



Fall 2017 First-Year Seminar Descriptions

FSEM 1010 01, CRN: 12520

Title: Hamilton

Instructor: Zmora, Nurith

Meets: MWF 10:20-11:20

Alexander Hamilton's life was quite extraordinary in many ways, from his humble origins, to his meteoric rise to prominence, to his tragic death. He was one of the most important figures to shape the early history of the American Republic, but also a controversial founding father, who died in an illegal duel. We will study Hamilton's biography, his writings, the life of his main opponent and killer, the Vice President, Aaron Burr, in addition to examining the cultural resurrection of Hamilton in the popular rap musical depicting his life.

FSEM 1010 03, CRN: 12581

Title: Examining East Asian Politics through the Lens of Movies

Instructor: Zhang, Zhenqing

Meets: MWF 10:20-11:20

This course crosses the political and historical barriers to introduce political and economic development through films from China (Mainland, Hong Kong, and Taiwan), Korea, and Japan in the 20th century. It traces the development of East Asian politics through the lens of cinema and covers themes such as Chinese Revolution, Second World War, the Cultural Revolution, industrialization, and globalization. Issues of urbanization, race, and representation will be another important focus. Students will acquire basic knowledge about East Asian politics by analyzing the film narratives.

FSEM 1010 04, CRN: 14560

Title: Art, Creativity and Social Change

Instructor: Geurts, Kathryn

Meets: TR 12:50-2:20

Has Beyoncé'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 was not 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? This course will allow students to study artists they know and artists they've never heard of; we will take a global studies approach as we examine processes of creativity – in dance, music, poetry, film, sculpture, painting, and so forth – and learn about human expressivity, collective joy, and the role of art in transforming society.

FSEM 1010 05, CRN: 12688

Title: Speech, Censorship, Toleration, and Bigotry

Instructor: Schultz, David

Meets: MWF 10:20-11:20

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.

This is not a class for the easily offended and students will confront ideas, terms, images, and themes they may not agree with or support.

FSEM 1010 06, CRN: 12701

Title: We Are Born to Run: The Why, How, Where, and How Far of Our Most Natural Sport

Instructor: Stegall, Lisa

Meets: MWF 10:20-11:20

When we say that someone is a runner, many people think of an individual who runs for exercise, or an athlete who competes in marathons. However, as humans, we evolved to run as an essential part of living. Early humans ran when hunting for food, and to escape danger. Running meant survival. While this is still true in many areas of the world today, running has become optional for many populations. However, running as exercise and competition is extremely popular, and recent years have seen an increase in the number of people participating in events from 5k races to marathons to ultra-distance events of 100 miles or more. From treadmills to pavement to trails, people are running everywhere. In this seminar, we will explore the topic of running from many perspectives, and apply concepts of basic exercise physiology to understand why running is still an important part of being human. Seminar

Students will participate in readings and discussions of all aspects of this topic. They will also learn how running performance can be tested in the laboratory.

FSEM 1010 07, CRN: 12737

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

Instructor: Berkson, Mark

Meets: TR 12:50-2:20

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? Should farmers be allowed to grow hemp? 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? In addition, 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 also 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 08, CRN: 12791

Title: Gender Politics in the Age of Trump

Instructor: Oxendine, Alina

Meets: TR 12:50-2:20

This course analyzes the relative power and impact of women in contemporary American politics and pinpoints the most formidable hurdles to, and most promising opportunities for, gender political equality. It will explore the importance of American political and cultural views, the impact of growing regional (urban-rural-suburban) divisions, fundamental characteristics of U.S. political institutions and influential public policies. To what extent do Americans view feminism through different partisan

lenses? How do major policy debates over health care and reproductive rights shape gender political equality and vice versa? Which existing or emerging issues may strengthen bipartisan consensus around policies empowering women? In addressing these questions, this course analyzes gender issues in light of the recent rise of populism in American politics and important longer-term trends, such as rising economic inequality, political polarization, candidate-centered electoral politics and legislative gridlock.

