What is a Byrne Family First-Year Seminar?

- 1 credit
- Graded Pass/No Credit (PA/NC). Grade does not affect student GPA, but appears on transcript.
- 20-student maximum in each seminar; 10-student minimum. No “special permission” numbers are utilized.
- Taught by tenure track faculty.
- Meet once per week for 10 weeks (about 1 ¼ hours) or 5 weeks for about 2 ½ hours.
- Students are self-selected. They sign up for their top 4 choices and are placed in one. Your seminar may or may not be their top choice.
- Students come from across the university: SAS, SEBS, Business, Engineering, Pharmacy, etc. They have varying abilities.
- Faculty members receive $3000 research stipends. For seminars that are co-taught, each faculty member receives $2,500.
- Special funding is available for food, field trips, outside speakers for seminars.

Angela Mullis, Director (angela.mullis@rutgers.edu)
Goals of the Byrne Seminars

• Designed to introduce first-year students to the resources of Rutgers through you, the faculty member who teaches the course. (In an important sense, our faculty members are the resources of Rutgers University.) Through you and your passionate interests, students come to understand Rutgers as a research institution.

• Part of a cultural change at Rutgers—an attitudinal shift to turn undergraduate life toward a more academic culture, a reflective culture, a place for exploring new things. A place where “students join faculty in creating a climate of intellectual adventure.”

• Meant to increase engagement between senior faculty and first-year students; meant to encourage faculty engagement with undergraduate education in general. Part of new focus of senior faculty energy and time on undergraduates. Possibly a seedbed for mentoring undergraduates at Rutgers.

• Meant to invite students into your intellectual work. A means for making your specialized research relevant and accessible to a broader audience.

• Meant to be inspirational. Meant to be “fun.” Meant to arouse the intellectual curiosity of our undergraduates. Get the students excited.

• Part of our effort to transform the undergraduate experience.
Assignments

Students who are successful in the first-year seminars will earn one academic credit; therefore, the assigned work must be reasonable. The first-year seminars are not directed toward getting students to absorb specific information. Rather, by exposing students to the minds of research faculty, the seminars aim to engage students in the world of research and in creating new knowledge. The teaching challenge will be to allow students to experience what it is like for a faculty researcher to confront a problem.

Consider what you want your students to experience in the seminar. What do you want to make happen? What do you want the students to know at the end of your seminar?

Reading
Based on successful seminars, we recommend a maximum of 35 pages of reading per week.

Students might be asked to:
- Read a piece, with accompanying questions provided by the professor as a guide.
- Read a specific, short section of a longer piece. In class, report on specific section; the class will work together to come to an understanding of the entire piece.
- Bring 1-2 questions to class related to the assigned reading.
- “Read” a visual or multimedia text.

Writing
Based on successful seminars, we recommend a maximum of 5 pages of formal writing, or ten pages of informal writing, or some combination, over the course of the entire semester. You may consider asking students to complete some of this writing during class time.

Students might be asked to:
- Begin each class by responding to a writing prompt on a class theme or reading.
- Keep an intellectual journal to be handed in at midterm and at the end of the course.
- Write an essay every other week on a question the professor provides.
- Write short pieces for an audience beyond the professor - a blog, a website, a newspaper.

Assessment
Given that the first-year seminars are Pass (PA)/No Credit (NC), you might want to read the student’s writing and make general comments, perhaps in the form of a personal letter to the student. When evaluating a student’s written work, you might limit yourself to one or two general points, making references to the student’s strengths as well as weaknesses.

If you prefer to give an examination, consider giving the students the questions in advance so that they can meet in study groups to analyze, interpret, and make critical judgments about the material they have learned. The exams themselves would be taken by individual students, and would be graded Pass/Fail.
Enrichment Requests

In addition to its intellectual mission, the Byrne Seminar Program also aims to connect faculty and students informally. Ideally, these small classes will give birth to some mentoring/advising relationships. To encourage intellectual friendships and long-term professional engagement between teachers and students, both inside and outside the classroom, the Office of Undergraduate Academic Affairs has set aside funds which may be used for field trips, shared meals, and outside speakers.

Expenses Requiring Special Approval:

- **Field Trips** are encouraged in order to enhance the seminar content and simply to share an adventure. All field trips for which you want support from our office must be approved beforehand. Appropriate transportation for your trip, NJ Transit tickets or a bus, will be arranged. Professors will also be reimbursed for admission fees/tickets and for reasonable food requests depending on the duration of the trip. Groups have gone to Google Corporation, Edison National Historic Site, the Jewish Museum, Clinton headquarters in NYC on election night, a Broadway play in NYC, the Cloisters, the Tenement Museum, etc. Please note that a trip itinerary and waiver forms must be submitted at least two business days in advance of the trip.

