

Below are the FSEM course descriptions. The meeting days are coded as follows:

MW: Monday & Wednesday

WF: Wednesday & Friday

TR: Tuesday & Thursday

R: Thursday

TF: Tuesday & Friday

F: Friday

TWF: Tuesday, Wednesday, & Friday

1492, Before and After: Rethinking (Re)Conquest from Al-Andalus and Sefarad to the Indies

FSEM 1111-9 | CRN: 3268

Offered: TR, 8:00AM-9:50AM

Instructor: Chad Leahy

In 1492, not only did Columbus' voyage gave rise to Spain's Imperial project of conquest and conversion across the Atlantic, but in that same year, Ferdinand and Isabel also oversaw the fall of Iberia's last Muslim Kingdom and further decreed the expulsion of Spain's entire Jewish population. In this course, we assess a variety of voices –indigenous, Muslim, Jewish, Christian– whose accounts complicate or challenge our understanding of how and why 1492 matters, considering questions including justice, moral, and legal rights; the ideologies of 'nation' and 'empire'; the discourses of science and faith; and the (self)representation of diverse national, religious, ethnic, and cultural groups. Class centers on intensive discussions of readings and films, along with collaborative team-based challenges and presentations, and writing assignments that will serve to create an intellectual community engaged with thinking critically about why 1492 continues to shape the way the world looks, even today.

American Atheism: Retrospect and Prospect

FSEM 1111-68 | CRN: 3320

Offered: TR, 2:00PM-3:50PM

Instructor: Luís León

This seminar examines the role of atheism within the religious and political climate of the United States—from the perspectives of atheists themselves. In other words, this is not a course exploring the debate between atheists and theists, but instead is a course on atheistic thought and culture. By reflecting on readings, films, recent events, and popular culture through discussion and debate, students are encouraged to create their own vision of a pluralistic U.S., mindful of atheistic arguments and realities. If the United States is a "Christian" nation, as many argue, where do atheists belong within American society wherein Christians constitute seventy five percent? Who decides? By all measures, atheism in the U.S. continues to grow: the most recent enumeration places the religious "nones" at twenty percent of the population. Debates rage over not only the number of atheists in our country, but how they fit into centuries old mythical figurations of a Christian Democracy. While the Declaration of Independence contains a few vague religious signifiers (words like "Creator," and "sacred"), nothing in it nor in the U.S. Constitution indicates a Christian commitment. Instead, the Constitution and the Bill of Rights enshrine religious freedom.

An Introduction to Mathematical Modeling

FSEM 1111-1 | CRN: 3263

Offered: TR, 10:00AM-11:50AM

Instructor: Mei Yin

The purpose of this seminar is to make available for students samples of important and realistic applications of mathematics. The goal is to provide illustrations of how mathematics is employed to solve relevant contemporary problems. A mathematical model can be very simple, such as writing total cost as a product of unit price and number bought, predicting savings account balance or investment growth since the time of deposit, analyzing bacterial colony growth and comparing estimates with data, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices and call for creativity. For example, it is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. The class will not assume much background in mathematics except high school mathematics.

Anthropology and Archaeology of Denver

FSEM 1111-29 | CRN: 3288

Offered: R, 12:00PM-3:50PM

Instructor: Larry Conyers

The Denver area has a great diversity of resources on anthropology and archaeology. We will visit the Denver Art Museum and the Denver Museum of Nature and Science, which contain collections from Central America and ancient humans in Colorado. We will also be visiting an archaeological site south of town, which we at DU have excavated a few years ago, containing remains of hunters and gatherers from about 3,500 years ago. In addition we will study some historic buildings in downtown as a dataset from which to look at inclusiveness-exclusiveness in public architecture. The last of our field projects will be a study of the oldest cemetery in Denver, which contains burials from the first governors of Colorado, the founder of University of Denver, and many other important and less important people. Each of these trips will require students collect data and write reports on observations and analyses.

Authoring Addiction

FSEM 1111-73 | CRN: 3325

Offered: MW, 12:00PM-1:50PM

Instructor: Allan Borst

Addiction has been many things during the last couple of centuries—a moral failing, a deficiency of willpower, a disease, a genetic defect, a neurochemical disorder—but in that time it has always been a story. While numerous theories and beliefs about drug addiction and alcoholism have come and gone, addiction narratives have remained remarkably consistent in their form and function. This seminar will consider how and why first-person “experience-based” accounts of drug and alcohol abuse have become so common and so vital to our understanding of addiction. We’ll examine how such addiction narratives draw upon other genres like the coming-of-age story, the confession, the travel memoir, and the cautionary tale. In doing so, we’ll think about how addiction narratives create certain expectations and even promise to supply their readers with inspiration, moral lessons, vicarious thrills, or access to other worlds/states of mind. Finally, we’ll consider how anti-drug reform, self-help, and therapeutic culture have contributed to the genre’s prominence.

Automated Deduction and Mathematics

FSEM 1111-17 | CRN: 3275

Offered: TR, 12:00PM-1:50PM

Instructor: Michael Kinyon

While it is commonplace for mathematicians to use software to do calculations, a more recent development (roughly within the past two decades or so) is that an increasing number of mathematicians are using automated deduction software to assist them in finding proofs of theorems. This seminar will introduce students to this growing area. The class will cover a variety of topics in different parts of mathematics, and as we go, students will get hands-on experience using programs to prove theorems and to construct counterexamples to conjectures about those topics. Along the way, students will read both popular and academic articles on using computers to prove theorems, and will write short responses to these reflecting on the articles and on their own new experiences. By the end of the class, students will have a greater appreciation not only of these new tools but of what it is that mathematicians actually do.

Beyond Collapse: Designing a Sustainable Future

FSEM 1111-15 | CRN: 3273

Offered: TF, 10:00AM-11:50AM

Instructor: Rebecca Powell

In this seminar, students will critically analyze of how societies—past and present—have physically transformed the earth and the implications of these transformations on the well-being of future human populations. We will develop a cross-disciplinary perspective by investigating human-environment interactions on three scales: (a) case studies based on isolated, ancient societies; (b) a global assessment of the current world population and its impact on the planet; and (c) an analysis of how we as individuals transform ecosystems without even leaving campus. This course will introduce students to college-level critical thinking and expression, as well as provide opportunities to apply this information. A core component of the course will be an applied project in collaboration with the DU Center for Sustainability that will directly contribute to building a sustainable campus.

Bioethics in Science and Medicine; Politics and the Nobel Prize

FSEM 1111-52 | CRN: 3306

Offered: MW, 2:00PM-3:50PM

Instructor: Larry Berliner

How does science work and how does it relate to business and society? We will discuss both bioethical issues and the political aspects of science and government funding. We will debate these issues and then learn about convincing our local and federal representatives to support important initiatives in both scientific research and science education. In preparing for this experience we will review pending (or proposed) legislation, learn about the protocols of 'lobbying' with both guest speakers and visits to a legislative office. Involvement in the legislative process should start in college so that students gain real-life experience in observing and participating in the lobbying process. We will examine the thread between the discoveries of some controversial Nobel Prize laureates, explore what connects them, and how that enables the next discovery. The course expectations are group presentations, four short writings relevant to the course and a final term paper.

Buddhist Meditation: Traditional and Modern Contexts

FSEM 1111-50 | CRN: 4400

Offered: MW, 2:00PM-3:50PM

Instructor: Benjamin Nourse

This course explores the wide range of Buddhist meditation and their relationship to Buddhist ethical and philosophical teachings. It is also an investigation of how these Buddhist meditation styles are currently being adapted for use in a variety of settings, from health care and psychology to education and athletics. At the same time, new research in neuroscience and psychology are being trumpeted by Buddhists and scientists alike as exciting evidence emerges that meditation can have profound impacts on the way we think and feel and can even change the functioning of our brains. Class readings will include literature on meditation from within Buddhist traditions as well as scientific studies, academic articles, and news reports. These readings will be supplemented by occasional guest lectures and field trips. Students in the course will also have the opportunity to practice non-religious forms of meditation.

Civilization and its Discontents

FSEM 1111-37 | CRN: 4795

Offered: MW, 12:00PM-1:50PM

Instructor: Michael Brent

Civilization and its Discontents aims to introduce students to a selection of historically influential texts whose ideas have profoundly influenced the shape of contemporary life in the Western World. Through examining these texts, students will engage the interdisciplinary study of the political, social, moral, and religious origins of contemporary society, asking questions about political and religious authority, human freedom and moral responsibility, the meaning and value of life, and more. While studying these texts enables us to better understand contemporary culture, doing so also provides a forum for discussion in which students are encouraged to critically reflect upon contemporary social issues in a thoughtful way, and begin to discover and defend their own views, in both speech and in writing, in a manner which supports constructive and well-reasoned debate among citizens.

Colorado: The History of Here

FSEM 1111-35 | CRN: 3293

Offered: MW, 4:00PM-5:50PM

Instructor: Bill Philpott

What do Ute Indians have in common with plutonium warheads? The Pikes Peak gold rush with the Ku Klux Klan? Ski troopers, fur trappers, and Japanese farmers with sugar beets, "synthetic" trout, desegregation battles, and the Dust Bowl? They've all powerfully shaped the history of the state you find yourself in. Whether you grew up here or are just now moving here, this course will help you feel more rooted in Colorado, more familiar with its rich history, and more aware of that history's relevance to our own times. Sweeping from prehistoric Indians to the present, we'll follow four main paths of inquiry. How have people imagined or idealized Colorado? What kinds of communities have they created here; whom have they included or excluded, and why? How have Coloradans related to the land and natural environment -- exploited, modified, or taken strength from it, shaped and been shaped by it? And how have different groups of Coloradans worked with or against each another to realize their goals, whatever they might have been? We'll be guided in our studies not just by the writings of other

historians, but also by the words of people who themselves participated in Colorado history, and by the marks they left on the landscape.

