy, no matter how supernatural or far-fetched, can actually reveal a larger collective anxiety, such as the ways in which the fear and taboo surrounding death leads to the creation of zombies and vampires.

You should sign up for **FSEM and FSWI 101-13** if you…

- Enjoy playing and talking about video games.
- Enjoy reading, writing, and discussing science fiction.
- Are interested in historical and contemporary issues involving treatment of video games alongside film, television, and written literature.
- Are interested in the effects of new technology on society.
- Are interested in how to define what makes a “good” game.
- Have ideas on how to build your own fictional worlds
**FSEM 101.07** “Frankenstein’s Dreams: Human Enhancement for Advancement?”
Professor David Donnell
MWF 11:00-11:50

**FSWI 101.07** “Frankenstein’s Dreams: Human Enhancement for Advancement?”
Professor Tom Horan
TR 11:00-12:1

Professor Donnell’s seminar focuses on the ways in which humans have modified themselves to adapt to or even dominate their environments. These modifications may be of a temporary sort, as occurs when an athlete consumes performance-enhancing drugs, or permanent, such as when an individual’s physical appearance is surgically altered. We have a growing ability to meld our bodies with machines to produce cybernetic organisms of growing complexity. It is also within our power to alter ourselves genetically and to select many of the traits we wish to see in our offspring. As our ability to alter our biology expands, so too does the potential for these “enhanced” versions of ourselves to pose serious challenges to cultural norms, long-established social structures and basic assumptions about what it means to be human.

In conjunction with Dr. Donnell’s seminar, Professor Horan’s writing intensive class will explore how altering the human body in both cosmetic and profound ways affects individuals and communities. Though this inclination may be innate, modern scientific developments have recently given us the power to “play God” in much the same way that Mary Shelley’s Victor Frankenstein does in her seminal Gothic novel. In addition to Frankenstein (1818) we will read H.G. Wells’ “The Country of the Blind” (1904), M.T. Anderson’s Feed (2002), and Margaret Atwood’s Oryx and Crake (2003). These texts map the moral dimensions of radically changing the human body, from worshiping, mocking, or fearing physical difference to pathologizing it to pursuing perceived enhancements for personal, financial, or societal gain. Through class conversations, writing assignments, and knowledge gleaned from Dr. Donnell’s seminar, we will assess not only the stylistic and imaginative innovations that characterize this science-minded literature, but the ways in which it challenges readers to reevaluate their political, cultural, religious, familial, and economic beliefs as well as their notions of personal and social responsibility.

You should sign up for FSEM & FSWI 101-07 if you are interested in…
- The how and why of human enhancement
- Legal and ethical questions about our human power to “play God”
- Honing your ability to read analytically and to think critically
- Science fiction and other genres of speculative literature
- The relationship between individual ambition and social well-being.

**FSEM 101-08, FSEM 101-09 “Growing Your Brain”**
Professor Suzanne Mabrouk
MWF 11:00-11:50 (section 08), TR 11:00-12:15 (section 09)

**FSWI 101-08, FSWI 101-09 “Making a Comeback in Popular Literature and Film”**
Professor Frances Frame
TR 11:00-12:15 (section 08), MWF 11:00-11:50 (section 09)

You are in charge of you, your mind, your attitude, and your perspective. In Dr. Mabrouk’s seminar course you will learn how to develop a more optimistic attitude and a more balanced perspective, so that you can learn new subjects and develop new skills and talents. We will explore our brains and how we learn. Along the way, we will discover how to become more resilient when we make mistakes, how to grow grit, and how to persevere when we encounter challenges. Throughout the course, we will develop our intelligence and talent through applications in art, communication, math, and science.

Dr. Frame’s course will look at failures and comebacks in popular literature and film. We will consider the role of creative imagination in making sense of the mistakes and setbacks that are a part of life and explore the power of writing to heal personal transgressions and public disgraces. Readings may include brief selections from *Roaring Back* (about Tiger Woods), *Wheelmen* (about Lance Armstrong), *Second Chance* (about Mark Sanford), and the Stephen King novella that sparked the classic cult film, *The Shawshank Redemption*. If time allows, we’ll take a look at some episodes of *Undercover Billionaire* and the life of rags-to-riches businessman Glenn Stearns. Class discussion will be lively and entertaining.

You should sign up for **FSEM and FSWI 101-08 or 101-09** if you are interested in learning ...

- how our brains work,
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- how we can grow our brains,
- why we should want to grow our brains,
- what the overall emotional, spiritual, and physical health benefits are to growing our brains,
- how to handle setbacks,
- how to rise from defeat, and
- what you will be able to do after taking these classes that you could not do before they started.