FSEM 1010 09, CRN: 12990

Title: Human Development in the Digital Age

Instructor: Mullineaux, Paula

Meets: MWF 10:20-11:20

This First-Year Seminar will explore the effects of mobile technologies and media platforms on our physical, cognitive, and social-emotional development. We will explore whether many of the fears and concerns around the frequent use of the internet, smartphones, videogames, television, and social media are more fiction than fact by addressing the following questions: Does technology and media have a negative or positive effect on our physical health? How is technology and media changing the way we learn, think and focus? Does media and technology hurt or hinder our learning in educational settings? What are the positive and negative influences of technology and media on our social interactions with others and how we think about ourselves? We will answer these questions by critically examining assigned texts, articles, videos, via discussions, writing assignments, and by conducting our own scientific inquiries.

FSEM 1010 12, CRN: 13113

Title: The Creative Process: How to have the Next Big Idea

Instructor: Vandenberg, Katrina

Meets: TR 12:50-2:20

What do Albert Einstein, Beyoncé, and Steve Jobs have in common? What do all of them know about having a new idea and being creative that you need to know?

These three people know — as do scores of other successful people in creative fields, from writers to mathematicians to visual artists — how the creative process works, and how to make it work for them. In this creative writing FYSEM, we will use the writing of new and original poetry, fiction, and creative nonfiction as a way to explore the myriad ways that writers and people in other creative fields come up with new ideas, get work done, become more productive, and innovate. We will consider creativity theories and models across disciplines. We'll study the testimonies of writers, artists, choreographers, scientists, philosophers, psychologists, and others, looking for patterns, common practices, and collective wisdom. Most importantly, we will experiment with approaches to our own processes through a series of assignments and exercises.

This course is a part of the Fine Arts linked First-Year Seminary experience on Exploring the Creative Process. We will occasionally meet and work with four other seminars (in Studio Arts, Art History, Music, and Theater) for special activities, presentations by visiting artists and participation in special events. This seminar will be your home base but through a set of linked experiences, you will develop a wider frame of reference and more complete understanding of the creative process.

FSEM 1010 18, CRN: 13162

Title: Build-a-Song

Instructor: Greene, Janet

Meets: TR 12:50-2:20

Through the ages, across genres and styles, composers have found musical inspiration in texts and narratives. Words have been transformed into song and musical structures have been built on language frameworks. Our course explores this interplay of language and music in detail through the examination of structural elements of poetry and prose and equivalent elements in music. A variety of musical styles and historical and cultural perspectives will be considered. Guest composers will discuss assessing a text for its musical potential. For an intimate experience of the word/music relationship we will compose our own songs! No musical training required.

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FSEM 1010 21, CRN: 13181

Title: What Can A Table Can Tell Us About Jesus's World?

Instructor: Schwartz, Earl

Meets: MWF 10:20-11:20

In this seminar, built around ten references in the Synoptic Gospels to Jesus being hungry or participating in a meal, we explore the social, cultural, political and physical environment in which he lived. We compare the earliest extant references to Jesus with what know, or can surmise, or the convergent and divergent ways Jews led their lives in the first century, and the forces that shaped their world. In doing so, we intend to meet Hamline Religion's Departments Learning Objects 4 and 6: To analyze religious texts critically, and interrogate one's own worldview. This seminar also emphasizes the development of discussion skills.

FSEM 1010 22, CRN: 13182

Title: A Second Look

Instructor: Wykes, Andrew

Meets: TR 12:50-2:20

This First-Year Seminar course will examine paintings and drawings from the eye of the artist. We will look closely at artist's' particular preoccupations and investigate their concerns and the resulting subjects they paint. We will look at a selection of painters from the early Renaissance to the present day, originating from various nationalities and genres. Artists to include are Rembrandt, Turner, and Rothko. We will view the DVD, read the book *The Power of Art* by Simon Schama, and discuss the material. During this course, we will make drawings from perception and from non-objective processes. This will be at the foundation level - so do not worry if you have no previous experience. I will supply the materials at a minimal charge.

Students taking this First-Year Seminar who are interested in the visual arts (considering pursuing further study in Art History, Studio Arts, or Digital Media Arts) are encouraged to consider registering in

fall 2017 for ART 1130 Drawing. Alternatively, ART 1980 Design. Alternatively, ARTH 1200 Western Traditions: Prehistory to the Middle Ages.

