



2007

FRESHMAN SEMINARS

Webster
UNIVERSITY
WORLDWIDE



Leif J. Sverdrup Business / Technology



NOTE FOR THEATRE STUDENTS

Since your Conservatory work takes place in the afternoon, you will need to make your choices from seminars (marked with an asterisk) that dismiss no later than 12:50 p.m.

NOTE FOR MUSIC MAJORS

Your choices for freshman seminar will be determined by your music theory placement test as well as by music courses required for your particular instrument and/or emphasis. Final selection will need to take place in consultation with an academic advisor.

NOTE FOR MUSICAL THEATRE STUDENTS

See note for theatre students above. PLUS: Your choices will be further determined by your music theory placement test. Final selection will need to take place in consultation with an academic advisor.

NOTE FOR ART STUDENTS

Your program requires that you not take a seminar which meets at noon on Fridays.

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 WORLDWIDE

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CONTENTS

TOPIC	PAGE
Deal or No Deal*	.2
New Order: Pop/Culture/Post/Modernism	.2
Pursuit of Happiness	.3
Secret Thrills: Spies and Conspirators on The Big Screen	.3
It's All Around Us: Poverty*	.4
Mysticism and Madness	.5
Seinfeld: More than Just a Comedy*	.5
Urban Issues	.6
Kerouac, Kesey and Garcia: Malcontents and Their Friends	.6
Bruce Springsteen's America*	.7
Who Let the Dogs Out?	.7
Life and Basketball	.8
J.R.R. Tolkein: Hobbits and Heroes	.8
This Class is a Joke!	.9
So Where Did You Go to High School?	.9
Home is Where the Heart is*	.10
Worlds in Words: Exploring Culture Through Literature	.10
Creeping Dread: The Uncanny in Fiction and Film	.11
SECTION 19 IS CANCELED	.11
Zen and the Art of Fishing	.11
Live from Webster, Its...*	.12
MOBOT: Henry's Garden and a Cup of Tea - Will You Taste It?	.13
It's the End of the World as We Know It	.13
Stone-Age Brains in the Modern World	.14
Are They Your Mother and Father or Your Parents?*	.14
Flood, Fire, Foes! (Un)Natural Disasters And Social Responsibility	.15
Speaking Out, Singing Out and Shouting Out: Voices of Protest*	.15
Religion and Pop Culture	.16

April 1, 2007

TO: Webster University Students,

Class of 2011

FROM: Larry Baden

Director, Freshman and Transfer
Seminars



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Representative
Academic Advising

Every great story — whether it be a work of literature or film — grabs us from the beginning. It offers up a mystery or an adventure we can't resist, one in which we can't help but become immediately engrossed.

In a very real way, that's the goal of Freshman Seminar. We want the story of your college years to be among the most memorable and thrilling of your life. And our goal is to help you pen an extraordinary first chapter to your Webster experience. We also want to provide you with the tools to succeed and thrive in a university setting.

Yes, your freshman seminar will focus on becoming a better thinker, speaker and writer. Each section will emphasize critical thinking and will help you become a more discerning reader. We'll also stress academic honesty and rigor. We'll demand a lot from you so that you'll leave your seminar expecting great things from yourself.

Mostly, though, your freshman seminar should be an intellectual exploration you undertake with as many as 15 of your peers and seminar professor. I assure you that your seminar professor will bring passion to the classroom — passion for teaching and for the topic of your seminar. Freshman Seminar faculty have selected topics in which they possess great interest. Oftentimes, the topic resides outside the professor's area of academic expertise. As life-long learners, each of us is committed to learning right alongside our students.

Read the following course descriptions closely. You'll find classes seeking to explore the social and cultural influences of everything from Chris Rock to rock music, from Hitchcock's film shoots to shooting hoops.

Keep in mind that you may not get your first choice for seminar, so make sure you have several choices. (Creeping Dread is the three-time defending champion for fastest-filling seminar topic.) Also, understand the reading lists provided in this booklet may differ from required course readings. So wait to purchase your books until you get a syllabus from your professor. Additionally, students in the School of Fine Arts should check the notes on the facing page; they could influence your seminar selection.

On behalf of all my colleagues on the Freshman Seminar faculty, welcome to Webster. Let the adventure begin!

2007 FRESHMAN SEMINARS



DEAL OR NO DEAL*

This seminar has absolutely nothing to do with the popular NBC game show. So why the title? Well, this seminar — like its television namesake — asks if you have the courage to see what's inside the box. More importantly, are you brave and creative enough to think outside the box. What's this seminar about? We have no idea. Honestly, we don't. That's because we're leaving it up to the students to decide the topic the class will explore.

If you're one of those students who loves an adventure and a challenge, this seminar is made for you. We're looking for students who aren't afraid of the unknown, who have so many interests that they're torn between several majors.

But mostly we're looking for students who want to build not only a class, but who also want to build a community. That's because this section will be part of Webster's Pathways Learning Community, an innovative new program designed to accelerate and enhance your transition into college. Students in Pathways take three classes together. And Pathways students living on campus reside together on a residence hall floor.

For more information on Pathways or if you're ready to apply for one of the 15 places, contact Kim Kleinman in the Academic Advising Office (kleinman@webster.edu) or Freshman Seminar Director Larry Baden (badenl@webster.edu).

And, remember, this section is NOT about that television game show — unless the students decide it should be.

Classes meet Mondays, Wednesdays and Fridays from 10-10:50 a.m.

PROFESSOR:

Larry Baden is the only professor we could find who would be crazy enough to allow his students to select their freshman seminar topic. Larry, who is a faculty member in the School of Communications and director of freshman seminars, is entering his 14th year of teaching. He also spent a decade as a newspaper reporter. Larry is most proud of the fact he has made a living in two jobs he has absolutely loved without having to wear a tie to work — not one single day. He lives in Ballwin with his wife Tracy and their two teenagers.



NEW ORDER: POP/CULTURE/POST/MODERNISM

This course offers a consideration and close reading of the pop band New Order. Usually included on anyone's shortlist of dance bands and techno music, its 30-year career has helped to define categories generally too narrow to contain them. Beginning as Joy Division, the band was an early purveyor of what became "goth" and post-punk in general. Following the death of lead singer Ian Curtis, they changed course and carried on as New Order.

We will delve into the history of the band with an eye toward understanding the shifts, changes, and complexities of their music as markers of our postmodern condition. To help do so more completely, we will also explore the work of visual artists such as Robert Longo, William Wegman, and Anton Corbijn, as well as (extensively) the work of graphic designer Peter Saville. The larger picture of the '80s and '90s music/club/art scene will be fleshed out through recent fiction, film, and cultural theory.

In the end, any discussion of New Order must remain incomplete. Not only are they still making records, but have also left too many doors open and questions unanswered (or answered ambiguously) about their past and future. As they state in their song Run: "the picture you see / is no portrait of me." The best we can do is cultivate a smart sensibility about them and keep on dancing.