Colorado's Rivers

FSEM 1111-54 | CRN: 3308

Offered: MW, 2:00PM-3:50PM

Instructor: Hillary Hamann

Colorado is known as the “Headwaters State.” Four major U.S. Rivers--the Colorado, Rio Grande, Arkansas, & South Platte--begin in the Colorado mountains as snowmelt that provides water resources for eighteen states and Mexico. Colorado’s rivers may appear as pristine mountain streams, but the history of the state’s development has had serious impacts on the quantity, quality and ecological functioning of our river resources. For example, mining that began in the 1850s in Colorado left a legacy of 1,300 miles of streams still affected by heavy metal contamination from more than 23,000 abandoned mines. With growing population and changing priorities, the future of Colorado’s rivers is uncertain. In this course we will look at the impacts of past and present human actions on Colorado’s rivers. Through a combination of lectures, readings, field trips, lab experiments and discussions, students will be introduced to the basic hydrologic and ecological form and function of rivers. We’ll then critically examine human impacts such as: mining, flow regulation, logging, wildfires, recreation, urbanization and climate change. For each impact, we’ll discuss strategies for a sustainable future (such as river restoration and water resource management) that will balance ecological, hydrological and human needs.

Coming of Age in Spanish Literature and Film

FSEM 1111-56 | CRN: 3310

Offered: MW, 2:00PM-3:50PM

Instructor: Susan Walter

This course explores the presentation of the “coming of age” theme in recent Spanish films and in the literary production of various women writers of Spain’s late nineteenth and twentieth centuries. The course focuses on the narrative genre, including both novels and short stories, by important writers and intellectuals, such as Carmen Laforet, Carmen Martín Gaité, Mercè Rodoreda and Rosa Montero. From the delicate fabric of the dreamlike narrative of *The Back Room*, a novel penned by Carmen Martín Gaité within weeks of the dictator Francisco Franco’s death in 1975, to the *Midsummer Madness* of Emilia Pardo Bazán’s 1889 novel, this course will explore representations of women’s lived experience during the last 150 years in Spain. Students will consider the narratives and films studied both as cultural products of a particular historical and political context and as works of art. Some of the themes that will be developed in the course are the creation of the female subject, the representation of the female body, the “coming of age” genre, and women writers’ roles during various periods of Spanish history. In addition to reading literature and viewing films, we will also study some of these themes in works of visual art by important Spanish artists including Remedios Varo and Antoni Gaudí.

Constitutional Controversy and the Supreme Court

FSEM 1111-22 | CRN: 4384

Offered: TR, 10:00AM-11:50AM

Instructor: Peter Hanson

The decisions of the United States Supreme Court shape our daily lives, establishing our basic rights and the extent of the government's power. This course introduces students to landmark cases of the Supreme Court. We investigate how the court has addressed individual rights by exploring its decisions in cases about the freedom of speech and religion and the rights to due process and equal protection under the law. The course will conclude with a mock trial in which students will develop and deliver a set of oral arguments on an area of constitutional debate.

Contemporary Issues in Social Justice

FSEM 1111-66 | CRN: 3318

Offered: MW, 4:00PM-5:50PM

Instructor: Jeff Brown

This course provides an introduction to contemporary conceptions of justice, including liberal, libertarian and communitarian theories. We will examine in detail the implications for social justice within the United States as well as issues of global justice, such as war, terrorism, and our moral obligation to the poor in other nations. We will also focus primarily on the philosophical problems generated by thinking about everyday moral and political decisions, such as those concerning food, sex, drugs and guns.

Cross-Cultural Development

FSEM 1111-7 | CRN: 4553

Offered: F, 10:00AM-1:50PM

Instructor: Julia Dmitrieva

This course will provide a cross-cultural perspective to the study of human development. Students will be introduced to an array of research topics: basic theoretical and methodological issues in cross-cultural research, culture and cognition, linguistic relativity, culture and socioemotional development, culture and social behavior, and cultural diversity and acculturation. Diverse cultures (e.g., Asian, American, and African) will be examined, with a special emphasis on the East-West contrast and ethnic differences in the U.S.

Education and Change

FSEM 1111-33 | CRN: 3291

Offered: R, 12:00PM-4:00PM (*note time change -- updated 6/5/2015*)

Instructor: Kate Willink

"You must be the change you want to see in the world." —Ghandi

"Self-education is, I firmly believe, the only kind of education there is." — Isaac Asimov

"Wisdom is not a product of schooling but of the lifelong attempt to acquire it." — Albert Einstein

"The beautiful thing about learning is that nobody can take it away from you." — B.B. King

"Change is the end result of all true learning." — Leo Buscaglia

Does asking someone to learn, in effect ask someone to change? Can one learn without changing? This course asks questions about the relationship between education—broadly conceived—and change. We will explore how philosophers, spiritual teachers, and classroom teachers understand this relationship. In this course, we will engage in activities, discussions, and assignments that explore education and social change—from personal transformations to broadscale social change. We will ask: What counts for change and what does counting change have to do with education? You will leave this class having introspected deeply about your own experiences as a learner as well as about broader struggles for social justice in educational contexts. Together as a class we will also interrogate these issues through a service-learning project.

Education for All? Opportunities and Outcomes in the Global Economy

FSEM 1111-78 | CRN: 3329

Offered: MW, 4:00PM-5:50PM

Instructor: Paula Cole

In today's global economy, education is often hallmarked as the path to economic success. Does more education result in better economic outcomes? Should everyone have access to all types of education? Who should pay the costs of education? How does education facilitate our economic system? This course examines conflicts, disparities, and solutions in accessing educational opportunities. We will evaluate the benefits and costs of education and how they are distributed across individuals, families, communities, and government. Finally, we will critically explore the purpose of learning within our economic system.

Feminism and Romance: Can there be a Happily Ever After?

FSEM 1111-91 | CRN: 3507

Offered: TR, 4:00PM-5:50PM

Instructor: Kara Taczak

Today many men and women tend to hide the fact they enjoy anything that deals with romance: novels, TV shows, and movies. Why? Because the media and mediums that center on romance are often shunned, mocked, dismissed, and ignored. Scholars and critics rarely, if ever, find redeeming qualities in anything dealing with romance. And after decades fighting for women's rights, many feminists believe that to support "the romance" means taking several giant steps backwards. Is there truth to all of this? Can you be a feminist and still believe in/support the romance? To answer these questions and more, we will watch, read, debate, reflect, and romance within the genre of romance. Through an exploration and consumption of scholars such as Janice Radway and John Storey, popular books series by Nora Roberts, TV shows such as *Sex and the City*, and several different romantic comedies, this course explores how two things that are seemingly opposite can, in fact, mingle together.

Fracturing Fairy Tales: Moving Beyond a Simple Story

FSEM 1111-59 | CRN: 4652

Offered: TR, 10:00AM-11:50AM

Instructor: April Chapman-Ludwig

This course is designed to examine the rhetorical and ideological changes grafted onto different redactions of classic fairy tales. The class examines the origins of fairytales and then uses that framework to analyze fairytale adaptations. We focus on addressing each tale's re-telling as historically

and culturally bound, investigating the layers of meaning related to gender and familial relationships, class structure, and sexuality. The course focuses on three main fairytale units, each looking at multiple renderings of the fairytale through different mediums (e.g., artwork, movie, and music, etc.), and then applies theoretical lenses to examine the re-adaptations. For example, one unit might analyze the original version of *Little Red Riding Hood*, written by Charles Perrault in 1697 ("Le Petit Chaperon Rouge"), and then compare a 1908 version to discuss the meanings re-purposing based on audience and gender. Students will critically interpret these texts to uncover the forgotten origins, hidden meanings, and original purposes of these texts. Ultimately, the class engages students with texts and academic interpretation in a variety of ways, from analytical to socio-political to creative, to more deeply understand the cultural purposes of fairytales.

Freedom and Its Opposites

FSEM 1111-25 | CRN: 3283

Offered: MW, 10:00AM-11:50AM

Instructor: Joshua Wilson

America in large part defines itself in terms of freedom—a point that is affirmed every time that the national anthem is sung. As with most concepts that are so regularly asserted, its familiarity might keep us from considering important, basic questions like: What is freedom? Are there different forms of freedom? Does freedom have preconditions? And how do we know if and when freedom is limited, eroded, or altogether lost? This class aims to interrogate the concept of freedom by employing a mix of academic readings, films, documentaries, and reputable media to first considering the term itself, and then by turning to a range of conditions where we might find freedom to be diminished or absent. Among other skills, students will develop their abilities to generate and answer compelling research questions, as well as to employ academic concepts and thinking in understanding the world in which we live.

