

## *School of Liberal Education Course Offerings – Spring 2019*

### **LBED 1500A: The First Year Experience: Mapping our Communities**

TIME: MWF, 10:00 to 10:50 am, A580.

Instructor: Brendan Cummins (School of Lib Ed)

This course uses mapping as a metaphor to help students with the transition to university life in their first year at U of L. Students will map the physical campus and the resources available to help them succeed; learn about the campus and local communities, traditions and history; reflect on their own goals, skills and social networks; and listen to the University's best professors talk about how knowledge and information are mapped or organized in their disciplines. **INTENDED FOR FIRST YEAR STUDENTS!**

### **LBED 2850A: Conceptualizing Youth**

TIME: T/Th 8:00 to 9:15 am, L1050.

Instructor: Victorial Holec (Anthropology Dept.)

Are you no longer considered youth the day you turn 18? Do newspaper headlines about lazy Millennials reflect you? How do media sway us in evaluating who can and can't be youth? In this introductory course, we will address these and similar questions. While we will prioritize the Western theories that have often determined who we call youth, we will also investigate other cultural contexts to explore diverse notions of youth. Throughout this course, you will apply theories and methodologies to both historical and current issues of youth in the media by conducting media case studies and a final media analysis project.

### **LBED 2550B: Perspectives on Schooling**

Time: MW 3:00 to 4:15, W565.

Instructor: Amy von Heyking (Faculty of Education)

Schools are, and have been, complicated places. They embody complex and sometimes contradictory aims and practices, empowering some students and marginalizing others. We expect schooling to reflect and support social values while, at the same time, address and solve social problems. This course brings a multidisciplinary, critical lens to the idea and the institution of schooling. It will explore multiple perspectives on past and present schooling, and encourage students to reimagine schooling for the future.

### **LBED 3010/PHIL 3000: The Law: Obey or Disobey**

TIME: Thursday 3:05 to 5:45, AH117.

Instructor: Katharina Stevens (Philosophy Department)

Imagine you are driving your car down an empty road, in the middle of Alberta. You come to a crossroads with a stop-sign. You can see for miles either way as you approach and there are no cars coming. There is no-one to see you. Do you have a moral duty to stop just because the law says you do? In general – are there any good moral reasons why you have to obey the law, even if you do not agree with it? And what if the law is not just a little problematic, but deeply unjust? Are you then allowed to break it? Could you even have a duty to resist? How far does this duty go? In this course, we will not only study classic philosophical contributions to the questions surrounding the duty to obey the law and the permissibility of civil disobedience. We will also read Candice Delmas' new book: "The Duty To Resist: When Disobedience Should Be Uncivil" in which she gives an argument for the duty to disobey – if necessary violently or covertly. At the end of the term, Dr. Delmas will visit the class and discuss her book with the students. Students will also visit a workshop, held here at the university, about the topics of protest and civil disobedience.

### **LBED 3850A: Themes in Innovation**

TIME: T/Th 4:30 to 5:45 pm

Instructors: Jeff Meadows & Dave Hinger (Teaching Center and Agility)

Themes in Innovation 2019 will help students develop the skills learned throughout their liberal education. This class focuses on skills like creativity, critical thinking, and innovation for dealing with complex problems. Creativity, philosophy & history of technology, and social change are all at the core of this course. Students will be introduced to some of the foundational ideas that contribute to the innovation culture, which is built upon the principles of problem-solving, designing & building solutions, and supporting community growth through collaboration. Students are able to move an idea through its inception to a full-blown proposal. Successful student projects have an opportunity to continue being developed once the course is completed. Eligible ideas will be supported through Agility to see their proposal become a reality.