

Participating in a learning community is one of Fisher's ways of ensuring your success as a college freshman. This program gives you the opportunity to take linked courses that focus on a central theme. Through this approach to learning, students and faculty examine a topic from multiple perspectives and discover connections between different disciplines. Fisher's first-year learning communities also enable you to learn cooperatively and to develop close working relationships with other students and faculty.

First-year learning communities are made up of two-course clusters. All clusters include a college writing course, or the equivalent, designed to improve students' writing and critical thinking through active participation in class discussion, collaborative learning, and a variety of writing assignments focused on the topic of each learning community cluster.

1.
CULTURE, HISTORY, POWER
(2 courses)

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|----|-------|-------------|-----------------------|-----------------|-------------------|
| 1. | 11543 | ENGL 101X08 | College Writing | MWF 10:10-11:05 | Dr. Melissa Bloom |
| | or | | | | |
| | 11544 | ENGL 101X10 | College Writing | MWF 11:15-12:10 | Dr. Melissa Bloom |
| 2. | 12626 | ANTH 100DX1 | Intro to Anthropology | MW 2:30-3:50 | Prof. Neil Ward |

Many people argue that culture is the defining trait of humankind. But what is "Culture"? What differentiates high culture from pop culture, American culture from African, colonial cultures from indigenous? Why are Abraham Lincoln and Robert E. Lee portrayed differently in high school history classes in New York than in South Carolina? Is there something peculiarly American in our love for "Survivor"? If we're forced to learn Shakespeare in school, can we still enjoy seeing it on stage or in a movie? Ultimately, culture helps reveal both history and power, while history and power help to make culture.

In ANTH 100, students will examine these concepts and questions through each of the traditional four fields of anthropology: physical anthropology, archaeology, and cultural and linguistic anthropology. In ENGL 101, students will explore the varieties of culture (high culture, subcultures, pop culture, and multiculturalism) through literature, films, and critical writing.

2.
CHILD'S PLAY:
GAMES, SPORTS, AND CONSTRUCTIONS OF IDENTITY
(2 courses)

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|----|-------|-------------|-------------------|----------------|------------------|
| 1. | 11943 | ENGL 101X04 | College Writing | TR 9:30-10:50 | Dr. Deborah Uman |
| | or | | | | |
| | 10173 | ENGL 101X17 | College Writing | MWF 9:05-10:00 | Prof. Emily Cope |
| 2. | 12912 | WGST 150X1 | Equity and Access | TR 8:00-9:20 | Dr. Emily Dane |

Beginning in infancy, we learn what it is to be male and female. Through toys, clothes, and play, our identities become more fully developed. As informed adults in society, we are capable of understanding and recognizing the representation of each gender. However, recognition of the differences does not often translate into the understanding of inequality. Perhaps no area better exemplifies this inequity than the current state of sport and athletics in this country.

In WGST 150 students will explore how play and sport are used to shape identities using a mixture of primary research and lived experiences. By first understanding the historical roots of gender roles, we can expand our knowledge to analysis of the present. Within the context of sport, students will use gender analysis to understand differences in depiction, opportunity, social importance, and expectations placed on athletes in society today. ENGL 101 will look at how writers have considered these themes in memoir, fiction, and critical essays, and will give students opportunities to write in these genres as well.

3.
YRU? NATURE AND NURTURE IN HUMAN
DEVELOPMENT
(2 courses)

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|----|-------|-------------|---------------------|-----------------|-----------------------|
| 1. | 10176 | ENGL 101X13 | College Writing | MWF 11:15-12:10 | Prof. Fionnuala Regan |
| | or | | | | |
| | 10171 | ENGL 101X14 | College Writing | MWF 12:20-1:15 | Prof. Fionnuala Regan |
| 2. | 11397 | PSYC 100CX6 | Intro to Psychology | MWF 1:25-2:20 | Dr. Lindsey LaPlant |

How much of who you are is under your control? How is your personality formed? These are questions that interest psychologists, and some of their answers will surprise you.

