



Fall 2019 First-Year Seminar Descriptions

FSEM 1010 01, CRN: 12520

Title: "Normal?" Says Who?

Instructor: Preves, Sharon E.

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

What is "normal"? Who decides what is "normal"? And have you ever wondered if you or some aspect of your thoughts, attitudes, or behavior are "normal"? This First Year Seminar will explore the social processes by which normalcy and, in contrast, deviance are constructed. Through critical reading of books including 1) *Queer: A Graphic History*; 2) *Disability, Deafness, and the Body*; 3) *Saving Normal: An Insider's Revolt against Out-of-Control Psychiatric Diagnosis, Big Pharma, and the Medicalization of Normal Life*; 4) and *Disfigurement and the Politics of Appearance*, we will study how what is considered to be normal varies across geographical region and historical era. We will also critically assess how being able to label and define what is normative and deviant is a process that involves both privilege and power.

FSEM 1010 03, CRN: 12581

Title: Tax the Rich, Tax the Poor, Tax Them 'til There Are No More

Instructor: Webber, Nancy B.

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

This particular FYSem explores the U.S. Income Tax system. We will look at the evolution of taxes in America, how taxes become law, as well as develop the life skill of preparing an individual tax return. Students will also be exposed to lively debates on alternatives to the present income tax system. Coursework will entail preparing increasingly complex tax returns from fictitious fact patterns. In addition, students will research a tax topic and write a paper summarizing their findings. This class is ideal for students who have an interest in pursuing coursework in business related classes.

FSEM 1010 04, CRN: 14560

Title: Art, Creativity, and Social Change

Instructor: Geurts, Kathryn L.

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

Has Beyonce's visual album *Lemonade* instigated social change? What makes it transformative and empowering? Iranian artist-in-exile Shirin Neshat says, "Art is our weapon, culture is a form of resistance." Her stunning black and white photographs depict what Neshat herself calls "female warriors during the Iranian Islamic Revolution of 1979" or "willfully armed Muslim women" whose "submissive

gaze ... suggests a ... complex and paradoxical reality behind the surface.” How is it that her images speak to us? Do they evoke eternal truths or some kind of universal condition?

What about Olly Alexander who says, “If you want things to change, you have to embody that change.” Bullied, depressed, wishing he wasn’t gay, Olly Alexander’s energy went into writing songs, acting, and singing with his band Years & Years. Is he a mythmaker of our time? Does he creatively express something so central to human spirit that it moves people to action? Why is it that some art/music generates social change? These are the sorts of questions we’ll be asking in this course. Through reading texts, writing, seminar discussions, and conducting research on social change movements and the way artists help to advance justice, students will hone their critical thinking skills. This is a full four credit academic course so by the end of the semester we will have read several books, watched several movies, spent time thinking and coming up with loads of interesting thoughts about these issues and had a truly academic experience.

FSEM 1010 05, CRN: 12688

Title: Speech, Censorship, Toleration, and Bigotry

Instructor: Schultz, David A.

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

Freedom of speech and toleration for divergent opinions are fundamental principles of liberal democracies such as the United States. Yet what exactly is freedom of speech, why is it important, and should all ideas be equally tolerated or permitted even if they are offensive or hateful to specific groups such as racial minorities, women, or others? This class explores the historical, political, and legal evolution and case for free speech and toleration, examining what limits, if any should be attached to either and why and how both are being challenged from the political left and right in the United States and across the world.

The class will begin with a survey of classic texts on freedom of speech, thought, and association, laying the foundation for the legal and political rules that have supported these concepts. The class will then look at contemporary challenges confronting free speech, thought, and association, including campus speech codes, hate speech laws, media and entertainment (self)-censorship, and political correctness.

FSEM 1010 07, CRN: 12737

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 08, CRN: 12791**Title:** Freedom or Free Beer? Open Source Technology in the Arts**Instructor:** Gumiela, Joshua P.**Meets:** TR 12:50pm-2:20pm

What is 'free' about free software? Is it free because we don't pay dollars for it? Or does it liberate us from something? This arts-based FYSem investigates the free and open source technology movement within a contemporary technological landscape that seems increasingly dominated by major corporations such as Apple, Microsoft, and Adobe. Students will be introduced to the women and men positioned as influential thinkers, artists, and makers in the field, such as Limor Fried (aka Ladyada, creator of Adafruit Industries) and Richard Stallman (creator of the GNU operating system). Through analysis of contrasting philosophies surrounding technology, students will be challenged to truly "think different" about how they can work outside of immovable technological paradigms and harness digital technology to more freely express themselves as artists and makers.

