



Fall 2020 First-Year Seminar Descriptions

FSEM 1010-01, CRN: 16471

Title: The Classic Rock Era of Music

Instructor: Bolon, Bruce

Meets: TueThur 12:50pm – 2:20pm

This First-Year Seminar will take an in-depth look at American and British music released during what is commonly referred to as the “classic rock” era of popular music, which began in the late 60’s and ended around the mid 80’s. While much of the focus will be on classic rock music itself, many other styles prevalent at that time will be investigated as well. Musical, cultural, sociological and other factors that led to the classic rock era will be investigated, as well as the factors that caused it to end. Particular attention will be paid to the influence of American blues and R&B on British bands of the 60’s, and the subsequent influence those British bands had on American music. Subgenres of classic rock, such as progressive rock, art rock, and symphonic rock will be investigated, along with reactionary (as if all eras in music aren’t reactionary, right?) subgenres such as punk and new wave. Many specific bands that were highly influential in bringing about musical change will be studied (even though such bands are often not the ones that get the credit). Both positive and negative effects related to the increasing control artists had on their own music will also be discussed.

Disclaimer: Students who are already fans of the classic rock era, or who are interested in learning more about it are highly encouraged to sign up for this course. Students who are not interested in that era will be in for a long semester.

FSEM 1010 02, CRN: 15015

Title: Leading with Integrity and Purpose in Diverse Settings

Instructor: Routhieaux, Rob

Meets: MWF 10:20am-11:20am

Effective leadership of diverse groups of people requires a core set of critical skills. Whether the context is a small work group, a mid-sized nonprofit organization, a large corporation, or a government agency - the best leaders in diverse settings are known for impeccable integrity and vision-driven purpose. Plus, they model inclusive and engaging behaviors in communicating and making decisions.

This class will leverage current events and student experiences and interests in exploring these topics. Students will be guided in the process of creating a leadership portfolio - a project that students will bring with them toward future endeavors. Students that enroll in this class should be prepared to discuss difficult topics in a group setting. These topics will include ethical dilemmas, cognitive dissonance around core values, implicit bias, inter-personal and inter-group conflict, and identity development.

FSEM 1010 03, CRN: 15995**Title:** History in Literature: Russian Literature and History**Instructor:** Mazis, John**Meets:** MWF 10:20am-11:20am

Art and literature do not exist in a vacuum. They are informed by the time and place they inhabit and in which they are created. Literature is written by people who are the products, and the shapers, of history. Good literature can often help us understand the past better than traditional history does. For historians, literature is also a valuable primary source, a way for us to communicate with a bygone era. In this class we will examine short works of literature, put them in their proper historical context, and, in the process, understand better both the literary works and the times in which they were created.

The purpose of this FSEM is, in part, to help students develop such necessary college skills as proper essay writing, oral reporting, and participation in discussion. In the process, students will sharpen their analytical skills and learn to focus their attention towards accomplishing a given task.

FSEM 1010 05, CRN: 15044**Title:** Sick Sad Girl: Zines and the Morphology of Madness**Instructor:** Baker, Allison**Meets:** TR 12:50pm-2:20pm

Sick Sad Girl is a 'crash course' in medical rhetoric with particular interest given to the morphology of madness. Throughout the course we will trace different historical 'locations' of madness in the body from the pre 16th century belief that madness was an affliction of the soul, to the 16th century medicalization of madness as a bodily affliction, to the Freudian re-conceptualization of madness as a 'mental illness,' and a contemporary return to Germ Theory and the belief that madness resides somewhere between the mind and body -- or possibly a simple rejection of Cartesian dualism. We will also trace Knowledge/Power in medicine and society, specifically how the medicalization of madness may be used as a tool of oppression.