In this learning community, you will explore how psychologists study the mind and behavior, how humans sense and perceive the world, how humans learn and remember, how both biology and the environment both contribute to our behavior, and even what constitutes a psychological disorder. PSYC 100 will give you an introduction to these themes, and ENGL 101 will show you how writers have been inspired to explore these themes in fiction and nonfiction.

4.
CAPITALISM AND ITS DISCONTENTS
(2 courses)

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|----|-------|-------------|----------------------------|--------------|---------------------|
| 1. | 10939 | ENGL 101X20 | College Writing | TR 1:45-3:05 | Dr. Dana Nichols |
| | or | | | | |
| | 10813 | ENGL 101X21 | College Writing | TR 3:10-4:30 | Dr. Dana Nichols |
| 2. | 12368 | ECON 120CX1 | Economics of Social Choice | TR 4:35-5:55 | Prof. Paromita Guha |

"It's the economy, stupid!" This oft-quoted catchphrase from the Clinton Administration has taken on new meaning in this time of recession, financial meltdown, and housing crisis, but in fact the economy has always been "it." Economies are systems for reproducing life itself, and there have been many different kinds of economies throughout history and across the world. This learning community focuses on our own economic system – market capitalism – and it approaches its subject through two different tracks. ECON 120 will introduce students to basic economic theories and concepts pertaining to a wide range of global and domestic issues, including health care, deindustrialization, and more. ENGL 101 will explore well-known critiques of capitalism from Karl Marx to Naomi Klein.

5.
LIVING WITH OTHER GODS
(2 courses)

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|----|-------|-------------|-----------------|-----------------|-------------------|
| 1. | 10167 | ENGL 101X09 | College Writing | MWF 11:15-12:10 | Dr. Jim Bowman |
| | or | | | | |
| | 10170 | ENGL 101X12 | College Writing | MWF 12:20-1:15 | Dr. Jim Bowman |
| 2. | 12063 | REST 152DX4 | World Religions | MWF 10:10-11:05 | Fr. John Colacino |

In today's global economic and political marketplace, religion has an important influence on how people of different cultures, nationalities, and beliefs interact. This learning community will explore what happens when we approach what critic Mary Louise Pratt has called "the contact zone," that space of connection, collaboration, and confrontation. Understanding the traditions of the myths, doctrines, rituals, and ethics of major living religions serves as a valuable means of successfully negotiating one's way through contemporary culture.

In REST 152, students will explore the major religious traditions of the world from both an historical and contemporary perspective, examining how these living and dynamic belief systems continue to influence individuals and societies. In tandem with this course, English 101 asks students to consider themes of religious diversity and the worldview of major living religions in the context of both the past and the present. As a central element of the learning community, students will interrogate how religion plays an increasingly important role in personal and public life, as well as in the world of politics and international affairs.

6.
PEACE: WHAT IS IT GOOD FOR?
(2 courses)

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|----|-------|-------------|---|----------------|------------------------|
| 1. | 12780 | ENGL 101X26 | College Writing | TR 11:00-12:20 | Dr. Vincent Bissonette |
| | or | | | | |
| | 12781 | ENGL 101X27 | College Writing | TR 1:45-3:05 | Dr. Vincent Bissonette |
| 2. | 12701 | PSJS 200DX2 | Intro to Peace and Social Justice Studies | TR 3:10-4:30 | Fr. William Graf |

Edwin Starr's song, "War" (1969), begins with question, "War ... What is it good for?" His answer: "Absolutely nothing." As he puts it later in the song, "They say we must fight to keep our freedom, / But Lord knows there's got to be a better way." This Learning Community proposes non-violence as that "better way." Through small and large group discussions both spontaneous and planned, the course in Introduction to Peace Studies (200D) examines basic philosophies of non-violence pertinent to issues that threaten world peace. English 101 course examines the writings of proponents of non-violence, including Henry David Thoreau, Mahatma Gandhi, and Martin Luther King, Jr. Both courses together will work towards answering questions like: Who are some of the leaders of peace through non-violence? How does their legacy continue among nations when dealing with issues like poverty and the environment? Are there practical ways to encourage non-violence and avoid violent confrontations? Students will be invited to work individually and in small groups to identify, analyze, and plan possible solutions to local, national, and global concerns through non-violence.