Classes meet Mondays and Wednesdays from 1 to 2:20 p.m.

READINGS SUCH AS:

Less Than Zero by Bret Easton Ellis
A Writer's Reference by Diana Hacker
Hiding in the Light: On Images and Things by Dick Hebidge
Bright Lights, Big City by Jay McInerney
From Joy Division to New Order: The Story of Factory Records by Mik Middleles,
Designed by Peter Saville by Peter Saville
True Faith: the Armchair Guide to New Order by Dave Thompson
Ecstasy: Three Tales of Chemical Romance by Irvine Welsh

MUSIC VIDEOS SUCH AS:

(Note: While the following resources will be on reserve in

2007 FRESHMAN SEMINARS

the library, access to the internet and an mp3 player may be particularly useful for this course.)

Heart and Soul (CD box set) by Joy Division

Item: A Collection and New Order Story (DVD collection) New Order

Retro (CD box set) New Order

FILMS SUCH AS:

24 Hour Party People

Bright Lights, Big City

Less Than Zero

Pretty in Pink

Salvation!

Trainspotting

PROFESSOR:

Douglas Beck listened to his first New Order song in 1986 and has been a fan ever since. When not grooving to NO, Beck teaches art history and design courses and runs the slide library for the Art Department. He holds degrees in English and Philosophy from Webster and St. John's College in Annapolis, as well as a Master of Architecture degree from Washington University. He believes with a good deal of conviction that New Order is the best band in the world.



PURSUIT OF HAPPINESS

When was the last time you experienced being truly happy? What is "happiness"? Where is it to be found? Can happiness be sustained? If so, how? How does one discern "true" from "false" happiness? These are but a few of the questions which will be explored in this Freshman Seminar. The theme of "happiness" will be critically examined in such media as: advertising, film, literature, music and art. Students will be involved in conducting interviews, creating photo albums and writing research papers all centering on the theme of "happiness" in an attempt to better understand it and, hopefully, come to experience it more fully in their lives.

To assist us in our efforts to better understand this mysterious experience known as "happiness", students will read a book about one person's experience in a German concentration camp and his theory, coming out of this experience, as to where happiness may be found. A second book entitled, "Siddhartha" will lead the reader on a journey of self discovery as Siddhartha seeks to discover a path leading to happiness and, eventually, to enlightenment. Drawing from Jungian psychology, a person would do well in their aspirations for wholeness to actively address their "shadow". The shadow side of

each individual, unacknowledged, is oftentimes the source of depression and melancholy. Brought to light and befriended, however, elements within the shadow can paradoxically be sources of deep inner peace and happiness. A work by Robert Johnson, will lead us into our shadows.

Classes meet Tuesdays and Thursdays from noon to 1:20 p.m.

READINGS SUCH AS:

Man's Search for Meaning by Viktor Frankle

Siddhartha by Herman Hess

Owning Your Own Shadow by Robert Johnson

FILMS SUCH AS:

What the 'Bleep' do We Know

Ghandi

The Sacred

Hoosiers

PROFESSOR:

George K. Billings has been a Webster University employee for the past 10 years as a Regional Alumni Development Officer. Dr. Billings is also a member of the Religious Studies Department at Webster, where he teaches courses such as: "Ecology & Spirituality", "Thinking Through Religions", "World Religions" and "Women Mystics". George enjoys wood working, a good conversation and travel for fun and education.



SECRET THRILLS: SPIES AND CONSPIRATORS ON THE BIG SCREEN

Artists have used the spy thriller, from its genesis in early cinema through its popular peak during the Cold War, to explore the nature of covert operations, the demands of loyalty to country or cause, and the personal psyches of those willing to live undercover. The genre consistently raises questions of paranoia, e.g., "Who is watching me"? or "Which side are you on?" as well as mundane political concerns: "Are covert operations necessary to ensure a stable society?", "Does spreading democracy/communism abroad give one the right to violate a country's sovereignty?", or "How much may a country's government demand of its citizens?". This course adopts a historical approach to these questions by investigating international conspiracies from the French Revolution, Nazi Germany, Communist Poland, East

2007 FRESHMAN SEMINARS

Germany, Soviet Russia, and Revolutionary Cuba as they are projected on the big screen.



An additional focus of the course will be the way in which writers and directors approach the genre in print and in film. A critical reading of *The Scarlet Pimpernel* by Baroness Orczy, *From Russia with Love* by Ian Fleming, and *The Spy Who Came in From the Cold* by John le Carré, will help students gain an appreciation for the portrayal of secret agents and conspirators in print. Additional readings from a collection of writings about film production by the famous director of suspense, Alfred Hitchcock, will provide a basis for the theoretical discussion of translating the spy genre into the new medium of film.

Classes meet Wednesdays from 2 to 4:50 p.m.

READINGS SUCH AS:

The Spy Who Came in From the Cold by John le Carre
The Scarlet Pimpernel by Baroness Orczy
From Russia with Love by Ian Fleming
Hitchcock on Hitchcock edited by Sidney Gottlieb

FILMS SUCH AS:

Spies (Spione, 1928) directed by Fritz Lang
The Scarlet Pimpernel (1935) directed by Harold Young
Notorious (1946) directed by Alfred Hitchcock
Ashes and Diamonds (Popiół i diament, 1958) directed by Andrzej Wajda
The Spy Who Came in From the Cold (1965) directed by Martin Ritt
From Russia with Love directed by Terence Young
I am Cuba (Ja-Kuba, 1964) directed by Mikhail Kalatozishvili
Topaz (1969) directed by Alfred Hitchcock
Nikita (1990) directed by Luc Besson
Austin Powers: International Man of Mystery (1997) directed by Jay Roach

PROFESSOR:

Having seen the end of the East-West divide in her youth, Elizabeth Blake laments the loss of the spy thriller's black-white politicized world to the arts. With her formal study of Russian, Polish, and French cinema as well as a knowledge gained from frequent study and travel in Europe, Dr. Blake brings a cross-cultural understanding to a discussion of conspiracies on the big screen. In addition to her instruction at Webster University, she has taught courses in language, literature, film, and culture at The Ohio State University, The University of Memphis, and Saint Louis University. Her many articles and presentations as well as her current book project focus on the intersection of culture (French, German, Polish, Russian, British, and American) with literature and film.

IT IS ALL AROUND US: POVERTY IN THE U.S.*

The seminar group will examine poverty in the United States. Who are our poor? What groups are more apt to make up our poor? How do individuals escape poverty? Often the poor become invisible to many of us. We each have a responsibility to open our eyes to those around us and to learn more about all the members of our society. By being open to others we may be more likely to use our resources to help others and make some changes within our own communities.

The group will visit a local soup kitchen and participate in other community service.

Classes meet Tuesdays and Thursdays from 10-11:20 a.m.