FSEM 1010 06, CRN: 15081**Title:** "Fight the Power": Popular Music and Social Justice**Instructor:** Sumera, Matt**Meets:** MWF 10:20am-11:20am

This class will explore how people worldwide have used music to address issues of social conflict, exclusion/inclusion, and justice. In particular, we will explore a range of cross-cultural and historical examples that speak to how artists, musicians, producers, audience members, political activists, and fans alike have turned to music as both a source of inspiration and as a key component of various social justice movements. By reading autobiographies, exploring various case studies from around the world, and watching documentary films, we will examine both the global history of popular music as well as its various local connections. Throughout, we will ask ourselves one simple, though oftentimes elusive, question: Why music? What does music provide these movements that other forms of performance and communication don't? What do such uses suggest about the flexibility of musical meaning? What does popular music mean to these movements and the people engaged in them? And how have specific political uses of popular music changed the way in which we hear and listen to such sounds?

FSEM 1010 09, CRN: 15178**Title:** Storytelling and Science**Instructor:** Reynolds, Mike**Meets:** MWF 10:20am-11:20am

This course will be focused on how we imagine “Science,” as well as how Science does and should shape our imagination. If you look at how we communicate science during a crisis—for example, COVID-19 or climate change—we often see errors in public discussions, confusion about quantitative or other expert data, fights over credibility of various sources. Communicating about scientific knowledge is profoundly affected by social factors like politics, education, stereotypes. But another question we might ask: to what degree is scientific research itself affected by such factors? For years, climate change research was squashed by various players (corporations, certain media, some politicians). This course will zero in on the intersections of the stories we tell about science and science itself. We will explore and analyze how cultural stories about science shape our values, while also evaluating whether storytelling (or different forms and methods of communication) shape science. And we’ll use these studies to also center on ourselves: to reflect on and develop a sense of your own narratives of science, and how you envision your work and your identity as a scientist.

Our FYSem will be part of a pilot intended for STEM students. While not a course “in” the sciences, we will be exploring how to do research and communicate in ways that will help you in whatever curricular (and career) path you do end up taking. Our daily and semester-long work is to learn what kinds of questions are significant in the field, how to design a good research question, how to look for and engage with what others have said (i.e., do research), and lead to a final proposal which will be presented in a colloquium.

FSEM 1010 10, CRN: 15179**Title:** So You Want to be a Scientist or Engineer**Instructor:** Stanley, Kevin**Meets:** TR 12:50pm-2:20pm

This course will explore careers in engineering and science, examine the pathways to these careers and ensure that students considering such fields understand the effort, dedication and benefits associated with them. Students will interact with alumni who are engineers, watch and discuss science documentaries and have the option to go on field trips.

FSEM 1010 11, CRN: 15211**Title:** Examining East Asian Politics Through the Lens of Movies**Instructor:** Zhang, Zhenqing**Meets:** TR 12:50pm-2:20pm

As freshmen studying in a college located in the Midwest of the United States, how does East Asian Politics impact us? Other than everyday media reports, how are East Asian politics presented in the movies? What does the logic of East Asian politics imply for our understanding of American politics? This seminar crosses the political and historical barriers to include the most prestigious films from Japan, Korea, Mainland China, and Taiwan. It traces the development of East Asian politics through related Hollywood and local movies. Such important issues as Japanese modernization, Korean Democratization, Chinese Revolution, Mainland China-Taiwan Relationship, and East Asian economic development will be an important focus. We will also examine the adaptations of movies in relation to their social historical context. This course also helps you to prepare for the four year college experience at Hamline.

FSEM 1010 13, CRN: 15264**Title:** The Planet We Have Made: Humans and the Climate Crisis**Instructor:** Davies, David**Meets:** TR 12:50pm-2:20pm

Humans are everywhere. From a modest start hundreds of thousands of years ago in what is present-day Africa, our species has expanded across the planet—adapting to nearly all environments and even, for brief periods, beneath the oceans and beyond the atmosphere in space. As anthropologists have observed, this incredible success has been the result of human culture and the technologies we create. The result of our collective human activity—our extraction, production, consumption and waste—have, however, altered our planet's biosphere to the extent that the Earth is no longer the planet on which our species evolved.