From Acknowledging Privilege to Practicing Inclusive Excellence

FSEM 1111-77 | CRN: 3328

Offered: MW, 4:00PM-5:50PM

Instructor: Frederique Chevillot

What is Inclusive Excellence and why should I care? These are the two fundamental questions to which we will find provocative and life-changing answers in a ten-week journey together. We will be reading *The Matrix Reader: Examining the Dynamics of Oppression and Privilege*, by Abby L. Ferber, Christina M. Jiménez, Andrea O'Reilly Herrera, & Dena R. Samuels. This comprehensive reader presents a collection of interdisciplinary and intersectional theoretical and critical essays, personal testimonies and reflections, poems, etc. We live in a richly multicultural society where our religious, linguistic and socio-economic histories and situations vary greatly. Changing demographics in our country, and in the world, will make future employers want to hire individuals who have developed the skills to be successful leaders in an increasingly diverse society. Unearned privileges, unexamined assumptions, fear of responsibility, unintentional prejudice by many perpetuates oppression experienced by others. Learning how to genuinely practice Inclusive Excellence takes courage and intelligence; it requires risk-taking and leadership skills, and it concerns all of us. Through weekly readings, daily journaling, short critical papers, guest speakers' presentations, visits to organizations dedicated to social justice, we will learn reflecting upon, and practicing, inclusive excellence. Students will be required to research and

write a final project on a specific aspect of the practice of IE.

From DNA to Diversity - and Beyond!

FSEM 1111-64 | CRN: 3316

Offered: TR, 2:00PM-3:50PM

Instructor: Julie Morris

You are currently living in the midst of a revolution – a genetic revolution. Scan the news concerning any biologically related topic (from human health and disease, to agriculture, to endangered species conservation), and you will find a conversation about genes. These conversations are currently shaping procedure and policy that will have wide-ranging impacts on the future of medicine, food production, energy production, environmental stability, and possibly even the nature of human nature itself!

Unfortunately, few people really understand what genes are or how they work. This seminar will explore the relationship of DNA and genes to each of these topics, and provide students with the basic information we will all need to successfully navigate this revolution. Additionally, we will be exploring the concept of “self-regulated” learning as a strategy for successfully meeting the rigorous academic expectations you will face at the university level.

Gender, Feminism, Power & Pop Culture: Decoding *Buffy the Vampire Slayer*

FSEM 1111-79 | CRN: 4687

Offered: WF, 2:00PM-3:50PM

Instructor: Jodie Kreider

The television series *Buffy the Vampire Slayer* evolved from a single question: “What if instead of running from the monster in a horror movie, the blond girl turned around, fought back, and won?” Buffy Studies is an international academic phenomenon. This course introduces students to an interdisciplinary field of study that approaches popular entertainment with intellectual and scholarly rigor. Students will approach the subject and various texts, both audio-visual and printed, including *Buffy*, novels such as *Frankenstein* and *Dracula*, and scholarly articles critically, thoughtfully, and creatively, using course materials, and research to analyze, discuss, and write about the role and impact of pop culture in society, both now and in the past. Themes include Romanticism, witchcraft, vampires as brooding Gothic heroes, gender, feminism, character construction, language, music, individual responsibility, and others. Students will learn the skills of academic life, including writing, discussion, library and research skills. Students will view an average of two episodes every weekend. Students will read and analyze texts and then participate in classroom discussions in a seminar format. Students will also be responsible for submitting several response papers, one research paper and a lesson plan. Join us for some textual and cultural slayage!

Geography and Genealogy

FSEM 1111-45 | CRN: 3302

Offered: TR, 12:00PM-1:50PM

Instructor: Erika Trigos Rubio

This course is designed to provide a detailed overview of genealogy in relation to the geographic, religious, economic, political and social processes that shaped the migration choices of our ancestors. The course will be taught under a discussion format with lectures focusing on intensive research of a variety of primary and secondary sources such as Ellis Island records and census records. This seminar

also includes weekly laboratory/research sessions. This seminar will explore topics such as ethnic chain migration and great historical events in migration history. This course includes a field trip to the Latter Day Saints Church library and/or historical society in Denver. It requires weekly assignments and extended papers exploring the family migration history of each student in the class.

Global Hip-Hop

FSEM 1111-98 | CRN: 3646

Offered: MW, 2:00PM-3:50PM

Instructor: Aaron Paige

This course focuses on hip-hop's roots and routes around world. Students in this class will examine the socio-cultural, economic, and political significance of hip-hop's global popularity, as well as the particular ways that hip-hop has been embraced, reproduced and transformed on the ground, locally. Through analysis of popular writing, media, and academic texts, students critically explore issues of race, social justice, masculinity, misogyny, censorship, technology, and intellectual property, as they relate to mainstream and underground hip-hop in America, Jamaica, France, Australia, Turkey, Ghana, and Japan. Workshops in breakdancing, beat production, and emceeing provide students with an opportunity to connect course topics to embodied practice. Students in this course will learn to critically engage hip-hop as a form of personal expression, a marker of group identity, and as a medium for intercultural transmission and transnational exchange.

Great Discoveries in the Life Sciences

FSEM 1111-32 | CRN: 3290

Offered: MW, 10:00AM-11:50AM

Instructor: Dan Linseman

In this course we focus on topics that have reshaped the way scientists view the life sciences. We read a set of papers that focus on the following topics: the discovery of DNA, the nature of the human genome (how do we store so much information), viruses (types and outbreaks), neurotransmitters and disease (e.g., Parkinson's), cloning procedures (how might it be done, should it be done), and stem cells (characteristics, uses, and ethical considerations). We have a set of short writing exercises to complement these articles and here the goal is to improve one's technique for writing an "argument" (i.e., defending a position). In addition to these three writing assignments, evaluation is based on a term paper and a group presentation (students work in teams of 4-5).

How Thingamajigs Work? Moving Beyond the Technical Lingo

FSEM 1111-21 | CRN: 3279

Offered: TR, 10:00AM-11:50AM

Instructor: Balasingam Murugaverl

This course is actually an academic enrichment program that is intended to cultivate problem solving through critical evaluation and skill building through hands-on activities. How Thingamajigs Work is appropriate for students of any discipline who are just curious about how things work. The course will be conducted in an informal educational environment where students are expected to participate in the discussions on assigned topics and integral activities. The activities will include information gathering, discussions, hands-on technical activities, and team competitions that are specially designed to improve the students understanding of the modern technology. Instead of spoon-feeding the students with

information, they will be expected to gather information about topics of interest from all the sources available to them. Then the students will be challenged with designing and building a working model of a technical device from odds and ends.

Human Nature: Perspectives from Philosophy and Science

FSEM 1111-39 | CRN: 3296

Offered: MW, 4:00PM-5:50PM

Instructor: Marco Nathan

The topic of human nature provides the background for some of the oldest and most fascinating intellectual debates in both Eastern and Western cultures. Despite its longstanding history, the question of whether human beings are the product of nature or nurture is under constant transformation, due to the influence of new scientific discoveries and philosophical refinements. Indeed, topics such as genetic determinism, innateness, health, and the biological status of races provide some fine examples of truly interdisciplinary research which requires the collaborative work of philosophers, psychologists, biologists, sociologists, anthropologists, political theorists, and many other scientists and humanists. The aim of this course is to explore the philosophical foundations of human nature and to discuss them in relation to recent discoveries in the psychology, biology, and other branches of science.

Im(possible) Worlds: The Fantastic Short Story in the Américas

FSEM 1111-23 | CRN: 4631

Offered: WF, 12:00PM-1:50PM

Instructor: Alison Krogel

“Fantastic” literature forces readers to consider whether certain events, characters, or images exist in the realm of the lived ‘real’ or the ‘supernatural’. In Fantastic literary texts, “reasonable” explanations are resisted in an effort to present the unpredictability of memory, fate, political oppression, dreams and nightmares. Authors may also deploy Fantastic literature as a tool for critiquing Power when they create socio-political allegories under the guise of a fanciful ‘ghost story’. In this course, students will study short fiction originally written in all four of the most commonly spoken languages of the Américas—English, Spanish, Portuguese, and Quechua. Students will study the ways in which short story authors from the Américas have influenced and responded to each other’s work throughout the late nineteenth and twentieth centuries. In addition to short stories, class texts will also include selected films, visual art, photography and poetry. In this course students will have the opportunity to discuss their interpretations of assigned texts in class and will also hone their skills as writers of articulate, well-supported analytical essays. Towards the end of the course, students will learn how to present their scholarly work in a professional, sophisticated and engaging manner.

Immigrant Stories: Theirs and Ours

FSEM 1111-3 | CRN: 3265

Offered: MW, 8:00AM-9:50AM

Instructor: Lydia Gil Keff

This course is designed to explore the different ways in which individuals, displaced by emigration and exile, have chosen to tell their stories. We will discuss texts by 20th and 21st century Asian, Middle Eastern and Latin@ immigrants to the US (and back) in a variety of genres, from literary memoir and film to digital story and performance art. We will examine how these texts chronicle the intersection of

cultures and to what extent they define a new culture with its own characteristics. We will also discuss the impact of social, political, economic, and academic factors on the writer's self-definition as "hyphenated beings" and how these autobiographical texts fit within the broader frame of US literature. The course will incorporate frequent discussion/workshops with guest speakers in order to explore a variety of models and media used for autobiographical texts. For the final project, students will explore their own stories of displacement (ancestral, familiar, individual or collective) in the form of a literary essay, short memoir, collection of poems, digital story, performed monologue (filmed), or documentary film.

