USSO 201. Society and Technology: How Do They Impact One Another?. 3 Units.
This course focuses on a systematic analysis of the relationships between society, and the specific institutional elements of technology and technological innovation. It describes the social aspects of computers and related technologies and explores the ways in which these technologies influence and impact organizations and individuals. The course explores the design, use and cultural significance of technologies and uses a historical focus to assess the integration of technology into all aspects of our society. The restructuring of traditional human interaction by information technology will provide a contemporary focus for the course. Offered in a seminar format, the course will provide opportunities for scholarly discussion, systematic inquiry and written communication. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 203. Law in Literature. 3 Units.
An interdisciplinary venture. This seminar will focus on law in literature by examining representations of the legal process in poems, plays, short stories, and novels. It will provide a taste of the vastness and variety of human life—and will broaden and deepen students' understanding of the role law plays in society. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 209. Face First. 3 Units.
Human beings greet the world face first. In fact, the ability to process facial features seems to be innate. A baby easily recognizes its mother’s face yet the most powerful computers have difficulty using facial features to identify people. This is because all human faces are similar while fine details make each face unique. This course will begin by studying the human face as an anatomic construction of hard and soft tissue skeletal components. We will discuss how we use anatomic facial features to recognize individuals. One homework exercise will be to construct faces using an FBI identikit. Each student will create an FBI composite sketch of their own face. Seminar time will then be used to view each sketch and try to match the sketch with the seminar participant. Discussion will focus on how facial anatomy is similar or different. Following this introduction, the seminar will shift focus from anatomy to sociology. We will discuss facial attractiveness and beauty. Seminar topics will also include manipulation of facial appearance i.e., cosmetics, body piercing, veils, and plastic surgery. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 234. Questions of Identity. 3 Units.
Who we are informs the ways in which we act in the world. How we respond to society in the individual, local, and global community is impacted by the way we see ourselves, the way others see us, and the way we see others. Who am I? How do I look at myself in relationship to others? How does the way in which society views me affect the way I think of myself? How have writers, historians, and philosophers dealt with the challenges of self and group identity? We will explore these issues through readings from the Civil Rights Era, the Holocaust, and the period of decolonization in Africa. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 243. The Art of Fact. 3 Units.
As evidenced by the tragedy that unfolded in New Orleans in the wake of Hurricane Katrina, we ignore the consequences of endemic poverty at our peril. How do you evacuate a city filled with thousands of people too poor to own cars? Where do you house them after they’ve been rescued from their drowned neighborhoods? Although Cleveland won’t likely be erased by flood, it’s one of the poorest big cities in the nation making it vulnerable to disaster in times of crisis and an incubator for a host of thromy social problems. Often, it’s up to journalists to bring attention to these issues, give voice to the voiceless and force policymakers to come up with solutions to seemingly intractable problems. In this seminar, we’ll read and dissect the works of journalists who’ve written stories about complex social problems and have done so using many of the conventions employed by writers of fiction. Writer Ben Yagoda described this literary journalism as "making facts dance." We’ll spend our time researching numerous social issues and learn to write about them in a clear and compelling voice. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 255. Hinduism. 3 Units.
This course will provide an introduction to Hindu thought and culture. We will read a wide range of texts and secondary sources. Two readings, the Ramayana and Samskara, will focus on issues of ethics and proper dharma. We will also be watching Deepa Mehta’s Fire. There will be a visit to the Shiva-Vishnu Temple in Parma. Heavy emphasis on research and writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 266. Framing Our Legal System: Law in the Movies. 3 Units.
This course explores important themes in the study of law, lawyers, and legal institutions by regarding their representations in movies. We will cover such issues as race/class/gender and the law, legal ethics, legal education, the adversarial system, and the image and status of the lawyer in American culture. We will also look at the ways in which law and the legal profession affect popular culture and, conversely, the ways in which popular views of legal problems and lawyers affect law. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 271. Schoolhouse Rocked: Education Reform. 3 Units.  
Today, the term "education reform" may bring to mind standardized tests and No Child Left Behind. Many believe that our schools must become more rigorous, with stricter rules and definable goals. "Reform," however, used to be defined differently. John Dewey, Maria Montessori, and Paulo Freire, for example, struggled to make schools freer and more humane. They hoped not to make the classroom less challenging, but more child-centered. Some disciples of such reformers, discouraged by schools' resistance to change, eventually turned to homeschooling--pulling kids out of school and educating them with real-life learning experiences. In this seminar, we will explore progressive educational theory and connect it with contemporary alternative schools and homeschooling. Visits to nearby Montessori and Waldorf schools and discussions with homeschoolers will make real-life connections to seminar reading and classwork. Challenging assumptions about how well our schools work and raising questions such as, "How do we learn?" and "What is good teaching?" will provoke thought, conversation, and interesting writing. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 275. Psychology of Creativity. 3 Units.  
The purpose of this course is to explore how individuals become creative. What are the most important qualities, emotional and cognitive, that are related to creativity? Is there a creative personality? What is the difference between artistic and scientific creativity? How does creativity relate to mental illness? How can we foster creativity in people? The course will study creativity in children and adults and will include research studies as well as descriptions of creativity from creative individuals. We will also discuss how different cultures view and effect creativity and the ethical issues involved. This course is a seminar and will use a discussion format. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285I. Spectacle in American Culture. 3 Units.  
This seminar will examine the topic of spectacle both chronologically and typologically to better understand the power of remarkable visual experiences to awe, entertain, persuade, and create meaning from the colonial period to the present day. In the 17th century, the religious beliefs of the New England community and its need to maintain social cohesiveness gave rise to the spectacle of witch trials and public punishments. As Americans moved westward, the natural world became the focus of the spectacular. In the nineteenth century, the campaigns and debates of presidential candidates became political theater. The latter half of the century gave rise to Consumption as Spectacle as exemplified in the may expositions and World's Fairs. Today, spectacle has reached all facets of our lives. Americans are willing to expose their intimate details of their personal relationships on television shows like Jerry Springer and The Real World. Although frequently used to maintain power, spectacle also has been employed as a tactic of resistance and as an instrument for creating alternative meaning by subcultures. More recently, spectacle has served as an instrument of terror. Through lectures, discussion, multimedia presentations, and writing assignments, we will have an opportunity to reflect on the many forms and uses of spectacle in American history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285J. The Limits of Science. 3 Units.  
Can science provide answers to the deeper puzzles of human existence, or do some questions lie beyond the scope of the scientific world view? Specifically, can science explain human consciousness, free will, and morality, and can it reveal the origins of religion? Students cannot, nor will they be expected to, provide a definitive answer to these questions. Instead, this seminar will provide students with an opportunity to engage in a conversation with each other against a backdrop of some of the most interesting and provocative research in cognitive science. In addition to learning about relevant psychological and neuroscientific research, students will engage with philosophical issues and arguments. This course aims to stretch student's beliefs about what they know now, and what they think can be known. The seminar will aim to cultivate productive and rhetorical skills, especially analytical thought, oral expressiveness, and writing skills, all of which will be useful in future pursuits. It will help students to develop a more nuanced view of human nature and the ability of science to transform our view of it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 285L. Hollywood Cartoons, American Society. 3 Units.  