Throughout the semester, students will spend time researching, debating, evaluating, and applying a wide range of open source technologies designed to aid creativity and artistic output. Students will produce digital audio-visual artworks using only free and open tools in a process that emphasizes increased access to technology and prepares them to be lifelong learners and contributors to the arts.

FSEM 1010 10, CRN: 14559**Title:** FEAR**Instructor:** Sumera, Matthew M.**Meets:** TR 12:50pm-2:20pm

In his 1933 inaugural address, Franklin D. Roosevelt famously argued "that the only thing we have to fear is fear itself." Less well-remembered is how he subsequently defined fear: "nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance." This class will explore the sociocultural causes and consequences of fear, examining the ways in which people learn to fear, what and whom they come to fear, and how such fears are in turn exploited by the powerful for a variety of political, economic, and sociocultural purposes. Our fundamental goal will be to understand the connections between fear and dominance as evidenced across a range of historical and cross-cultural examples. In addition to other topics, we will explore: monsters, zombies, and witches (as well as other supernatural horrors); the political uses of homophobia; "mean world syndrome;" fear of immigrants and minority populations; and the deliberate uses of state-sponsored terror as a way to crush dissent and revolutionary movements. Ultimately, we will end our semester by reflecting on ways to short-circuit the logic of fear in both our own lives as well as within the broader sociocultural contexts in which we function.

FSEM 1010 11, CRN: 14558**Title:** Dream Big—Physics and Engineering**Instructor:** Artz, Jerry L.**Meets:** TR 12:50pm-2:20pm

If you are interested in majoring in physics, engineering, or related fields, this is the course for you. In this course students will learn about the multiple fields in physics and engineering and what students should do to best prepare for fields that include such areas as aeronautical engineering, biomedical engineering, robotics, electrical engineering, material science, nuclear physics, etc. This will include a discussion of what jobs each type of physicist or engineer might do, what students should do to best

prepare, and what companies, both locally and globally, hire such engineers. We will hear from a variety of scientists and engineers in the field. We will also have the opportunity to observe and discuss recent videos featuring “How the Universe Works,” “Impossible Engineering,” and/or “Nova.” One or more field trips will be included to the Science Museum and possibly other local venues. Each student will research and present to the class each of two topics. The first presentation will be a development of a general field of physics, engineering, or related field. The second presentation will be a specific subset of that field. Students will learn beginning research techniques and log critiques of classroom presentations and discussion. Note: Students enrolling in the First-Year Seminar must also enroll in MATH 1170, Calculus I, if they are not transferring in Math 1170.

FSEM 1010 12, CRN: 13113

Title: Literacy: Reading the Word and the World

Instructor: Lewis, Joseph D.

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

At first glance, the term “literacy” seems easy to define. Isn’t it just the ability to read and write? Looking deeper, we find that it isn’t quite that simple. People have very different notions of what it means to be literate and illiterate, influenced by culture, race, class, generation, religion, profession, and political-leaning. In this course, we will explore the complexities of literacy by asking: How do kids learn to read and write (and what factors can get in the way)? What does it mean to be a “literate person” in the 21st century? How has the digital age changed our experience of literacy? How can literacy be used to make the world more just? What does it mean to read a text from varied critical perspectives? As we explore, we will get better at analyzing various kinds of text ourselves and applying those analytical skills to the world around us (what Paolo Freire called “reading the word and the world”). Most importantly, we’ll work together to build a supportive community where we learn from one another and map out a plan for success at Hamline.

FSEM 1010 13, CRN: 13133

Title: Yo Ho Ho and a Bottle of Rum or Why Your Mother Never Wanted You to Become a Pirate

Instructor: Arnott, Stephen R.

Meets: TR 8:00am-9:30am

In this first year seminar we will consider pirates and piracy in all their nefarious and colorful manifestations through the lenses of history, literature, and the law.

Piracy is as old as civilization. For some, piracy and pirates conjure up images of swashbuckling derring-do; the romance of the seas; and the thrill of treasure. For others, piracy is a scourge of peaceful trade and commerce; a crime for which no gallows are high enough; and whose perpetrators are merely mercenary and bloodthirsty scoundrels.