- **Outside Speakers** can enhance a seminar. Our office will pay up to $250 toward a speaker’s fee. For payment of speakers and honoraria, the name, contact information, and social security number of speaker; date of speaking engagement; course information including the course name, date, time, and location; expectations of the speaker, such as name of speech or topic discussed, question and answer, discussion, book signing, etc.; and the agreed upon cost of speaker, invoice, and W9 form are needed.

Requests for field trips or speakers should be submitted to Angela Mullis, mullis@oldqueens.rutgers.edu. Requests should include anticipated expenses.

If you need assistance determining the expenses for a field trip, arranging transportation and/or reimbursements for a field trip, or speaker honorarium and appropriate paperwork, please contact Cara Macaluso caramac@echo.rutgers.edu.

Expenses Requiring a Mere “Green Light”:

- **Food.** Reasonable requests for a pizza delivery to your classroom, a meal at the Rutgers Club, or reimbursements for refreshments for your class will also be supported. You may order pizza directly through Paulie’s Pizza, (732) 227-0900. Speak with Noha, add a driver’s tip when you call, give her your name as the contact person, and tell her you are a professor with the Byrne program. You will not be required to pay at the time of delivery. The Rutgers Club is a nice location for a breakfast, lunch, or dinner with your students. The club’s hours and menus can be viewed at http://rutgersclub.rutgers.edu/. You must be a member to make a reservation.

Requests for food, reimbursements, or assistance with membership or arrangements with the Rutgers Club should be submitted to Cara Macaluso, caramac@echo.rutgers.edu.
Planning Your Seminar: Some Possible Approaches

The “Backwards” Approach. Plan backwards. Begin with the results that you hope to foster.

Consider your discipline. Then ask, “What do I want my students to be able to do at the end of 5 or 10 class meetings, either intellectually, physically, or emotionally, as a result of the seminar?” Remember, you don’t have much time and this is a one-credit course. Scale back your expectations.

For example,

- What fundamental thing or things do I want them to understand?
- What kinds of conversations should my students be prepared to enter after taking my seminar?
- What types of questions should they learn to answer?
- What types of qualities should they develop?
  - e.g., a better ability to question assumptions

The “Big Question” Approach. Figure out one big question that the seminar will address. Then, think about smaller questions that one would need to explore to address the big question.

Consider,

- How will I encourage my students’ interest in this question and in the abilities they will need to answer this and similar questions.
- Get your students asking questions. Assign question-writing to them as homework, e.g., “Bring one question to class that’s appropriate for class discussion.”

The “Reading And Thinking” Approach. Focus your seminar on how to read effectively in your discipline. Discuss the text closely in class. Have someone read and then discuss it. Get the students to reason together. “What might this passage mean? What support do we have for this interpretation?” Get your students thinking out loud.

- First-year students, especially, may not have a good understanding of what it means to think about these topics. We have a lot of “strong” students who get good grades and perform well in school—but the skills they have are not necessarily skills for deep and meaningful learning.
Ideas for the First Day of Class in a First-Year Seminar

- Lay out the class as a series of delightful intellectual rewards in store.
- Raise one or two big questions that the course will address, connected with your research and/or your discipline.
- Tell a story about yourself in relation to these questions or your discipline. How did these questions come to intrigue you? How did you first become fascinated with, say, Civil War history, physics, etc.?
- Open the class by sharing your passion for your work with your new students. Your inspiration will spark their enthusiasm. Consider that you will be imprinting your personal brand of thinking, as well as giving them a glimpse of how a philosopher or literary critic or psychologist’s mind works.
- Consider “ice breakers” so students get to know one another.