This class provides a history of mainstream animation produced in the United States during the 20th century, emphasizing in particular the output of the Hollywood animation studios of the 1930s-1950s, the shift to television animation in the 1950s, and the rebirth of animation in the 1980s. In addition to the general history of the field and key periods of creative development in the genre, we will discuss various sub-genres or narrative fads within animation, cultural and social movements of the 20th century and how they are reflected in contemporaneous popular culture, issues of art versus commerce in the creation of popular animation, the intersection of animation and politics, and the representation of race, gender, sexuality and religion. Since this class focuses on visual media, we will also spend a great deal of time both watching films and discussing how to watch animated films with a critical eye. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 285T. Why We Believe Weird Things. 3 Units.
How, in such a skeptical age, can people maintain questionable beliefs regarding urban legends, alternative medicine, superstitions, and paranormal phenomena? How do cults manage to attract and maintain large memberships? How can so many seemingly normal people come to the conclusion that they have been abducted by aliens? We will explore the idea that these behaviors are not examples of pathological thought processes, but rather natural consequences of the biases that characterize everyday reasoning. Emphasis will be placed on critical examination of questionable phenomena with a goal of understanding why people might want to hold such beliefs. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286E. Global Tourism. 3 Units.
Tourism can be viewed as a metaphor for contemporary existence in an increasingly globalizing world where attachments and ties to a concrete place are often temporary. Besides capturing the essence of present-day mobility, tourism is a phenomenon that can be researched both politically and economically. Indeed, 10 percent of global GNP comes from tourism and many poor countries rely on the tourism industry to sustain national economic development. In this class, we will touch on the economic and political significance of tourism, but will spend most of our time thinking of what happens in the tourist encounter, what tourists expect, what drives them, and who loses as well as benefits in the encounter. Some of the specific themes include: the nature of tourist destinations, quest for authentic sites, entertainment tourism (Disneyland, Dracula-Park), tourism to Auschwitz, culinary tourism, sex tourism, and eco-tourism. By reading theoretical works, travel blogs, and literature, we will gain insight to the motivations of tourists, the inhabitants of the places being visited, and international organizations as well as governments who oversee this industry. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286L. Exploring Non-Profit Organizations. 3 Units.
This seminar is structured to expose students to the opportunities and challenges of working in and running non-profit organizations. Students will explore the importance and significant roles non-profit organizations play in our society. The class will learn how non-profits are organized and regulated and the importance of the organization's mission is to determining the impact of the non-profit organization in the community. Additionally, the students will learn how non-profits are funded and how these organizations maintain their financial stability and sustainability in the community. These goals will be accomplished through group analysis of non-profit organizational principles, and investigation of existing non-profit organizations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286V. Management of Chronic Illness in a Cultural Context. 3 Units.
This course will explore the cross cultural, self-care approaches to health problems. It covers substance-based (e.g., herbs, acupuncture), mind-body (e.g., yoga, qigong), spiritual (e.g., prayer) and social (e.g., communal, family) approaches that have been used to manage chronic diseases and promote wellness in various cultural settings. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 286X. The Future of News. 3 Units.
The saying goes, "Strong Press, Strong Democracy" But what of strong democracy in the Internet Age when the traditional press seems weak? That's this seminar's big question. Can the "old" media, struggling to avoid financial collapse, still deliver the news necessary to democracy's watchdog, as in the past? Can the new internet media--blogs, YouTube, viral videos, "hyperlocalism" experiments, pro publica investigations, crowd sourcing, instant news, Facebook, Gawker, True/Slant, Drudge and the proliferation of the other news and entertainment sources--take its place or complement traditional journalism? How do these new entrants change the nature of news and the role of the media in our society? These are uncharted developments, but they go to the heart of the continued success of America's democratic experiment. Our goal is to grasp more clearly the connections between media, news, citizenship and democracy in this new age. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287E. Clash of the Titans: Economic, Industrial and Social Trends for the 21st Century. 3 Units.
Since the beginning of recorded human civilization, locally dominant societies have risen, prospered, decayed and finally ended, with new ones taking their place. Starting in the 15th century, however, Europe established global dominance and maintained it for four centuries, from the age of New World exploration through the Industrial Revolution of the 19th century. Then came the rise of the United States, which in the late 20th century became the world's only superpower, economically, industrially, militarily and, increasingly, culturally. In the late 20th and early 21st centuries, we are witnessing the "flattening" of the world due to the technological revolution, a phenomenon brought about by the instant and worldwide generation of and access to information. Two major consequences of this evolution are: a) Individuals are more empowered than at any time in history and the traditional societal structure is under constant challenge; b) Companies have changed their business structures and practices and have begun to operate on a truly global scale. The main goal of the course is to help students learn the lessons of history and use them to develop an educated argument as to whether the US will continue in its prominent leadership role, or whether one or both of the emerging Asian economic powerhouses, China and India, will supplant it and become dominant. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 287H. Vocation and Life. 3 Units.
What is your life for? Should it be for anything? The idea of a vocation originally meant a calling to a higher purpose, however that may be conceived. Over time, the idea of a vocation flattened out and became another word for a job. Yet living for a job hardly seems like living. One advantage of the older meaning of the word was to highlight this fact: the question of life is how to live life. In this course, we explore the concept of a vocation—both as a calling and as a job—and we use the seminar format and its exercises to provide ourselves with the opportunity to focus our lives on what we are living for, or, at the least, why we do not think we need to do anything beyond just living well. But what is it to live well? What is the point of all our work? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287P. Technology and Social Change. 3 Units.
This class examines the reciprocal relationship between material culture (technology) and non-material culture (society and social structure) as they produce social change. The class is organized by major areas in the development of technology as well as chronologically in terms of major epochs of technological and societal development. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287T. Gender, Visibility and Performance: The Courtesan. 3 Units.
Throughout history, the figure of the courtesan has embodied seduction, performance, and mystery; occupying the private spaces of the real and the imaginary across cultures. The impact of the courtesan on society can be seen in travelogues, poetry, and historical treatises, as well as in texts written specifically about courtesans themselves. Those cultures which had a courtesan class frequently experienced varying degrees of social discomfort. Within the culture, there was tension between those who patronized courtesans and those who considered them a social menace. From without, cultures which had courtesans were believed to be either excessively decadent or highly civilized, depending on the cultural standpoint of the observer. In this seminar, we will study real courtesans as well as examine the figure of the courtesan within the context of literature, religion, music history, and gender theory. The seminar will begin with an overview of the origins of the courtesan, focused on the roles of women and slave musicians in the court and temple in Egypt, India, Greece, and Mesopotamia starting in 3,000 BCE. Then, we will explore factors leading to the development of a courtesan class and compare the roles of courtesans and their place in their culture in Europe, India, Asia, and the Middle East. Readings and class discussion will encompass issues relating to the impact of gender on performance, literary genres, education, and social and legal status, as well as continuing questions related to translation of primary sources, colonialism, and religious movements. In addition to the readings, we will also study images of the courtesan from antiquity to the present, listen to music by and about courtesans, sample some of their writing, and watch films about "real" courtesans. The primary goal is not only to look at the impact of courtesans in history, but also to engage issues related to gender and performance from a variety of different disciplinary and cultural points of view. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287V. The Public and the Past: History in the Marketplace. 3 Units.