READINGS SUCH AS:

Nickel and Dimed by J. Holden
There are no Children Here: The Story of Two Boys Growing up in the Other America by A. Kotlowitz
The House on Mango Street by Sandra Cisneros
Growing up Poor: A Literary Anthology by R. Coles, R. Testa, & M. Coles
Other poems, stories and essays by contemporary American writers

FILMS SUCH AS:

In Search of the Mole People
Hoop Dreams
Poverty Outlaw

PROFESSOR:

Mary Ann Drake teaches nursing at Webster. She is a public health nurse and has spent many hours wandering the streets of St. Louis. Mary Ann enjoys people, travel, and difference. She strives toward living a life of justice. Her most telling piece of biographical data would have to be that she grew up with strong Irish Catholic roots as the oldest of nine children.

2007 FRESHMAN SEMINARS



MYSTICISM AND MADNESS

This seminar will explore the relationship between mystical thought and mental health. We will use contributions from the fields of psychology, theology and philosophy to discuss the lives of multiple non-fictional and fictional characters who lived life “on the edge.” Fundamental questions will be:

- * What is mysticism?
- * Is mysticism the same across all major religious traditions?
- * How is mysticism similar/different from typical religious experience?
- * What qualifies as madness?
- * When is the line from health to mental illness crossed?
- * Why is the line between mysticism and madness so often blurred?

Aristotle said, “There was never a great genius without a tincture of madness.” We will use literature, film and lively discussion to explore his comment.

Classes meet Mondays from 2:00 to 4:50 p.m.

READINGS SUCH AS:

Saints and Madmen by Russell Shorto
Rational Mysticism by John Horgan
Spiritual Emergency by Stanislav and Christina Grof

FILMS SUCH AS:

Pi: Faith in Chaos
Joe Gould's Secret
Selections from Huston Smith: The Mystic's Journey
An assortment of films that look at the lives of people like Emanuel Swedenborg, Joan of Arc, Martin Luther, William Blake, Thomas Merton and others

PROFESSOR:

Donna Jaeger has taught in General Studies and Gerontology at Webster University. She loves the interdisciplinary approach to learning, which is why she particularly loves to teach Freshman Seminar. Her background is in Counseling and Marriage and Family Therapy, but it is religion and theology that have captured her interest and enthusiasm especially while trying to understand current events after 9/11. Basically, she loves a good conversation and enjoys exploring issues of spiritual development.



SEINFELD: MORE THAN JUST A COMEDY?*

The Jerry Seinfeld Show made its television debut in the summer of 1989 — right around the time you were probably making your world debut, too — and ran until May 14, 1998. To say it was popular is an understatement, and nightly re-runs continue in syndication today. It is a clever and funny show, but one can often find subjects for controversy in much of the humor. Episodes prompt ethical and moral considerations on diversity issues, social irresponsibility, poor customer service, sexual impropriety, overt greed, etc. Yes, we'll be watching Seinfeld episodes. But we'll also be getting into active and open discussion. Examination of the “real life characters” behind the “show characters” will be part of the seminar. Expressing of opinions, and effective discourse, agreements and disagreements, will be the prime focus of class discussions. This seminar will combine fun with learning.

Emphasis will be on developing written and oral communication skills, as well as creativity in expressing the student's own analysis and opinions. Actual supporting examples from student life, workplace experience, volunteer work, etc. are very important to the learning process and will be encouraged.

Classes meet Tuesdays and Thursdays from 8:30 to 9:50 a.m.

READINGS SUCH AS:

Seinfeld: The Making of an American Icon by Jerry Oppenheimer
The Real Seinfeld: As Told by the Real Costanza, by Mike Costanza and Greg Lawrence
Seinfeld and Philosophy: A Book about Everything and Nothing, by William Irwin
Seinlanguage, by Jerry Seinfeld
Seinfeld, Master of Its Domain: Revisiting Television's Greatest Sitcom, by David Lavery
Seinology: The Sociology of Seinfeld, by Tim Delaney
Who Moved My Cheese, by Spencer Johnson, M.D.

FILMS SUCH AS:

Excerpts from various Seinfeld episodes
Excerpts from various films such as Big, Dead Poet Society, Network, Pretty Woman

PROFESSOR:

Larry Furrer has been an adjunct professor in the Management Department at Webster University since

2007 FRESHMAN SEMINARS

1992, teaching graduate and undergraduate courses in management theory and quality management. He was a visiting professor at Dartmouth College from 1997 through 2003, where he taught Issues in Engineering Management. He received his M.S. in mechanical engineering from Thayer School of Engineering at Dartmouth College in 1957, and began a 34-year career with Monsanto Company, where he held various management positions in plastics and agricultural products. Since 1991, he has been a Management Consultant. He has held numerous seminars on "Starting a Consulting Business" and "Entrepreneurship" for local outplacement firms. During four trips to Albania between 1993 and 1997, he helped the Agricultural Fertilizer and Dealer Association and the National Farmers' Union adapt to the newly established free enterprise system. He has been active for 20 years with Junior Achievement and as a volunteer income tax preparer for senior citizens.



URBAN ISSUES

This seminar will investigate several issues at the heart of our urban environments. They include an appreciation for architecture, city planning, politics, schools, and public transportation. We will discuss why people fled the inner cities during the last 50 years and will examine current and future efforts to rebuild the inner cores. We will brainstorm what it takes to save a city, and investigate how to do so after the class is over. We will also study in-depth a city neighborhood of your choice. **This class will take place at the Old Post Office Downtown Campus**, so we will have ample opportunity to get out and explore first-hand the issues we are studying. (The first class will meet in the University Center to arrange carpooling to the downtown campus).

Classes meet Mondays from 2 to 4:50 p.m.

READINGS SUCH AS:

The Life and Death of American Cities by Jane Jacobs
The Old Neighborhood: What We Lost in the Great Suburban Migration, 1966-1999 by Ray Suarez
Savage Inequalities by Jonathan Kozol
St. Louis Post-Dispatch
St. Louis Business Journal

FILMS SUCH AS:

American Tower
Holding Ground: The Rebirth of Dudley Street

PROFESSOR:

John Ginsburg is the director of the University Center and Student Activities. He has a bachelor's degree from

Carnegie Mellon University, a master's degree from Indiana University, and a law degree from Saint Louis University. He has lived in St. Louis for nine years, and has been involved in local political campaigns and the civic organization Metropolis St. Louis. He was born in New York City, grew up in Albuquerque, New Mexico, and likes to travel to as many cities around the world as he can.