This course is a part of the Fine Arts linked First-Year Seminar experience on Exploring the Creative Process. We will occasionally meet and work with four other seminars (in Art History, Creative Writing, Music, and Theater) for special activities, presentations by visiting artists and participation in special events. This seminar will be your home base but through a set of linked experiences, you will develop a wider frame of reference and more complete understanding of the creative process.

FSEM 1010 23, CRN: 13183

Title: The City as a University: Hamline Without Walls

Instructor: Scheibel, Jim

Meets: MWF 10:20-11:20

At Hamline, students learn both on and off campus. The university is located in the middle of an enriched urban area. During a student's college years, she/he should take advantage of the many resources in the city that can complement their academic program on campus. The whole city should be considered the campus of the university. This course introduces first year students to the city – its cultural, political, business, charitable, and civic life. This fall the city will elect a new mayor, so the seminar will examine the issues and what the candidates are saying about them. City leaders will speak with the students and share how they build community and how the students can be active citizens.

Developing a strong ethic of citizenship is one 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. Students will prepare a plan to be a fully engaged student during their college years.

FSEM 1010 24, CRN: 13184

Title: Problem-Solving Using Computational Methods

Instructor: Takata, Ken

Meets: MWF 10:20-11:20

What patterns exist in large datasets? How quickly can we order a large dataset no matter how random it is? Computers allow us to explore these questions in fundamentally new ways by performing billions of calculations a minute and by running a vast number of simulations. This course will give students a chance to develop their problem-solving skills by approaching a wide variety of questions through computer programming. No prior experience in programming is assumed. Problems will come from mathematics, the natural sciences, economics, the humanities, as well as current events. These include constructing conjectures for sums, simulating polymers, exploring the multiplier effect in action, constructing a concordance analysis of Hamlet, and examining the question whether or not it is "unusual" that it took the Cubs 108 years to win a World Series.

FSEM 1010 25, CRN: 13185

Title: One Struggle, One Fight? LGBT History in the United States

Instructor: Embser-Herbert, Máel

Meets: MWF 10:20-11:20

Recent years have seen dramatic changes with regard to LGBT civil rights in the United States. Most central in the public discourse has been marriage equality and the repeal of “Don’t Ask, Don’t Tell” - a prohibition on military service for gay men, lesbians, and bisexuals. Recent months have seen us on the cusp of policy change that would permit transgender people to serve openly in the military, as well as greater public discussion of transgender rights, generally. At this moment in time, many fear a rollback of LGBT civil rights - whether via executive order, legislative action, or the United States Supreme Court. The new presidential administration has reversed guidance issued under the previous administration stating that federal law protects the right of transgender students to use restrooms and locker rooms consistent with their gender identities. Here in Minnesota, a “bathroom bill” has been introduced that would require that transgender students use the restroom consistent with their sex assigned at birth. There is no doubt that gains have been made, but the fights continue.

Nonetheless, while these contemporary issues do deserve attention, in this course we will look primarily at LGBT history across the latter half of the 20th century. How did we get where we are today? What have been the challenges that faced activists across the country? You may recognize the names Laverne Cox, Ellen DeGeneres, and perhaps Harvey Milk. However, do you recognize the names Barbara Gittings, Harry Hay, Cleve Jones, Frank Kameny, Audre Lorde, Del Martin and Phyllis Lyon, Sylvia Rivera, Craig Rodwell, or Perry Watkins? We will take a roller coaster ride through history to see who said what, who did what – or didn’t – and how their actions led us to where we find ourselves today. From behind the scenes actions of the 1950s to those who marched at the White House in 1965 and up through the Stonewall riots, AIDS, marriage equality and more, our central text will be Lillian Faderman’s *The Gay Revolution: The Story of the Struggle*. In addition to articles and other materials, we will also view documentary video that brings history to life.

This course is intended for anyone – regardless of sexual orientation or gender identity - with a passion for history, an interest in LGBT issues, and/or a desire to learn more about social movements and activism. No prior knowledge of any kind is expected, but a curiosity to know more is key. If this sounds appealing to you, do come along for the ride!