How does one or should one "sell" the past? Our primary encounters with the past are not in the university classroom, but via popular media, museums, theme parks, and historic sites; entities whose survival is increasingly dependent upon market economics. This dependency often demands attention to audience size and the need to avoid controversies that could alienate private and public funders. Complicating this is the issue of heritage—the somewhat mythic pasts which individuals, groups, and nations claim as their right, even when research challenges the underlying myths. What then are the consequences, in terms of ethics and accuracy, or in terms of civic value, when one turns history into a heritage-based commodity? More specifically, how does this affect professional historians? Can they work in history outside of academe without sacrificing integrity and standards? The seminar will debate these critical questions and also take an in-depth look at the growing field (positions, products and potential) of public/applied history. Readings, documentaries, interviews, and on-site visits to public history institutions will provide the basis for our discussions and the written assignments in this seminar as well as serve as an introductory "course" for students interested in a career in public or applied history. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 287Z. Concubines, Soldiers and Field Hands: World Slavery from Antiquity to the Present. 3 Units.
For many Americans, the most familiar type of slavery is plantation slavery of the Americas and the horrific consequences to the indigenous peoples and transplanted peoples from Africa. The longevity of the institution of slavery, and acceptance of the practice by many different cultures and belief systems, however, reaches from antiquity to the present day. In addition to providing physical labor and domestic services, slaves have been used as entertainers, civil servants, led armies and served in temples. Slavery is a complex legal, religious, moral and social institution, and the relationship between slave, state and owner/slaver is equally complicated; so much so that understanding the bond between them, and what the actual boundary was between "free" and "un-free", is still difficult to determine in some cultures. In this seminar, we will use a chronological framework to examine the institution of slavery, uses for slaves, methodologies and sources for studying slavery and the slave trade in world history. Beginning with slavery in the Ancient Near East, Egypt, Greece and Rome, the class will include slavery and the feudal system in medieval Europe, indentured servitude and concubinage, slaves in the early Islamic courts, the Ottoman slave trade, the African slave trade and slavery in the Americas, and the current problem of human trafficking. Within each section, students will read primary texts and recent scholarship examining the social, economic and religious rationales behind slavery. We will also study different methodologies and the impact of gender, race and social class on the study of world slavery. As many slave cultures had different definitions for what it meant to be a slave, we will address questions related to translation, interpretation and perception when dealing with primary sources. The primary goal of the course is to provide a broader context for the institution of slavery in world history as a means not only to understand the impact of slavery has had on American culture, but on other cultures as well. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 288B. Doing Good: How Nonprofits Change Lives. 3 Units.
The American economy is made up of three sectors: government, business, and nonprofit. It's pretty obvious what government and business do, but the activity of nonprofits, while it is everywhere, is much more subtle. A nonprofit is most likely where you were born, went to school, attend church, or adopted your family dog. If you became an Eagle Scout, watched "Sesame Street," attended a benefit concert, or participated in a walk for a cause, you were engaged with a nonprofit. Perhaps you haven't given much thought to the way the organization was structured, where it gets its money, or what kind of an impact it's really having. In this seminar, students will learn what nonprofits are, how they operate, how they influence everyday lives, and their role in advancing social change and a civil society. We will consider the economic impact of nonprofits as well as their role in protecting culture, environment, values, and heritage. We will also look at the key challenges facing nonprofits today and how they are addressing them. Writing assignments will include a grant proposal for a new or existing nonprofit. The seminar will feature guest speakers and class visits to nonprofits in the Cleveland area. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288C. Green Transformation and Globalization. 3 Units.
This seminar introduces students to the recent major green transformation in China and elsewhere in the world, focusing on the way the green changes took place in relation to globalization, environment and climate protection, technology innovation, income redistribution, domestic consumption, and education, to meet the challenges of financial crisis, climate change, energy insecurity, and international competition. The seminar will also assess the impacts of various aspects of green transformation and globalization on today's and future world and vice versa. This seminar promotes broad knowledge of-and increased appreciation of the importance of diversity in China's cultural past, social frameworks, economic conditions, and natural environment. In a close connection to the primary readings, which include several recent relevant works, the students will be exposed to a variety of related primary and secondary materials (such as texts, photos, film clips, music, songs, and websites). In addition to receiving informative yet concise instruction, the student will also be involved in practice in critical reading and thinking, in writing and orally presenting research papers. In these activities, the students will be introduced to basic methods and concepts critical to the understanding of important economic, social, and cultural developments and changes as products of movements rather than isolated incidents. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288E. Music in Early Childhood. 3 Units.
This course develops critical thinking, writing, and discussion skills through guided inquiry on the subject of music in early childhood. Researchers in the areas of child development, linguistics, sociology, psychology, and music education have documented children's musical development and noted the interplay of musical development with many other spheres of child development and interaction. What is the role of music in a child's holistic development? Could enriching musical experiences provide needed interventions to children considered "at-risk?" What is the "First 2000 Days" movement and how does music enter the equation? What types of music therapy are available for young children in medical, educational, and social settings, and what impact have we seen in these areas? In this course, students will explore these questions through reading, research, guest lectures, and observations of young children. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288T. Coffee and Civilization. 3 Units.
Whether you enjoy an occasional cup of sip throughout the day from a bottomless mug, did you know that since its introduction in the Western world coffee has been intimately tied to sociability and intellectual life? In this seminar, we will explore coffee's civilizing history, from eighteenth-century coffee houses buzzing with political dissent, to 1920s establishments crowded with avant-garde artists and our modern bookstore cafés. We will also explore the human and ecological costs of our taste for coffee by investigating the enduring connections between coffee, slavery, North-South geo-political relations, and notions of fair trade. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 288Y. The Secret History of Corporate America. 3 Units.
The corporation is the most powerful economic institution of our time. How did it come to reign, and how does its power affect us economically, politically, and socially? This course will chart the history and impact of corporate capitalism. Topics will include the corporation's impact on democracy, consumer culture, the environment, and even the university itself. If you have ever wondered why products are purposely designed to wear out (planned obsolescence), why unions are so powerless in America, why the military is as powerful as it is, why it takes special technology from the Diebold corporation to run a simple election, why broadcasting companies are allowed to profit by using the public airwaves for free, why it looks like there are a million publishers of books when in truth giant companies dominate 80 percent of the book market, why the perfect lawn is a marketing ploy to get consumers to buy a lot of chemical inputs, why universities, which are supposed to be bastions of independent thought, are now dominated by an army of administrators who run around talking about return on investment instead of figuring out how to create a culture where students can learn, then this is the course for you. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 289C. Ethics For The Real World: Developing a Code of Ethics to Guide Decisions in Work and Life. 3 Units.
This seminar addresses two major questions: How do the contexts in which we live or work affect ethical behavior? And how can we manage to struggle through personal and organizational challenges if we find they present us with something ethically compromising? In this course, we look to religion, spiritual teaching and cultural upbringing to understand sources of personal values and standards of behavior that might help structure one's life in the midst of difficult contexts. One way we consider this is through practical exercises including development of your own personal code of ethics, an iterative process designed to help you articulate the principles of your own moral construction. These can serve as a foundation for leadership integrity and moral courage for ethical decisions throughout life and work. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289H. The Meaning of Difference: Constructions of Diversity in American Culture. 3 Units.