Welcome to the Anthropocene—The Human Age. This course will survey the planet that humans have made and the influence on global climate, which will have implications for the future of our species. What is climate change? What are the relationships between life and the Earth's biosphere? What can we learn from the geological past? What are possible futures? How have the practices of human cultures remade the world? What's next? These are just some of the questions we will take up as we survey the latest work on Anthropocene from a wide range of perspectives. From geology to biology, social science to film studies—difficult theory to science fiction—we will cast a wide net at the beginning of your college career to get a broad perspective on these issues.

FSEM 1010 14, CRN: 16474**Title:** The Anthropocene: How have humans changed the Earth and its ecosystems?**Instructor:** Hembre, Leif**Meets:** MWF 10:20am-11:20am

All species cause changes to their environment simply through the processes of living. In this way, our species, *Homo sapiens*, is no different from any other on Earth. However, the magnitude and variety of environmental changes caused by modern humans is unique. So much so, that it has been proposed that the time period since humans have significantly impacted the Earth's ecosystems be considered its own geological epoch: The Anthropocene. In this course, students will learn about fundamental concepts of ecosystem ecology, and how the emergence of modern humans fits into the major events that have occurred in the history of life on Earth. We will explore these topics through discussing a variety of types of readings (books, magazine articles, and scholarly articles), and each student will choose a specific aspect of this topic to investigate in a literature research project.

FSEM 1010 16, CRN: 15462**Title:** Who Am I & What Do I See: An Exploration of Identity, Perspective & Experience**Instructor:** Everett, David**Meets:** MWF 10:20am-11:20am

Multicultural understanding refers to awareness of and comfort with difference. Understanding difference, whether race, ethnicity, class, gender, or others, can be instrumental in leadership development. This FYSem will explore the dynamics of difference to help pursue the goal of inclusive excellence by engaging a balanced range of ideals and ideas so that students find a way to converse honestly, rationally, and in an informed way about currently facing society and institutions. Learners will deepen their understanding and appreciation of ways in which the understanding and application of difference has, and continues, to shape individuals as well as the systems and structures they inhabit.

FSEM 1010 17, CRN: 15861**Title:** Global Citizenship: How are we doing?**Instructor:** Berg, Dave**Meets:** TR 12:50pm-2:20pm

Our world is getting more 'global' all the time, and it's also more challenging than ever to get everyone to agree on what that means--for countries, for organizations, and for individuals. In some areas, globalization keeps pushing forward, and in others, we are seeing more pushback. We will get the opportunity to explore a variety of global issues from multiple perspectives--from population and resources to health and human trafficking, from technology and politics to Russia and China. Through reading, presentation, discussion, and writing, you will reflect on what it means to be part of a variety of global systems and on the role you can play as a global citizen.

FSEM 1010 18, CRN: 15731**Title:** LGBTQ Lives: Making A Difference**Instructor:** Embser-Herbert, Máel**Meets:** MWF 10:20am-11:20am

Over the course of history we have seen dramatic changes with regard to the place of LGBTQ people in society. In recent years, advocacy efforts in the U.S. have focused on marriage equality and the military service of lesbians, gay men, and bisexuals, and - now - transgender people. Those who have put themselves “out there” as leaders and activists include both those who were or are prominent figures as well as those with whom we’re less familiar. That is, not everyone who “makes a difference” is someone with “name recognition.” At the center of our exploration will be the work and lives of some leaders and activists, but also “everyday” people, like yourselves. Utilizing books, articles, videos, and online materials, you will learn about people from across a range of social locations who made, or are making, a difference in a variety of ways. Hopefully, you will also learn a little something about yourself. It is important to note that you don’t need to identify as LGBTQ to enjoy and learn something from this course! This course is intended for anyone with an interest in LGBTQ issues and/or a desire to learn more about the intersection of social change and our lives - regardless of one’s own sexual orientation and/or gender identity. No prior knowledge of any kind is expected, but curiosity is key. If this sounds appealing to you, do come along for the ride!