Rationale:
We often live our scholarly lives focused on questions that lie several layers beneath the surface of questions that first intrigued us. In teaching these seminars, maybe we need to be willing to dig back toward the surface and to meet our freshmen there, to recapture the significance of our inquiries, and to help students understand why our current research captures our attention. We can’t simply call out from our position deep in the ground and ask our student to join our subterranean mining expeditions. We have to meet them on the surface and help them understand the value of what we’re pursuing. Why would anyone want to solve this problem or answer this question?
- adapted from “Class Act,” a publication of the NYU Center for Teaching Excellence: Advancing University Learning

More ideas for your seminar, generated by fellow Rutgers faculty, in order to enhance community building and personal connections

1. **Letter Writing.** In lieu of a mere electronic “pass/no credit,” consider writing a letter to each student at the end of the seminar – a personal response based on your assessment of his/her performance in the class.
2. **Office Hour Visit.** Require that each student visit you during your office hours, one-on-one. Talk to each student about the course, about how things are going in general during the first semester, about their vocational plans, etc.
3. **Debriefing.** During the last class of the seminar, spend about ten minutes openly discussing with students their (and your) experience of the class: strengths, weaknesses, suggestions for the future.
4. **Carry the Conversation Outside the Classroom.** Consider taking your class to a restaurant for a meal. Meet in a different location on campus, like the library or a lab. Plan a field trip.
5. **Bring Food.** If your class meets during a mealtime, you might order a bagel breakfast or pizza and soda for lunch.
6. **Use Your Imagination!**
R. U. Happy?

A Bryne Seminar, Fall 2012. 10:090:101 Sec 18 Index 08610
Beck 221 Livingston
Tuesdays 8:40 to 11:40 (with break).
Bravel Holcomb, Office Room 534 CSB. Holcomb@rei.rutgers.edu
Phone 848 932-2379

This seminar, led by a geographer who teaches planning and is a happy amateur, will tread where angels fear to into various humanities and sciences to explore what happiness means and how it may be achieved. There are only two rules: come to class and enjoy it! This is a pass/no credit course. You pass if you attend and participate. (If you have a necessary absence, let me know promptly). I strongly urge you to attend at least one “cultural” program on campus during our five weeks – a play, a movie, a concert, an exhibition at Zimmerli etc. We’ll talk about this at our last meeting.


Or one of the other many excellent books on happiness.

Resources for this course available on Sakai.rutgers.edu (Stuff to read, watch, listen)

"Happiness in Perpetuity" Paul Bo

Interrogate Ossified Assumptions!

September 4  What is happiness? What “makes” us happy? Happy memories from class participants: what made you happy then? What some “dead white men” (ancient philosophers) thought about it. Part of Happy Yoga video.

September 11 Positive psychology. How a science focused on depression and anxiety changed direction, produced best selling how-to books and became the most popular course at Harvard.
Video: Happiness episode of *This Emotional Life* with host Daniel Gilbert, author of *Stumbling on Happiness* (2006). [Video link](http://www.youtube.com/watch?v=91gCqP-xHnw) Ben Sarah 2 minds. See Tal Ben Shab on psych. of happiness. These are ten and 8 mins each approx.

[Video link](http://www.youtube.com/watch?v=cSREbpjLyyUA&NR=I)

[Video link](http://www.youtube.com/watch?v=X2f_iHJfGie&feature=related)

September 18 The economics and politics of happiness. Discussion of the Boks’ books. Should governments use life satisfaction/happiness as measures of progress? What is the relationship (if any) between equality/inequality and happiness in a society? For 8 minute video interview of Derek Bok and his wife Sissela Bok, author of *Exploring Happiness: From Aristotle to Brain Science*, see

[Video link](http://www.pbs.org/newshour/bb/entertainment/jan-june10/happiness_06-02.html)

For Bok discussing his book see [Video link](http://www.youtube.com/watch?v=bU74jBxN7ZV)

For Carol Graham, author of *Happiness around the world: The paradox of happy peasants and Miserable Millionaires* see [Video link](http://www.youtube.com/watch?v=DPnMJU1POoA)

For an interesting film made by a young member of the Johnson and Johnson family entitled The One Percent see [Video link](http://www.youtube.com/watch?v=UmlX3f1QrEc)

September 25 (Yom Kippur begins at sundown). Most (though not all) religions subscribe to the idea that there is an afterlife and the virtuous will inhabit it. Choose any religion/belief system and be prepared to describe what the “happy afterlife” is like. For the sake of discussion, lets assume we’re all going to end up in the same “place.” What do you hope it’s like? I’ll talk a bit about Utopias. At 11.30 we’ll walk over to the Faculty Dining “Club” in the student center and have lunch.

October 2 Brunch at Bri’a. We’ll arrange logistics for you to get to my home at 29 South Fourth Ave, Highland Park where we’ll eat, drink (coffee/ juice!) and make merry. I have a CD of “happy music” by a student from this class two years ago -- but maybe someone will bring an updated version. Depending on weather we’ll walk but we’ll definitely talk.