Diversity means different things to different people in the United States and around the world. In the United States, in particular, the meaning of difference is connected to categories of identity, meaning and ideas. In this course, we will focus on discovering and understanding various categories of difference, the ways they are constructed, and by whom. We will look at how language and power operate in culture and how the interactions of language and power affect all of us. We will explore constructions of difference in American culture according to race, ethnicity, sex and gender, social class, sexual orientation/expression, disability, and religion. When we read American culture as a text, what do we see and hear about diversity? How do we make meaning of what we see and hear about diversity? What have scholars/thought leaders/writers written about the topic? How have these definitions of diversity affected your own life? How does diversity shape the stories we tell about ourselves, others, American culture and the culture of other nations? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289J. Treasure or Trash: Examining Theatrical Credibility. 3 Units.
This seminar is a fundamental study of theatre from the standpoint of developing the critical acumen of a potential audience. It covers each ingredient of the theatrical experience-AUDIENCE, playwriting, acting, directing, theatre architecture, design and technology-and attempts to help students define a reasonable set of standards to judge that part of the experience as an audience member and to clearly communicate their feelings and thoughts regarding that experience. In addition to class discussions, lectures, and readings, students are also required to attend four live performances-two theater productions offered by Case Western Reserve University's Department of Theater and two productions at the Cleveland Play House. The students will write critical essays about their experience as an audience member in relation to a particular aspect of the performance. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289K. Riots and Rituals: Struggles for Justice in a Globalizing World. 3 Units.
This course asks students to explore two broad questions: How might we understand contemporary globalization? And, how do those people marginalized by globalization seek justice? Globalization and social justice have now become household terms. However, today, perhaps more than ever, we must ask precisely what type of globalization we are experiencing and what type of globalization we want for our future. If we are seeking the best possible global future for everyone, then it is crucial that we understand how those left behind by globalization struggle to get their interests heard. This course takes a unique approach to these problems by working with two extended case studies. We start with Cleveland, Ohio in the 1960s, and the beginnings of economic globalization in the United States. Cleveland’s Hough riots of 1966 were one of the most violent political events in the city’s history. We then move to contemporary Madagascar, where global forest conservation programs pose a real threat to the cultures of indigenous groups and their rights to land. Here, ritual has become a powerful means by which Malagasy groups assert their interests. With both case studies, important questions arise for classroom consideration: What is the exact nature of the globalization processes at work in both places? What can we learn about the development of globalization between the 1960s and now? Who are the groups most harmed by these processes? And, what can rituals and rituals teach us about how groups marginalized by globalization struggle to have their claims for justice heard? The instructor has carried-out long term research in both Cleveland and Madagascar, and will take an interdisciplinary approach to theories of globalization and justice throughout the course. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289L. The Roots of the Arab-Israeli Conflict. 3 Units.
This course asks students to explore two broad questions: How might we understand contemporary globalization? And, how do those people marginalized by globalization seek justice? Globalization and social justice have now become household terms. However, today, perhaps more than ever, we must ask precisely what type of globalization we are experiencing and what type of globalization we want for our future. If we are seeking the best possible global future for everyone, then it is crucial that we understand how those left behind by globalization struggle to get their interests heard. This course takes a unique approach to these problems by working with two extended case studies. We start with Cleveland, Ohio in the 1960s, and the beginnings of economic globalization in the United States. Cleveland’s Hough riots of 1966 were one of the most violent political events in the city’s history. We then move to contemporary Madagascar, where global forest conservation programs pose a real threat to the cultures of indigenous groups and their rights to land. Here, ritual has become a powerful means by which Malagasy groups assert their interests. With both case studies, important questions arise for classroom consideration: What is the exact nature of the globalization processes at work in both places? What can we learn about the development of globalization between the 1960s and now? Who are the groups most harmed by these processes? And, what can rituals and rituals teach us about how groups marginalized by globalization struggle to have their claims for justice heard? The instructor has carried-out long term research in both Cleveland and Madagascar, and will take an interdisciplinary approach to theories of globalization and justice throughout the course. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 289M. The Detective Novel. 3 Units.
Who dunnit? Why do we keep asking this question? You dunnit. Readers have an investment in finding answers to puzzles and to threatening narrative situations. In this course on one of the world’s most popular literary genres, you will not only learn of its origins, but about theories of why you keep reading these stories. The texts begin with the Memoirs of Eugène-François Vidocq and stories of Edgar Allan Poe, and run though contemporary novelists such as Sara Paretsky and Natsuo Kirino. Why is this genre appeal so popular in so many cultures? There will be a strong comparativist slant to the course; students will be encouraged to explore the cultural context of Natsuo Kirino’s and Steig Larsson’s novels which, like many of the classics, provide fertile ground for comparison to film adaptations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289P. Polar Regions in History. 3 Units.
This course will explore the effect the polar regions have had on the strategic ambitions, pursuit of wealth, scientific investigations, and heroic imagination of (mainly Western) individuals, nations, and cultures, focusing on the modern and early modern periods (c. 1500-present). It will also familiarize students with the physical geography and ecology of the north and south polar regions, the ways in which Arctic-adapted peoples have responded to the challenges of their environment, and the impact that contact with outsiders has had on these environments and peoples. Students will read books and view videos that recount the personal experiences of polar explorers and others involved in international competition for exploratory “firsts,” describe the efforts nations have made to claim polar resources, and examine debates about climate change. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289V. To Everest and Back: The Politics and Culture of Mountaineering. 3 Units.
In April 2014, at the start of the climbing season, 16 Sherpas working for commercial operators died in an avalanche on Mount Everest. This event precipitated an unprecedented crisis: after tense negotiations with their Western employers and clients, the Sherpas brought the spring climbing season to an abrupt close. Although this action seemed sudden, it had been a long time coming. Conditions on the mountain had by all accounts been deteriorating for decades: ugly trash heaps, tensions caused by economic disparities between Western guides and their indigenous counterparts, and ever more demanding—yet often under-prepared—Western clients indicated that what had once been the site of adventure and achievement had devolved into crass commercialism and exploitation. What is Everest for anyway? To whom does it belong? This course will chart the history of the "conquest" of Everest. We will ask the following questions: What prompted Westerners to venture into landscapes that their ancestors had previously shunned? When and how did the West’s aesthetic appreciation of high mountains begin? When did this appreciation morph into a competitive drive to scale ever higher peaks in far-away lands? How does this history overlap with that of colonialism? Is mountaineering an ethical endeavor? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289Y. The Symphony Orchestra and its Place in Contemporary Culture. 3 Units.
In measuring the cultural profile of a metropolitan area, the presence of a successful symphony orchestra is often used as a model to determine cultural sophistication and refinement. In recent years, however, the model of the orchestra has encountered significant challenges. Using the world-renowned Cleveland Orchestra as a paradigm, this seminar will examine the orchestra in contemporary culture and attempt to answer the questions: what will the symphony orchestra be in the near future and what must it become to sustain its cultural importance? In this course, we will focus our seminar-style discussions, formal presentations, and research-based writing on the following six topics: defining evolving cultural norms and the place of the orchestra in today’s culture as compared to previous eras; describing the orchestra audience of the future based on social and cultural trends; defining the ideal balance of orchestral repertoire for tomorrow’s listeners; discovering how technology has affected the institution of the orchestra, including performances, recordings, marketing, and communications; examining the financial challenges and bankruptcies of orchestras in recent years and analyzing their causes; and analyzing changes in fund-raising techniques and searching for ideal future models. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 289Z. China and the World: 19th and 20th Century Encounters. 3 Units.