We will consider piracy in the ancient world; through its “Golden Age;” and up to modern times when piracy, far from disappearing, has taken on new and different forms. But we will also consider what “piracy” actually is. After all, it’s harder to pirate a movie when you’re wearing an eyepatch isn’t it? There is a treasure-trove of material about piracy, some of it actually fairly accurate, and we will explore it in print, on film, and electronically. On the way, we’ll learn some things about the law and no one will be forced to walk the plank. Pirates did that. Didn’t they?

FSEM 1010 15, CRN: 13140

Title: Transnational Crime and International Security in Our Times: Terrorism, Trafficking, and Warlordism

Instructor: Ozkececi-Taner, Binnur

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

Transnational crimes pose a growing threat to national and international security, with dire implications for societal peace, democratic institutions, and economic stability across the globe. Not only are criminal networks expanding, but they also are diversifying their activities, resulting in very destabilizing effects. This first year seminar will help students to understand the basic concepts and issues related to transnational criminal activities and to explore global patterns of the types of security threats they pose. We will read case studies examining these issues in detail and discuss various counter-measures that the international community is developing.

FSEM 1010 16, CRN: 14164

Title: Leadership 3C: Cognition, Communication & Community

Instructor: Routhieaux, Robert L.

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

This course provides an interdisciplinary exploration of the broad topic of leadership. The overall aim is to provide thought provoking, and sometimes unique, perspectives on understanding leadership. Our readings for class will focus on human cognition (and the brain), interpersonal communication, and community building. These three core disciplines offer complementary approaches to leadership, and their integration will instill you with insights that will help you develop as a leader.

A big focus for this class will be applying the readings to current events, and towards a service-learning project in our community. As a group, we will initiate and carry out a project in the local community (Hamline and / or the surrounding neighborhood) to help 'make a difference' and apply what we are learning.

FSEM 1010 17, CRN: 13145

Title: Just Say Know: Drugs and Drug Policy in America

Instructor: Berkson, Mark

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

Should adults be able to decide what they put into their own bodies? Should the state be able to tell us what we can and cannot ingest? If so, what criteria should be employed in deciding what should be legal and what should be illegal? What should be the penalties for violating these laws? Does the First Amendment protect the taking of a drug (e.g., peyote) for religious purposes? Should employers have the right to test their employees for evidence of drug use? How should children be educated about drugs? Is a "Drug War" the most appropriate or productive metaphor for addressing issues of drug use and abuse? What are the alternatives? And what is a "drug" anyway?

These are just some of the questions we will be exploring in this seminar. It is clear that drug policy is one of the most important issues in America today. Its impact extends to the spheres of law and criminal justice, economics, race, civil liberties, religious freedom, agriculture, public health and foreign policy. Yet there was virtually no meaningful discussion of drug policy during any of the last four presidential campaigns. What can account for this silence? The country seems to be deeply divided on these issues. While some politicians call for a more punitive approach, many states are trying new approaches

(including the legalization of cannabis), and governors and mayors from across the ideological spectrum are calling for the reform of drug laws.

In this course, we will explore a number of approaches to drug policy, ranging from total prohibition to complete legalization, as well as numerous positions in between. We will read a variety of different kinds of texts, including autobiographical accounts of drug addicts whose habits have destroyed their lives; artists and writers whose drug use plays a part in the creative process; prisoners who are serving 20 year sentences for first-time offenses; and religious seekers for whom drugs are part of the spiritual quest. We will read scholarly treatments of the issue, such as Johann Hari's *Chasing the Scream*, Rod Evans' *Drug Legalization: For and Against*, and Michelle Alexander's *The New Jim Crow*. We will also hear from guest speakers and watch films that address drug-related issues.

FSEM 1010 18, CRN: 13162

Title: Imagination and Identity in Music

Instructor: Chu, George S.

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

Human experience reaches a higher level through sound. Our task is to explore aspects of how music emerges from imagination, and how music enhances individual identity. Using both recorded and live performance, we seek to understand pathways that evoke emotion in the listener.

Does the listener need context to grasp music's meaning at different levels? We focus on music which has expressed different eras and different cultures, ranging from modern times back to the Baroque. We examine connections between music and text, focusing on how textual images are portrayed in music, as well as how music and visual art are interrelated.

Our study includes the performer's role in interpreting music. What role does improvisation play? Do modern techniques incorporate aspects of past cultures? Or is music a stand-alone phenomenon, requiring only a receptive listener?