FSEM 1010 27, CRN: 13242

Title: The Less-Known Story of Corporations in the 21st Century

Instructor: Lee, Jae Hwan

Meets: MWF 10:20-11:20

Can a business be a financial success and be valuable to society? When does a conflict arise between maximizing profit for shareholders and looking after stakeholders more generally? These topics are salient to most corporations and many in the political and non-profit worlds. This course looks at examples of companies that have succeeded in “doing well” (financially) and “doing well” (for society and stakeholders). In addition, we try to understand what distinguishes these companies from others. Students are expected to discuss news articles, cases, book chapters, and movie clips.

FSEM 1010 29, CRN: 13244

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

Instructor: Sponsler, Chad

Meets: TR 12:50-2:20

This particular First-Year Seminar explores the U.S. income tax system. We will look at the evolution of taxes in America, how taxes become law, and develop the life skill of preparing an individual tax return. Students will be exposed to lively debates on current tax law and alternatives to the present income tax system. This class is ideal for students who have an interest in pursuing coursework in business related classes.

FSEM 1010 30, CRN: 13245

Title: Parks, and Sewers, and Cops – Oh My!

Instructor: Norman-Major, Kris

Meets: MWF 10:20-11:20

Oh, the things we take for granted – green space, running water, sewage-free streets, public safety, roads, buses and light rail, places to eat, shop and live...the list goes on. Ever wonder who provides all of these things? Or maybe you haven't but now that you think about it, you're curious. The most prominent source for all these things is local government. This course will explore the role of local government in our lives through guest speakers, the show *Parks and Recreation* and role-play where you run the city of Camelot. You might even get to be mayor and more importantly, you will know who to thank when the shower and toilet work each day.

FSEM 1010 31, CRN: 14164

Title: Conspiracies and Popular Delusions

Instructor: Imbo, Samuel

Meets: MWF 10:20-11:20

Many Americans believe in conspiracy theories. In this seminar, we will try to understand why people believe weird things. Our main text is *Why People Believe Weird Things: Pseudoscience, Superstition, & Other Confusions of Our Time* by Michael Shermer. Shermer begins his 2002 book by noting "The bane of hypocrisy is not its visibility to others, it is its invisibility to the practitioner." The seminar will be based on this book and its contemporary relevance in the internet age.

In this seminar, we will examine why people continue to believe the social myths that they do, even when they have easy access to strong evidence to the contrary. Why, for example, do people still believe vaccinations cause autism? What accounts for the growing popularity of the counter-knowledge that nurtures superstition and irrational panics? Why does the American public exhibit a preference for "news" programs with context-less reports and little useful information? Among the phenomena to be

discussed are UFO scares, paranormal activities, cults, gurus, quackery, psychic mediums, and the celebrity culture in which we live. We will also prepare for the zombie apocalypse. By examining these phenomena we should better understand the ways in which we fool ourselves, and more importantly the social cost when free inquiry is hemmed in by a fear of offending.

The topic allows us a multi-disciplinary examination of delusions from the vantage points of the media, sociology, psychology, economics, philosophy, history, and religion. In addition to Shermer's book, we will bring together other internet-based sources of information with the key objective of developing the skills necessary for careful reading as well as critical analysis.

FSEM 1010 32, CRN: 14173

Title: Physics and Engineering

Instructor: Artz, Jerry

Meets: TR 12:50-2:20

In this course students will learn about the multiple fields that a Hamline physics degree prepares them for. Much of the focus will be on the wide range of engineering disciplines available and what students should do to best prepare for each. This will include having students explore what jobs each type of engineer might do and what companies, both locally and globally, hire such engineers. We shall also have a look into the future and explore what options would likely be available.

Note: students enrolling in this First-Year Seminar must also enroll in MATH 1170, Calculus I, if they are not transferring in MATH 1170.

FSEM 1010 33, CRN: 14558

Title: Humanity 2.0: The Ethics of Human Enhancement

Instructor: Swenson, Joe

Meets: TR 12:50-2:20

The eyeglasses on my nose, the medicine in my veins, and even the keystrokes that form this sentence, are all ways that I have enhanced my natural existence for my own good. However, is human enhancement always a good thing? Recent scientific and technological advancements offer us a glimpse of a possible future where human beings will be able to radically enhance their appearance, cognition, athletic ability, and even their lifespan. The prospects of such enhanced capacities raise any number of basic ethical questions. Will everybody have an opportunity to be enhanced? Is it possible to be too perfect? Where does one draw the line between what is 'natural' and what is 'artificial' in human life? This First-Year Seminar will draw upon philosophy, science fiction, and recent debates in bioethics to explore these questions in detail. Some of our main topics will include genetic engineering and the ethics of designer babies, bio enhancement and the ethics of cheating in sports, and cybernetics and the quest for human immortality.