FSEM 1010 20, CRN: 15733**Title:** 100 Ways to Reverse Global Warming—Can Science Do It?**Instructor:** Artz, Jerry**Meets:** TR 12:50pm-2:20pm

Through a combination of discussions, speakers, readings, videos, field trips and student presentations, we will explore tangible ways as to how scientists can meaningfully contribute to a sustainable energy future. This course will revolve around the New York Times Bestseller: “Drawdown, The Most Comprehensive Plan Ever Proposed to Reverse Global Warming.” Possible content includes such things as wind and solar energy, biomass, energy storage, nuclear power, food, buildings and cities, land use, transportation and materials. How do we or can we, as a society, undergo this transition from fossil fuels to a renewable energy future? How rapidly can we influence change? Can scientists and engineers do this in a manner that is so gradual and economically manageable that the ordinary person can buy in? What are the sustainable energy and environmental science professions of the future? Alas, there may be more questions than answers, but through this seminar, we will give it our best shot.

FSEM 1010 21, CRN: 15860

Title: WILD CREATION!

Instructor: Ploger, Bonnie

Meets: TR 12:50pm-2:20pm

"Come on a multidisciplinary adventure investigating the wild through outdoor exploration, artistic creation, and thoughtful analysis using methods of the arts, sciences, and humanities. In this course we'll ask questions such as these: What do wilderness and nature mean to you? To others? Do wild places mean fun vacations, fearful wasteland, peaceful healing, beauty to photograph, biodiversity to study, or familiar home? Can wilderness be within cities? Within us? Do we need nature? How are nature and creativity related, inspiring artistic and scientific creation? Is nature creator, destroyer, or both? What about us? Are we a force of nature, too, or something separate, disconnected from the natural world?"

We'll examine the many ways scientists, writers, and artists of various cultural backgrounds answer these questions. We'll do this by reading literature, viewing visual art and listening to music relating to the natural world. Through our readings and while wandering outside, we'll learn some natural history and basic scientific principles of ecology, and gain ideas for artistic creation. In the process, we'll also consider our own relationships with the natural world and our own personal creativity, our own creative Natures.

In this course you will get a taste of how artists and writers experiment and scientists create, by writing, making your own artwork and testing your own scientific questions that you construct from observations of other beings in their natural habitats. We will explore some of the surprising diversity of environments from prairies to woods and wetlands that exist in the Twin Cities, and even in our Hamline-Midway neighborhood. We will use observation, imagination and intuition to make visual art inspired by and sometimes in collaboration with nature, as we experiment with natural objects and traditional art materials. The focus of the course will be on investigation and discovery, artistically, scientifically, culturally, and within ourselves.

FSEM 1010 22, CRN: 15739

Title: STEM and Social Justice

Instructor: Struck, Maggie; Born Selly, Patty

Meets: MWF 10:20am-11:20am

The workforce is calling and it's clear that we need to address the underrepresentation of women and people of color in STEM. But that means more than just learning professional skills and content. STEM (science, technology, engineering, and math) learning is a means, not an end! This group will playfully engage in STEM practices while examining social justice, as we seek to improve the lives of all people as well as the global health of the planet. Using our own life experiences and perspectives, community explorations, student-designed investigations, and authentic inquiry, we'll use STEM as a tool for learning about the factors that impact our sense of place, self, and community. Through this work, we will lovingly push boundaries and unpack systems of oppression and marginalization to advance positive social change. Collectively, we will imagine and co-create a more just world.