Introduction to Asian Art

FSEM 1111-90 | CRN: 5115

Offered: F, 10:00AM-11:50AM and 1:00PM-2:50PM (both sessions required)

Instructor: Sarah Magnatta

This course explores the art and architecture of Asia from the Indus Valley Civilization in India to the 21st century in Japan. We will discuss the role of indigenous religious traditions, including Hinduism, Buddhism, and Daoism, as well as the role played by imported religions, including Islam and Christianity in the stylistic development of architecture, painting, and sculpture in India, China, and Japan. In addition to addressing the religious and social contexts of the works, this course will also analyze political themes of power and authority in earlier periods as well as nationalism and modernist movements during the colonial and post-colonial periods. The course begins with an overview of art historical terminology, utilizing the public works on DU's campus as well as in downtown Denver. We will be viewing the collection at the Denver Art Museum for both our Destinations trip as well as a later trip for student presentations.

Introduction to Forensic Science and Real Life CSI

FSEM 1111-63 | CRN: 3315

Offered: TR, 2:00PM-3:50PM

Instructor: Jim Fogleman

Modern advances in forensics, especially in DNA analysis, now provide for an exceptionally high degree of analytical capability. These capabilities have been featured on a number of popular and top-rated "CSI" television shows in which cutting-edge forensic tools are used to examine evidence in order to solve criminal cases (they are "howdunnit" rather than "whodunnit" shows). But how close are the TV shows to real-life crime scene investigations, which are integral parts of most criminal investigations? This course introduces the science, theory, and practice behind forensic techniques that are typically used in crime scene analysis and will help distinguish what is fact and what is entertainment. The techniques that are presented are accompanied by the scientific basis of the technology/instrumentation that is used. Thus, the course builds on a foundation of the science that serves as the basis of forensic technology. No background in science is presumed or necessary. Lectures, guest speakers, case studies, class discussion, individual and group exercises will all contribute to an active learning environment. Forensic science is a multidisciplinary and exciting area of study. Every crime involves a story and it's the job of the forensic scientist to unravel that story.

Language Politics

FSEM 1111-10 | CRN: 3269

Offered: TR, 8:00AM-9:50AM

Instructor: Angela Sowa

“Language Politics” is designed to introduce students to the fields of literacy studies and sociolinguistics, and their relationship to public discourses on language and politics, as well as to provide instruction in associated academic research genres and discourses. Readings will consist of timely contemporary current event pieces as well as standards in the field, all of which are designed to give students a broad view of the multifaceted influences and impacts of language on public culture. Students will also read theoretical texts that situate major concepts within the field, such as Deborah Brandt’s *Sponsors of Literacy*. Further readings will include current scholarship that emphasizes three unit themes: Language and Education, Language and Race, and Language and Gender. In addition, students will watch movies that depict popular conceptions of language’s power to shape public perceptions of cultural events and values.

Literary Depictions of Mental Illness

FSEM 1111-92 | CRN: 3527

Offered: MW, 2:00PM-3:50PM

Instructor: Blake Sanz

Since Ken Kesey wrote *One Flew Over the Cuckoo’s Nest* in the early 1960s, much has changed about how the mentally ill are depicted in literature and film. There are still mad geniuses, there are still psychopathic serial killers, and there are still madmen who dare speak the truth. But now, with the release of the newest *Diagnostic and Statistic Manual of Mental Disorders*, as science’s understanding of mental illness continues to evolve, there are also new patterns emerging in literature and film’s depiction of the mentally ill. This class provides a survey of contemporary fiction, movies, and memoirs that explore and describe various kinds of mental illness. We’ll discover patterns in how the mentally ill get depicted, and we’ll consider the ramifications of those depictions. For example, what new trends are there in how the mentally ill are presented in literature and film now, versus how they were presented in previous eras? What do these trends tell us about how we envision their lives? What do they tell us about ourselves? This class will address and explore these kinds of questions.

Make Me Laugh; To Wit, the Theory, Practice, and Enjoyment of Comedy

FSEM 1111-4 | CRN: 3266

Offered: MW, 8:00AM-9:50AM

Instructor: Victor Castellani

"A day without laughter," peerless clown Charlie Chaplin one said, "is a day wasted."

Why do we laugh, with whom, at what—or (embarrassed!) at whom? This course escorts you toward possible answers, as we enjoy humor and the comical in diverse manifestations, laughing (or sometimes groaning) at examples from the coarse low of Borat to the sublime of Molière and witty of Wilde.

Material ranges from funny sounds, words, and images to complete plays, classic and contemporary, and feature-length films, comic masterworks from Monty Python and Mel Brooks, not without “romantic comedy” (the 1981 gem *Arthur*). As the course title suggests, we explore comedy—in films and in several dramatic texts but also, at least once (the instructor hopes) during the quarter, live on

stage. Practical principles of humorists are a topic of our study, together with sometimes quite sober, even misanthropic theories of merriment; the outcome, however will be your own creative work that will indeed make the instructor laugh, in shorter compositions and in comedic scenes that you will conceive, script, and perform at the end. You will demonstrate how well you understand mechanisms involved, not to kill humor and dissect humor but to enhance your appreciation.

Mathematics Through Fiction

FSEM 1111-24 | CRN: 3282

Offered: MW, 10:00AM-11:50AM

Instructor: Allegra Reiber

What is mathematics? Can mathematics be applied to literature? Can literature be mathematical? Can we access new mathematical topics using fiction as our guide? Could we read some novels and short stories, have mathematical discussions as well as a few laughs, and practice and write about mathematics as we answer these questions? Can we create our own fiction that teaches mathematics and brings it to life? Signing up for this course gives you the chance to participate in that experiment. We will study novels and short stories that have a significant mathematical component to their characters, setting, or plot, discuss these works, learn about and do the mathematics they introduce, and create mathematical fiction of our own. In the process, students will acquire skills in critical reading of and writing about literature, creative writing, and mathematical reasoning about the concept of infinity, number theory, topology, and beyond.

Media & Sexualization

FSEM 1111-74 | CRN: 4680

Offered: MW, 12:00PM-1:50PM

Instructor: Rachael Liberman

In a contemporary cultural landscape that includes pole dancing fitness classes and news alerts about celebrity sex tapes, we often question: What is the relationship between the increased visibility of sexuality in media culture and our everyday lives? Recent scholarship suggests that we are experiencing a “sexualization of culture”; a process whereby sexual meanings are becoming mainstreamed through mediated channels such as film, television and magazines. This course unpacks the “sexualization of culture” thesis and prompts students to think critically about the impacts of media messages on cultural approaches to sexuality. Readings will draw from scholars who support this thesis as well as scholars that argue that the current “sexualization of culture” argument relies on moral, rather than social or political, frameworks. In particular, this course focuses on two issues directly related to the female experience: the sexualization of girls and the growing relationship between female sexualized bodies and empowerment. Although sexualization is a process experienced by all gender identifications, this course has narrowed its focus so that students can develop a deeper understanding for the experiences of the gender most discussed in relation to the “sexualization of culture” thesis. Students will have the opportunity to explore these issues in-depth and will be encouraged to develop their own critical stance on the cultural impacts of media and sexualization.

Memory, History, and Contemporary Native Identity

FSEM 1111-84 | CRN: 4866

Offered: MW, 12:00PM-1:50PM

Instructor: Christy-Dale Sims

This class asks questions about the relationship between histories, memories, and our understanding of peoples, cultures, and the world today. We will look past “official” histories to investigate how accounts (or the lack thereof) of marginalized peoples’ memories and experiences shape our contemporary society. Recognizing Native peoples’ crucial roles in the past and present of our nation, state, and school, we specifically explore how Native experiences and identities are remembered, and how these histories and memories continue to shape interactions and social justice between native and non-native communities today. In our efforts to understand the importance of narratives in social change, we will engage in activities, discussions, and assignments that interrogate how stories of marginalized native peoples are told across a wide range of present-day Native and non-Native sources such as news stories, museum exhibits, and even the recent DU report on the role of John Evans in the Sand Creek Massacre.

Men, Women and Beyond: Gender in Cross-Cultural Perspective

FSEM 1111-13 | CRN: 3271

Offered: MW, 4:00PM-5:50PM

Instructor: M. Dores Cruz

Gender is a socially inclusive concept and refers to social constructs. It is variable, flexible, and unbounded, including women and men. It comprises assigned beliefs, attitudes, symbols, behavior and actions that define women and men in a particular society. This course explores heterogeneous processes involved in the cultural construction of gender, that is, how societies organize people into gendered categories (male, female and/or other). But addressing gender requires an understanding of how gender intersects with factors such as race, class, sexuality, and how processes such as colonialism, nationalism and transnationalism affected these identity constructs. We will examine topics such as cultural expressions and behaviors, the role of status, the gendered division of labor, kinship, and religion, as they relate to women and men (and other genders) in society. We will also examine how anthropology has approached the study of gender and how feminism has changed anthropological praxis through readings, lectures, and presentations.

Metropolitan Denver

FSEM 1111-65 | CRN: 3317

Offered: F, 12:00PM-3:50PM

Instructor: Andrew Goetz

The city of Denver, Colorado, traditionally has been and continues to be one of the leading urban centers in the western part of the United States. Originally founded by settlers mining for gold, Denver has escalated to the ranks of the largest U.S. metropolitan areas through its role as a major urban center for the western Great Plains and Rocky Mountains region. This course explores the geographic, historical, environmental, economic, political, social, and cultural factors that have contributed to the growth of metropolitan Denver and have shaped its character. Through intensive study of historical and contemporary processes of urban growth and change, and interactive field experiences, students are introduced to the place where they will be living and studying as they begin their college careers.