FSEM 101-10 Travel for Transformation
Professor Alison Smith
TR 11:00-12:15

FSWI 101-10 Life's a Trip: Traveling in Text and Film
Professor Katya Skow
MWF 11:00-11:50

Have you ever dreamed of undertaking an extraordinary adventure? Are you eager to hike the Pacific Crest Trail, complete the Appalachian Trail, walk the Camino de Santiago, or climb Mount Kilimanjaro? If
so, this course is for you. An experienced world traveler, hiker, and pilgrim, Dr. Smith will guide you in exploring the transformative potential of outdoor adventure and travel. Course readings will include background theoretical material written by scholars in the fields of anthropology, cultural studies, and religious studies. We will also view pertinent films such as The Way and read essays and works of nonfiction such as Cheryl Strayed’s Wild. Students in the course will have the opportunity to go on a contemplative walk and will also design their own transformative travel experience.

Dr. Skow’s writing-intensive component is the pathway to becoming better and more efficient writers. Along the way we will encounter (read, analyze, and write about) texts that narrate, or describe a journey. Our texts describe both fictional voyages, such as Jules Verne’s Journey to the Center of the Earth, and accounts of real trips, such as Steinbeck’s Travels with Charley. As we progress, we will use texts as frameworks for discussions (both orally and in writing) in hopes that they will advance our ability to think and write critically about narrative texts.

You should sign up for FSEM and FSWI 101-10 if you...

- Are curious about other places, peoples, and cultures
- Enjoy a good discussion
- Seek to become better and more efficient writers
- Like to watch movies

FSEM 101-11 “Medieval Conflict and Resolution.”
Dr. Melanie C. Maddox
MWF 11:00-11:50

FSWI 101-11 “Interstate Conflict & Resolution in the 21st Century.”
Dr. Jack Porter
These linked courses will focus on conflict and its resolution from the early medieval period to the 20th century.

In what ways did people avenge wrongs in the past? What roles have communities played in conflict resolution? Dr. Maddox’s course will consider the role that vengeance and feud played during times of conflict in medieval societies, c. AD 500-1500. It is a common assumption that medieval societies that practiced vengeance and feuds existed during the times considered the “Dark Ages.” Students will study how societies that practiced vengeance and feud were, in fact, negotiating legal recourse in law systems lacking a “state monopoly” on violence. The course will consider what role communities and emotions play in vengeance, feud, and the resolution of conflict. One point that will be considered is the ways that actors could use to avoid violence in times of conflict. Some of the medieval societies studied will include the Franks, Scandinavians, and the Anglo-Saxons. Readings will include historical texts, literature, and historical analysis.

How does intrastate conflict differ from interstate conflict (wars between two or more countries)? Why do citizens and lifetime neighbors turn on one another violently? What strategies and mechanisms have political leaders developed to address the many aspects of post-conflict reconciliation? By all accounts, the 20th century was history’s most deadly 100-year period. Understandably, most point to the many bloody interstate wars, notably the two World Wars of the first half of the century. However, tremendous violence and bloodshed was also the result of intrastate conflict: civil wars, ethnic and communal violence and state-based terror directed primarily against a domestic population. In the midst of all this mayhem, there were also some hopeful trends – brave and innovative efforts in terms of post-conflict accountability, reconciliation and enduring peace. The focus of this writing seminar by Dr. Jack Porter will be on the various causes of the intrastate conflict, its consequences, and subsequent efforts at domestic stability and lasting peace. The course will analyze three cases – the Spanish Civil War (1936-1939), political conflict and genocide in Cambodia under Pol Pot and the Khmer Rouge (1975-1979), and racial conflict in Apartheid South Africa (1948-1994). Readings will include historical texts, political analyses, and literature.

You should sign up for **FSEM 101.11** and **FSWI 101.11** if you

- Are interested in how different societies developed means of using violence and nonviolence during conflict resolution.
- Want to understand legal systems that developed both before and after state formation.
- Are interested in how the concepts of honor and duty impacted willingness to forego violence during times of conflict.
- Are interested in understanding the various manifestations of intrastate conflict in the 20th century.
- Curious about the causes of civil wars and ethnic violence.
- Want to know more about why and how governments brutally repress significant parts of their domestic populations.
- Want to understand how modern communities try to deal with their violent past.
Like to read about the experiences and perspectives of those caught up in violent domestic conflicts.

**FSEM 101-12 “Military Technology in Society”**
Professor James Righter
MWF 11:00-11:50

**FSWI 101-12 “American Views of War”**
Professor James Leonard
TR 11:00-12:15

These linked courses will look at warfare through the twin lenses of its technological underpinnings on one hand and its relation to societal values on the other.

