Brown College: Making a Difference: The Role of Active Citizenship in a Democracy (CBL)
Faculty: Jenny Hanson & Liz Regosin

What should a thriving democracy look like? In an era of economic crisis, perhaps now more than ever we should be reflecting upon how well our democratic institutions meet the needs of a diverse citizenry and what role citizens should play in ensuring the health of these institutions. What does it mean to be a member of a society that proclaims a “government of the people, by the people, for the people?” As we wrestle with these questions, we’ll examine America’s founding principles and the fundamental debates over our core values as a nation. We will look at concerns about the wealth gap, racial tensions, a broken criminal justice system, a faltering public education system and a disconnected citizenry. To enhance their engagement with these questions and to assume their role as active citizens, students will be required to perform 2 hours per week of community service in the local community during the fall semester (20 hours total). This will be a core component of our course. We hope this experience will push all of us to ask, how can we make a difference? (CBL)

Buys College: Stories Connecting (dream) Worlds
Faculty: Kara McLuckie & Eudora Watson

Storytelling and story reading make up the backbone of this course. Using various media including graphic novels, animation, film, radio and literature, we will explore this fundamental human activity. How we tell and understand stories provides integral clues to who we are on personal, social, and broader cultural levels. In pursuit of this kind of understanding we will work through questions such as: How does our ability to recognize the value of stories within continuous and disjointed frameworks build our capacity to communicate across differences, to adapt to unfamiliar patterns of communication, and express ourselves in new and creative ways? What critical thinking skills are needed to unpack stories? How does our mind and memory organize our experiences into stories? To what extent does language dictate the shape and order of stories? Does visual media expand the limits of print media? How has the immediacy of information in this digital age complicated storytelling and reading? We will spend most of our time reading and discussing the various stories, recording our responses and reactions to those stories, and creating a final narrative project for public presentation.

Campbell College: Paths, Pilgrimages and Perspectives: A Study of Personal Narrative
Faculty: Kyle Benton & Kate Spencer

What defines a journey? Movement? Travel? If we stay in the same physical place, do we not, nevertheless, still experience an internal journey? In all our commonalities, we come from different places and yet have all arrived here at St. Lawrence. You all took a journey to get here, and you are all about to embark on the journey known as “college.” You will learn things about this place and, more importantly, yourself. The goal is to write the journey as you have experienced it and to immerse yourself in the journeys of others. We will analyze and evaluate the self and its perpetual journey through life. Students will gain a more thorough understanding of the creative writing process, as well as critical approaches to reading and writing through workshops, peer evaluations, group projects, discussion, and self-reflection.

With the semester-long project of journaling, we will explore the meaning of personal narratives and develop our own. Special focus will be placed on the works of Jack Kerouac. We will also look at the spiritual journey
through the eyes of Siddhartha and The Alchemist. We will examine other artists and their works in a variety of
media, including film, music, web blogs, poetry, essays, and letters. The journal-writing component of the
course will culminate in your strongest entries being transformed into a book as part of your final project.
Since the nature of the journey itself is the backbone of the course, we will take at least one little journey of
our own somewhere in the North Country.

Corey College: Coldest Cold War Flicks: Cold War History, Cold War Film
Faculty: JJ Jockel & Ginny Schwartz

This course will examine the earliest and coldest days of the Cold War, a period extending from the end of
World War II in 1945 to the signing of the Nuclear Test Ban Treaty in 1963, through a sampling of historical
texts and American movies made during that time. Movies are often more than just mindless escapism: the
stories and texts continually recast by our culture not only entertain but also can provide a window into who
we are, and were.

Because films, like literature, can reflect the time in which they are produced, we can study history and film
together to gain insights into values, issues, beliefs, hopes, fears and historical experiences. We will look at
how the motion pictures of the day reflected the major preoccupations of the early Cold War era, chief among
them dealing with nuclear weapons, responding to the Soviet communist threat and undertaking America’s
new responsibilities abroad, as well as enjoying prosperity and mobility at home in the new suburbs while
spawning a generation that eventually would be called the “boomers.” Special attention will be paid to the
noir films of the 1940s and 1950s, family melodramas such as “Mildred Pierce” and “Rebel Without a Cause”,
horror films of the 1950s such as “Invasion of the Body Snatchers”, and nuclear war films such as “On the
Beach” and “Dr. Strangelove”.