Mexican American History and Culture

FSEM 1111-5 | CRN: 4424

Offered: TR, 2:00PM-3:50PM

Instructor: Elizabeth Escobedo

What does U.S. history look like from the perspective of the Mexican American population? This course will expose students to the long-standing presence and history of Mexican-origin people in the United States from the 19th century through the present. It aims to show that Mexican American history is both an integral part of American history and a unique subject of historical investigation. Using primary and secondary sources, including film, literature, and visual art, we will look at how Mexicans and Mexican Americans have negotiated, influenced, and responded to the political, social, and economic circumstances that shape their lives in the United States. Class readings and discussions will explore themes such as immigration and migration, social and cultural adaptation, racialization, labor, gender and sexuality, political activism, and internal diversity and identity. Students will also learn to recognize, analyze, and make historical arguments, and to hone their critical thinking, analysis, writing, and speaking skills.

Multiculturalism and Africa in Black and White

FSEM 1111-28 | CRN: 4730

Offered: TR, 2:00PM-3:50PM

Instructor: Isaac Joslin

In this course, we will engage actively with the idea of multiculturalism in the context of the colonization, de-colonization and post-colonization of the African continent. Specifically, we will investigate the notions of self and other in terms of ethnic, national, and racial identity as portrayed and discussed in films, novels, as well as critical essays from the many diverse regions of the African continent. We will grapple with a number of fundamental issues related to multicultural identity and how it has evolved over time. Specifically, we will investigate notions of justice and inequality, forms of oppression and liberation, and the relationship between history and memory and how to interpret the sociocultural importance of fictional and nonfictional texts. We will learn how to identify and analyze central themes in the specific geo-historical contexts of each particular work and construct critical arguments about multiculturalism in society.

Networking Italian-Style

FSEM 1111-31 | CRN: 4632

Offered: WF, 12:00PM-1:50PM

Instructor: Rachel Walsh

Networking and the exchange of personal, cultural and intellectual information has been around for centuries. Europe experienced a giant boom in networking activities in the eighteenth century. One place in particular witnessed a variety of networks actively planting seeds for eventual political and geographical unification – Italy. This seminar explores differing notions of networking Italian-style during the eighteenth century, and it provides you access to the age of information exchange in three arenas: academies, periodical culture and salons. You will explore the universal nature of the period's literature, opera and political writings and seek to answer why these works are relevant today. The seminar also provides training for Stanford University's web-based platform – Palladio – an innovative, research tool

used to visualize the complex, multi-dimensional data. You will discover and gather data while researching the cultural exchanges and networks of eighteenth-century Italy and acquire the skills necessary to create visualizations of this research.

Nuclear Weapons and Nonproliferation: Time to Start Worrying and Hate the Bomb?

FSEM 1111-8 | CRN: 3267

Offered: F, 8:00AM-11:50AM

Instructor: Barry Zink

As tragic and destructive as the 2001 terrorist attack on the World Trade Center was, it pales compared to the potential horror of a nuclear attack on a major city. Whether delivered via an advanced warhead or smuggled in a briefcase, detonation of a nuclear weapon would certainly alter the course of human history. It would not be the first time. This seminar will explore how such an event can be prevented by studying a combination of rigorous science, historical perspective, and current events. The issues and topics involved range from the production and consumption of energy and resources, to the physics of nuclear energy and weapons, to the policy and technology required to maintain the delicate geopolitical balance of nuclear power.

Pacific Century: US-China Relations and Competition for Global Leadership

FSEM 1111-76 | CRN: 3327

Offered: MW, 10:00AM-11:50AM

Instructor: Jing Sun

In 1999, Gerald Segal, a British political commentator, wrote a highly influential piece titled “Does China Matter.” Segal argued that China’s influence had been vastly exaggerated and, in fact, the country mattered no much more than a “second rank middle power” like Mexico – a country that matters in the region but “matters relatively little to the world.” What a difference a decade can make. When Segal wrote this piece, the Chinese economy was the sixth biggest in the world. Even to many Chinese, overtaking America seemed like an aspiring yet distant possibility. Today, the Chinese economy is the world’s second biggest. Overtaking America has become within sight. Few people would still ask the question “does China matter.” Instead, the issue has shifted to “how.” Nowhere is this question more important than in the United States, the country who is currently the world’s dominating power but may soon face a transition to “co-governance.” Since these two countries are world powers with global responsibilities, how they cope with each other will shape the future of not only their own people but the rest of the world. Will this transition process be peaceful? What implications will this process bring to the people of these two countries? Can America retain its global leadership by shifting to “soft power” – that is, by being a pioneer in promoting universal values and popular culture? These are just some of the questions we will explore in this class.

Personal Genomics

FSEM 1111-62 | CRN: 3314

Offered: TR, 2:00PM-3:50PM

Instructor: Tom Quinn

In the last decade or more there have been stunning advances in the techniques used to determine DNA sequence. The first human genome was completed in 2003 after 13 years of intensive effort by hordes of scientists at an approximate cost of \$3,000,000,000. In 2011, human genomes cost approximately

\$10,000 to sequence. This reduction in cost is comparable to a \$25,000 car coming down in price to 8 cents. With predictions of a \$1,000 genome in the very near future, it will soon become practical for the medical community to collect entire genomes from patients as a routine procedure, provided certain computational issues can be overcome. In this course students will explore what predictive powers such information might have for the individual, as well as some of the new challenges that are expected to arise at the ethical and societal levels as such information becomes available. This course includes student-driven “literature research” leading to oral and poster presentations, as well as shared readings and discussion from the text and other recent literature.

Personal Histories of Photography

FSEM 1111-89 | CRN: 3458

Offered: TR, 3:00PM-4:50PM

Instructor: Roddy MacInnes

This class explores photography as a medium through which to comprehend and also articulate ideas about your experience in the world. With photography assignments, lectures, labs, readings, movies, field trips and critiques, this class will trace the historical evolution of photography, with an emphasis on how photography is used in the construction of identity. The course will explore the parallels that exist between cultural histories and personal histories of photography. The class objectives will prepare students to begin articulating ideas using the photographic medium, not only technically and artistically, but intellectually as well. Completing the photography assignments, and participating in critiques will provide the opportunity to further advance your knowledge, and also encourage you to continue developing an artistic and aesthetic way of seeing. As an active participant in this class you will be required to engage in critical analysis of photography, art and culture. Most importantly, you will be encouraged to have fun in this class while continuing to: advance your skill level as a photographer; increase your self-awareness through photography; celebrate your intellectual curiosity; and gain further appreciation for the inter-connectedness of life.

Physics for Future Presidents

FSEM 1111-2 | CRN: 3264

Offered: MW, 8:00AM-9:50AM

Instructor: Steven Iona

Many topics of social and political importance are directly related to science in general and physics in particular. This course will address basic physics concepts and knowledge so that these issues can be understood and discussed in a meaningful way from a scientific point of view. We will cover a wide range of topics such as energy, heat, atoms, radioactivity, chain reactions, electricity, magnetism, and climate. The use of basic algebra, graphical interpretation, mathematical modeling, clear writing, and thoughtful discussion are expected. Regular short writing assignments are expected and a thoughtful analysis of policy and scientific data will be part of most class sessions. The main objective of this course is to teach some basic facts about how the world works, from the viewpoint of physics. These facts are intended to inform your views on important developments in the modern world. This will require you to learn new words, new ideas, and abandon some old ones. It will also require numeracy. The course will provide multiple opportunities for you to express claims, evidence, and reasoning in a scientific fashion in response to written prompts, readings, and experiences.

Poetry and the Public

FSEM 1111-60 | CRN: 3313

Offered: TR, 2:00PM-3:50PM

Instructor: David Daniels

The word 'poetry' sometimes intimidates students, but poetry has always surrounded and excited us, at protest marches, in hip-hop music, on city buses, at public readings, in greeting cards, and more recently on YouTube and in personal blogs. The idea that a poem is something to analyze in school on paper is a relatively recent phenomenon, and a fairly limited perception of poetry that overlooks its other social possibilities. So, what have been the roles of poetry in relation to popular culture? How have poets interacted with various 'publics' and readers and listeners at different times? This seminar examines poetry's relationship to the public by looking at the poetry of the Harlem Renaissance, the Beat Generation, the Black Arts Movement, Poetry Slams, and poetry on the Internet. We will ask how different poetry movements helped shape public identity, and how readers have understood poetry and different times in history. In addition to traditional lecture format, class time will be devoted to discussions of readings, small-group presentations, interviews with poets, and other creative activities, including organizing a public event, performance, or other activity that brings poetry into the daily lives of people.

Poetry in the Professions: the Role of the Humanities in Life after College

FSEM 1111-82 | CRN: 4465

Offered: WF, 10:00AM-11:50AM

Instructor: Donna Beth Ellard

This course introduces students to "close reading," a method practiced across the humanities for engaging with poetry, prose, and sacred texts; the visual and performing arts; and historical archives. Learning to read closely—whether a poem or a person—is the most important skill that you can learn in college. Close reading not only teaches you to intellectual rigor but it moreover teaches you to listen to the voices of others, to be patient, to be emotionally aware, to be empathetic. It is a skill-set necessary to professional "success" in terms of occupational competency and occupational compassion. In this class, you will learn to read a poem and meet professionals from a wide variety of fields—from Social Work to Family Medicine—each of whom will discuss the different ways in which "close reading" is key to their work. You will learn how close reading in the humanities correlates, directly, to the demands of the professional world, especially with regards to occupations associated with "empathy."

