

Students in M/W/Th Freshman Studio are in Tues. and Fri. Liberal Arts Courses:

Register for one section of S101 *and* one section of H102.

Student Planning: <https://ss.risd.edu/Student>

H102 main lectures are on Tues. and Thurs. 8-9:00am in addition to the section.

Descriptions of S101 section topics are below.

Tuesday/Friday <u>HPSS-S101</u> sections - Choose <u>one</u>				<u>HAVC-H102</u> sections - Choose <u>one</u>			
HPSS-S101-06	Lang	Resilience: Critical Perspectives on Environmental Change	9:40-11:10	HAVC-H102-01	Ward	Tuesday	1:10-2:40
HPSS-S101-16	Savchenko	Economy and Society	11:20-12:50	HAVC-H102-09	Carver	Tuesday	2:50-4:20
HPSS-S101-20	Keefer	Quest for Wisdom	11:20-12:50	HAVC-H102-21	Varshavskaya	Tuesday	1:10-2:40
HPSS-S101-22	French	Intro to Social and Cultural Anthropology: Ethnography	11:20-12:50	HAVC-H102-24	Shapiro	Tuesday	2:50-4:20
HPSS-S101-25	Mohanty	American Labor History	11:20-12:50				

You will have until January 22, 2019 to register for your desired section of S101 and H102.

After Jan. 22nd, those not registered will be randomly placed into a section.

HPSS-S101 Descriptions

S101-06 Ursula Lang Resilience: Critical Perspectives on Environmental Change

TuF 9:40-11:10

Resilience has become a central way to understand society's relationships with contemporary environmental conditions at multiple scales. In this first year seminar, we aim to explore resilience from the perspective of human geography. We consider how resilience is imagined and critiqued from a variety of policy and grassroots environmental justice perspectives. To do this, we will narrow our focus on cities and resilience. Urban environments are made from ongoing interconnections between biophysical, socioeconomic, creative and political processes. We will consider how and whether resilience is changing cities. And we will delve into how artists and designers have responded to and reconfigured urban resilience. This seminar will draw on a range of case studies and provide an introduction to geographic perspectives on nature-society relations.

S101-16 Andrew Savchenko Economy and Society

TuF 11:20-12:50

We will investigate how power, culture, and social institutions affect such crucial components of economic performance as supply, demand, and economic growth. We will also study social aspects of wealth creation and innovation. Issues of social inequality, related but not identical to unequal distribution of resources, will be studied both in the context of social class and cross-national comparisons. The latter will try to answer the riddle of globalization: why the increasing volume of international trade in all factors of production (commodities, capital, and labor) makes some countries rich while others remain poor. History of social and economic development will be an essential aspect of the course.

Finally, we will investigate the forces that shape today's arts market, specifically the emergence of corporate structures, such as auction houses, and the use of branding as the main tool of the marketing of art. Changes in the art marketplace will be discussed within the conceptual framework that includes trust, cultural value, symbol, agency and structure. Students are expected to participate in discussion and write four short take-home assignments. There will be a final exam.

S101-20 Donald Keefer Quest for Wisdom

TuF 11:20-12:50

This introductory philosophy course focuses on various theories of what philosophers across time have written about how we ought to live and what is essential to meaning in life: wisdom, happiness, and love. This is not a buffet of life-style choices. There are no easy answers to these questions. Rather, we will read them critically so as to evaluate their validity using a number of critical frameworks.

S101-22 Lindsay French Intro to Social and Cultural Anthropology: Ethnography

TuF 11:20-12:50

What IS anthropology? What is ethnography? What kinds of questions do anthropologists ask, how is ethnographic research conducted, and how are ethnographic understandings communicated? This course introduces students to the discipline of social and cultural anthropology by looking at the kind of work anthropologists do, the way we do it, and how we communicate what we learn through our research in both ethnographic writing and film. The goal of the course is to introduce a distinctive way of thinking about human social and cultural differences, and a range of analytic techniques that anthropologists use for making sense of these differences. Readings have been chosen to represent geographical and cultural diversity, as well as several different analytic approaches. Writing assignments ask you to think and write about social and cultural issues the way an anthropologist might. Short papers are designed to build skills in critical reading, analysis, synthesis, and clear exposition, as well as informed interpretation. Writing is understood as a process as much as a product in this class, a means of extending and refining your thinking about a particular topic. Any paper may be re-written to improve your grade as long as it is submitted before the next paper is due.

S101-25 Gail Mohanty American Labor History

TuF 11:20-12:50

This Course draws on broad themes and problems in American Labor History for its content. Over the course of the semester we will examine debates that engage labor historians and historians in general. This reading, writing, and discussion format class examines the development of a working class cultures in North American/the United States from the colonial period through to the present. The course examines the experiences of the diverse cultures and ideologies of working people from the late 16th century onward. The various labor systems that arose during this time period include indentured servitude, slaves, artisanal and handicraft production as well as the development of labor organizations and national and international trade unions, labor parties and benevolent organizations. Issues of race, gender and ethnicity are discussed within the context of work and culture throughout the semester. Learning goals include not only tracing the history described above but gaining an appreciation for the role of labor in shaping American society, the significance of the Union movement in labor legislation and the relevancy of the study of labor history to work today. Requirements include Attendance and participation in each class meeting, and writing three short papers including an opinion paper, a biography, and a brief research essay. In addition there are two opportunities for in-class writing and peer review.