Although frequently characterized as a country with a past that was marked by insularity and disdain for all things foreign, until the West "opened [it] up," China’s engagement with the world has been long and deep. China–European emperors, Chinese governments, and Chinese people across the social spectrum–have energetically engaged with the broader world, permitting, encouraging, and seeking the circulation of foreign ideas and goods. This course is about how China has taken measure of the world and the goods and ideas that have flowed into and out of China during the past several centuries, from roughly the sixteenth through the twentieth centuries. Students will examine one topic in depth as an historical case study during the semester-long course. Possible topics from which the case study will be drawn include the Opium Wars, meanings of revolution, gender and sexuality, religion and political ideology, the environment, nationalism, history of science and technology, etc. Focus on a single thematic topic serves as a microcosm of social, political, and economic exchanges that highlight the complex ways in which understandings of China and the world have shifted over time. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 290B. Contemporary American Rhetoric. 3 Units.
The health of a democratic society depends on an informed electorate. And yet the attack ads, unverified accusations, sound-bites, and carefully scripted and staged media events that fill television and the Internet tend to misinform, confuse, and disengage voters. How might we reverse this trend? How can we meaningfully enter into political conversations? How can we listen to others, form our own beliefs, and then communicate them respectfully and with purpose? To help answer these questions, we will return to modern democracy’s ancient roots, using the lens of classical rhetoric to explore contemporary political debate. While the word “rhetoric” is often used today to deride precisely what’s wrong with political discourse, as when a policy proposal is dismissed as mere “campaign rhetoric,” it more properly denotes the techniques of effective persuasion. By learning how rhetorical devices are used, we can empower ourselves to analyze policy debates and to make our own contributions. As part of this investigation, we will research issues, debate and develop positions, read and evaluate speeches, write about our own positions, participate in public conversations by writing letters to representatives and opinion pieces for newspapers, and prepare an oral presentation. We will also complete a research project in which we analyze the different perspectives on an issue of interest, formulate our own positions on an issue, and reflect on our internal processes as we take on a belief and act on it. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290C. Marginalization & Health. 3 Units.
Even in a free and democratic society such as the US, individuals and even entire groups can be systematically marginalized: they are blocked from various rights, opportunities, and resources that are normally available to others. One especially important consequence of marginalization is diminished health and well-being. This seminar examines the social factors associated with marginalization and health in American society. Why are some individuals and groups at risk for marginalization? How does marginalization produce health inequalities? What can be done about them? Using quantitative and qualitative research methods and careful analysis of current scholarly literature, students will critically examine the current evidence related to these inequalities and generate their own social justice strategies to address them and their causes. In addition, students will have the opportunity to hear from guest experts in the field and participate in off-campus learning activities. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290D. Help Yourself: Self-Help and the Science of Human Behavior. 3 Units.
Each year, people seeking to improve their lives spend millions of dollars on self-help books, classes, and programs. Why? How are they useful? And if they work so well, why do people continue to need them? This course uses some basic theories and research of human personality and behavior to investigate whether and how self-help works. In addition to using this information to investigate the claims made by self-help gurus, students will provide students with strategies they can apply to their own lives, including how to change unwanted behaviors, how to cope with stress, and how to promote overall health and wellness. The course will be conducted in a seminar-format to allow for scholarly discussion and facilitate critical thinking. Students will demonstrate their knowledge of the course material through the writing of a paper reporting results of a self-experiment and an oral presentation discussing the merits of a self-help program. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290G. A History of Workers in the US. 3 Units.
This course examines the lives of the ethnically and racially diverse women and men, skilled and unskilled, and rural and urban laborers that produce the goods and provide the services that society consumes. At crucial moments, working people have joined social movements in an effort to improve some aspect of their lives. We therefore will assess workers in relation to several known and less known American social movements, such as the eight-hour day movement during the late nineteenth century, the peace movement during WWII, and the Civil Rights movement in the wake of WWII. As we study these social movements through the lens of labor history, we will focus on making sense of periods of conflict and cooperation between European American, African American, and Mexican American workers. Throughout the course we will also discuss the politics of time-managed work, the role of unions within a competitive market economy, the influence of public policy and government institutions, and the relationship between industrial economies and blue-collar communities. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290J. Touch Throughout the Life Span. 3 Units.
This seminar will consider a variety of topics related to touch throughout the life span. Opportunities are provided to learn from colleagues and resources available to the public about the structure, functions, uses, misuses, and health considerations of touch from birth to old age. Touch as it is conveyed through different venues and with different purposes will be explored; touch for development, touch for socialization, therapeutic animal touch and what are pets need, touch as punishment, touch in the workplace, touch and technology, intimate touch, abusive touch, necessity of touch, healing touch, and comforting and noxious touch. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 290L. The Big Story of Small Things. 3 Units.
"The big story of small things" looks at ordinary people, prosaic objects, mundane places, single incidents and fleeting moments, and the ways we might interpret micro cases to make sense of macro developments in our world. Spanning the Middle Ages to the present and crisscrossing several continents, this USEM also ranges among history, anthropology and literature. Topics may include a flower, an orphan abduction, a cockfight, a flood, a peasant, a pencil, a miracle, a midwife, a murder, an unfinished stocking and a year. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290M. The Effects of Race, Class and Education: A Dialogue on Current Issues. 3 Units.
Recent decades have seen a growing income and opportunity disparity in America. In our seminar, we will examine a variety of overlapping issues related to this crisis, with special attention to the impact of race, class and educational levels in determining how people fare in society. The larger set of issues includes poverty, income inequality, job loss and its effect on the industrial city; the concept of a "living wage"; affordable housing, education, and sentencing and incarceration. Readings, class discussions, and student papers will all explore these topics. In urban communities such as Cleveland and Northeast Ohio, the income and opportunity divide is especially visible and persistent. Recognizing this, we have incorporated a novel approach to experiential learning in our seminar. Case Western Reserve students will interact with a similarly sized group of students incarcerated at a nearby state prison. The two groups will conduct workshops together and will hold joint discussions via teleconference throughout the semester. The incarcerated students will be studying the same material on the same schedule and will be sharing their views with students in the seminar. We believe there are several benefits to this dialogue. We have two Northeast Ohio institutions—our university and the prison—which are neighbors but whose residents are largely from opposite sides of the divide. It will be useful to consider the income and opportunity divide from both perspectives and to share ideas and experiences related to the overall problem of inequality. A bilateral discussion and interaction will not only enhance the students' educational experience, but also, we hope, will foster greater understanding. Procedures will be in place to ensure strict confidentiality and anonymity in any and all exchanges of views between CWRU students and students at the prison. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290N. Perspectives on Dying and Death: Normalizing the Inevitable. 3 Units.
The inevitability of death encompasses us all. We are all born with the disease of mortality. We all die. And yet, to many of us the details of dying and death are a mystery. It is an abstraction we would rather not think about. This course aims to create thoughtful and reflective dialogue about dying and death, confronting death as something more than an abstract possibility. We will review the physical, psychological, social, spiritual, cultural, ethical, and economic perspectives of dying in America. Reflective thinking will be carefully guided by an array of faculty and guest speakers, both those who are directly involved in the care of the dying and those who provide services to families of the deceased. We are likely to visit a funeral home, a cemetery, and/or a hospice house to explore opportunities to reflect on our own views of dying and death and to consider others' cultural beliefs and traditions. Finally, we will discuss the concept of quality of life and examine current evidence related to dying and death in America, such as the 2015 Institute of Medicine Report, Dying in America: Improving Quality and Honoring Individual Preferences Near the End of Life. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290Q. Crime, Society, and Culture in Early America. 3 Units.