Professor Righter’s course will explore the evolution of military technology and the ways in which that technology is created and subsequently finds application in civilian as well as military contexts. Military leaders are always looking for an advantage over the adversaries. Some have looked for new weapons or systems that the enemy does not possess. Engineering has often provided that advantage in warfare. Often times, that same engineering application has found its way to society and become commonplace. Historically, technology has been of significant value to military leaders. This course will provide a broad overview of several engineering disciplines and in doing so will show how engineering and technology have been used for military applications. To some extent, it will provide a brief historical summary of technology applications in warfare, from bows and arrows through contemporary weapon systems. Students enrolled in this seminar will learn about basic military technology and take away enough understanding to see connections and applications to civilian society.

Many texts, fiction and non-fiction, have explored the intersection of military technology and society through various genres, including satire, speculative fiction, particularly science fiction, war literature, and film. Students will be able to explore both historical and contemporary issues and develop arguments via essays, research papers, and classroom debate scenarios.

Professor Leonard’s course will trace the history of specifically American warfare as represented by literary works that take us inside the war experience itself. For instance, Stephen Crane’s *The Red Badge*
of Courage, Mary Noailles Murfree’s “The Raid of the Guerilla,” and poems by Walt Whitman and Herman Melville will take us inside wartime experiences of the Civil War. Likewise, Kurt Vonnegut’s Slaughterhouse-Five will explore the World War II experience, and narratives by Tim O’Brien (The Things They Carried) and James McDonough (Platoon Leader) will capture the on-the-scene experience of the Vietnam War. Other works to be read and discussed in the course, such as O’Brien’s “On the Rainy River,” Mark Twain’s “The War Prayer,” and Ralph Waldo Emerson’s “The Concord Hymn,” will examine the justification for or against war, both in general and with respect to particular wars. The course will use these readings to deeply interrogate the necessity versus the cost (especially the human cost) of war, considering what the waging or not waging of war at a particular moment and in a particular societal situation says about the values of the populace with respect to the responsibilities and opportunities of American citizenship. Readings and discussion will engage the full history of American military conflicts from the American Revolution to the present.

You should sign up for FSEM and FSWI 101-12 if you…

- Have an interest in military technology.
- Like to understand the connectivity between military and civilian technology.
- Have interest in history and contemporary issues involving the development and application of military technology as reflected in literature and film, including science fiction.
- Have an idea or could develop one to research and debate a historical or contemporary issue involving the development and application of military technology
- Would like to read, analyze, and debate historical and contemporary issues involving the development and application of military technology as reflected in literature, non-fiction, and film, including science fiction.
- Want to explore the individual and societal values that govern such matters as willingness to participate (or not) in particular war efforts, the ethics involved in such choices, and the attitudes toward particular wars that linger in retrospect.
FSEM 101-15 *Frankenscience: The RAW (Research, Analysis, and Writing) Experience*
Professor Dena Garner
TR 11:00-12:20

FSWI 101-15 *Frankenreflection: The RAW (Reading, Analysis, and Writing) Experience*
Professor Licia Hendriks
TR 11:00-12:20

Engage in a lively interactive practicum of academic research coupled with reflective writing about the dynamic between human capability and social responsibility in this seminar pairing.

Whether you are a business major, science major, humanities major or anything in between, Dr. Garner’s course will teach you the basics of the scientific method and allow you to apply it within your discipline. No prior experience is needed, just a willingness to get your hands dirty in the pursuit of the scientific process. Though our outcomes will not be quite as laborious and terrifying as those produced by Victor Frankenstein, this class is sure to please those who enjoy experimentation and creativity.

Dr. Hendriks' writing-intensive component will be centered on Mary Shelley's classic novel *Frankenstein* (1818) and its abiding cultural impact. When Victor Frankenstein undertook to animate a body he’d assembled from materials scavenged from an assortment of corpses, he breached the boundary between the scientific laboratory and social world in irreparable fashion, producing a host of devastating unintended consequences. Such issues and concerns continue to
reverberate to this day. This linked course will engage with the ethics of experimentation, research, and development. Equal attention will be devoted to generating and refining ideas and to practicing how to express those ideas in clear and effective argumentative prose.

You should sign up for **FSEM and FSWI 101-16** if you are . . .

- Interested in pursuing scholarly research in any academic field during your undergraduate experience
- Looking for an opportunity to learn and practice responsible research methodology
- Intrigued by the ethical challenges entailed in the pursuit of knowledge
- Planning a career path involving technology in any capacity
- Seeking a venue within which to think through and discuss complex intellectual problems
- Wanting to develop your analytical skills in a supportive academic space