By exploring the role of imagination in the fine arts, you will develop a wider frame of reference and more complete understanding of the creative process and arts in society.

Registering for music performance studies, ensembles or courses (Music History I or Music Theory I) is strongly encouraged to enhance your engagement with musical preparation at the college level, as well as your connection to Hamline's vibrant musical community.

FSEM 1010 19, CRN: 13245

Title: Discovery and Invention: (Would you like to be the next Elizabeth Blackburn¹ or Kip Thorne²?)

Instructor: Schlotter, Nicholas

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

How do we create, invent, or make a new product or discovery? In this course we will investigate how people have made new discoveries and inventions and learn that anyone, even you, can use the same processes to take your ideas into the future. New discoveries and inventions are related to our changing knowledge of the world which can be used to invent new products. Consider Stephanie Kwolek who discovered a liquid crystalline polymer, better known as Kevlar, used in items like bullet-proof vests and ultralight canoes. Or Alexander Fleming who had to discover a fungus that killed bacteria before he could find penicillin. However, inventions may not need to be based on new discoveries. More often,

inventions are motivated by one's need or desire as suggested by "necessity is the mother of invention." An example you've certainly heard of is Thomas Edison and his lightbulb, but what about Marion Donovan and the disposable diaper? Yet the process of inventing can also lead to new discoveries showing that there is a connectivity between invention and discovery. We will also look at the impact of discovery and invention on society and culture. Can we predict the future based on existing technology and knowledge? How far into the future can we predict before our predictions become unreliable? Literature has a rich history of predicting the future and can provide us with examples of possible inventions and futures (e.g., the 1946 Dick Tracey two-way radio wrist watch, flying cars, "1984" by George Orwell and "Fahrenheit 451" by Ray Bradbury). What about the ethics of invention? How do we address responsible invention? How does one make a living by inventing? In addition to finding some answers to the questions posed, we will also apply what we learn about the inventing and discovery process to make our own individual inventions (and test, if possible) as a course exercise.

¹ **Elizabeth Blackburn**, co-discovered telomerase, the enzyme that replenishes the telomere. For this work, she was awarded the 2009 Nobel Prize in Physiology or Medicine.

² **Kip Thorne**, "for decisive contributions to the LIGO detector and the observation of gravitational waves," was a co-recipient of the 2017 Nobel Prize in Physics.

FSEM 1010 20, CRN: 13178

Title: The City as University: Hamline Without Walls

Instructor: Scheibel, James A.

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

What is this city, Saint Paul? What's its story? How can it enhance your learning? Where can you have some fun and get involved?

At Hamline, students learn both on and off campus, and as a university in the heart of the city, the whole city should be explored.

This course introduces students to Saint Paul---its cultural, political, business, charitable and civic life. Students in teams will explore the seven wards of the city, and report their observations and research to city councilmembers. City leaders will speak with the students and share how they build community and how the students can be active citizens. This fall the course will explore the criminalization of poverty through the lens of Saint Paul.

Developing a strong ethic of citizenship is a key objective of a Hamline education. This seminar explores what it means to be an active and fully engaged citizen student. Students will learn what it means to be co-creators of democracy and prepare a plan how they will fully engaged citizens during their college years and beyond.

FSEM 1010 21, CRN: 13181

Title: Uses and Misuses of Algorithms

Instructor: Erickson, Craig J.

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

Data scientists have used algorithms for many great things: Netflix's recommendation system; building teams that go on to win the World Series or the Stanley Cup; proving the existence of the Higgs boson; and early detection of cancer. Other data scientists have used algorithms with malicious intent:

targeting of vulnerable people by payday loan companies and for-profit higher education companies that provide little---if any---benefit to their students; using of social network bots to spread misinformation and sow discontent within a country. Sometimes algorithms have unintended negative effects: the firing of skilled teachers in Washington, D.C.; racial discrimination in the lengths of prison sentences and the granting (or not granting) of parole; and discriminating against job applicants (including racism, sexism, and ableism).

In this course, we will investigate both successes and failures of algorithms. We will discover that algorithms are efficient at learning from data, including learning and amplifying biases within the data. We will also get hands-on experience working with data, including investigating data for evidence of bias, using algorithms to make predictions, and using data and algorithms to inform decision-making. No prior experience in statistics or programming is necessary. The only requirements are the desire to solve problems using data and an interest in the ethical use of data.