7.
IT WOULD BE A PRIVILEGE
(2 courses)

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|----|-------|-------------|---------------------------------|----------------|-----------------------|
| 1. | 11540 | ENGL 101X02 | College Writing | MWF 12:20-1:15 | Prof. Catherine Agar |
| | | | or | | |
| | 11541 | ENGL 101X03 | College Writing | MWF 1:25-2:20 | Prof. Catherine Agar |
| 2. | 13245 | WGST 101CX2 | Intro to Women & Gender Studies | TR 1:45-3:05 | Prof. Lisa Cunningham |

This learning community will explore how particular categories of identity tend to lead to positions of power and privilege. This is perhaps most evident in the representation of gender in the media and popular culture, and examining this dynamic will be one of the major projects of this learning community. In addition, students will consider such possible topics as Title IX and sports, how gender is "performed," and especially how power takes shape in our culture based on who we are and how others perceive us.

In WGST 101, students will discuss patterns of domination and subordination, especially around gender topics and how they intersect with race, class, ability, age, and sexual orientation. In ENGL 101, students will focus on issues of writing through a consideration of such themes as gender and the media and gendered patterns of communication.

8.
THE PERSONAL AS POLITICAL
(2 courses)

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|----|-------|-------------|---------------------------|----------------|---------------------|
| 1. | 12436 | ENGL 101X24 | College Writing | TR 9:30-10:50 | Dr. Sharon Delmendo |
| | | | or | | |
| | 12437 | ENGL 101X25 | College Writing | TR 11:00-12:20 | Dr. Sharon Delmendo |
| 2. | 12758 | AFAM 240X1 | Struggle for Civil Rights | TR 3:10-4:30 | Dr. Ruth Harris |

"Don't make waves." "Go with the flow." Many people try to live their lives according to these words. They don't want to disrupt anything or upset anybody. They accept the status quo. But there are times when men and women must choose between their values and the status quo, and some choose their values. They take a stand. Individuals are transformed, and society changes. This learning community aims to encourage students to reflect on moments in literature and periods of history when individuals put their own values and beliefs into action. Sometimes those individuals stand alone with their own values as distinct from the status quo. At other times, they join with other like-minded persons to take a collective stand. When will the time come when you take a stand?

AFAM 240 will focus on the central role African Americans have played in making civil rights accessible for all citizens in the United States. The struggle for civil rights is one important dimension of the general African American quest for equality in political, social, and economic terms. The course draws on first person autobiographies, biographies, and secondary analyses of various sites of action in the civil rights struggle. AFAM 240 exposes students to examples of (1) personal transformations and the building of effective allies to the movement; (2) the role of key institutions, such as the black church and other community associations; and (3) the cultural production that spins off this movement, especially in the areas of music, art, and literature. ENGL 101 will focus on moments of personal transformation in film and literature, ranging from the Bible to today. What causes personal transformation and what are the consequences for the individual and his/her society? Finally, how can literature and film help us to reflect on our own values?

9.
LAW, AMERICAN SOCIETY, AND YOU
(2 courses)

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|----|-------|-------------|-----------------------|-----------------|---------------------|
| 1. | 12181 | ENGL 101X22 | College Writing | MWF 9:05-10:00 | Prof. Maureen Barry |
| | | | or | | |
| | 12182 | ENGL 101X23 | College Writing | MWF 10:10-11:05 | Prof. Maureen Barry |
| 2. | 13227 | POSC 210X1 | American Legal System | TR 3:10-4:30 | Dr. James Bowers |

This learning community will examine how law is used by both individuals and the greater American Society and how that use is explained through political science. This learning community also explores how law, its usages, and lawyers are and have been portrayed in popular media, particularly in literature, films, and television.