Since the late seventeenth century, American readers have been endlessly fascinated by the subjects of crime and punishment—and especially by murders and other heinous offenses committed in their own communities. Much as Americans today "consume" crime through movies, television shows, newspapers, magazines, mystery novels, "true crime" books, websites, and popular music, so also did Americans of the 1670s through 1850s "consume" crime through a variety of popular genres, including execution sermons, criminal (auto)biographies, trial reports, and murder ballads. Since most convicted criminals in early America came from nonelite backgrounds (and often belonged to oppressed or otherwise subordinated social groups), such publications not only shed light on crime, punishment, the legal system, normative social values, power relations, and popular culture, but also provided historians with some of their most valuable sources on the day-to-day experiences of ordinary men and women. This seminar explores all of these topics. Each week, students will read topicaly-related clusters of early crime publications, usually in conjunction with relevant modern scholarship drawn from the fields of social history, legal history, psychology, criminology, and literary studies. The types of crimes explored include witchcraft, piracy, burglary, robbery, and various types of homicide, such as infanticide, familicide (cases of men murdering their wives and children), and sexual homicide (or courtship murder). Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 290S. Cultural Ecology and Sustainability: An Anthropological Approach. 3 Units.
In the modern period, we have witnessed spectacular scientific and technological achievements. We have also experienced devastating climate change and massive biodiversity loss that threaten life on Earth as we know it. Is it possible that the solutions to these problems are not scientific or technological, but rather cultural? How have other cultures, whether from the present or the past, dealt with sustainability challenges? How might an examination of indigenous or traditional cultures, some of which have existed sustainably for thousands of years and even enhanced the biodiversity of their environments, lead to a clearer understanding of the deleterious attitudes and actions of our own modern culture? How can we integrate the wisdom of these cultures to ensure the survival of our own? In this seminar, we will use these questions to enhance our understanding of the relationship between human culture and the natural world, as well as the ways in which a deeper understanding of cultural ecology can promote sustainability. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290T. Making: Innovation, Work, and Competition. 3 Units.
Manufacturing has been an important source of economic growth and innovation. In many countries, it has helped create a middle class by providing both well-paying jobs and cheap goods. In recent decades, however, manufacturing has declined in the US. Should we be concerned about this trend? Does off-shoring of production to places like China threaten or enhance the US standard of living or technological strength? Do efforts to protect manufacturing in the US hurt people in developing countries? How will the development of “maker spaces” (such as CWRU’s ThinkBox) affect the way goods are produced? How does high-wage Germany run a trade surplus in manufacturing? Does environmental regulation help or hurt manufacturing? In this seminar, we will address these questions both practically and theoretically. In addition to reading engineering, historical and literary depictions of manufacturing, we will visit factories and speak with leaders from industry, labor, and government. We will also consider broader economic policy questions by reading the works of prominent economists and political scientists. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290U. Power and Fashion: Dress and Politics in American History. 3 Units.
As clothing is one of the most accessible means through which we express our identities, political and social tensions are often embedded and embodied in dress. As an expressive medium, clothing and appearance became crucial in the construction of political identities and in serving as a means of control, oppression, as well as protest and resistance. This seminar will examine the links between clothing, sartorial practices and political significance. Readings will address the question of sartorial politics from a historical perspective. Special attention will be given to the role of clothes in negotiating and constructing gender, race, class, sexual, and national identities from the 18th century to the present. Students may not earn credit for both this course and HSTY 126. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290V. Education and Inequality in America. 3 Units.
Guided by the aspiration to provide equal opportunity to all and initiatives like No Child Left Behind, the US educational system has defined itself as a free and open system that rewards accomplishment and nourishes every student’s potential. It is based on a philosophy that stands in stark contrast to the foreclosed and explicitly stratified educational systems of many European countries. Why then is it the case that, compared to other advanced postindustrial societies, the US has extraordinary levels of inequality? This course will examine in detail the processes that regulate social inequality and the educational system. We will analyze how differences between students’ social, cultural, and economic capital create a stratified educational experience that shapes not only how students are educated, but also the value of that education in the labor market. We will also trace how the inequalities that exist in the US education system from primary school through college play an important role in the reproduction of class inequality, challenging the myth that education is a vehicle for socioeconomic mobility. This course also explores how these inequalities in education run along the axes of race, class, and gender. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 290W. Understanding Body Image through Self-Perception. 3 Units.
This course examines the historical, psychological, and cultural approaches to the self-perception of one’s own body. We will explore how body standards have changed throughout history and across cultures, and how this is reflected in portraiture. Additionally, we will investigate psychological studies on body image, acknowledging the challenges in an evidence-based approach and considering medical diagnoses when distortion in self-perception occurs. Finally, we will analyze current body standards perpetuated by the media in regards to body size, shape, and gender. Through reading and discussion, students will gain a deeper understanding of healthy body image and strategies for applying it to their own lives. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
**USSO 290Y. Shrinking the World: Ham Radio and Distance Communication. 3 Units.**

Radio operators can talk to each other across the world, launch and use space satellite stations, and bounce their voices off the moon. And yet the Federal Communications Commission still regulates what they may say on the air. Why is that? And why does amateur radio require a license? In this course, we'll discuss the history of long-distance communication methods stretching from the British Penny Post into the modern digital age, viewed particularly through the lens of the Amateur Radio Service. We will also explore the ways that advances in communication technology have changed politics, entertainment and personal interactions. Who makes the rules for a new system of communication? What causes changes in those rules? Was Orson Welles morally, ethically, or legally responsible for causing a mass panic with his reading of "War of the Worlds?" What might the future hold for communications? Students will earn amateur radio licenses, make contacts with other radio amateurs around the world and with each other, and possibly bounce signals off the moon and listen for their return. We will also look at the ham radio culture, from QSL cards to public service and contesting. Students will learn some basic hands-on electronics, but no previous technical background is required. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 291E. Is College Worth It?. 3 Units.**

Here you are at CWRU—you probably know how you got here. But what do you expect out of the experience? University education evolved over time to meet certain social and economic needs, and different universities have differing missions of education. Are you curious about the history of higher education? Do you know how universities function? What is the function of a tenured professorate, and is it an antiquated idea? Today, many people are questioning whether the educational models of the past have outlived their utility and need to be replaced by ones that are better aligned with our modern economy and technology. Does a liberal arts education prepare you for the workforce? Should it prepare you for the workforce? By examining these questions, you will gain clearer insight into your own reasons for pursuing a college degree and how to get the most out of your experience. The decisions you make now affect what happens after you graduate. How do you make the best decisions? This course will discuss these topics and students will submit additional topics about higher education for discussion and study. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 291J. Narratives of Immigration. 3 Units.**

As one of the most pressing issues of the twenty-first century, immigration has captured the imagination of politicians and authors alike. In this class, we will explore the stories of those who have migrated to the United States. We will analyze how various writers create autobiographical and fictional narratives of migration, addressing issues such as adjusting to different cultures, learning new languages, and adapting to new environments. Through these stories and histories, we will ask broader questions about immigration, including: Is migration a basic human right? Is it ethical to define someone as being "illegal" for peacefully working and living in a different country from where they were born? What are the gender, ethnic, cultural, and racial barriers that exist when migrating between countries? What are the cost(s) of citizenship and embracing a new country as one's home? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 291L. Our Food, Our Lives: Food, Agriculture, Society. 3 Units.**

Where does our food come from? Who grows it? What technologies have enabled the emergence of our current food system? In this seminar, we will ask and ponder these and similar questions as we address the achievements, ills, and sustainability of our global food system. We will explore wide-spread concerns about the ecological consequences of industrial agriculture, its future opportunities, the livelihood of the world's farmers, food waste, and health issues caused by contemporary dietary habits. In our inquiry, we will focus on both neighborhood communities in Cleveland and various geopolitical entities including Latin America, Eastern Europe, and Southeast Asia to observe food corporations' power to control food choices. In the second part of our class, we will examine community organizations' efforts to give these choices back to the people. To this end, we will participate in various food-movement activities on or near campus and visit some local food-related organizations such as farmers markets, soup kitchens, and restaurants. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

**USSO 291N. Literature of Nation-building in Francophone Africa. 3 Units.**

This seminar explores the process of nation-building in former French African colonies by focusing on the impact of literature on the colonizers and the colonized. It is well established that writers in African colonies used their pens as cannons against a dehumanizing colonial system. Nor did they refrain from asking themselves what kind of nations would replace the colonial society once it had been overthrown. More precisely, their works questioned the kind of political, economic, educational, and cultural systems that could help shape the social structures and people that would inhabit these post-colonial nations. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 291O. Empathy, Identity, and the Moral Emotions. 3 Units.