Punk Style and the Compositions of Meaning

FSEM 1111-51 | CRN: 4644

Offered: TR, 10:00AM-11:50AM

Instructor: Matt Hill

Music has been an integral experience of youth culture since at least the middle of the 20th century. More specifically, popular music has played an important role in the construction of youth identities, and the most popular form has often been some version of rock n' roll. Among rock's many offshoots, punk has endured (on and off) as a popular genre for over thirty years. Since its beginnings, the definition of punk has been contentious. This course uses punk style (mostly through music, but will also include discussion from one of our course authors, and we will watch some film clips in class as well) to

study rigorously how communities construct meaning out of many conflicting views. Like many musical subcultures, punk often concerns itself with authenticity (“true” or “real” punk often claims to conform to various ethoi that has been passed down through various structures in the punk communities). This course examines some of punk’s history and development as a lens for critical investigative techniques appropriate for college level work.

Ray, Wave, or Photon? The Physics of Light

FSEM 1111-41 | CRN: 3298

Offered: F, 12:00PM-3:50PM

Instructor: Mark Siemens

This first-year seminar will give students an overview of the concepts and applications of light in everyday life. We will start with basic experimental observations and build a framework for understanding and predicting the propagation, generation, and detection of light. These objectives will be accomplished through both historical and modern reading selections, interactive lectures and class discussions, computer simulations, reflective writing assignments, small-group mini-labs, and design challenge problems. During the quarter, each student will complete a research project on a topic relating the “Physics of Light” to their major or interests. The emphasis throughout the course will be on understanding fundamental concepts and clearly explaining natural phenomena in writing and in small-group discussions. These critical thinking and reasoning skills will be useful regardless of which major a student chooses.

Reading Maps: Literature, Culture, and Cartography

FSEM 1111-57 | CRN: 4646

Offered: MW, 10:00AM-11:50AM

Instructor: Geoffrey Stacks

Maps are everywhere. You can find them on your phones, in your car, at BuzzFeed. We rely on these helpful maps, but they do far more than give us directions. Maps impact how we see the world; they influence our understanding of culture, politics, and even our own identity. In this class, we will read literature and philosophical essays that explore the ways in which cartography not only describes the world but actually shapes it. Part of the class will focus on critical/philosophical writings about maps. These essays will look at how maps, which seem to be neutral, actually can change the way we move through the world and think of ourselves. We will also read a variety of literary works that demonstrate the literary nature of cartography. What can literature and art teach us about becoming careful readers of cartography instead of passive, naïve consumers of a powerful technology.

Recession-Era Media Culture

FSEM 1111-6 | CRN: 4487

Offered: TWF, 12:00PM-12:50PM (T/F); 12:00PM-1:50PM (W)

Instructor: Taylor Nygaard

This course explores how the 2008 financial crisis impacted popular culture by paying specific attention to new developments and trends in the media industries and their representational genres. Beginning with an overview of the circumstances that lead to what has come to be called “The Great Recession,” we will explore the qualities that mark our recession-era media culture. Interpreting media forms as diverse as reality television, financial journalism, lifestyle blogs, popular cinema, and advertising, we will

trace themes, ideologies, narratives, and representational tropes that recur across media during this time. Through various writing assignments, debates, and group projects, students will be challenged to explore not only how popular culture has represented the changes brought on by the recession, but also how the media industries have adjusted to the major changes in consumer spending and expectations, preparing students to enter a new job market and cultural climate.

Revolution and Revolutionaries in Latin America

FSEM 1111-16 | CRN: 3274

Offered: F, 8:00AM-11:50AM

Instructor: Matthew Taylor

Latin America brings to mind images of Emiliano Zapata, the modern Zapatista rebellion in Mexico, Che, the Cuban Revolution, Guatemalan indigenous women carrying babies and weapons simultaneously. On the opposing side from the revolutionaries, we easily imagine military dictators behind dark sunglasses in full military regalia. In bringing these images of revolution and repression to our minds we often fail to realize that many of Latin America's revolutions resulted from a conflict over access to a resource most Latin Americans hold close to their hearts – land. It is important for us to study revolutionaries because, from the Dominican Republic down to Patagonia, directly or indirectly, guerrillas have shaped, and in many cases transformed, the social, physical, and political landscapes in most Latin American countries over the last few hundred years. We will examine the causes, nature, and consequences of revolutionary movements in Latin America during the 20th and 21st century. We will read accounts of revolution written by guerrilla leaders, teachers, United States government agents, and academics from the North and South in an attempt to understand revolution and the fight for land from multiple perspectives. Students will write a final research paper on the Latin American revolution/revolutionary of their choice.

Rock Theatricality

FSEM 1111-70 | CRN: 3322

Offered: TR, 12:00PM-1:50PM

Instructor: Sarah Crockarell

Rock music takes many forms, but since its earliest examples rock has been defined by theatricality. From Elvis' salacious hip-wiggling to the brutality of death metal, this course examines the ways that rock uses theatricality to perform revolutionary ideas and identities. Students will explore the relationship between theatre and rock from multiple angles, culminating in a creative and analytical project where they develop their own theatrical rock performance concept.

Schools on Trial: The Politics of Education Reform

FSEM 1111-58 | CRN: 3311

Offered: TR, 9:00AM-9:50AM (T), 9:00AM-11:50AM(R)

Instructor: Lisa Conant

Demands for education reform regularly make headlines, and litigation puts "schools on trial" before federal, state, and even international courts. Judges frequently rule that schools fail (1) to treat students equally and (2) prepare future citizens for full participation in democracy and the market. The consequences of inequity and failure are dire: poor performance sets us up for declining living standards, growing inequalities, and more social conflict. How can public education be reformed to serve the needs of all children, as well as society as a whole? Can courts play a constructive role in this

process? How has politics interacted with court-ordered education reform to produce contemporary challenges? Are we alone in our dilemma?

Science at the Boundary: A Look into the Nanoworld

FSEM 1111-40 | CRN: 3297

Offered: MW, 12:00PM-1:50PM

Instructor: Maria Mercedes Calbi

In 1959, more than 50 years ago, the physicist Richard Feynman brilliantly anticipated the emergence of nanotechnology in his famous lecture “There is plenty of room at the bottom.” Our knowledge of the laws of physics was already enough then to support this revolution and, as expected, it surely found its way; today, we are able to manipulate matter at atomic scale and many devices have been built thanks to this technological ability. But as it happens with any emergent field, many questions and challenges (from basic science to technological applications and philosophical implications) continue to surface. This seminar will explore some of the topics related to nanoscience with two main goals: on one hand, to emphasize the physics laws behind the unique behavior exhibited by very small systems (from nature and manmade), and, on the other hand, to raise awareness of the impacts of nanoscience and technology in our everyday life and future.

Screening Latin America-Societies in Movement

FSEM 1111-55 | CRN: 3309

Offered: TF, 12:00PM-1:50PM

Instructor: Rafael Rossotto Ioris

This FSEM seeks to understand the process of formation of present-day Latin American societies and motivate students to reflect about the historical evolution of multi-racial and multi-cultural societies. The course is structured around themes dealing with the region's historical evolution and present-day challenges in building modern, developed, and egalitarian nations. These themes provide the ingredients for a historical drama depicted in a great number of movies dealing with some of the most important issues and events defining the historical course of the region. By watching, analyzing, and critiquing, orally and in writing, collectively and individually, a series of films, documentaries, and videos about Latin America, students will critically engage in an in-depth examination of the historical development of the region, as well as the assumptions and biases which go into portraying this fascinating part of the world. Similarly, by taking part in this process, students will develop a deeper appreciation for the complexities embodying Latin American societies and the problems the region faces today. The course is organized into ten programmatic units, each one with a filmic and a textual component. Student will be required to attend classroom screening sessions, read assigned materials, and write an individual essays for different units.

Spain in the Southwest

FSEM 1111-36 | CRN: 4633

Offered: F, 12:00PM-3:50PM

Instructor: Javier Torre

How did Colorado get its name? Who were the first explorers of the southwest and what happened when they encountered Native Americans? How did the harsh landscape and climate affect the ways in which these people lived and travelled? How did the relationship of these two groups evolve over time?

This course studies Spain's presence, history and legacy in the American Southwest. It explores the development of Spanish society and institutions on American soil and its impact on the lives of the native people of America, from the initial clashes to the progressive mutual adaptation that occurred. During the course we mostly study travel accounts written by Spaniards describing their explorations and their encounter with the local people and landscape. We also read documents produced by Native Americans showing the other side of the conquest. As the course progresses, we try to go beyond the simplistic opposition of Spaniards/Indians, by reconstructing the progressive development of a complex multicultural society that brings us to the Hispanic/Latino culture of the Spanish Southwest today. This course will attract those interested in Literature of Exploration, Travel Narratives, Spanish/Hispanic/Latino history and culture, the European roots of Latino Identity, Colonial Latin America, Native American Culture, the Southwest, cultures in conflict.