Curtin College: The Power of Place
Faculty: Kathleen Buckley & Amanda Lavigne

Congratulations, you took first place! There’s no place like home. My place, or yours? I felt so out of place.

Simultaneously, people define and are defined by “place.” Throughout time and across cultures, the
importance of place has been central to how people understand their world and interact with the environment.

This course will examine the idea of place from a variety of perspectives. Some of the questions we will
consider are: How do we define “place”? Is it physical, cultural, spiritual, or virtual? Are virtual realms, like
Facebook, places? What constitutes a sacred place? What about our inner places? What about cities versus
natural landscapes? How does international geography define a person’s place in the world? Can all places be
mapped? How do different definitions of place influence human impact on the environment?

Over the duration of the course, we will explore two particular “places” in more depth: the St. Lawrence
University campus (your home for the next four years), and Turtle Hill, a local neighborhood committed to
sustainable living. Throughout, you will have the opportunity to reflect on how places have shaped you, and
how you, in turn, shape them.
Eaton College: Paranormal Phenomena and Science: Experiencing and Analyzing the Inexplicable  
Faculty: Laura Desmond, Pedro Ponce and Sid Sondergard

That humans are constantly making new discoveries and inventing new techniques for interacting with the world implies that there are ever more things to discover and endless ways to do so. By examining phenomena that cannot easily be reconciled with or explained by present scientific knowledge, this course questions both skepticism and belief as responses to the anomalous. Some phenomena we’ll study are drawn from cultural systems outside the modern West, while others have already been subjected to scientific experimentation in modern labs. In all cases, we’ll analyze the phenomena to better understand how it challenges what we already know and consider alternate explanatory models that help us to make sense of it.

Recognizing that it is possible for us to participate in phenomena that we cannot explain (such as unaccountable voices appearing in audio recordings), and to benefit from such encounters without necessarily understanding why we responded as we did, or why the occurrences happened as they did, this class also involves first-hand experiments with the paranormal. Since experience, and the analysis of experience, are not mutually exclusive, we will reflect upon how anomalous experience might lead us to significant insights about ourselves and contribute to making our lives meaningful.

Faculty: Karen Gibson

Stories exert a profound influence on humans by engaging our imaginations and teaching us life lessons while entertaining us. From economics to advertising to the inspiration to follow your dreams, chances are, it was a piece of children’s literature that led to your initial understanding of the concepts and themes now guiding your young adult life. As we explore the power of storytelling, this class will learn to identify the many life lessons we first encountered as children and to also consider the importance “setting” plays in both literature and our own lives. The class will work closely with the London FYP class as we together explore two very different settings: the city of London and the St. Lawrence University campus. Students from both classes will share assignments, provide peer feedback on one another’s writing and oral presentations, and collaborate on their first semester college experience using various forms of digital media. The course will also have an optional travel component; over the early portion of Thanksgiving break (November 22- November 27, 2013) some students from the course may travel to London. Finally, as a culminating experience, students will create their own literacy project, including an original children’s book set in either London or Canton, New York, to share with local children’s organizations. In anticipation of this project, sharing literature with children at local Community Based Learning sites will take place throughout the semester. (CBL)

Gaines College: Finding a Voice: Creativity, Community and Performance  
Faculty: Larry Boyette & Michael Farley

Each of us is moved in a unique, individual way by the beauty of the artistic expression that we see, hear or produce, but the meaning we draw from art is shaped as well by the experiences and ideals that we share within communities. This college will both investigate, and be invigorated by, the power of the social act of performance. We will learn, in part by regularly becoming performers ourselves, ways in which an artist, whether poet, dancer, actor or musician, can clearly communicate with an audience. We will also connect creatively with cultural realities outside of our experience and attempt to understand forms of art whose meaning might otherwise elude us.