FSEM 1010 23, CRN: 16475

Title: Fixing Social Media

Instructor: Chala, Endalkachew

Meets: TR 12:50pm-2:20pm

Over the past decade, user-generated participatory media - social media - has emerged as the dominant model for content of the Internet. From Facebook to Twitter, YouTube to Wikipedia, content created by non-professionals and circulated for commercial and non-commercial motives underpins seven of the top 10

websites in the US, and has become an increasingly important component of the news ecosystem.

While social media was initially hailed as a powerful tool for broadening civic participation, many problems have emerged with the rise of the medium, from questions of whether social media usage is bad for our individual mental health, to whether the fabric of our democracy is being damaged by disinformation, fragmentation, and hyperpolarization. As legislators look to regulate these platforms and commentators propose shutting them down entirely, this course looks for an alternative: affirmative visions of social media that are good for individuals and society, which we could work towards building.

This class examines possible problems with existing modes of social media, discusses ways in which social media could be a benefit to individuals and societies, develops case studies of successful and healthy online communities, and ultimately designs and builds tools to improve existing social media systems or replace them with novel models. Students will write reflectively about weekly readings and discussions and participate in multi-week projects, ultimately building teams to work on final projects.

FSEM 1010 24, CRN: 15746

Title: First Year's Guide for Life, Money and Political Empowerment

Instructor: Oxendine, Alina

Meets: TR 12:50pm-2:20pm

Everyone talks about our current political and economic challenges, but do you want to hear more about what to do about them? Do you want to learn about financial literacy but in a way that emphasizes equity, justice and social responsibility? This course explores challenges, opportunities, and practical strategies for navigating both short-term economic challenges and our capitalist, consumer-driven system in a more general sense. You will gain a deeper understanding of contemporary obstacles and will work together, and with research, to develop "life hacks" to handle relevant mine-fields in socially responsible ways. In addition to analyzing political and economic problems that are particularly relevant for younger generations, our class will explore how these challenges relate to specific goals students may have for themselves and their communities (finding employment during a recession, financial stability, work-life balance, political and economic equality, ending poverty, etc). In the longer project/paper, students will use social science methodology and existing research to explore a specific, personal goal, gather data on their own successes/failures, and figure out a practical strategy that works for them.

FSEM 1010 25, CRN: 15859

Title: Presidential Election 2020

Instructor: Scheibel, Jim

Meets: MWF 10:20am-11:20am

2020 is a presidential election year. In this FYSem, students will study previous elections, review the strategy and tactics of the current campaigns, hear from current campaign volunteers, participate in Hamline's 9-/20 campaign, analyze the results, and discuss what the election may mean for the future. Guests from the different sectors, interest groups, reporters, and pollsters will share their perspective.

The election of 2020 will be alive in the classroom.

FSEM 1010-26, CRN: 17712

Title: Immigration: Its History and Literature

Instructor: Nurith Zmora

Meets: MWF 10:20am-11:20am

Immigration is currently at the forefront of our political debate, but to better understand it we need to examine the history of immigration and listen to the voices of the immigrants themselves then and today. In this class we will be reading literary works by immigrants or about them. We will analyze the novels, place them in historical context, and try to understand the peoples and their time.

We will be focusing on your critical thinking, text analysis, class participation, your work in groups, your research skills, your writing skills, and on class presentations of your research.

FSEM 1010 28, CRN: 15858

Title: COVID-19 and Global Pandemic: Globalization's Paradox or Panacea?

Instructor: DeVriese, Leila

Meets: TR 12:50pm-2:20pm

Popular media likens COVID-19 to the Bubonic Plague (Black Death in Europe) whereby economic collapse, superstition and xenophobia led to people becoming more insular and emerging states becoming more protectionist and isolationist. Meanwhile, while unregulated, free-market globalization has fueled the pandemic, others argue a new form of globalization is taking shape —Globalization 2.0 — which recognizes the interdependence of humanity (across borders) and importance of international governance.