POSC 210 is an introduction to various issues, actors, institutions, and processes that make up the American Legal System. Topics discussed include the role and function of legal systems, law schools and the legal profession, judicial role and decision making, and the operations of court systems. In connection with this course, ENGL 101 will explore and respond to the ways literature, film, television, and other media have shaped our views of law and lawyers in the American legal system.

10.
THE OTHER AMERICA
(2 courses)

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|----|-------|-------------|-------------------------------------|-----------------|-----------------------|
| 1. | 10174 | ENGL 101X18 | College Writing | TR 1:45-3:05 | Prof. Amy McAlpine |
| | | | or | | |
| | 10175 | ENGL 101X19 | College Writing | TR 3:10-4:20 | Prof. Amy McAlpine |
| 2. | 13427 | SOCI 110X1 | Personal Troubles and Social Issues | MWF 10:10-11:05 | Prof. Antonio Ramallo |

As the United States undergoes an economic crisis that is as dire as it has faced in a generation, it is timely to consider the sociological implications of what is happening to what many critics call the "invisible" citizens of our country – the elderly, children, minorities, and people who live in rural communities who do not receive adequate opportunities because of their position in the underclass. In this learning community, we will seek to expose the stories of the often-forgotten members of our society and to place those stories in a sociological context so that we can better grasp what so many others are facing.

SOCI 110 will introduce students to sociological theories and apply them to contemporary social conflicts such as immigration, same-sex marriage, racial identity, women's roles in the workplace and in the family, homelessness, divorce, and other issues. In ENGL 101, students will have the opportunity to further explore these through representations of them in fiction, film, and personal essays.

11.
**SELF UNDER CONSTRUCTION:
CONFRONTING MYTHS, LEGENDS, AND TRUTHS**
(2 courses)

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|----|-------|-------------|---------------------|---------------|--------------------------|
| 1. | 11545 | ENGL 101X15 | College Writing | TR 1:45-3:05 | Dr. Arlette Miller-Smith |
| | | | or | | |
| | 11546 | ENGL 101X16 | College Writing | TR 3:10-4:30 | Dr. Arlette Miller-Smith |
| 2. | 13388 | PSYC 100CX5 | Intro to Psychology | MWF 1:25-2:20 | Dr. Melissa Ghera |

People continually claim to be "Keepin' it real." A popular commercial asked the question, "Is it real or Memorex?" A major soft drink manufacturer declared their beverage to be the "real thing." An old adage suggested we should always look for the "real McCoy."

What IS "real?" It is not always easy to dis/un/cover and retain the true self – that is, the authentic real deal! And even when we may be comfortable and confident in our selfhood, representations by others can shatter what we believe. Others' definitions, perceptions, and notions of self can then become our truth, our reality, and even our myth.

This learning community will help students understand how society and culture influence who we are and what we become. In this LC, students will explore and expose issues of age, race, ethnicity, gender, sexuality, class, etc. Some specific topics include, but are not limited to, the following: achievement, identity formation, and privilege and power.

12.
CULTURAL IDENTITIES IN A CHANGING WORLD
(2 courses)

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|----|-------|-------------|-------------------------------|----------------|--------------------|
| 1. | 10169 | ENGL 101X11 | College Writing | MWF 8:00-8:55 | Dr. Susan Uselman |
| | | | or | | |
| | 13314 | ENGL 101X28 | College Writing | MWF 9:05-10:00 | Dr. Susan Uselman |
| 2. | 13498 | ISPR 210X1 | Cultural Identity: South Asia | MWF 12:20-1:15 | Dr. Jebaroja Singh |

This learning community will examine how cultures affect both individual and collective identities. What are the dominant voices that define our cultural behaviors and societal relationships? In the midst of a rapidly changing world – economically, politically and culturally – is it even possible to define the various forces that influence our perceptions of ourselves? In asking these questions, we will explore the categories of identity that we use to define ourselves and each other.