KEROUAC, KESEY AND GARCIA: MALCONTENTS AND THEIR FRIENDS

This class will explore some of the more renowned artistic malcontents spanning post-World War II through the '60s. As the country enjoyed greater financial security, many had the luxury to experience and express their dissatisfaction. Some of that malaise gave rise to the Beat culture of the '40s and '50s, the Merry Pranksters of the early '60s and, ultimately, to the hippies. The leaders and spokesmen of these various groups — Jack Kerouac, Alan Ginsberg, Ken Kesey and Jerry Garcia, who were muses of these movements — were deeply unhappy people. We will explore their writing and music and look at the crowds around them, full of interesting characters like Neal Cassady. We will also examine the community surrounding the band, The Grateful Dead. What was the appeal of the Dead long after the hippie movement ended and other bands of the era faded? Were people drawn into the culture because it was forgiving and nonjudgmental? Were its fans mainly leftovers and burnouts from the '60s who were without an ideological (or physical) home? Or was it the massive influx of restless, dissatisfied suburban kids who wanted to break out of their parents' boring lives? We'll address these and many other questions and topics. We may even listen to a tune or two along the way.

Classes meet Wednesdays from 2-4:50 p.m.

READINGS SUCH AS:

On the Road by Jack Kerouac
Howl by Alan Ginsberg
The Electric Kool-Aid Acid Test by Tom Wolfe
Garcia: An American Life by Blair Jackson

FILMS SUCH AS:

Anthem to Beauty
Woodstock

PROFESSOR:

Assistant Professor of Audio Production Gary Gottlieb has been a professional musician since age 13. A self-

2007 FRESHMAN SEMINARS

described “music generalist,” he worked in the business side of the music industry; has been a music critic; and entertainment writer; a DJ; a theatrical sound designer; a music producer; and a recording engineer in New for artists such as James Taylor, Grand Master Flash, Marc Cohn and others. Gary continues to engineer occasional sessions, snowboards, skis, water skis and mountain bikes whenever possible. Gary gave up going to see the Dead about a decade ago, but continues to marvel at the community they continue to draw. His own current community is Webster Groves, where he lives with his wife Melanie, daughters Miranda and Kyla, and Sadie the Dog.



SPRINGSTEEN'S AMERICA*

Who are we, and where are we going? For more than 30 years, Grammy Award winner Bruce Springsteen has been asking that question, not only of himself, but also of his audience and our country. One of America's relevant storytellers, Springsteen has attempted to answer these questions by presenting everyday people in his lyrics and putting these characters in situations which provide an opportunity to think and feel. Outside of his writing, Springsteen has defined himself with four-hour concerts, public self-analysis, and a heart for social justice. All of this has been accomplished while keeping one eye on the roots of rock and roll, and the other suspiciously cocked toward the machine of pop stardom.

In this seminar, we will explore our individual lives and collective experiences as Americans and how they relate to Springsteen and the real and fictional characters he writes about. We'll use video clips, concert recordings, movies, and readings to examine not only “our” America, but the America of migrant farmers, Vietnam veterans, public servants, unemployed steel workers, outlaws, and heroes from the 9/11 tragedy. We'll take a road trip that begins by “Growin' Up,” and travels down Route 66 with a detour to “Galveston Bay”.

Classes meet Tuesdays and Thursdays from 10 to 11:20 a.m.

READINGS SUCH AS:

Two Hearts by Dave Marsh
Out of the Dust by Karen Hesse
The Killer Inside Me by Jim Thompson

FILMS SUCH AS:

Roger and Me
The Grapes of Wrath
Badlands

PROFESSOR:

When not gaining inspiration from Springsteen and his music, Tom Hart is also the director of athletics at Webster University. Now in his 16th year at Webster, Tom and his wife Debbie, live in the City of St. Louis and spend most of the day chasing their kids, Abby 4 and Josh 2.



WHO LET THE DOGS OUT: AN EXPLORATION OF LIFE AS A CANINE

In this seminar, we will sit and discuss, research and contemplate various aspects of the dog's life. We will roll over such topics as dog's role in society, the evolution of the dog as a domestic pet, the various breeds of dogs, the effect dogs have on our mental and physical well-being, the way dogs are treated in our culture — from the puppy mills to the doggie day care centers, the issue of breed specific legislation, and the lessons dogs can teach us about life.

We will employ a variety of fun and creative approaches to this study, but will stay focused on our goal — to fetch a unique perspective on the life and times of man's best friend. Our activities will include a dog-related Webster Works Worldwide community service project, field trips, and much more.

Classes meet Tuesdays and Thursdays from noon to 1:20 p.m.

READINGS SUCH AS:

The Call of the Wild by Jack London
Marley and Me by John Grogan
The Lost History of the Canine Race by Mary Elizabeth Thurston
Dog Is My Co-Pilot: Great Writers on the World's Oldest Friendship by Bark Magazine Editors
Where the Red Fern Grows by Wilson Rawls

FILMS SUCH AS:

Old Yeller
Eight Below
Best in Show
Lassie Come Home

PROFESSOR:

Nancy Higgins adopted her first dog seven years ago. She named him Booker after her love of books and she is a firm believer that spoiling your dog is one of the greatest joys of life. When she is not spoiling Booker, Nancy is an event coordinator for Webster University and an avid tennis player.

2007 FRESHMAN SEMINARS



LIFE AND BASKETBALL: LESSONS FROM THE HARDWOOD ABOUT CULTURE, LEADERSHIP AND SUCCESS

What can the sport of basketball tell us about our culture? What lessons can we learn from basketball about leadership and success? This course will critically review the way in which basketball has been portrayed in literature and in films. We will explore ways in which aspects of basketball, such as selfless team play and discipline, can provide inspirational strategies for achieving success in college and in life. Basketball will provide a context for exploring leadership theories. The role of basketball and the athlete in the broader context of our culture will be examined in some detail and we will touch on issues of race and gender. We will also take a critical look at the way that the sports media have built up star athletes into celebrities, worshipped by the masses.

Classes meet Mondays from 2 to 4:50 p.m.

READINGS SUCH AS:

Sacred Hoops: Spiritual Lessons of a Hardwood Warrior by Phil Jackson, 1995

Leading with the Heart: Coach K's Successful Strategies for Basketball, Business, and Life by Mike Krzyzewski and Donald Phillips, 2000

Reach for the Summit: The Definite Dozen System for Succeeding at Whatever You Do by Pat Summitt and Sally Jenkins, 1998

EXCERPTS FROM:

Young, Black, Rich, and Famous: The Rise of the NBA, the Hip Hop Invasion, and the Transformation of American Culture by Todd Boyd, 2003

Sports Guy by Charles Pierce, 2001

FILMS SUCH AS:

Edge of America

Coach Carter

Finding Forrester

Glory Days

Hoosiers

Heart of the Game

Kiss My Wheels

PROFESSOR:

Ted Hoef has worked at Webster University since 1992 (gasp), with the last 12 years as dean of students. He also

teaches leadership, ethics, and college-success courses. His love affair with basketball began at age 10 when his dad installed a hoop in his backyard. He and his wife Gail have spent countless hours in gyms across the country watching basketball games. When not in the gym cheering on the Gorloks, they're probably in front of the TV watching basketball, especially their beloved Fighting Illini. Ted still plays in a pick-up game three times a week and continues to learn important lessons about life through this marvelous game invented by Dr. Naismith.