Happiness is like a butterfly; the more you chase it, the more it will elude you; but if you turn your attention to other things, it will come and sit softly on your shoulder... (Tzuven)

For a long time it seemed to me that life was about to begin - real life. But there was always some obstacle in the way: something to be gotten, something to be done, a shelf to be paid, a bill to be paid. Life was a constant succession of things to be done. It is a wonder that any of us ever got to be six. I think that these obstacles were my life. Every step has helped me to see there is no way to happiness. Happiness is a way of living life. Every moment you are and remember that life waits for no one.
Byrne Seminar - Fall 2008 - Syllabus

01:090:101 - Section 51 - Index 12529 - 1 credit
Thursdays 3:55-5:15pm, September 4 to November 6, 2008
Douglass Campus – Corwin Lab on Nichol Avenue

Contact Information
Julia Ritter, Associate Professor
Department of Dance - Mason Gross School of the Arts
732.932.8497 ext. 17 - jritter@rci.rutgers.edu
Office hours by appointment
WEBSITE: sakal.rutgers.edu

You cannot create results; you can only create the conditions in which something might happen.
--Anne Bogart, A Director Prepares: Seven Essays on Art and Theatre

Seminar Description
An examination of the use of interdisciplinary processes in American avant-garde theater, particularly in relation to dance and voice. Discussion of pioneering artists and artistic movements that have shaped contemporary performance. The course will include lecture, discussion, creative experiments, improvisations, observations of video and film, as well as attendance at performances.

Goals
Embrace the unknown
Nurture your curiosity
Participate with gusto
Watch with earnest attention
Listen to others
Ask questions
Consider flexible definitions of art and beauty
Contemplate how art impacts your life

Requirements
Come to class -- Participate -- Experiment - Converse
Read the articles and respond
Read two plays (they are not long)
Engage in creative research -- may be studio-based or may be written

Assessment
Attend all sessions for one-half your course requirement
Participate in all field trips, class activities and submit writings for the other half

How We Do It
Ten class periods - 1:20 hours each
Wearing comfortable clothes you can move around in
Bring water
One field trip to NYC -- Brooklyn Academy of Music (train ride, pizza, performance)

September 4        Introductions -- Corwin Lab
September 11       Go to Douglass Music Library
                    View "Dancing to the Promised Land"
                    "Read Article on Bill T. Jones"
September 18       Corwin Lab -- Class
                    Read Anne Bogart "Introduction" from *A Director Prepares*
September 25       Corwin Lab -- Class
                    Read "Quarreling Pair"
                    Read Anne Bogart "Memory" from *A Director Prepares*
October 2           NYC Trip to see "Quarreling Pair" -- Brooklyn Academy of Music
                    Bill T. Jones/Amie Zane Dance Company
                    Meet at New Brunswick train station, north platform at 3:45pm
October 9           Corwin Lab
                    Meredith Monk
                    Read "Introduction" from *Meredith Monk by Deborah Jowitt*
October 16          Corwin Lab
                    Julie Taymor -- "Titus Andronicus" and "Oedipus Rex"
                    Read Excerpt from *Playing with Fire* by Eileen Blumenthal
October 23          Corwin Lab
                    Read Judson Dance Theatre article
                    Watch "7 Postmodern Choreographers"
October 30          Corwin Lab
                    Read "Love After Death" by Michael Duke
                    Julia Ritter Performance Group

November 6 -- LAST DAY

"Wherever it says Read -- it means read for that class..."
Control of Gene Expression in Yeast
Mondays 1:40 – 3:00 Waksman Rm 311

The Gene Expression course is a combination of discussion and laboratory sessions. Each week, 20-40 minutes will be used to discuss aspects of transcriptional regulation in yeast and to go over the experiments that will be performed in the lab. In the rest of the class, students will be in the lab performing experiments to investigate mechanisms of transcription in yeast. Please be aware that working in the lab is sometimes time consuming (especially if you are not prepared) and that you may go over the time allotted for the course.

A Sakai site for the course has been created to post discussion notes and figures, the laboratory protocols, and links to the data that you will generate.

The discussion notes and figures are what we will be going over in class. You are not required to print them out if you do not want to.

You are required to print out the lab notes before you come to class each week. We recommend that you put them in a small 3 ring binder so that you can add pages for your data. To save time and be more productive in the lab, you should read the lab notes before you come to class for the experiments that you will perform that week.