ISPR 210 is an introduction to the relationship between culture and identity in South Asia. This course will examine the historical, social, sexual, economic, political, and cultural dimensions of people's lives in South Asia, mainly, in India, Sri Lanka, Pakistan, Bangladesh, and Afghanistan. Various issues such as the status of women, the significance of tradition, the impacts of colonialism, religion, nationalism, and global economy will be studied. ENGL 101 will explore representations of cultural identity – both your own and that of others – by analyzing advertisements, television, film and various writings to determine if/when such depictions are persuasive, and what this says about how to reach audiences effectively in writing.

13.
YOU WIN SOME, YOU LOSE SOME:
SPORTS AND MORAL CHARACTER
(2 Courses)

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|----------|-------------|---------------------|----------------|-----------------------|
| 1. 13428 | SPST 235X1 | Ethics in Sport | TR 11:00-12:20 | Prof. Michael Gibbons |
| 2. 13311 | PHIL 124CX5 | Introductory Ethics | TR 1:45-3:05 | Dr. Tim Madigan |

This is a writing-intensive learning community which fulfills the ENGL 101 core requirement.

Since our youth, we have faced questions of what is right and wrong. As we grow to adulthood, conversations with family, friends, and community members lead to more complicated questions and less obvious answers. We see teachers, coaches, community members, and celebrities engage in certain conduct, and we are able to measure the behavior against our own notions of moral and ethical conduct. We begin to form more firm beliefs about what is right and wrong. This learning community will explore various moral theories that help explain where our moral compass comes from and apply them to various contemporary problems in sport, business, and society.

In PHIL 124, we will examine the discipline of ethics and various theories about how to make good moral decisions. We will also explore how to critically evaluate these moral theories through application to specific moral problems, such as human rights, racism, sexism, the use of force to achieve certain aims, and the need for moral communities. In SPST 235, we will examine these theories as they relate to notions of fairness in the context of playing sports. Specifically, we will examine the theories to help explain cheating, violence, and other actions of individuals and teams in the pursuit of victory.

14.
SELF AND SOCIETY:
LIVING IN MODERN AMERICA
(2 courses)

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|----------|-------------|---------------------|----------------|--------------------|
| 1. 13037 | ENGL 236DX1 | The American Dream | TR 9:30-10:50 | Dr. Stephen Brauer |
| 2. 12332 | AMST 101PX2 | American Identities | MWF 9:05-10:00 | Dr. Mark Rice |

This Learning Community explores multiple dimensions of life in the United States since World War II. With the two courses – English 236 and American Studies 101 – operating in collaboration with one another, students will examine such topics as the impact on everyday life of the United States' rise as a global superpower, the expansion of suburbia and accompanying decline of urban life, the de-industrializing of the economy, and the political and cultural fracturing of contemporary society. Students will approach these topics through literature, non-fictional texts, and popular culture. In addition, students will create family histories that will provide historical, social and cultural contexts for understanding their own social and economic positions in modern America.

15.
DON'T ADJUST YOUR PICTURE:
CRITICAL LOOKS AT TV, FILM, & VISUAL MEDIA
(2 courses)

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|----------|-------------|------------------------------------|--------------|-----------------|
| 1. 12333 | AMST 204PX1 | Film, Television, & Visual Culture | MW 4:00-5:20 | Dr. Erica Eaton |
| 2. 13494 | COMM 265X1 | Cable & Cutting-Edge | TR 1:45-3:05 | Dr. Todd Sodano |

This is a writing-intensive learning community which fulfills the ENGL 101 core requirement.

How have depictions of race in American visual media changed in recent years? How have representation of power relations between men and women shifted? What about portrayals of people with disabilities?

COMM 265 hopes to answer these questions and more by surveying different forms of current television programming – broadcast, basic cable, premium cable, etc. In this course, students will examine shifting representations of diversity on television since the introduction of cable by understanding the medium through various perspectives: social, artistic, economic, political, and televisual.

AMST 204 introduces students to a range of perspectives on contemporary film, television, and visual culture, using a substantial range of readings and weekly screenings to explore ideas of how we understand visual media, visual literacy, and visual culture. This course is intended to help shift the cultural positions of students from being simple spectators to being informed insiders of American visual culture, especially in relation to the concept and practice of “spin” and issues around voice and representation in media.