J.R.R. TOLKIEN: HOBBITS AND HEROES

J.R.R. Tolkien, recalling the origins of Middle-earth, once wrote that he “had a mind to make a body of more or less connected legend...which [he] could dedicate simply: to England; to [his] country. It should,” he added, “be fit for the more adult mind of a land long steeped in poetry.”

A renowned Oxford professor and philologist who once admitted that he himself was rather like a hobbit, Tolkien's own mind was steeped in Anglo-Saxon and Middle English poetry; in Old Norse sagas; in his love of languages, real and invented; and in his devout Catholicism. Part of Tolkien's project was to create connections between these many worlds: between ancient and modern, pagan and Christian, mythic and real. In this course, we will explore some of Tolkien's works, including *The Hobbit*, by situating them in their broader mythological and literary contexts. We will discuss Tolkien's theories about the function of myths and “fairytale stories” and examine his seminal scholarship on Anglo-Saxon studies. We will also briefly explore his influence on the modern fantasy genre, and consider the critical and popular reception of *The Lord of the Rings*, ranging from Tolkien's puzzled reaction to its popularity to his cult status in the 1970s to the recent film versions.

Classes meet Tuesdays and Thursdays from noon to 1:20 p.m.

READINGS SUCH AS:

Selections from Old Norse and Icelandic Sagas
Beowulf, Seamus Heaney, trans.

The Hobbit by J.R.R. Tolkien

The Tolkien Reader

Sir Gawain and the Green Knight (trans. by J.R.R. Tolkien)

The Road to Middle-Earth (selections) by Tom Shippey

2007 FRESHMAN SEMINARS

FILMS SUCH AS:

The Fellowship of the Ring
The Two Towers
The Return of the King

PROFESSOR:

Fran Hooker is the coordinator of the Writing Center at Webster University. She is interested in the American West, history, and travel, especially to remote, barren places. Since first reading *The Lord of the Rings* in high school, she has delved into it frequently. She shares Tolkien's interest in Old Norse and Icelandic sagas, and travels to the sites featured in the sagas whenever she can get away.



THIS CLASS IS A JOKE

An empty stage, a wooden stool, a microphone, and a glass of water — in cities across America, these are the tools of the stand-up comedian. Without fancy sets or snappy dance numbers, one comedian can captivate and shock an audience as well as make us see our world in fresh new ways.

In this seminar, we'll explore and appreciate the craft of stand-up comedy. We'll also analyze how stand-up comedians since the 60s have reflected and challenged the norms of our culture. From the neurotic, to the angry, to the blunt, to the brainy, we'll take a close look at how America's top comedians find their unique point of view, and we'll discover what makes us laugh. Students will also be encouraged to get in on the act, explore their own comedic voices, and "find their funny."

Classes meet Mondays and Wednesdays from 2:30 to 3:50 p.m.

SELECTED READINGS FROM:

Side Effects by Woody Allen
Sein Language by Jerry Seinfeld
Couplehood by Paul Reiser
Me Talk Pretty One Day by David Sedaris

CDS, VIDEOS AND FILMS FEATURING COMEDIANS SUCH AS:

Richard Pryor
Bill Cosby
Lenny Bruce
Bob Newhart
George Carlin
Kathy Griffin
Wanda Sykes

Paul Rodriguez
Chris Rock

PROFESSOR:

Sally Howald was a quirky kid. When she was ten years old, she asked her parents to buy her a black cigarette holder for her candy cigarettes. Later, she rewrote *The Sound of Music* as *The Sound of Subways*. The play debuted in her basement and was performed entirely on roller skates. Her dramatic productions eventually led to a career in advertising and finally to the best job ever: teaching at Webster University for more than 10 years. As a big fan of stand-up comedy, she insisted her son watch Johnny Carson to learn comedic timing. He was two years old then and still sleeping in a crib.



SO WHERE DID YOU GO TO HIGH SCHOOL? SEEKING ST. LOUIS THROUGH STORIES, SONGS, PICTURES AND PLANS

"So where did you go to high school?" This home-grown cliché may or may not be part of your vocabulary, but it is likely that it will become an important question in the next few years. Whether or not you are a native of St. Louis you know that where you live shapes who you are and how others perceive you. What exactly is St. Louis? How far do the boundaries extend? The City? The County? The Metro East area? And what is the nature of the people who live....up there? Out there? Down there? Across the river? What do we believe about people based on their zipcodes? How did St. Louis become a mix of neighborhoods and cultural microcosms, complete with stereotypes about Ladue girls and East St. Louis boys?

In this class we will explore the intersection between individual and community identity through the lenses of St. Louis history, biography, visual and performing arts, literature, film, politics, economics, and environmental issues. We will consider how the variety of communities within St. Louis has contributed to a rich cultural heritage, but has also fragmented the ability of the region to respond to challenges. Class activities will include literary and historical readings, analysis of films set in St. Louis, conversations with community representatives, field trips to area museums, and participation in small-group community planning projects.

Classes meet Mondays from 2-4:50 p.m.

2007 FRESHMAN SEMINARS

READINGS SUCH AS:

Seeking St. Louis: Voices From a River City 1670-2000, edited by Lee Ann Sandweiss

FILMS TO BE DETERMINED

PROFESSOR:

Carol Hoyt is an Associate Professor in the Department of Teacher Education. She teaches courses in language arts, children's literature, storytelling, and community history. Her research interests include the integration of the arts in curricula and Native American literature. She was formerly an English and Theatre teacher in middle school and high school. Carol lives in Collinsville with her husband Jeff and dog Beau. When not working, she enjoys reading, cooking, and jewelry making.



HOME IS WHERE THE HEART IS*

Narratives are stories that take place over a set time period. Many communication scholars suggest that all human communication is fundamentally storytelling. We certainly feel that stories are at the heart of what shapes family. Our families understand their past and pave their future through collective identities and relational cultures; these are shaped through the family story. Family narratives hold insights into our heritage, ranging from holiday rituals to stories of struggle and triumph. Stories shape all our family rituals, relationships, and our family values. Think about the tales we hear from our parents and grandparents — even the ones we have heard almost too many times to remember. These narratives, along with those yet to be told, define what we know as “family.” This seminar offers students the opportunity to understand the nature of narratives and their identity-forming potential. The semester will include an exploration of several family narratives motivated by a number of factors, including lifestyle, ethnicity, aging, and death. Students will have the opportunity to explore their own individual and family narratives as part of our semester-long journey.

Classes meet Mondays, Wednesdays, and Fridays from 10 to 10:50 a.m.