You must also purchase an I-Clicker brand (http://www.i-clicker.com/dmm/) personal response system and bring it to class each week. These can be purchased at the campus bookstore for roughly $35. They can also be found on E-bay and Amazon for less. You may be required to use this clicker in some of your other classes. You will get a note later this week on how to register your I-Clicker for this course. This needs to be brought to class every day. (We will have clicker questions on the first day). This will be the only cost for the course.

1. 9/6 — Discussion: Goals of course
   Biological Problems Role of Transcription
   General mechanism of transcription
   Assaying transcription with reporter genes

   Lab: Learn to use pipetors, serial dilutions

2. 9/15 — Discussion: Why do we work in yeast? Review of Yeast Biology
   Genetic analysis of transcriptional regulatory sites
   Genetic screens for activator and repressor proteins

   Lab: Sterile Technique, Plate mutagenized yeast

3. 9/22 — Discussions: Xie et al. □ Activity of MSEs from mid-sporulation
   promoters □ Identification of transcription factors that function at MSEs □ Methods
   - lacZ reporter assays, Northern blots, EMSA DNA binding assays, □

   Lab: Streak colonies to screen for silencing; □
4. 9/29 -- Discussions: Xie et al. cont. Methods - lacZ reporter assays, Minipreps

Lab: Record silencing results
Patch each colony onto a master plate.
Perform lacZ filter lift assays on streak outs
Pick mutant to sequence

5. 10/6 -- Discussions: None. Go straight to lab to do minipreps

Lab: Plasmid DNA Minipreps

6. 10/13 -- Discussions: Xie et al. and Mead et al.
Northern blots, EMSA DNA binding assays, qRT
Eukaryotic chromatin structure
Silencing vs repression, Sir2 vs Hst1; PCR Mutagenesis

Lab: Set up serial dilutions for silencing spot assays
Set up digestions, Sequence analysis

7. 10/20 -- Discussions: Review of Screen data; Sequence analysis, 4-Peaks, FinchTV,
Make a contig, Identify the mutants

Lab: Run agarose gel Analyze sequences, perform BLAST, map mutations on the structure

8. 10/27 -- Discussion: Review of Sir2 structure; Structure modeling using CN3D or
RasMol Results, problems and Interpretations

Lab: Analyze sequences, perform BLAST, map mutations on the structure

9. 11/3 -- Discussion: Structural Analysis

Lab: Analyze sequences, perform BLASTN, map mutations on structure.

10. 11/10 -- Presentation of data and discussion
**Of Tinman and Scarecrow: Understanding the Heart and the Brain**  
(Mary Konsolaki, Rutgers/Sunita Kramer; UMDNJ)

**Class Plan Fall 2011**

<table>
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
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| Class 1 Lecture | Sept 15 | Class Overview - - (questionnaire: what would you want to learn) Requirements  
- attend a seminar at Rutgers/UMDNJ and write short report on main point (list of campus seminars is provided)  
- sign up for office hour  
- attendance/participation, class presentations  
1. Introduction to discipline (Genetics, Molecular Bio, Neuroscience, Biochemistry, Cell biology, Development, Evo-Devo)  
2. assign reading for next week (Genetics/Genomics) |
| Class 2 Lecture | Sept 22 | 1. Current state of genetic/genomic research  
2. Model organisms |
| Class 3 Lecture | Sept 29 | 1. Vital organs: The heart  
2. How to Read a Scientific Paper |
| Class 4 Discussion | Oct 6 | Class Discussion of paper assigned on 9/29 -- Heart development |
| Class 5 Lecture | Oct 13 | Vital organs: The brain  
1. What makes the human brain unique  
2. Neurodegenerative diseases  
3. Alzheimer's disease and Drosophila |
| Class 6 Student Presentations | Oct 20 | Class presentations on paper assigned on 10/13  
Teams of 3 students will present one figure from assigned paper and answer two figure-specific questions. Class should prepare to answer questions on:  
- main point of research  
- what would be the next set of experiments in the field |
| Class 7 Discussion | Oct 27 | Modern genomics and ethics – panel discussion  
(faculty student will prepare one topic and present relevant issues)  
1. To know or not to know? Commercial use of genetic information  
2. The ethics of using embryonic stem cells in medical research |
| Class 8 Class trip | Nov 3 (Sat. Nov 19) | Class trip  
BODIES The exhibition, NY |
| Class 9 Hands-on | Nov 10 | Visit Lab  
Hands-on exposure to handling of flies, genetic analysis, histology and behavioral assays |
| Class 10 Discussion | Nov 17 | Conclusions – Discussion. Refreshments  
- career options |
Sources of information for discussion on ethical issues in Genetics

http://www.npr.org/
http://www.nytimes.com/
http://www.scientificamerican.com/
http://www.bbc.co.uk/
http://www.washingtonpost.com/
http://www.time.com/time/
http://online.wsj.com/home-page