16.
CONFLICT AND REVOLUTION
(2 courses)

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|----------|-------------|-------------------------------------|-----------------|---------------------|
| 1. 13159 | HIST209X1 | Revolutionary & Totalitarian Europe | MWF 11:15-12:10 | Dr. Frederick Doto |
| 2. 13270 | POSC 112CX1 | World Politics | TR 11:00-12:20 | Dr. Zachary Shirkey |

This is a writing-intensive learning community which fulfills the ENGL 101 core requirement.

In this learning community, we will examine conflict within and between countries. As part of this, we will explore the social, political, and economic conditions that have fostered revolutions, caused wars, and led to terrorism. Moreover, we will study revolutionary movements and their impact on society, as well as reactions to those movements. Through these topics, students will consider the ways in which communities regard themselves, and ways to prepare for and reduce the likelihood of conflicts between countries.

Topics will include civil war and ethnic violence, terrorism and counter-terrorism, the major revolutions of the 20th century, the recent wars in Iraq and Afghanistan, and the roles of culture, ideology, and self-interest in causing conflict. One overriding question will be, “Can the experiences of the past help us understand current and future conflicts and perhaps reduce their likelihood and destructiveness or have the conditions which foster conflict changed significantly enough to make past lessons inapplicable?”

17.
LEADERSHIP THROUGH SELF-DEVELOPMENT I
(2 courses – limited to Service Scholarship recipients)

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|----------|-------------|-------------------------------------|-----------------|--------------------|
| 1. 10164 | ENGL 101X06 | College Writing | MWF 10:10-11:05 | Dr. Deb VanderBilt |
| or | | | | |
| 10165 | ENGL 101X07 | College Writing | MWF 11:15-12:10 | Dr. Deb VanderBilt |
| 2. 12483 | SERV 120CX1 | Leadership Through Self-Development | MWF 12:20-1:15 | Dr. Jason Berman |

Students registering for “Leadership Through Self-Development” will enroll in Interdisciplinary Studies 120C and English 101C. Together, these courses will help you understand and experience the basic responsibility of leadership: self-development. Through techniques like role-playing, discussion, and writing, the two courses will help you discover more fully what your values and your commitments are. Both courses will also challenge you to explore what others have thought and said about leadership and to consider situations in our society and the world that require leadership. We hope students in this learning community will share our desire to have open communication and feedback in class, and that the two courses will reinforce the spirit of curiosity, commitment, collaboration, and experimentation in you and in us.

18.
LEADERSHIP THROUGH SELF-DEVELOPMENT II
(2 courses – limited to First Generation Scholarship recipients)

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|----------|-------------|-------------------------------------|----------------|-----------------------------|
| 1. 10163 | ENGL 101X05 | College Writing | MWF 12:20-1:15 | Dr. William Waddell |
| 2. 12484 | FGEN 120CX1 | Leadership Through Self-Development | MWF 8:00-8:55 | Prof. Richard DeJesus-Rueff |

In an effort to better understand leadership, this learning community will introduce concepts associated with leadership, psychological and social identity development, as well as the impact of diversity on personal identity development and leadership. The learning community includes a service-learning activity. We will encourage students, as members of the Fisher community, to analyze their responsibilities and commitments in the context of leadership for the common good and for purposeful change. We will ask them to think critically about leadership issues facing our society, understand the importance of self-knowledge, recognize how diversity influences personal identity and leadership, and explore how values influence leadership (e.g., consider The Fisher Creed).

We will attempt to answer questions such as:

What is leadership? How are values related to leadership? Are leaders born or made? How is personal and social identity development related to leadership? How does diversity influence leadership? How do power and authority relate to leadership?

English 101C will build on the concepts introduced in Interdisciplinary Studies 120C, through additional readings, film, discussion, and writing. The course will involve large and small group discussions, and students will be encouraged to become individual as well as group learners. They will keep ongoing journals in which to record their experiences and ideas, and they will write and revise essays about the ways in which the readings and discussion relate to their experience.