We are often told to be true to ourselves. We are also told to care about others. There are times when it is difficult to do both at the same time. If being myself causes others pain, should I care? Is it possible that caring for others is an important piece of who I am? Or is it a threat to it? In such cases, our separate identities seem to challenge morality’s insistence that we should not remain estranged from others or their concerns. Such challenges raise a question about the value of empathy—the ability to share the viewpoints and feelings of others. Empathy seems to explain why we care for one another, and this speaks to who we should be. Yet empathy also seems to be a threat to morality and identity, inasmuch as it might lead us to identify more with some persons than others, and so cause us to be less objective and fair. Likewise, identifying too strongly with others might undermine identity, as Stockholm syndrome and other pathologies of self-loss suggest. In this seminar, we will examine the concepts of identity, empathy, and morality through a variety of philosophical, historical, scientific, and literary texts in a collaborative attempt to understand who we are who we ought to be. This will be a discussion-driven, writing-intensive course, ranging over religious, historical, philosophical, literary, and scientific literature, as well as music and film. Together we will examine these three concepts in all their historical, cultural, and trans-disciplinary diversity, in a collaborative attempt to understand and evaluate empathy’s importance to matters of who we are and who we ought to be. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291R. Aging Well. 3 Units.
People around the world are living longer. Researchers have examined human aging, and explored factors that contribute to the quality of life for older people. What does it mean for people to age well? Do current explanations about promoting survival, retaining physical and mental abilities, and maintaining family and social connectedness fit people’s experiences? In this seminar, students will consider current theoretical explanations regarding the physiological, psychological, sociological, sociocultural, cultural, and spiritual dimensions that contribute to aging well. Students will analyze programs and services available in the present day and dream about programs and services of the future that could support aging well. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291U. Talking Bodies: An anthropological approach to tattoos, the body, & American culture. 3 Units.
Tattoos, once seen as disgraceful and lowbrow, are undergoing a renaissance. Undoubtedly you have seen a tattoo today; on you, your friends, your parents, someone on the street, or in the media. What explains this increased social acceptance of tattoos? Why are people motivated to get tattoos in the first place? What are they communicating about themselves? How, and why, do segments of American culture view tattoos differently? To answer these questions, we will use anthropology, the study of cultures around the people, as a lens to understand people’s use of, and attitudes toward, tattoos in American culture. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291X. "We're Dying in America": The History of the U.S. AIDS Crisis. 3 Units.
Thirty-seven years have passed since the summer of 1981, when the Centers for Disease Control published a report on the mysterious deaths of five previously-healthy gay men. In that time, more than thirty-nine million people have died of AIDS around the globe. Approximately 600,000 of those people died in the United States; at least 10,000 more Americans will die this year. Why, given the global scope of the crisis and the dramatic impact it has had on US society and culture, do so few students learn about the AIDS crisis in school? Why does it receive less attention than, for example, terrorism? In this course, we will study the first 20 years of the United States’ AIDS crisis, and use what we learn to contemplate the current status of HIV-positive people and people with AIDS. We will examine the origins of AIDS as a biological, political, and cultural phenomenon in the hopes of understanding why the United States experienced the virus as it did. We will also address the myriad responses to the virus by presidents and preachers, artists and activists, doctors and business people. How did this tragedy impact American politics and culture? What lessons did we learn, and what mistakes are we still repeating today? How can (and should) the history of AIDS inform our response to the opioid crisis, or the battle over Obamacare? Are we ready for the next epidemic? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 291Y. Immigration, Identity, and Writing. 3 Units.
For many in Europe and North America, globalization and immigration increasingly present a challenge to cultural identity. British Prime Minister Theresa May articulated this view when she stated in 2016, "If you believe you’re a citizen of the world, you’re a citizen of nowhere.” More than expressing misgivings about the consequence of globalization and immigration, May was asserting the importance of belonging to a place and a culture. In contrast to May, the genre of writing known as global literature presents a framework for understanding our globalized world not as a cause for anxiety, but rather as an opportunity to understand how new cultural, social, and national identities take shape. As the writer Adam Kirsch has observed, “individual lives are now lived and conceived under the sign of the whole globe.” One example of this more global view is Nigerian author Chimamanda Ngozi Adichie who, in We Should All Be Feminists, uses her experience of immigration to reconcile western feminism with the expectations of her native society. As the popularity and influence of writers like Adichie attest, new voices and forms of writing possess global significance in our cosmopolitan and connected world. Studying this literature reveals both connections and tensions between the local and the global. These connections and tensions provide us with a fuller understanding of how people experience this globalized age and make sense of their place in the world. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 291Z. Queer Christianity. 3 Units.
We live in a historical moment when the relationship between queerness and Christianity is being reconsidered and hotly debated. To better understand this debate, as well as the differences and potential common ground between members of the queer and Christian communities (including those who belong to both!), this seminar examines the history of Christianity and its relationship to queerness. Is Christianity a force for domination or liberation? Orthodoxy or creative multiplicity? Normativity or queerness? To answer these questions, we will read literature that explores how Christianity has both suppressed and in some sense created queerness, as well as how it has been reclaimed by queer communities. We will also look closely at how these historical tensions are being played out locally today. Special attention also will be given to the range of intersecting identities and communities that have responded to the meeting of faith and sexuality in various ways, drawing from diverse contexts of race, ability/disability, gender, and class. Readings include selections from the Bible, books about theology, and documentaries and memoirs attesting to the experience of LGBT Christians. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 292A. What Makes People Happy. 3 Units.