FSEM 1010 22, CRN: 13182

Title: Truth, Reconciliation, and Food: Reparation Ecologies

Instructor: Cadieux, Kirsten V.

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

Community food experiences provide a significant proportion of our cultural learning. Food events highlight artful and reciprocal cultural traditions -- in public and also in private. Eating also provides a powerful entry point to many troubling features of culture, from the appropriation of land and labor (upon which we base our expectations of food prices and availability) to the disproportionate way that people who are already marginalized end up in crappy food jobs, washing dishes or working on dangerous production lines with little chance for career advancement or benefits, and high likelihood of injury and burnout. This class uses the campus food infrastructure – the gardens we tend and those we work on with community partners, the campus food shelf, and campus meals – as an entry point for exploring what truth and reconciliation can look like in food systems. We will listen to multimedia interviews about community food experiences from the Twin Cities and beyond to explore written, spoken, internet, and academic styles of storytelling. Then we will build over the term from listening to these podcasts to creating podcast episodes -- supplementing our interviews with summaries we develop from an introduction to how to read academic studies researching truth, reconciliation, and food. What does it mean to face where food comes from without turning away? How can the way we share stories over food contribute to peace, reconciliation, and repair in our lives, campus, and world ecologies?

FSEM 1010 23, CRN: 13183

Title: Life 3.0: Big Data, Social Media, AI and Bots

Instructor: Ishida, Suda

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

Amidst the rapid rise of artificial intelligence and the use of big data in social media, this first year seminar course will help students explore the evolving relationship between humans and machines. What are the social and political implications of Bots and their impacts on our work and lives? Are they to unite or divide our world?

Assignments include examining and analyzing how students, their peers, friends, family members, celebrities and politicians use social media to express their viewpoints, to share their lifestyle and self-worth as well as to communicate and influence one another on a daily basis.

The course includes readings, films and discussions. Students will be asked to bring in, shared and discussed examples that they have found, observed, or experienced in their social media life. Students will also be given an opportunity to analyze the ways algorithm influences what they see and hear on social media in the so-called “Echo Chamber Club” in their final project.

FSEM 1010 24, CRN: 13184

Title: Black Lives Matter

Instructor: Singleton, Jermaine

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

“Trayvon Martin and Mike Brown and Renisha McBride and so many others are dead because,” as Adrienne Maree Brown notes, “in [someone’s] imagination, they were dangerous.” This course is for anyone invested in helping our nation move beyond the borders of this imagination, its institutional life, and the death and social loss it produces.

What roles did black lives, guns, religion, and representation play in making the U.S. one the most powerful and policed nations of the 21st century? Drawing on an assortment of texts, from Arthur Miller’s *The Crucible* and James Baldwin’s *Blues for Mr. Charlie* to Claudia Rankine’s *Citizen: An American Lyric* and select episodes from Starz’s *America to Me*, we will read our nation’s recorded history “against the grain.” More specifically, we will draw on these texts to reimagine our nation’s social, political, economic, and religious history.

Here’s a big question: How do we move from the historical pairings of freedom and enslavement, discipline and punishment, privilege and indifference, and security and lawful execution to coupling critical thinking and collaboration, humility and shared wisdom, and adaptation and collective evolution? We will draw on insights gathered from our readings to produce and explore more big questions toward writing everyday-social-change-proposals. In doing so, we will produce an archive of what Brown calls “emergent strategies” in support of the work of leaders on the front lines of the Black Lives Matter movement in the Twin Cities.

FSEM 1010 25, CRN: 13185

Title: Dare to Grow Up

Instructor: Andrews, Margaret L.

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

How do we know when we have become a grown up? What does it mean to be mature? Some cultures have defined initiation rituals clearly marking before/after or child/adult states to help individuals and communities answer this question; yet by and large recent western culture has been criticized for a lack of clear rituals of initiation to support us in growing up and living fully into our own lives. Through assigned readings/videos, conversations with guests (including the author), experiential practice, and integrative assignments, we will explore what it means to create a deep and meaningful relationship with our own lives through understanding and creating personal boundaries, engaging in healthy mentoring relationships, recognizing when we are being presented with a proper time to mature, and intentionally creating/participating in initiation rituals to mark vital milestones on our journey.