Does the global crisis trigger a paradigm shift that will move the world away from an unregulated individualistic model of neoliberal capitalism toward a more social justice oriented globality focused on sustainable development and anchored in a renewed welfare state? To tame the economic fallout of the pandemic, will governments recommit to long-term sustainable development and invest in finding solutions for emerging diseases and climate change? Or will this pandemic be the plague that ultimately kills Globalization? This seminar will consider a host of questions that have the potential to reshape our realities:

- How has the COVID-19 Pandemic been mediated (or facilitated) by the forces of globalization?
- What impact (if any) will this global crisis have on globalization?
- How is the fallout from the pandemic representative of global forces and flows?
- Is the pandemic a fork in the road or a turning point? In what way?
- Is the pandemic a paradox of globalization? or A Paradigm Shift? Or both?
- How does the global pandemic look at the nexus of the SDGs? What does it tell us about them?
- What is the path forward?

FSEM 1020 01, CRN: 16521

Title: Telling Stories – Love, Passion and Betrayal

Instructor: Wallace, Bill

Meets: TR 12:50pm-2:20pm

Telling Stories is an exploration of a fundamental human activity – the act of creating and telling stories. In this course we will use different frames of reference to analyze and understand the art of the story. Participants will be seeing, reading and analyzing a variety of stories told through different media(written stories, graphic novels, music videos, film and image). We will be comparing and contrasting how the artist's choice of a story vehicle shapes the way a story is told and understood. The course culminates with the creation of an original story using a media of your choice. This course is a Writing Intensive FYSEM. Participants will be completing several research projects and three structured essays. This writing work will extend your ability to communicate your critical, analytical thinking in written form. If you successfully complete the learning outcomes for first year writing that are embedded in this course, you will not need to take ENG 1020. Participants in Telling Stories will also meet with other arts-based first year seminars to explore and discuss the creative process and role of the arts in society. This seminar will be your home-base but, through a set of linked experiences, you will develop a larger frame of reference and a more complete understanding of the creative process, which will be useful as you approach your own creative work in the final project.

Because this is a writing-intensive First-Year Seminar: you do not need to register for FYW 1120.

FSEM 1020 02, CRN: 16522

Title: Border Histories

Instructor: Bjork, Kate

Meets: TR 12:50pm-2:20pm

This seminar focuses on the history of borders and borderlands in North America, including Mexico, Canada, the United States and Native nations as they have interacted across this continent over the last five centuries. We will examine some of the key events (wars, treaties, colonization, migration and settlement) that have remade borders over time, and discuss the significance that diverse groups of people have attached to the creation and enforcement of such “lines in the sand.” We will also inquire into the distinctive hybrid cultures that distinguish borderlands. While one of the effects of borders has been to define and divide nations and peoples, international boundaries have also provided strategic opportunities for dissidents and outlaws to seek refuge and foment revolution, often with important political and cultural consequences. Course readings and discussions will also engage the contemporary significance of borders and immigration in our hemisphere as well as globally.

Because this is a writing-intensive First-Year Seminar: you do not need to register for FYW 1120.

FSEM 1020 03, CRN: 16523

Title: Elections Through the Looking Glass

Instructor: Hudson, David

Meets: TR 12:50pm-2:20pm

The idea of a media-saturated environment, where Americans learn most of what they know (or think they know) about candidates and elections from the media, has been with us for some time. But shifts in the media landscape in the past few years have made even the last general election look out of date. Twitter and other social media, and the steady fragmentation of audiences, have all affected the way we get the information we need to choose those who govern us. Media convergence and media divergence have exacerbated splits between the young and the old, media “haves” and “have-nots,” and of course liberals and conservatives

This class will use the upcoming election as a platform to study the way politics and elections are covered, and how that is changing. We will attend political events and analyze news reports, we will research and evaluate campaign advertising, and we will launch a blog of our own and become part of the media ourselves.

Because this is a writing-intensive First-Year Seminar: you do not need to register for FYW 1120.