READINGS SUCH AS:

Anne Frank: The Diary of a Young Girl edited by Otto Frank and Mirjam Pressler
A Raisin in the Sun by Lorraine Hansberry
Big Russ and Me by Tim Russert
This Boy's Life by Tobias Wolfe

FILMS SUCH AS:

Soul Food
This Boy's Life
In America

PROFESSOR:

Gina Jensen is working with her husband, Webster professor Scott Jensen, on writing her own family narrative — writing through experience. The Jensens' three children, along with Scott's oldest boy, make their family complete. Gina teaches in the School of Communications, with her primary focus being speech communication studies. Gina and Scott are the directors for Webster's forensic and debate program. Their narrative includes baseball, travel, movies, Play-Doh, family days, and resisting pressures to be grown up.



WORLDS IN WORDS: EXPLORING CULTURE THROUGH LITERATURE

What does it mean to live in a “shrinking world?” How does cross-cultural communication and understanding affect perceptions of our own values and social norms? In today's world, we rarely exist in a cultural vacuum. Exposure to cultural differences and similarities can expand our horizons for understanding the scope and variety of human diversity on the planet. By analyzing texts from around the world, we will address the complex construction of “culture.” We will also examine perspectives on the intersections of history and cultural change, debate “truth” in fiction, and discuss the concept of “other” in relation to our own cultural and personal paradigms.

Classes meet Tuesdays and Thursdays from 1:30 to 2:50 p.m.

READINGS SUCH AS:

Other voices, other Vistas: Short stories from Africa, China, India, Japan and Latin America, edited by and with an introduction from Barbara H. Solomon
Like Water for Chocolate: A novel in monthly installments with recipes, romances and home remedies by Laura Esquivel (translated by Carol Christensen and Thomas Christensen)
Things Fall Apart by Chinua Achebe
The Joy Luck Club by Amy Tan

FILMS SUCH AS:

The Joy Luck Club
Like Water for Chocolate

2007 FRESHMAN SEMINARS

PROFESSOR:

Bethany Keller is the international academic advisor in the Academic Advising Center. She works with hundreds of students each year from nearly every corner of the globe. Beyond her personal and professional interests in culture, communication and international higher education, Bethany enjoys gardening, laughing and the antics of her three house cats, traveling to new and different locales and watching sci-fi movies with her husband. Bethany, her husband, three cats and a dog live in St. Louis City. She lives just blocks away from the city's best Thai, Vietnamese, Afghani and Japanese restaurants. That's a good thing since Bethany doesn't cook much.



CREEPING DREAD: THE UNCANNY IN FICTION AND FILM

As if entering college weren't scary enough, this course will plunge you into stories that use supernatural elements to frighten and entertain. We'll examine how storytellers arouse uncanny feelings and invoke "the shadow" to play upon our superstitions and beliefs. By reading and watching horror stories, we'll address questions such as what is the nature of fear? Why is fear able to amuse us? Is it more effective to show something horrible or to suggest its presence? Are some fears universal, or do they depend on time and place? Are men and women afraid of the same things? Do men or women write better ghost stories?

Classes meet Mondays and Wednesdays from 2:30 to 3:50 p.m.

READINGS SUCH AS:

Short Stories by:

Edgar Allan Poe
Edith Wharton
Ray Bradbury
Stephen King
Alison Lurie

Essays by:

Sigmund Freud
Joyce Carol Oates

READINGS SUCH AS:

The Uninvited
The Haunting
Carnival of Souls
The Pit and the Pendulum
The Shining

The Sixth Sense
Ringu

PROFESSOR:

Michael Long has taught beginning and advanced film animation courses at Webster for more than 20 years and has recently branched out into teaching courses on St. Louis history, laughter, and foil fencing. His interest in uncanny and macabre stories reaches back to those dark and stormy nights of reading Poe as a teenager. He has even tried his hand at writing a chilling tale or two and is endlessly fascinated by how storytellers achieve their eerie results. And, by the way, he knows where there's a real haunted house in Webster Groves.



CANCELED



ZEN AND THE ART OF FISHING

References to fish and fishing permeate many cultures, including our own, and the many related symbolisms indicate the ancient roots of the practice of "angling" or "casting a wide net." Much philosophy, some religion, and many metaphors stem from fishing and life. The philosopher Albert Camus wrote, "Real generosity towards the future lies in giving all to the present." Was he writing about fishing? Can we Westerners overcome our cultural training toward the acquisition of material things and experience life fully in the moment — with mindfulness? Fishing seems to be one of those activities with blurred boundaries: is the sport the aim, the food the aim, or is being in the "zone" the true mastery of the discipline? Why are most fishing lures designed to catch fisherman, not fish? Why does a "fly fisherman" generally enjoy more status than one who fishes to feed her family? A love of nature and beauty, an appreciation for the journey and a questing spirit are all that are required for this course. No fishing experience required. But when we tire of the search for meaning — we'll go fishin'!

Classes meet Mondays and Wednesdays from 1 to 2:20 p.m.

READINGS SUCH AS:

A River Runs Through It by Norman McClean
Selections from *The Compleat Angler* by Isaak Walton
The Fisherman's Guide to Life: Nine Timeless Principles Based on The Lessons of Fishing by Criswell Freeman

2007 FRESHMAN SEMINARS

In Neck Deep: Stories from a Fisherman by Jay Zimmerman
The Trawler by Redmond O'Hanlon
Catch and Release: Trout Fishing and the Meaning of Life by Mark Kingwell
Zen and the Art of Anything by Hal French



LIVE FROM WEBSTER, IT'S...*

FILMS SUCH AS:

A River Runs Through It (1992)
Fishing With John (John Lurie, 1999)
Big Fish (2004)
Jaws (1975)
A Touch of Zen (1969, 2005)
The Perfect Storm (2000)

PROFESSOR:

As a broadly trained biologist, John MacDougal keeps his eye on many classic and emerging fields in the life sciences. Personally, he'd rather see a living organism than part of one in a test tube. John's wide interests perhaps come from the varied habitats in which he was raised: born in cold upstate New York, lived on a deep clear lake for much of his life, moved to the coast in subtropical South Carolina as an adolescent where John saw the salty tides and crabs in the front yard every day. John fished, crabbed, and shrimped every day after school for years.

John's main professional training is in botany (Duke University, Ph.D., 1984), plant evolution, and tropical ecology. After 15 years at Missouri Botanical Garden and its Climatron® dome, he returned to being a teacher. He loves to try new things and see other points of view and has also been a landscaper, construction manager, horticulture manager, and editor. Influences and interests that affect his point of view include image processing, color in fashion and industry, and public health. Yet the call of the wild always takes John back to natural history and the amazing outdoors where we are alone in the midst of life.

Even after 31 years, Saturday Night Live continues to showcase a series of barely rehearsed comedic sketches that poke fun at our society. Through the art of parody and satire, Saturday Night Live offers its audience a unique historical perspective of America. Re-runs provide insight into the past, while the new episodes reflect our current preoccupations. This course introduces students to the placement of satire in our society and how — even through our country's harshest of times — we cope through the use of laughter. Through readings from *Live from New York: An Uncensored History of Saturday Night Live, as Told by Its Stars, Writers, and Guests* by James A. Miller and Tom Shales, films such as *Mean Girls* and *Wayne's World*, as well as clips from *Studio 60* and *In Living Color*, and other supplemental material, the course will encourage students to develop a critical eye when viewing material that taps into a specific bias using humor as its main device.