Sports Today

FSEM 1111-99 | CRN: 3647

Offered: TR, 8:00AM-9:50AM

Instructor: Dan Zuchegno

Sports occupy a unique position in the human psyche. Sporting events around the world have long been a way for individuals, cities, and nations to define themselves. Sports have become an integral part of today's society, intertwined with our language, culture, and economy. The growing interest in sports and sporting events have transformed sports leagues into multi-billion dollar industries. The course will address the economic aspects of sports in the United States at both the professional and collegiate level looking at what distinguishes it from other businesses. Sports at universities often give students and alumni a sense of identity. Cities and city leaders feel they have arrived when they have attracted a professional sports franchise. With regard to professional sports, the course considers distinctive features of sports at both the league and team levels that impact the success of professional sports and their franchises. Additionally, we will look at the value of sports franchises to a local community. We will also address the changing environment of intercollegiate athletics, looking into the role of the NCAA in overseeing and regulating university sports as well as the role of conferences. We will address the benefits and costs to a university of fielding intercollegiate athletic teams in the ever changing and ever growing business of intercollegiate athletics.

Stranger than Fiction: Research, Craft, and Creative Nonfiction

FSEM 1111-81 | CRN: 4691

Offered: TR, 12:00PM-1:50PM

Instructor: Heather Martin

Sometimes called the fourth genre, creative nonfiction (CNF) characterizes a style of prose that is as varied as it is compelling. Permutations of writing in this genre include the memoir, the personal essay, literary journalism, and place writing. In this class we will read extensively, with an eye toward what it means to write engaging creative nonfiction. We will ask and answer questions of content, craft, voice, and style. Students will go out into the field and conduct primary research in order to compose original creative nonfiction. The resulting stories will be workshopped and peer reviewed in collaboration with the instructor and other students. Come quarter end, students will select their strongest work and create a writer's portfolio.

Studying Moral Lives

FSEM 1111-20 | CRN: 3278

Offered: MW, 10:00AM-11:50AM

Instructor: Sandra Dixon

This course will show how social sciences investigate the development of morality in individual lives. Our starting point will be the theory of stages of moral development formulated by Lawrence Kohlberg based on research on boys in the 1950s. As we proceed toward the 1980s, we will study Carol Gilligan's research with girls and women that challenged Kohlberg's theory. By the early 2000s, scholars highlighted the moral lives of people in countries outside the Americas, of residents in African American communities, and of outstanding moral leaders struggling for civil rights and decent lives for poor people. Tracking this research opens awareness of different kinds of morality, cultural variations in development, and a range of reasons for holding and acting on moral beliefs. As we study moral lives, students will improve their understanding of the readings through discussion, short papers, and group work on visual projects that set out ideas systematically. Students completing the course will have challenged and examined their own assumptions about living morally and will recognize how investigations of moral lives have built on and diverged from one another. They will have gained a sense of how knowledge expands in many fields of study.

Teen Grrls and Popular Culture

FSEM 1111-97 | CRN: 3645

Offered: TR, 2:00PM-3:50PM

Instructor: Lindsey Feitz

What does "girl culture" look like today? And more importantly, how does it shape young women's understandings of themselves and others? To help answer these questions, students will be introduced to some foundational concepts of critical media and feminist studies. We will learn how to deconstruct diverse narratives and representations of teen girls in popular movies, television shows, magazines, and social media. In the second half of class, students will embark on a community-based research project that will investigate the status of young women at DU, as well as propose solutions for outreach, advocacy, and education about women's issues on campus.

The Bible and Social Justice

FSEM 1111-26 | CRN: 3284

Offered: TR, 10:00AM-11:50AM

Instructor: Alison Schofield

The Bible is scripture to Jews and Christians and continues to be an important influence on social norms, laws and ethics in our Western society. In this course, we will read the Bible from a variety of perspectives and through the eyes of the poor and marginalized, all the while asking the question of how this text has inspired, challenged, inhibited, or motivated the search for social justice and peace. Using the Bible as a starting point, we will explore different theories of justice and how we can better understand current issues of (in)justice, poverty, violence, race and gender relations, suffering and charity in the world today. Note: This is a service-learning course. As part of the course requirements, students will have the opportunity to volunteer with one of our non-profit, partner organizations addressing an issue of need or injustice in our community.

The Fascination of Evil

FSEM 1111-34 | CRN: 3292

Offered: TR, 12:00PM-1:50PM

Instructor: Clark Davis

Why are villains some of the most memorable characters in literature? Is it true that we root for heroes and heroines but find them a bit dull at times, while we hate the villains but find them fascinating? What exactly is the attraction of evil in fiction? These are just some of the questions this course will pose as we study several of the most infamous characters ever created. What makes them tick? Are they really “evil”—and is evil a useful term in describing them? Or do we use this idea to shield ourselves from their temptations? How do authors create characters whose actions are terrible or repulsive to us but who nevertheless elicit either our sympathy or our interest? Our survey of infamy will include the Bible’s (and Milton’s) Satan, Shakespeare’s Richard III, Euripides’ Medea, Melville’s Captain Ahab, and many others. Students will improve writing and reading skills, especially the practice of close reading within a historical and cultural context.

The Human Condition: Emotion and Sentiment Expressed through Music, Visual Art and Literature

FSEM 1111-93 | CRN: 3528

Offered: MW, 10:00AM-11:50AM

Instructor: Joseph Martin

In this class we’re going to try to describe the indescribable, to empathize with some of the great artists, musicians and poets of Western art and learn about ourselves and our emotional responses by studying the lives and works of civilizations masters of expressing emotion. We’ll study music compositions, paintings, sculpture, and literary works, and see how geography, time periods, and personal crises influenced the way these creators of art expressed themselves. In seeking similarities in emotional expression across diverse time periods and different forms of art, we will strive to find a truth to these expressions that is timeless and helps us come to a greater understanding of how we, ourselves, express things artistically. Everyone, regardless of background, will leave the course with a better understanding of how to approach music, visual art and literature in a true sense of appreciation, and will be challenged to develop an artistic and intellectual curiosity to embrace a lifelong experience of growth in understanding art. Rather than chronologically, class lectures will be organized by emotional topics. These topics include (Lament, Anger, Romantic Love, Mischief, Reverence, etc.) The works studied will not only be relevant to the topic, but masterpieces of Western art, and help to expand the student’s vocabulary and understanding of these emotions.

The Mathematics of Games, Sports, and Gambling

FSEM 1111-18 | CRN: 3276

Offered: TR, 10:00AM-11:50AM

Instructor: Paul Horn

Is it ever worth playing the lottery? Can I get an advantage in the casino playing blackjack? Do left handed batters really fare better against right handed pitchers? What’s home advantage really worth in football, anyways? In this class, we will build up the mathematical fundamentals needed to really address these, and other, questions. To this end, we will focus on building a background in combinatorics, probability and statistics needed to critically analyze statements and model phenomena

arising in the real world. Students will be encouraged to conduct their own research and analysis, and to question assumptions and conventional wisdom in the sports world. In so doing, they will develop a toolset which can be used to critically examine questions which arise in many difference fields. Although no mathematics beyond a high school level is required for the course, some of the ideas encountered will also hint at many of the beautiful ideas underlying many areas of higher mathematics will also be encountered.

The Psychology of Video Games

FSEM 1111-88 | CRN: 3449

Offered: TR, 10:00AM-11:50AM

Instructor: Pamela Miller

This course is designed to provide an overview of the psychological components of video game playing. We will examine the history of gaming as well as current research about video gaming and its impact on individuals and society. Topics will include motivation, addiction, escapism, conflict, aggression, reward, and social relationships. This seminar course begins with a discussion of “gaming” and an examination of the evolution of gaming. We then investigate the potential effects of video game play on behavior, emotion, cognition, and physiology by examining empirical research. Throughout the course, students explore explanations for the effects related to playing video games including social learning theory, theories of motivation, and the general aggression model. Finally, each student will come to their own conclusions about the effects of video games and potential guidelines that should or should not be in place for video game play.

The Rhetoric of Economics

FSEM 1111-30 | CRN: 3289

Offered: F, 12:00PM-3:50PM

Instructor: Joshua Hanan

Rhetoric of Economics is a course that illustrates the important relationship between persuasion and modern science. Taking the discipline of economics as its particular object of analysis, the course will argue that this field of thought must be understood as an attempt to rhetorically secure belief in an innate market logic that undergirds all human behaviors and social practices. Both critical and historical in its engagement with a wide variety of economic texts, the rhetoric of economics will provide students with a vocabulary to grapple with many of the most pressing problems of the 21st century. These topics include, but are not limited to, financial crises, globalization, living wages, and climate change. Assignments for the course will include weekly reading notes, mini-exams, in class debates, and a final group presentation. All assignments are aimed at building critical thinking skills and the capacity to develop and defend complex analytic arguments. An open mind and willingness to question taken for granted assumptions about society and culture are important prerequisites for the course.

The Rhetoric of Games

FSEM 1111-53 | CRN: 4645

Offered: TR, 2:00PM-3:50PM

Instructor: Rebekah Shultz Colby

This class will examine what a game is and, once defined, how games complicate our notions of fantasy and reality, work and play, the virtual and the non-virtual, and cheating and collaboration. We will also

explore procedurality, or how games persuade with their procedures of play through their gameplay, interface design, and game mechanics. Finally, we will also explore how games persuade multimodally, or persuade through graphics, sound, and written text. To explore the rhetoric of games, you will complete three major assignments. 1) You will rhetorically analyze a persuasive game: a videogame that makes a social argument of some kind. You will analyze how the game fits the definition of a game. Then you will also analyze how the game's procedures (gameplay, narrative structure, interface design, and game mechanics) convince players to change their minds. 2) You will analyze a social activity system (a classroom, a place of work, etc.) and analyze in what ways this social space acts like a game, while also looking at how the procedures or rules of this space persuade its participants. 3) You will collaboratively design a persuasive game that rewrites the procedures of a non-game space in a more constructive way.

