SPRING 2019 FIRST YEAR SEMINARS
(These courses are open ONLY to freshman of the class of 2022)
Students may register for only ONE First Year Seminar

FINA-159-F1 Encounters in Art      A. Golahny                                                                                   MWF 10:15AM-11:20AM
This course is an investigation of art objects. It involves close looking, analysis, and historical research. Students will write essays on art from various cultures and of various types. Oral reports are a major part of the course.

FINA -159-F2  “We’ll Always Have Paris”       A. Cartal-Falk                                                             MWF 02:00PM-03:05PM
Why has Paris been the destination for so many Americans since Franklin, Adams and Jefferson went there in the 18th century? Why did medical students and artists go there in the 19th century? Why did the most famous group of Americans, the so-called “Lost Generation” of the 1920s, choose Paris rather than another European capital? What did several generations of black American artists seek and find in Paris? Post-war musicals like An American in Paris represent another key period that has inspired new musicals like La La Land. Finally, we will look at Americans in Paris today. Interdisciplinary, and informed by contemporary cultural studies, this course will explore the fascination Americans have for Paris and all things Parisian. THIS COURSE MAY FULFILL EITHER THE FINE ARTS OR HUMANITIES DISTRIBUTION

FINA-159-F4: Music Beyond Music      W. Ciabattari                                                                          TTH 09:45AM-11:35AM
This course will examine many academic areas through the lens of music. Topics will include the science of musical sounds, mathematics of time and rhythm, psychology of music, philosophy of music, research in music and music education, applications of music with other art forms, politics and music, and other topics selected by the class. Students will engage in discussions, reading outside of class, presenting material to the class and leading discussions, and writing about a variety of the topics covered.

HUMA-159-F1  Becoming a 21st Century Story Keeper    A. Rogers                                                    TTH 09:45AM-11:35AM
Learn the art of digital storytelling through the creation of two digital projects that teach students to release their own story and the narrative of a community member from the local area. This course is designed for students to research and explore the history of Lycoming County, expanding and enriching the lives of themselves and community members as they build personal relationships in this digital age of technology. Students will work with community members to create digital stories about their own lives

HUMA-159-F2  Exploring Latino/Latina Identity in U.S. Through Art, Film,& Lit   B. Buedel      MWF 11:30AM-12:35PM
What is the difference between Hispanic and Latino/a? Are the terms interchangeable? This course will address those questions while studying four ethnic groups in the United States whose roots are found in Mexico, the Dominican Republic, Cuba, and Puerto Rico. We will consider important historical events and their impact on the migration of these groups, especially the Mexican-American War, the Trujillo dictatorship in the Dominican Republic, the Cuban Revolution led by Fidel Castro, and the unusual status of Puerto Rico as a territory of the U.S. Concepts such as assimilation, acculturation, and bicultural identity will be studied while we explore ways in which Latino/Latina identity is expressed in art, film, and literature.
We will learn about exciting new views on how we learn and manage time, all insights that occur independent of teachers. Sample topics include the surprising ways we learn, the shaping of memories, and study strategies that work (and don’t). We will each choose a modern popular book on learning and design a brief activity on a learning topic. This course is not a dry review of theory, but one that generates practical help for lifelong learning.

This course will expose both Pennsylvania natives and transplants to a selection of nonfiction, fiction, and poetry that features some aspect of the Keystone State—geographical, historical, social, cultural, etc. Students will read a diversity of voices along the way. This course is designed for students who enjoy reading but would not likely enroll in a traditional literature course. Ideally, at least one supplemental field trip will occur, perhaps in conjunction with OLE, Student Programs, or another office/department. Students will also have the opportunity to meet at least one living Pennsylvania author.

Did you realize that Lycoming College is one of the 50 oldest colleges in the United States? Did you know that Martin Luther King, Jr., gave a speech at Lycoming College in 1958? Students in this course will examine and learn about the 200-plus year history of Lycoming College, from its founding in 1812 to present day. This course will focus on how to use applied history techniques to gain a better understanding of the college’s past. Students will receive an introduction to the Lycoming College Archives and learn how to utilize the primary sources and other resources available to them in the college’s archival collection, including newspapers, yearbooks, photographs, and other documents.

Have you ever seen a YouTube video of a science experiment and wondered how it could possibly be real? Do you like to experiment and work with your hands? This course will utilize popular media to learn about aspects of chemistry. The main focus of the course will be the development a student-led chemical demonstration show for the college community that will occur late in the semester. This experience will also allow students to develop their science skills and to refine their communication skills through practice talks and preparation of scripts. The content of the course will be defined through the choices of chemical demonstration. Additional material for the course will be derived from the depiction of chemistry in the popular media (news, movies, books, and the internet).

How happy are you? Positive psychology is the scientific study of the factors that contribute to happiness and well-being. Take this first year seminar if you want to learn what you can do to feel happier, cultivate the best within yourself, and create a more meaningful, fulfilling life in your work, free time, and relationships.
This course takes a critical look at some of the fantastic interpretations of archaeological remains that make popular subjects for movies, television shows, magazine articles, books, and the web—interpretations typically described as “pseudoscience.” In this class we explore a series of questions that often attract pseudoscientific claims: Who were the First Americans? Who built the large earthen mounds found across the eastern US? Is the city of Atlantis really lost? Did ancient aliens help the Egyptians build their pyramids? As a student, you will leave this course armed with the critical thinking skills necessary to evaluate this and other claims—that is, the archaeological myth buster’s toolkit.

The field of economics has the reputation of being boring and difficult (it’s not called the “dismal” science for nothing!). This class dares to make economics interesting, understandable, and perhaps even fun. Students will learn fundamental economic ideas through TV shows, songs, literature, and movies. Concepts such as supply and demand, opportunity cost, marginal thinking, fiscal and monetary policy, and elasticity will be brought to life through sit-coms such as Seinfeld and The Big Bang Theory, songs by Sheryl Crow and Green Day, and movies such as Cast Away and Money ball. As a first year seminar, students will also use scholarly literature to learn techniques of critical reading, writing, and oral communication.

The purpose of this class is to introduce you to the promises, problems and ambiguities of democracy through the media of film and fiction. Some questions the course will address are why value democracy? Does democracy lead to better policy, produce more moral citizens, or ensure justice? Or does it lead to imprudent decision-making, promote factions, and replace concerns for justice with the opinion of the many? What are the demands that democracy places on citizens and are citizens equipped to fulfill these demands? How do issues of race, gender, capitalism, justice and security relate to the theory and practice of democracy? In addition, this course is intended as an introduction to life at Lycoming College. Throughout the semester we will learn about and discuss the many academic, social and personal opportunities and challenges of being a college student.