Stem Cell information from the National Institutes of Health (NIH)

http://stemcells.nih.gov/info/ethics.asp
In today's visit to the Kramer lab, you will learn about some of the techniques we use to study *Drosophila* heart and nervous system development. You will have the opportunity to visit four stations. Each visit to a station will last approximately 15 minutes.

1. **Fly pushing station:** Instructor: Frank Macabenta

   At this station, you will have the opportunity to observe adult fruit flies under a microscope. Flies are anesthetized using CO2. Under low magnification, it is easy to distinguish males from females as well as observe a variety of dominant markers.

2. **Embryo collection and processing station:** Instructor: Yi-Shan Cheng

   At this station, you will learn how we collect *Drosophila* embryos and process them for antibody staining. Embryos are first dechorionated to remove their outer shell and then "fixed" with a formaldehyde solution.

3. **Embryo sorting station:** Instructor: Amber Jensen

   At this station you will have the opportunity to use a Zeiss M2BIO fluorescence dissecting stereomicroscope. Using this microscope, samples can be quickly viewed under transmitted, reflected or fluorescent light. It is mainly used as a support microscope to sort and/or identify fluorescent samples for imaging on our high-end confocal microscope, but can also be used on its own to observe general defects in development.

4. **Confocal Microscopy station:** Instructor: Tiffany King

   At this station you will have the opportunity to view a Spinning Disc Confocal Microscope in use. The principle of confocal microscopy is the elimination of out-of-focus light, thus producing a high-resolution image. There are several ways to achieve eliminate out of focus light in fluorescence microscopy. The fast scanning speeds of the Spinning Disk system are conducive to high-resolution live cell imaging. The system also can be used to improve the signal/noise ratio in fixed cell imaging by excluding out-of-focus light.
CELEBRATE THE WONDER OF THE HUMAN FORM

BODIES...The exhibition provides an intimate and informative view into the human body. Using an innovative preservation process, the exhibition allows you to see and celebrate your body's inner beauty in ways you never dreamed possible. Over 200 actual human bodies and specimens, meticulously dissected and respectfully displayed, offer an unprecedented and wholly unique look into your amazing body. Come explore, experience and celebrate the wonder of the human form.

EXPLORE THE SYSTEMS OF THE BODY

Using actual human bodies and individual organ specimens, BODIES...The exhibition allows you to look deep inside the systems of your body: Skeletal, Muscular, Nervous, Respiratory, Digestive, Urinary, Reproductive, Circulatory and the Treated Body.

» Learn More

DR. ROY GLOVER

"Seeing promotes understanding and understanding promotes the most practical kind of body education possible."

» Dr. Roy Glover, BODIES...The Exhibition Medical Director

THE PRESERVATION PROCESS

The Polymer Preservation Process creates a specimen that will not decay, offering thousands of unique teaching possibilities for educators at all levels.

» Learn More

THE HISTORY OF ANATOMY

Class trip to NY - Saturday November 19
Seminar Focus: What do corporations owe society?

The social responsibility of business is to increase its profits, according to one of Rutgers' most famous and influential graduates; the Nobel Prize winning economist Milton Friedman. Or is it? What do you think? Everyone in the world has a stake in answering this question because the conduct of business is central to the quality of our everyday life and planet: from the products we consume (e.g., seafood, toys, pet food, gasoline, pharmaceuticals) and the Earth's resources used in making those products to the type of work we do. In this seminar, we will examine the words and actions of modern corporations as they respond to pressures from government, consumer groups, and others who demand more responsibility. In particular, we will explore how they communicate their social responsibility to us.

This seminar will examine Corporate Social Responsibility (CSR) as a communication practice in society. This course considers the communication issues that arise as increased attention is given to the impact of business organizations on society and the environment. The course will pay particular attention to the communication, information, and media issues at the center of CSR and the relationship among business, society, and government.