FSEM 1010 34, CRN: 14559

Title: Multicultural England

Instructor: Deffenbacher, Kristina

Meets: TR 12:50-2:20

Through analyses of British fiction and film as well as sociological and political studies, this interdisciplinary seminar will explore representations and realities of multiculturalism in contemporary England. We will examine racial/ethnic/religious relations in England from World War II to Brexit, and we will consider how those relations shape and are shaped by English national identity and British history—especially of empire, slavery, and immigration. Along the way, we will reflect on the implications of our findings for how we think about multiculturalism in the U.S. At the end of the course students will engage in an independent research project on a related issue.

FSEM 1010 35, CRN: 14703

Title: Birth and Death Class

Instructor: Prof. Julie Neraas

Meets: TR 12:50-2:20

Birth and death are the great portals through which we enter and exit this life. They are emotionally laden subjects, filled with joy, wonder, awe and heartbreak. They are also mine fields. Issues and choices surrounding them are the most polarizing and political of subjects in our culture. From reproductive choice and abortion, to artificial insemination, birthing practices, birth “defects,” adoption, the right to life, the right to die, ways of dying, near death experiences, reincarnation, etc., - each of them is a subject in itself. They comprise the battleground for debates about social policy, women’s and parent’s rights and more. They are also the focus of religious teachings.

In this course we will learn from: an undertaker, pregnant mother, veteran journalist, reproductive rights advocate, Tibetan master, rabbi, physician, poets, artists and children who have had near death experiences.

FSEM 1020 01, CRN: 12772

Title: Myth of the Stranger-King

Instructor: Bjork, Katherine

Meets: TR 12:50-2:20

Hernán Cortés as Quetzalcóatl; Captain James Cook as Lono: the history of European colonial expansion is full of accounts of white outsiders being welcomed and even worshiped as deities by the native people they sought to conquer. However, did the Aztecs and the Hawaiians really regard these foreigners as gods or natural rulers? If not, why do such stories still hold so much power? (The myth of Cortés apotheosis can still be found in many contemporary textbooks, encyclopedias, etc., as supposed explanation for the relative ease with which a small force of Spaniards were able to overthrow the powerful Aztec empire in 1521.) Drawing on the critical work of anthropologist Gananath Obeyesekere, who argues that the myth of the stranger king is the product of European myth-making and not a reflection of the beliefs of the peoples they encountered during the age of European colonial expansion (1500-1850), this seminar will look at a variety of sources that reflect the European myth of the stranger king, from classic fairy tales to contemporary literature and film. We will also turn a critical eye on storytelling itself, paying attention to the ways in which narratives serve the universal human desire to

create and share meaning about the world we live in and the experiences we have—as individuals, members of families, communities, nations, etc. Some of these stories we call myths; others history. In this seminar, we will read and discuss some stories generated by the experience of cross-cultural contact in the context of European colonial expansion. We will probe the differences between ‘myth’ and ‘history’ as two ways of conveying different kinds of meaning.

Because this is a writing-intensive First-Year Seminar, you do not need to register for English 1110.

FSEM 1020 02, CRN: 12773

Title: Telling Stories: Love, Passion, and Betrayal

Instructor: Wallace, William

Meets: TR 12:50-2:20

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 as well as creating their own.

This course is a part of the Fine Arts linked First-Year Seminar experience on Exploring the Creative Process. We will occasionally meet and work with four other seminars (in Studio Arts, Art History, Creative Writing, and Music) for special activities, presentations by visiting artists and participation in special events. This seminar will be your home base but through a set of linked experiences, you will develop a wider frame of reference and more complete understanding of the creative process.

Because this is a writing-intensive First-Year Seminar, you do not need to register for English 1110.