What makes people happy? What prevents them from achieving happiness and maintaining it over time? Over the past 20 years, psychologists and cognitive scientists been studying these questions. Achieving happiness seems like a simple goal, and most people can readily name many things that make them happy, such as children, chocolate cake, and success at work or school. However, science shows that happiness is more complicated, as many of the things that people think make them happy also make them quite unhappy. Similarly, data suggests that many of the things that make people happy in the short run do not lead to long-term satisfaction with life. Whereas popular self-help books suggest a variety of ways to increase satisfaction with life, scientific researchers argue that our happiness is essentially predetermined by a genetic set-point. The interdisciplinary approach of this seminar will clarify some of this confusion by focusing on happiness from a variety of angles: the role of the brain in the perception of happiness, the effects happiness has on decision making, and the difference between short- and long-term approaches to boosting happiness. Students will not get credit for this course if they previously earned credit for FSSY 157 Pursuits of Happiness. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 292E. Many Ways to Be a Woman: Intersectional Traditions of Feminism and Femininity. 3 Units.
Historically, "feminism" as a word has challenged people’s political and personal investments in different ways as they encounter issues such as voting and jobs, marriage and divorce, racism and classism, homophobia and transphobia, healthcare and disability, personal liberties and social protections. Alongside these traditions of feminism, "femininity" has been a concept that seems simultaneously ancient while also under constant revision as women of color, post-colonialism, disability, queer, transgender and intersex thinkers introduce underrepresented perspectives. Facing these reactions and reforms, some people feel disinclined to identify with either word, adding to the list of "F-words" that can raise conflict in polite company. Yet however one feels about these F-words, feminism and femininity have regularly proven important movements in public debates around government, the work-force, education, and art. This seminar seeks to connect students with intersectional and sometimes conflicting traditions in politics and gender theory in order to broaden the horizons of who or what gets to be identified with feminism and femininity. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 292G. Creativity and Spirituality. 3 Units.
Humans have been developing the capacity to understand the supernatural forces that shape the universe and the meaning of our existence within it. This spiritual evolution is powered by humanity’s integral primeval drive to be creative. We tend to look to the arts and sciences as a visible demonstration of creativity, but we all engage that creative instinct, consciously or unconsciously, in every facet of our lives. We draw on creativity whether we are dealing with everyday problems or significant transformative experiences. But what is creativity exactly? How does it work? Is creativity in the arts the same as creativity in the sciences? In this seminar, we will examine a variety of theories that attempt to explain creativity. We will also use research in the field of psychology and creativity studies to explore the relationship between an individual’s creativity and their personality, experience, and environment, as well as whether creativity can be an acquired skill (and if so, how?). What role can creativity play in our work and play? What role does creativity play in our sense of selves as spiritual beings? We will investigate these questions using an integrated multi-dimensional methodology that combines theoretical and experiential approaches. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 292H. Religion and Human Rights. 3 Units.
This seminar examines the theories that underwrite human rights, as well as some contemporary human rights issues. We will begin by familiarizing ourselves with the history and theory of human rights. In doing so, we will examine how thinking about human rights is different from the way we think about legal and political rights. Then, we will use this historical and theoretical framework to examine the intersection between human rights issues—including gender rights, minority rights, and religious freedom—and religious belief and practice. We will use a variety of cases, from the place of racial and religious minorities in North American to gender and women's rights in India, to understand how these issues manifest themselves. How far do our historical and theoretical explorations help us understand and perhaps offer solutions to these vexing issues? Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 292K. The Corpse in America, 1865 to Today. 3 Units.
When are the dead not really dead? In the twenty-first century, a person's biological death activates a series of rituals to sanitize, memorialize, and dispose of their remains in a timely manner. Yet, American history is filled with exceptions to this rule. Using methodologies from history, anthropology, material culture, and visual culture studies, this course will address how the corpse continues to "live" as active material in American life. We will investigate how the corpse attains new meanings as a commercial object, a specimen, a relic, forensic evidence, or a museum display. We will explore how these shifting meanings are rooted in—but also help to construct—larger historical narratives about political conflict, economic disparity, and social inequality in the United States. The course topics allow us to locate continuities between the past and present, revealing that contemporary Americans are still wrestling with many of the same practical and moral questions about the appropriate place for the dead in our society. Our readings and visual materials, some of which are raw and graphic, will confront us with difficult questions about the value of the human body, the limits of bodily autonomy, and the consequences of social oppression and state violence in the United States. Together, these topics will challenge the existence of any single "American" way of death and will ask us to examine our own position as scholars, witnesses, and perpetrators of uncomfortable truths about the corpse in America. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 292N. Pyramids: The Building Blocks of Ancient Egypt. 3 Units.
One of the first images that springs to mind at the mention of Ancient Egypt is a pyramid. These iconic stone monuments have been studied by generations of astronomers, historians, archaeologists, physicists, architects and mathematicians (to name a few) and yet, they still remain enigmatic. Who built them? What were they for? What did they mean? As one of the first structures created by humans that are still standing today, the pyramids present a puzzle for modern minds. In this seminar, we will explore the engineering and architectural marvels that went into creating these structures and discuss the cultural, religious, and political significance of these monolithic works of art. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.

USSO 292V. Mapping Music Through the Digital Humanities: A Cleveland Atlas. 3 Units.
For all its celebrated preoccupation with rock, Cleveland is home to a wide variety of musical genres: jazz, blues, classical, polka, hip hop, gospel, among many others. Cleveland is also a home on the move, a city of immigration and outmigration, a city of waterways, bridges and commuter rails. Then again, Cleveland is a city of enclaves, borders and barricades, social distance despite geographic nearness. In this seminar, we will ask a fundamental question: is music like a bridge that connects different people in the city or is it a border that structures divisions? To answer this question, we will put digital mapping tools to use in better understanding the musical patterns that shape city life over time. We will examine the links between dominant and subcultural music; analyze music's relationship to socio-economic forces such as segregation, urban decline, suburban flight, and revitalization; and reflect on how music defines Cleveland's place in the national imagination. In the process, students will contribute to a digital atlas of Cleveland's shifting musical soundscape. Music, at once rooted in identity and as rootless as radio waves, presents an alternate lens for understanding the routes and rifts shaping urban life. Requirements to enroll: 1) Passing letter grade in a First Seminar OR concurrent enrollment in FSTS 100 (if transfer student); AND 2) No previous/concurrent enrollment in FSSO/USSO; OR Requisites not met permission.
USSO 293L. The Role of Social Media in Politics. 3 Units.

We knew social media could be an effective grassroots tool for politicians after Barack Obama used it so effectively in 2008. However, the full power of social media sites like Facebook and Twitter came to be seen by the world after the 2016 election. How will social media influence elections in the future? From community building to troll factories, from local organizing to international interference, we look at the role social media plays in the election of an American president. Does the good of such sites outweigh the bad? What role does capitalism play in helping these big tech companies get even bigger, unburdened by government oversight? Should they be regulated by the federal government or are they protected by the First Amendment and free speech? Are social media sites really just tech platforms giving everyone a voice or are they actual media companies pedaling content? We will take an in depth look at how politicians, political organizations and governments use social media to target voters, persuade them to change their vote (or simply show up to vote), and the toll it’s taking on the public discourse today. Students will learn how to track political organizations’ spending, see how they target specific audiences, and how they masquerade political ads as news stories. They will learn how something that started as a place to share baby photos and cat memes is now one of the most important factors in achieving the American presidency today, and how this collision course of social media and politics will impact democratic society in the future.

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