FSEM 1010 26, CRN: 13244

Title: How Do We Know What We Know: The Role of Economic Analysis in Decision Making

Instructor: Akhavi-Pour, Hossein

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

This course will explore the role of economic science in addressing questions that involve choices. Economics is the study of how people choose to use scarce resources. The freedom to choose is wonderful, but our choices have short-term and long-term costs and consequences. The following is a snap shot of questions that we will raise in this course, and employ economic analysis to address them: Does higher education have net benefits to students? Is Unconditional Basic Income (UBI) a good federal government policy? What is the net cost of climate change? Why income & wealth gaps are rising during good economic times?

To fully understand the complexity of these and similar questions, students are expected to read required readings, explore data sources and collect data from relevant sources, write short reflective papers, participate in class discussions, and critically examine alternative ideas.

FSEM 1010 29, CRN: 15341

Title: From Snow White to Black Panther: Disney through the Media Literacy Lens

Instructor: Turk, Jane E.

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

Once upon a time, Snow White, Walt Disney's first feature-length animated film, catapulted a classic Grimm fairytale into the foundation of a multi-billion dollar branded empire of family entertainment. Just over 80 years later, Disney's Marvel Studios released its most recent blockbuster, Black Panther, which shattered a wide range of box-office records with the blast of a kingly, kinetic-energy-harnessing vibranium suit set to a Kendrick-Lamar-produced soundtrack.

So, who is living happily ever after? How did Disney get from Prince Charming to T'Challa, from a sleeping Snow White to #woke Wakandan women warriors? Using a media literacy lens, we will journey through the (not always) wonderful world of Disney to explore how Disney has become a cultural touchstone and ubiquitous media institution with branded characters that appear literally everywhere from soup* to nuts.** Over the course of our time together, we'll take deep dives into Disney films like Pocahontas, Mulan, Moana, Coco, Dr. Strange, and Black Panther using both academic research and journalistic criticism to guide our exploration of the representations, politics, and social meanings and rituals reflected and created by these media products. Through class activities and discussion, research assignments and hands-on projects, we'll work together to develop your "critical apparatus" of skills, knowledge, and awareness so that, at the end of this FYSem, you will be a more nimble and informed navigator of our current (and future!) media environment.

*Campbell's currently features a line of chicken soup featuring princesses Ariel, Jasmine, Merida, Belle, and Tiana.

**Charlie Brown and Linus of Peanuts fame, that is — in 2017 Disney acquired the rights from 20th Century Fox who owns the Peanuts brand.

FSEM 1020 01, CRN: 12772**Title:** Myth vs. History: the Life and Times of Pocahontas, Sacagawea and Malintzin**Instructor:** Bjork, Katharine S.**Meets:** TR 12:50pm-2:20pm

Malintzin, Pocahontas and Sacagawea are three indigenous women whose lives have become the stuff of legends. Malintzin was the Maya slave who helped Hernán Cortés conquer Mexico in the 1520s and betrayed her own people in the process—or so the story goes. Pocahontas has been claimed as a founding mother of Virginia for supposedly saving the life of John Smith and bearing another colonist's child in the early 1600s. Legend has it that the 16-year-old Sacagawea helped the Lewis and Clark expedition find its way across the continent in 1804. All of these women have been claimed as symbols of racial concord, as figurative fore-mothers of nations, and as representative of native women's interactions with European explorers and settlers. But what were the lives of these iconic figures really like? What can we learn about their own actions and perspectives on the extraordinary times in which each lived? To answer these and other questions, we will read and discuss a range of texts drawn from anthropology, history and literary studies. Besides a focus on the historical context and biographical details of the lives of Pocahontas, Sacagawea and Malintzin, this seminar also explores differences between history and myth as two ways of telling stories and making sense of the past—and also the present.

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

FSEM 1020 02, CRN: 12773**Title:** History and Literature**Instructor:** Zmora, Nurith**Meets:** MWF 10:20am-11:20am

History and literature

In this class we will be examining literary works, put them in their proper historical context, and in the process, understand better both the novels and the times they were created.

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. Good literature can often help us understand the past better than traditional history. For historians, literature is also a valuable primary source, a way for us to communicate with a bygone era.

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

FSEM 1020 03, CRN: 14723**Title:** Telling Stories – Love, Passion and Betrayal**Instructor:** Wallace, William G.**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 be able to develop a larger frame of reference and more complete understanding of the creative process. This expanded frame of reference 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.