Classes meet Tuesdays and Thursdays from 8:30 to 9:50 a.m.

READINGS SUCH AS:

Live from New York: An Uncensored History of Saturday Night Live by James A. Miller and Tom Shales
Wired: The Short Life and Fast Times of John Belushi by Bob Woodward
It's Always Something by Gilda Radner

FILMS SUCH AS:

Mean Girls
Wayne's World

PROFESSOR:

Laurie Melnik joins Webster University from Orlando, Florida, where she has been working on her Master of Fine Arts in Theatre for Young Audiences. She loves working with young people as a playwright, a teaching artist, and as a forensics and debate coach. Her first love is improvisation and she is probably Saturday Night Live's biggest fan, but is willing to match anybody on this. Just don't forget your legal pad, stopwatch, and debate partner. Otherwise, she may start feeling a little verklempt and have to give you a topic. Here's your topic: A Gorlok is neither a gore nor a lock... Discuss!

2007 FRESHMAN SEMINARS



MOBOT: HENRY'S GARDEN AND CUP OF TEA - WILL YOU TASTE IT?

Missouri Botanical Garden, or more commonly called Shaw's Garden, is one of the world's premiere botanical gardens. Henry Shaw was born in Sheffield, England, in 1800 and died in Saint Louis, Missouri, in 1889. Henry's will provided for the property known today as Shaw's Garden and the Shaw Reserve. Shaw's Garden has many smaller gardens as components: a Japanese Garden, a Chinese Garden, and an English Woodland Garden. The Garden's Research Center is one of the leaders in environmental preservation.

This seminar will examine Japanese, Chinese, and British gardens. Additional topics will include tea and the environment. Besides readings and films, we will have field trips to the Missouri Botanical Garden focusing on the Japanese, Chinese, and English Woodland Gardens, The Henry Shaw Country Home, Shaw Nature Reserve, and the Saint Louis Art Museum. A Japanese tea ceremony will be performed. The three-hour time frame allows for the field trips and other activities. Most assignments are submitted electronically using Web Course Tools (WebCT). Any computer anxiety will be eased.

Classes meet Mondays, from 2 to 4:50 p.m.

READINGS SUCH AS:

The Book of Tea by Okakura Kakuzo
The Everglades: River of Grass by Marjorie Stoneman Douglas
Walden by Henry David Thoreau
Henry Shaw: His Life & Legacies by William Barnaby Faherty, S.J.
Japanese Inspired Gardens by Patricia Jones
Sakuteiki: Visions of The Japanese Garden by Jiro Takei and Marc P. Keane

FILMS SUCH AS:

Greenfingers
Henry Shaw: The Good Neighbor
Longwood Gardens: A Video Visit Throughout the Year
The Great Gardens of England: Featuring the Gardens at Hidcote Manor, Mottisfont Abbey and Sissinghurst Castle
Gardens of the World: Japanese Gardens
The Japanese Garden: Windos on Reflections

PROFESSOR:

Ralph Olliges is an educational technologist. He has taught computer courses for more than 25 years. Dr. Olliges is a full-time faculty member of the School of

Education. Besides the Garden, which he visits weekly, his interests include the St. Louis Cardinals baseball team, photography, gardening, and the Saint Louis Zoo.



IT'S THE END OF THE WORLD AS WE KNOW IT

We live according to certain assumptions about the persistence of the status quo. However, the universe throws us curves, both large and small, both joyous and sorrowful: Think of life, say, on September 10, 2001; on December 6, 1941; on October 23, 1929, the day before the bottom fell out on the stock market, foreshadowing the Great Depression; the time before humankind discovered that Ptolemy's vision of an earth-centered universe was incorrect. Think of life for someone who goes to sleep as a retired electrician and wakes up the winner of a quarter-billion-dollar lottery; think of the All Star shortstop, destined — everyone assumes — for the Hall of Fame but who gets hit in the head by a pitch, effectively ending his career. Think of friends, relatives — or even yourself — experiencing life-changing events: deployment to a war zone, the death of a loved one, divorce of parents, graduating from high school. Through readings, films, writing and discussion, we'll explore radical change: how and why it occurred, what it meant in the lives of those affected by the change and how they responded.

Classes meet Mondays and Wednesdays from 1 to 2:20 p.m.

READINGS SUCH AS:

The Structure of Scientific Revolutions by Thomas Kuhn
Seeing and Believing by Richard Panek
Children of Men by P.D. James
The Sweet Hereafter by Russell Banks
Day of the Triffids by John Wyndham

FILMS SUCH AS:

Children of Men
Babel
Stranger than Fiction
Galileo

PROFESSOR:

Joe Schuster, chair of the Department of Communications and Journalism, has been teaching at Webster University since 1985. He has published fiction, articles, reviews and essays in national, regional and local magazines, newspapers and literary journals. His life hasn't been the

2007 FRESHMAN SEMINARS

same since he learned he was living in a solar system with only eight planets and not nine, with the demotion of Pluto.



STONE AGE BRAINS IN THE MODERN WORLD

Humans are a strange animal. Consider the many weird things we do. We eat cheeseburgers, even though we know they're bad for us. We are crazy about our favorite sports teams. We fall deeply in love, but then lose interest soon after. We volunteer to fight wars against people we've never met. We obsess about how we look in public. We buy cars that we can't afford. Etc.

According to scholars in the new field called evolutionary psychology, we do these things because our modern skulls house stone age minds. The brains we have today are inherited from ancestors who evolved in a very different environment to the one in which we now live. Natural and sexual selection designed our minds for life in an environment resembling the African savannah, in which our hunter-gatherer ancestors lived for thousands of years. For 99% of our evolutionary history we probably lived in hunter-gatherer societies and so we might not be well suited for our modern environment. This helps to explain why we do so many weird things — because those things helped us survive and reproduce long ago in a world quite different from ours today.

In this seminar we will explore the basic claims of this newly emerged field, evolutionary psychology, and discuss the implications of their findings for our personal lives and global affairs. Are we fateful victims of our genes? Or, can we tame our primal instincts? Is evolution a fact or 'just a theory'? If evolution is a fact, does life have any meaning?

Classes meet Tuesdays and Thursdays from noon to 1:20 p.m.