FSEM 1020 05, CRN: 13186

Title: WTF happened to free speech in America?

Instructor: McKain, Aaron

Meets: TR 12:50-2:20

Can you be a Nazi? Can you punch a Nazi? Does political correctness turn us into snowflakes? What does racist language actually do? Do trigger warnings actually exist? Do high school bullying laws discriminate against people of color? Should transphobic internet trolls be allowed on college campuses? Do video games make us violent? Is sexting a right? Should the CIA spy on you through your TV? Should we allow conspiracy theorists to convince people that 9/11 was an inside job?

These are the sorts of questions – about freedom of speech and freedom of the press – that, in the 20th century, were studied (and governed) in the context of the First Amendment. Today, in the post-Trump/post-digital 21st century, the rules of “free speech” are suddenly up in the air. Which means either we, the People, have a chance to change the rules of engagement in American politics, or we have to start fighting like hell to keep the rules that, in many ways, defined the very idea of the American democratic experiment.

Because this is a writing-intensive First-Year Seminar, you do not need to register for English 1110.

FSEM 1020 09, CRN: 13706

Title: Manet's *Olympia* (1865): An Artist, a Painting, and Their Impact on Society

Instructor: Audeh, Aida

Meets: TR 12:50-2:20

In 1865, a French artist named Edouard Manet exhibited a painting featuring a nude woman, a black cat, and a servant carrying a bouquet of flowers. This painting, titled *Olympia*, inspired outrage and mockery from Parisian society when it was exhibited in 1865. Yet, today, *Olympia* is considered one of the most respected works of art of Western culture. So, what was all the fuss about when *Olympia* was first exhibited in 1865? Why did critics and public alike despise this work and the artist who created it? In this seminar we will investigate the impact and possible meanings of Manet's choices as an artist and of the work of art itself which received such negative reaction from its society. In the process of our investigation we will discuss topics as varied as the artist's biography and creative process, the broader cultural and socio-economic conditions within which the artist created this work, and the artist's and the painting's place in the history of art as groundbreakers of the avant-garde.

As this is a Writing Intensive First-Year Seminar, graded assignments include several writing assignments and a research paper based on guided independent research concerning a specific aspect of the topic as chosen by the student.

Students taking this First-Year Seminar who are interested in the visual arts (considering pursuing further study in Art History, Studio Arts, or Digital Media Arts) are encouraged to consider registering in fall 2017 for ARTH 1200 Western Traditions: Prehistory to the Middle Ages.

This course is a part of the Fine Arts linked First-Year Seminar experience on Exploring the Creative Process. We will occasionally meet and work with four other seminars (in Studio Arts, Creative Writing, Music, and Theater) for special activities, presentations by visiting artists and participation in special events. This seminar will be your home base but through a set of linked experiences, you will develop a wider frame of reference and more complete understanding of the creative process.

Because this is a writing-intensive First-Year Seminar, you do not need to register for English 1110.

FSEM 1020 11, CRN: 14188

Title: The United Nations and Sustainable Development Goals: A Call to Action

Instructor: DeVriese, L.

Meets: TR 12:50-2:20

At the September 2015 United Nations (UN) General Assembly session, leaders from 193 UN member states adopted the Sustainable Development Goals (SDGs) for 2015-2030. This new global Sustainable Development Agenda provides an integrated social, economic, and environmental roadmap for tackling challenges such as gender inequality, human rights violations, poverty, world hunger, and climate change.

Unlike previous action plans, the SDGs serve as a call to action that extends beyond policy makers to civil society, business, and universities to partner in implementing change that will ensure a more sustainable future. The SDGs are rooted in the idea of *global citizenship*, and the recognition of our shared responsibility to current and future generations to be thoughtful stewards of our world – a responsibility that lies with developed countries and developing countries alike.

This course is divided into two parts: the first examines the United Nations system and International Relations (within the context of development). The second part focuses on the interrelated dimensions of sustainable development (economic, social, and environmental) during which we will explore specific cases, and consider multiple and innovative perspectives on how to achieve the SDGs, both globally and locally. Class activities will include Model UN simulations as well as group projects to raise awareness of international issues and affect change within our own communities.

Because this is a writing-intensive First-Year Seminar, you do not need to register for English 1110.