Students will examine the different ways that business organizations are drawn into communicating their social responsibility and how they communicate their social responsibility. Students will reflect on and analyze the social consequences of CSR as currently practiced. As a result of this seminar, students:

- Will be able to define, describe, and critically differentiate ways business firms practice corporate social responsibility.
- Will be able to explain different reasons why corporations became involved in communicating corporate social responsibility.
- Will be able to articulate and how they defend their position on CSR.
- Will develop an introductory understanding of how communication and organizational analysis is conducted.
- May become inspired to be involved in social innovation and social entrepreneurship.
Seminar Plan

Each session will focus on some aspect of communication at the interface between business and society including practices of corporate social responsibility (CSR) by business organizations and practices and other actors in civil society concerned about the relationship between business and society. Within the field of communication studies this interest is primarily studied in the areas of Organizational & Public Communication. The following questions will guide the first four sessions:

1. What is a corporation and what are some consequences of corporations for society?
2. How do business firms communicate their social responsibility to their stakeholders and what does this reveal about the corporation’s approach to social responsibility?
3. How do a corporation’s stakeholders communicate with that corporation and what does this reveal about how stakeholders hold a corporation accountable for its actions?
4. How does the way a corporation communicates its social responsibility and the way its stakeholders hold the corporation accountable influence the way social problems are understood and addressed?

The fifth and final session will involve reports by student teams that draw together the insights of the first four sessions.

The first four sessions will be conducted like a laboratory for communication and organizational analysis. We will form 4-5 teams who will investigate each of the four questions above by gathering, organizing, categorizing, and analyzing examples of communication by corporations and their stakeholders. Students will individually collect examples between class sessions and then work in teams during class organizing, categorizing, and analyzing the examples to develop answers to the questions.

For the fifth week, each team will prepare a report that is due and presented during that last class session. Each team will have 12 minutes to make their presentation and another 10-15 minutes to answer questions and to engage the class in a discussion about their findings and conclusions. The report should (1) summarize the team’s findings and explain the team’s conclusions for each of the research questions guiding the project and (2) should offer suggestions for further investigation of communicating CSR. The team report will be made using a power point presentation. The power point presentation is due prior to the start of the last class session. A template for the power point will be provided. The power point will include key points and supporting evidence. This will include examples used during the presentation as well as an appendix of examples not used in the presentation but used in developing the report. The examples should be appended to the end of the report or turned in another document.
Seminar Schedule

9/10 Session 1: What is a corporation and what are some consequences of corporations for society?
   Introduce course topic
   Review Syllabus and orientation to the seminar
   Introductions of participants and formation of project teams

9/24 Session 2: How do business firms communicate their social responsibility to their stakeholders and what does this reveal about the corporation's approach to social responsibility?
   Read
   Vogel ch. 1: The revival of Corporate Social Responsibility
   Vogel ch. 2: Is there a business case for virtue?

   When reading look for the meaning of the key concepts CSR and civil regulation and pay attention to how CSR has changed, examples of CSR practices, and what studies show about CSR practices.

   Prior to class post examples of how firms in the industry your team investigates to teammates and instructor. Examples that cannot be posted should be brought to class.

10/8 Session 3: How do a corporation's stakeholders communicate with that corporation and what does this reveal about how stakeholders hold a corporation accountable for its actions?
   Read
   Vogel ch. 3: What is the demand for virtue?
   Vogel ch. 4: Corporate responsibility for working conditions in developing countries?

   When reading, look for the explanation of the emergence of the practices of voluntary codes and labeling (as well as other practices). Also, look for the role non-members of corporations played in the controversies and how corporations responded.

   Prior to class post examples of how firms in the industry your team investigates to teammates and instructor. Examples that cannot be posted should be brought to class.
(4) Byrne Seminar: What do corporations owe society?
01:090:101:01

10/22 Session 4: How does the way a corporation communicates its social responsibility and the way its stakeholders hold the corporation accountable influence the way social problems are understood and addressed?

Read
Vogel ch. 5: Corporate responsibility for the environment.
Vogel ch. 6: Corporate responsibility for human rights and global corporate citizenship.

When reading these case studies, look for the unintended/unexpected consequences of corporate responses to public criticism and civil society pressure.

Prior to class post examples of how firms in the industry your team investigates to teammates and instructor. Examples that cannot be posted should be brought to class.

11/5 Session 5: Presentations of Projects

Read
Vogel ch. 7: Beyond the Market for Virtue

When reading, consider how responsibility might be redefined and whether this could alter the business-society relationship.