READINGS SUCH AS:

Homicide by Margo Wilson and Martin Daly
Introducing Evolutionary Psychology by Dylan Evans
Mean Genes: From Sex to Money to Food - Taming Our Primal Instincts by Jay Phelan and Terry Burnham
The Evolution of Desire by David Buss
The Murderer Next Door: Why the Mind is Designed to Kill by David Buss
The Origins of Virtue by Matt Ridley
The Moral Animal by Robert Wright

FILMS SUCH AS:

American Beauty
Fight Club
Hotel Rwanda
I ♥ Huckabees
March of the Penguins
Wall Street

PROFESSOR:

Dr. Jason Slone is an animal. Like all other animals, he is the offspring of parents whose genes were good enough to allow them to survive and replicate. Dr. Slone has replicated his genes in two offspring and thereby ensured immortality for at least one generation. In addition, his genes enable him to play 3 or 4 chords on the guitar, hit golf balls in all directions except straight, and to play old Nirvana cassettes very loudly in his minivan.



ARE THEY YOUR MOTHER AND FATHER OR YOUR PARENTS?*

This course explores the psychological/developmental task of becoming an adult in relationship to one's parents. Positive and negative consequences of completing or not completing this developmental task are addressed.

Classes meet Tuesdays and Thursdays from 8:30-9:50 a.m.

READINGS SUCH AS:

Momma and the Meaning of Life by Irvin Yalom
The Dance of Intimacy by Harriet G. Lerner
Retreat from Moscow by William Nicholson
Me Talk Pretty One Day by David Sedaris

FILMS SUCH AS:

Ordinary People
Joy Luck Club
Real Women Have Curves

PROFESSOR:

Patrick Stack is director of Counseling/Life Development. Stack's doctorate is in Pastoral Counseling. He holds clinical status and approved supervisor status in the American Association for Marriage and Family Therapy. Along with his wife, he has maintained a small private practice in marriage and family therapy for more than 21 years. Stack has conducted evaluations for the Public Defender's Office — Youth Division. Dr. Stack is a

2007 FRESHMAN SEMINARS

Certified Advance Substance Abuse Counselor, licensed marriage and family therapist, licensed professional counselor, and national certified counselor.



FLOOD, FIRE, FOES! (UN)NATURAL DISASTERS AND SOCIAL RESPONSIBILITY

Where were you when the “big one” hit? In the wake of hurricanes, earthquakes, and tsunamis over the past year — and the controversy surrounding rescue and rebuilding — questions emerge concerning the responsibility of governments and citizens for civic engagement. Lessons from earlier disasters, including the 1906 San Francisco earthquake and fire, can provide us with essential keys to understanding the development of disaster relief and rebuilding efforts at all levels.

Classes meet Tuesdays and Thursdays from 1:30 to 2:50 p.m.

READINGS SUCH AS:

Katrina Stories of Rescue, Recovery and Rebuilding in the Eye of the Storm, ed. Susan Moyer
Three Fearful Days: San Francisco Memoirs of the 1906 Earthquake, ed. Malcom Barker
Candide by Voltaire
Utopia by Sir Thomas More
The Awakening by Kate Chopin

FILMS SUCH AS:

The Perfect Storm
The Day After Tomorrow
Aftershock
Killer Flood

FIELD TRIP:

A tour of Lafayette Square and other St. Louis neighborhoods transformed by the Great Cyclone and Mississippi River floods.

PROFESSOR:

Annie Stevens grew up in the blizzard country of Maine and lived for 20 years in Nashville, a.k.a. Tornado Alley. Her doctoral dissertation at the University of Rochester dealt with the effects of the medieval plagues and Dance of Death on English literature. She has published a recent article on global climate change and made dramatic presentations as Wangeri Mathai, reforestation activist from East Africa. Like *Candide*, she now tends her garden in Shrewsbury. She also teaches religious studies at Webster.

SPEAKING OUT, SINGING OUT AND SHOUTING OUT: VOICES OF PROTEST*

Voices of protest have shaped American history and continue to shape our lives: from a solitary voice crying out “Ain’t I a Woman?” to a community of voices harmonizing to spread directions for the underground railroad, from the reasoned voice of “The Declaration of Independence” declaring “inalienable rights” to the image of Tom Joad in *The Grapes of Wrath* resonating on the screen as he proclaims, “I’ll be all around in the dark. I’ll be ever’-where — wherever you can look. Wherever there’s a fight so hungry people can eat, I’ll be there. Wherever there’s a cop beatin’ up a guy, I’ll be there.” Students will examine these voices, analyze the works from which they have sprung, study the transformations that may have occurred as a result of these voices, and imitate these voices by writing their own literature of protest, including such argumentative pieces as an open letter and a modest proposal.

Classes meet Tuesdays and Thursdays from 10-11:20 a.m.

READINGS SUCH AS:

The Declaration of Independence
The Declaration of Sentiments
Ain’t I a Woman? Civil Disobedience
Johnny Got his Gun
The Jungle
1984
Letter From Birmingham Jail
And Still I Rise
The Lesson
Fires in the Mirror: Crown Heights, Brooklyn and Other Identities

FILMS SUCH AS:

Johnny Got His Gun
The Grapes of Wrath
Mr. Smith Goes to Washington
The War Game
Fires in the Mirror

SONGS SUCH AS:

Wade in the Water

Follow the Drinking Gourd

We Shall Overcome

Blowin' in the Wind

Where Have All the Flowers Gone?

For What It's Worth

Student-selected songs of protest

PROFESSOR:

Teresa Sweeney has taught in the English Department at Webster University for 17 years; for the past two years, she has been a Writing Coach at the Writing Center, working with graduate and undergraduate students. She also serves on the Writing Center's Board. A published poet, she concedes that her greatest works in progress have been her two children, though she allows that they have written most of their own verses. In addition to teaching, writing, and mothering, Teresa has coached her younger daughter's soccer team and has assisted in coaching her older daughter's team. She likes to harbor secret notions that she can still do a breakaway and score a goal. Teresa's interest in social justice and social protest has been ongoing, coming to fruition one day during recess when she found it necessary to engage in fisticuffs in order to refute a fellow fifth grader's claim that "boys were smarter than girls." Understanding that, indeed, the pen is mightier than the sword, she has since relied on her voice, peaceful demonstrations, and the written word to refute hasty generalizations and to protest injustices. She hopes that students, likewise, will use these tools.



RELIGION AND POP CULTURE

What do you think mythology was to the Greeks and Romans? Society has portrayed its views of religion and media formats since the early times and does so even more today. In this class, books, television shows and movies will be examined and points of view from authors, characters and — most importantly — those of us in the class will be discussed and debated.

This class is not intended to promote any doctrine or belief system, but merely to consider how they exist within our "pop culture."

Classes meet Tuesdays and Thursdays from noon to 1:20 p.m.

READINGS SUCH AS:

Good Omens by Neil Gaiman and Terry Pratchett

Angels and Demons by Dan Brown

A Wrinkle in Time by Madeleine L'Engle

FILMS SUCH AS:

Dogma

Bruce Almighty

PROFESSOR:

Samantha Wooten teaches the Wig and Makeup classes in the Conservatory Theatre. An avid reader, she is excited to explore some of her favorite novels and films in the interest of academic learning and debate.