The course requires no prior training or proficiency as a performer. We ask only that you be willing to express yourself creatively and to share that expression. The college will be housed in a residence that provides
proximity to SLU’s Art and Art History, Music, and Performance and Communication Arts departments, and is next to “The Annex,” the student Arts Performance Residence in which many Finding a Voice veterans reside. Taught by an ethnomusicologist and a historian, who sometimes share the stage as saxophonist and guitarist in a local rock and roll band, this FYP college will seek to foster a community that connects serious academic inquiry with artistic creativity, where students can seek their own voices in an actively supportive environment.

Herrick College: Human Development Personalized – Who are you, and why?
Faculty: Jane Kring & Meg Flaherty

How did you change from a cell into a baby? How does your DNA determine your traits? How much of your identity is molded by choice, versus things that are out of your control? How do your interactions with others change you? This course will clarify the influence our biology, environment, past experiences, relationships, and thought processes exert on our development. Weekly experiential workshops will focus on healthy individual and group development. This course is highly participatory. Writing, public speaking and research skills will be demonstrated and practiced. Readings and discussions will focus on the biological processes and psychological theories/frameworks of human beings’ embryonic, infant, childhood, adolescent and adult development. Participants will be challenged to integrate their personal story during these phases of development with the sciences that attempt to portray the human experience. The final weeks of the course will focus on making informed personal choices guiding who we are becoming.

Holmes College: Sherlock Holmes and the Art and Science of Reasoning
Faculty: Jeff Maynes & Tina Tao

"When you have eliminated the impossible, whatever remains, however improbable, must be the truth!" This is a famous maxim of Sherlock Holmes, a rule used to reason through crimes and solve mysteries. In this course, we will use Holmes as a guide to understand how to reason critically and responsibly. Students will learn techniques for mapping arguments, identifying their logical structure, and evaluating their merits. We will explore many of the most interesting Holmes stories, both in Doyle's original novels and short stories and in television and film adaptions, to figure out exactly how he reasoned, and to evaluate it ourselves - was Holmes that good, or just that lucky?

Students will practice understanding and evaluating arguments both from the Holmes stories and other related texts on topics ranging from friendship to fingerprinting. Over the course of the semester, we will practice these skills by pulling arguments from these texts, developing original arguments, and even writing some Holmes stories of our very own (with well-crafted arguments at the heart of them!). By the end of the course, students will be better prepared to reason through complex issues, both in and out of the classroom (but no promises about one's ability to solve crimes).

Manley College: Blues People: Race, History & Music in the U.S.
Faculty: Mary Jane Smith

This FYP approaches the issue of U.S. race relations through the prism of African/American music and history. Beginning with the creation of spirituals during slavery, we will explore the ways in which music has tended to draw African-Americans and whites together, and how it has, at other times, been manipulated to reinforce separation between the races. Specific musical genres and musicians will help us to tell the story of how African American history, black/white race relations, and music intersect, particularly with the rise of spirituals during slavery, the rise of blues during the Great Migration, the rise of rock ‘n’ roll during the 1950s, the rise of soul music during the Civil Rights era, concluding with the post-Civil Rights rise of hip-hop and rap. This FYP will
not cover all American musical genres, nor is it a history of American music. Rather this course will use music to discuss U.S. history and race relations.

**Plaisance College: Literature of the Local**  
Faculty: Josh Exoo & Jessica Rogers

There is no single definition of "local" in common use today. It means many things to many people. Local food, for example, in many regions can mean within 10 miles, whereas in the North Country it often means within 200 miles. Is it just the University campus or the Adirondacks to Lake Champlain that represents a local experience for SLU students? There have been many different types of literature that examine what it means to draw from one’s local environment, featuring subjects from food, to farms, to hiking and traveling, to understanding culture, and developing a sense of place. For this class, we will read several descriptions of "living local," from memoirs and explorations of growing and eating food in *The Dirty Life* by Kristin Kimball and *Eating Animals* by Jonathan Safran Foer, to a short story by Ernest Hemingway about the transformative power of knowing nature, essays by Wendell Berry about local culture, and several examples of poetry looking at what local might mean. Through these readings, as well as others, and our own writing, we will explore what it means to be local.