Prior to class turn in the final version of your teams report to the instructor.

Project Team:

Companies to be studied:

Team members:
Name Contact Info

1.

2.

3.

4.

5.
Sex, Scandal, Politics, Seventeenth-Century Style

Or...

How To Read Like A Historian
Course Description

Early in the 1620s, a poem known as “The King’s Five Senses” circulated surreptitiously across the length and breadth of England. The poem—contemporaries would have called it a “libel”—created a sensation. It shocked because it leveled a remarkable series of scandalous accusations against the English King, James I, and his closest advisors. To some readers the verse was nothing less than a reprehensible and mendacious act of sedition; to many others it was cause for grave anxiety about the state of the nation and the moral and political competence of its monarch. This seminar explores the history and meaning of this infamous verse libel and in doing so introduces students to the art of close reading in historical context. Each week we will approach the poem from a different angle, reading it against and beside a variety of different contemporary sources, ranging from court entertainments, engravings and painted portraits to controversial pamphlets, ancient myths and treatises on good government. As we read, we will explore an array of fascinating historical issues—how Englishmen and women got political news in an age of censorship, how they idealized and fantasized about kingship, how they talked about and understood political corruption and sexual transgression, and how they experienced religious difference as a source of devastating political conflict. By paying close attention to a single fugitive poem, we will not only cut to the core of the political conflicts that would eventually tear England apart, but also raise and ponder questions about the nature of historical study and about the similarities and differences between past and present.

Course Structure and Requirements

The class meets every Wednesday between September 12 and November 14 at 1:10 in Bishop House 211 for a total of 10 sessions. The topics and required reading for each session are listed below. The required reading is divided into two categories: material listed under “Reading” for each session is to be read before class meets and will be available either as a xerox handout or on the course website at https://sakai.rutgers.edu; material listed as “In class” will be distributed and read “during the session itself.”

The course is a one-credit class and is graded pass/fail. Students are required (a) to complete the weekly reading; (b) to attend class consistently; (c) to contribute actively to class discussions; and (d) keep throughout the semester an informal intellectual journal, making weekly entries reflecting on the week’s reading, themes and discussions.

Session 1: 9/12: Media, Politics, Morality, History—Some General Themes

In class: “What is History? What Do Historians Do?” Some Quotations

Session 2: 9/19: Presentation: England in the early 1620s / Reflections on Method
Reading: --Robert Darnton, "Workers Revolt", in The Great Cat Massacre and Other Episodes in French Cultural History (1984)

Session 3: 9/26: First Reading: Ovidian Myths and the Dangers of the Senses
Reading: --The King's Five Senses, transcript (see below)
--Selections from Arthur Golding's 16th-century English translation of Ovid's Metamorphoses

In class: --printed engravings of the 'Five Senses'

Workshop: --How to trace Biblical allusions

Session 4: 10/3: What is a Libel? Law and Media
Reading: --Sir Edward Coke, 'De Libellis Famosis'

Workshop: --Reconstructing media history using manuscript copies of 'The King's Five Senses'

Hand In Intellectual Journals at this Session

Session 5: 10/10: The Source? Ben Jonson's masque, Gypsies Metamorphosed
Reading: --Ben Jonson, The Gypsies Metamorphosed (1621)
--Stephen Orgel, Ben Jonson: Selected Masques, selection from the introduction.

Session 6: 10/17: How To Be A Good King: James VI and I's Advice to his Son
Reading: --James VI and I, Basilikon Doron (1598), extracts.

Session 7: 10/24: The Court Favourite Presents Himself in Paint
Reading: --Pliny the Elder, Natural History (on Elephants).
--Livy, The History of Rome, bk.XXVI.50 (on Scipio and the captive woman).

In class: --Anthony Van Dyck 'The Continence of Scipio' (1620-21)

Session 8: 10/31: The Trouble With Spain: A Pamphlet from the Literary Underground
Reading: --Thomas Scott, Vox Populi (1620)

Session 9: 11/7: Jove and Ganymede: Sexual Transgression in Historical Context
Reading: —Michel Foucault, *History of Sexuality*, (1976), vol. 1, extract

In class: —Shnonds D’Ewes, diary entry, August 19, 1622
—‘The War Among the Gods’, another early 1620s libel

**Session 10: 11/14: Battles in Rhyme: The Anti-Labels**

Reading: —King James’ and an anonymous poet’s responses to the libels

*Hand in Intellectual Journals at this Session*