**Pomponio College: Back to the Land: Simple Life in a High-Tech World**  
Faculty: Serge Onyper

Have you ever wondered what it would be like to own a hobby farm or a homestead or live as part of a self-sustaining community? What is the allure of such a lifestyle? Would you be able to do it? Recent history is full of examples of individuals and communities that have returned “to the land” to seek the simplicity of life in harmony with the natural world. What does this lifestyle entail? How do these practices impact the local economies? More importantly, is it a life worth living?

The course will survey the back-to-the-land movement generally, with a focus on its rich history in the North Country. We will try to grasp, chronicle, and, in some ways, relive the pioneer spirit that has driven many to return to the land. We will contemplate the reasons for choosing a lifestyle close to nature and explore the multiple ways in which the ideals of the back-to-the-country movement can be put into practice. Through a series of field trips and guest lectures, we will meet individuals and explore regional communities that have embraced simple living and discuss their successes and struggles. We will also ponder the larger questions regarding the sustainability of their ideals in the face of a global consumer culture that gives little thought to its impact on the earth’s life support systems.

**Priest College: Deconstructing Apocalyptic Narratives (CBL)**  
Faculty: Hannah Harvester, Matt McCluskey and George Repicky

This course will review the historical, philosophical and religious roots of modern apocalyptic thought and examine some of the pressing “apocalyptic” issues of our time. These issues will include shortages of critical resources, natural disasters, global warming, war, pandemics, and debt. Are our fears of imminent doom justified? Is history simply repeating itself? Is a sense of existential dread engrained in our human nature? Is there anything we can do about these life-threatening problems? As part of our exploration of the human reaction to and preparation for these potential threats, the class will have a Community-Based Learning (CBL) component. In their CBL placement, students will spend at least 20 hours working with community organizations that are engaging in constructive action to seek local solutions to global problems. The course will end on an optimistic note as we look at examples of human resilience in communities facing crisis. (CBL)
Faculty: Paul Doty, Ashley Pike and Eileen Coyle

Leadership is the art and science of inspiring others to work together toward a tangible goal. Are the visionary imagination, oratorical skills, and confidence of an effective leader intrinsic qualities, or is being a leader really about being adaptable and observant, as John Fitzgerald Kennedy suggested when he observed, “Leadership and learning are indispensable to each other.” There are many philosophies on leadership. Throughout the course, we will be asking you to read a variety of texts, as well as undertake a series of writing assignments, group projects, and community-based learning experiences to foster a critical understanding of entrepreneurial leadership, servant leadership, ethical leadership, team work and motivation. As you journey through this course our expectation is that you will learn that one of the most important perspectives on leadership is the one you develop through your experiences in the classroom, in your residence hall, and in your local community. A liberal arts education is about making the classroom connect to the important endeavors in your life – here’s our version. (CBL)

Romer College: Reason and Debate in Scientific Controversies
Faculty: Karen Johnson & Lisa Torrey

What is science? What makes a scientist? How do scientists communicate—with each other and non-scientists—and why? This course is designed to deepen your interest in science by examining controversies, both within science and between the scientific community and the larger society. Controversies we will consider include: were some dinosaurs warm-blooded? Should scientists believe in atoms? What is the relationship between vaccinations and autism? Is it possible to re-create human intelligence? How vulnerable is the electric grid to space-weather? We will all bring to bear our critical thinking skills and scientific reasoning to help us think through the evidence invoked in these questions, and in the process help you develop successful learning strategies for college-level science courses. Written and oral assignments will expose you to various kinds of scientific literature, develop your capacity to communicate scientific information clearly for different audiences, and teach you to formulate arguments based on various kinds of evidence.

Romoda College: Identity and Belonging in the St. Lawrence Valley
Faculty: Neil Forkey & Sandhya Ganapathy

What does it mean to live on or near an international border, specifically one created by the natural landscape, such as the St. Lawrence River? How do these political and geographical borders shape the identities of people living there? Your university sits in the St. Lawrence River Valley, which has occupied an important place in the history of North America since the pre-contact period between First Peoples and Europeans. It has served simultaneously as a place of residence, transportation route, conduit of commerce, and sometimes national symbol. French explorer Jacques Cartier christened it the “River of Canada.” Indeed, the capital and technological flows between Europe, Montreal, and the Great Lakes region spurred new opportunities and migrations that owe so much to the force of this majestic river.

In this course, we will focus on the differing local and national cultures of the United States and Canada as seen in the St. Lawrence Valley. Using a roughly historical approach, we will trace early contact between First Peoples and European settlers, the portrayal of cultures and identities, colonization and expansion, and the development of each nation to the contemporary period. Our prime concern will be the definition of this borderland region as part of the two nation-states and the continuing role its First Peoples play in it. Case
studies include differing approaches to Western expansion, models of settlement, trade (the fur trade to free trade), environmental issues, and approaches to social policy. We will expand our exploration of the cultural experiences of Canada and the United States, both mythic and real, outside the classroom through at least one field trip.

**Sawyer College: Connections and Intersections: Identity, Relationships, Culture**  
Faculty: Rebecca Daniels & Traci Fordham

Though we have a tendency to think of the “self” as fixed and immutable, the reality is that identity is a set of social constructs and practices. We all create, communicate, and perform the multiple facets of our selves (or have them constructed for us by others) every single day. Using communication theories, acting/performance analyses, and embodied practice in classroom interaction and performance, we will explore the means by which we create our various selves, while also examining the idea that none of these selves are "natural" or singular. We will discover the performative nature of how selves are socially positioned, exploring gender and sexuality, race, and socioeconomic class, as well as delving into the intersections (both positive and negative) created between these various performances of self.

We will use various genres of texts, with different styles of writing, speaking, and research, as well as embodied/enacted learning to problematize the notion of the “self” as a fixed entity and how identities are created and performed in U.S. dominant and popular cultures. There’s no need for previous performance experience in this class, but you must have a willingness to try various kinds of embodied learning (improvisation, movement, performance, etc.) and to talk critically about performing/communicating yourself to others and to the broader culture(s) we live in/that live through us.

**Sprague College: Murder and Mayhem: Using Liberal Arts Disciplines to Solve Crimes**  
Faculty: Camilla Ammirati & Diane Exoo

Victims and villains, sleuths and scenarios, destruction and deduction... from the Victorian parlor to the modern-day movie-plex, audiences have long been fascinated by stories of murder and mayhem. These stories, however, do a lot more than entertain. Every mystery is an intellectual invitation to construct a narrative that makes order from chaos.

Every mystery is simply a problem of information. Solving a mystery is an exercise in multi-disciplinary critical thinking. It is an exercise in research and pattern recognition, logic and deduction, and constructing a plausible narrative from the given text or clues. Furthermore, stories about crime solving provide useful models for the processes of researching and presenting an argument.

In this course, we will examine how the disciplines of the liberal arts have been used to solve some of recent history's foulest deeds. From Comparative Literature to Statistics, Sociology, and Philosophy, we will be investigating how the modes of critical thinking of each discipline have been used to solve crime. Also, paying particular attention to mystery and crime fiction as literary genres, we will consider the work of writers from Edgar Allan Poe to Agatha Christie, from Truman Capote to the makers of popular TV shows such as Law & Order, in order to let their narratives guide us in exploring how we—as individual writers and as a society—might best make sense of a world of uncertainty.


Young College: The Creative Process  
Faculty: Karyn Crispo & Jenny MacGregor

Creativity seems to be the buzzword of the decade, a trait valued not just in the arts, but in science, business, therapeutic modalities, and in our most prized self-images. Like the children of fictional Lake Wobegon, we all hope that we possess creativity in levels “greater than average.” But what is creativity? What is going on in the mind and body when one is producing a creative work or solution? In this course, we will focus primarily on the creative process in the arts, with particular emphasis on those creative endeavors that promote healing or change, in both individuals and communities. Additionally, we will begin to learn the necessary craft of critique and will rely on both ancient philosophers (such as Aristotle) and modern critics (such as Danto) to gain an understanding of why all art is not equally “good,” as we pull apart the cultural constraints on our artistic judgments. To this end, each student will individually explore his or her own creative process through a variety of artistic media (poetry and prose, drawing and painting, music). Additionally, as a class we will work on collaborative creative pieces, exploring what Ingmar Bergman called “the magic lantern” of the synergistic group endeavor.

http://www.stlawu.edu/class/fy_programs

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