The Strange World of Quantum Physics and How It Affects YOU Every Day

FSEM 1111-67 | CRN: 3319

Offered: TR, 2:00PM-3:50PM

Instructor: Davor Balzar

A cat is both dead and alive, an electron is both a particle and a wave, and a message instantaneously propagates across the universe; reality or fiction? It is true and the basis of many things that we use and encounter every day. From lasers, GPS, and Internet to "iGadgets" and computers, they exist because of the laws of quantum physics. But this is just a beginning; our future is likely to make science fiction from *Dick Tracy* cartoons to *Star Trek* movies look not too imaginative. The seminar will overview basic principles of quantum mechanics and organization of the universe. All topics will be treated in a systematic way: reading and writing assignments will be followed by in-class presentations and group discussions, debating different aspects and viewpoints, as a vehicle for stimulating critical thinking and reasoning skills.

Theatre of the Absurd

FSEM 1111-14 | CRN: 3272

Offered: TR, 10:00AM-11:50AM

Instructor: Linda Bensel-Meyers

Why do YouTube videos, *South Park* episodes, or other absurd media attract us? The lure of the absurd is not new; in Classical Greece, humans flocked to Aristophanes' *The Birds* to laugh at the absurd side of War. However, it took two World Wars to inspire an artistic movement around our need for the absurd, a movement that greatly influenced philosophy, the fine arts, the film medium, and most of all, the theatre. This course will explore why the Theater of the Absurd appeared when it did, and how it evolved from Alfred Jarry's *Ubu Roi* to Tom Stoppard's *Rosencrantz and Guildenstern are Dead*. The course will develop your analytical reading and critical writing skills, as well as develop your ability to collaborate and perform with other students in creative adaptations of the plays.

Thinking Skills

FSEM 1111-11 | CRN: 4554

Offered: TR, 10:00AM-11:50AM

Instructor: Charles Reichardt

The course helps students: (1) better understand how to think well, (2) better understand how and why we often don't think well, and (3) improve thinking skills through extensive practice with instruction and feedback. The course addresses a wide range of topics in which thinking is relevant including argumentation, theory testing, and problem solving. Students come to understand their personal strengths and weaknesses in thinking and work to improve both.

Torture in the Modern World

FSEM 1111-49 | CRN: 4398

Offered: TR, 4:00PM-5:50PM

Instructor: Jared Del Rosso

There is broad, international consensus that torture violates basic human rights norms; moreover, the practice is explicitly banned in several major international treaties and instruments. Why, then, does torture persist in contemporary society, including in democracies? This course examines the historical uses of torture in order to address its contemporary relevance, as well as the practice of it in democratic societies. Specific attention will be given to the use of torture during the United States' wars in Afghanistan and Iraq, the dominant political explanations its use, and the limitations of these explanations. Throughout the quarter, we will reflect on the complex relationships between how contemporary societies remember legacies of torture and those societies' capacities to address, control, or eliminate the practice. We will do so through in-class exercises and writing assignments that will develop our communication and critical thinking skills.

Trash and (Zero) Waste in a Disposable World

FSEM 1111-71 | CRN: 3323

Offered: TR, 4:00PM-5:50PM

Instructor: Megan Kelly

Trash is an integral part of our daily lives, but the effects of our trash are oftentimes invisible (or at least ignored). This course will make trash visible as an object of academic inquiry. We will observe our own habits of consumption and waste, confronting the trash we produce locally on the DU campus. We will also identify how our personal behaviors and patterns connect to larger social issues related to trash. In examining the networks and institutions relying on and profiting from waste production, we will understand how rhetorical strategies promote mass consumption and disposable culture as clean and convenient, and we will consider the various implications of these rhetorics—the economic, political, and environmental impact of waste. In addition to analyzing texts in the classroom, we will apply this information through primary field research, and we will present these research findings to a public audience on campus.

Truthiness: Media, Rhetoric, and the Myth of the Single-Story

FSEM 1111-94 | CRN: 3529

Offered: MW, 12:00PM-1:50PM

Instructor: Lauren (LP) Picard

Coined by Stephen Colbert in 2005, Truthiness refers to “truth” that comes from the gut, rather than from reputable sources or proven facts. It captures the quality of preferring concepts one wishes were true, rather than concepts known to be true. Throughout our 10-week term, students will be asked to explore the truthiness that shapes our understanding of the world. How is our “truth” determined by our news media, pop culture, iconic imagery, etc.? Students will adopt a constructivist view to investigate the relationship between media, rhetoric, and single-stories (dominant cultural narratives). We’ll spend time discussing the worlds of photojournalism and 24-hour news, the blurred lines between fiction and nonfiction, portrayals of identity in our media culture, and much more. As there are many lines of inquiry to be explored, students will determine the shape and direction of their writing by pursuing questions related to their own interests.

U.S.-Israeli Relations: 1948-Present

FSEM 1111-12 | CRN: 3270

Offered: WF, 10:00AM-11:50AM

Instructor: Jonathan Sciarcon

This course aims to introduce students to the history of U.S.-Israeli relations from the emergence of Israel as an independent state in 1948 to the present through a thematic examination of key topics. While the U.S.-Israeli relationship has elicited strong reactions both from those who want to see it strengthened and those who want to see it weakened or even severed, students in this course will be tasked with taking an academic approach in studying it. Through reading primary and secondary sources, watching excerpts of films, documentaries, and public lectures, and in-class discussions, students will be exposed to key issues including, but not limited to, U.S. economic support for Israel, the impact of key events/historical developments, such as the Cold War, the end of the Cold War, September 11, and the Arab Spring, on U.S.-Israeli relations, cultural foundations of U.S. popular support for Israel, the United States’ role in the peace process, and the impact of the recent Boycott, Divestment, and Sanctions (BDS) movement on U.S.-Israeli relations. Furthermore students will learn about the current debates raging within the American Jewish community regarding U.S. support for Israel.

Using our BRAINS: An Interdisciplinary Study of Zombies in Popular Culture

FSEM 1111-27 | CRN: 3286

Offered: TR, 10:00AM-11:50AM

Instructor: Jennifer Campbell

Zombies may be mindless, but they have sparked significant intellectual interest among the living. This course will examine the evolution of zombies and their current popularity from a variety of perspectives, including cultural studies, history, ethnobiology, film studies, literary analysis, psychology and sociology. We’ll study classic and contemporary film, TV, fiction, academic writings, and pop culture events and artifacts in order to trace the origins and types of zombies (Voodoo, reanimation, contagion) and explore how these incarnations manifest cultural concerns. In addition to honing skills in close reading

and critical and creative writing, we'll also learn how to survive a zombie apocalypse, take part in a zombie crawl, and tackle the contradictions of a culture that produces the scariest zombies ever as well as the most benign versions. Please note that this class is not for the squeamish, as we will read and watch texts that include graphic violence.

What's Your Story?

FSEM 1111-47 | CRN: 3304

Offered: TR, 12:00PM-1:50PM

Instructor: Rick Barbour

In *What's Your Story?*, students will experience the process of creating and performing intimately personal stories for the stage. Drawing from their own powerful life experiences, students will learn to craft their stories in ways that engage and affect an audience. Emphasizing the values of honesty, interdependence, courage, empathy, vulnerability and trust, the seminar aims to reward risk, shun passivity, and celebrate truth in storytelling. We seek to grapple with authentic risks (and invite authentic rewards) by mining difficult personal experiences in order to create a strongly intimate bond between actor and audience.

Why Do Societies Succeed or Fail - The Class of 2019 and the American Future

FSEM 1111-19 | CRN: 3277

Offered: MW, 10:00AM-11:50AM

Instructor: Robert Fusfeld

Why do people, organizations, and nations succeed or fail? In an era of profound cultural, technological, demographic and political change how students prepare for a changing world is important. After an initial foundation focusing on writing and analytic skills, the seminar will deal with the following themes: 1) What are the key social, political, and economic characteristics of successful societies; 2) Are U.S. political and economic institutions likely to succeed in the future; 3) What are the difficulties in attempting to solve real-world social, political, and economic problems; 4) Can the U.S. overcome "headwinds" that could dramatically stall future growth; and 5) How can students prepare themselves to cope with our rapidly changing world? We will focus intensely on development of analytic and writing skills. The seminar consists of five two week sections. The first week of each section will feature class discussion of assigned readings. In the second week students will apply key elements from those readings to a written essay and class presentation and discussion of those essays.

With and Without Nature

FSEM 1111-95 | CRN: 3530

Offered: MW, 12:00PM-1:50PM

Instructor: Brad Benz

Jim Harrison famously states that "to say 'nature writing' is to say water swimming." His point? Humans are nature, too. Using sustainability and interconnectedness as organizing principles, this FSEM explores the natural world, asking students to examine humanity's position with, against, and without nature. Students will read as eco-critics and write as green rhetors. The substantial reading list will include at least two books, and numerous short stories, poems, essays, and films. Students will also conduct regular field trips by studying a local outdoor green space, one they will visit often, researching the site in a hands-on manner, and recording their findings in a lengthy writing project – a multimedia

naturalist's site journal. The site journal will ask students to study their site from a number of perspectives, including ones they may not already be familiar with (for example, historical, eco-feminist, and scientific).

Wrongful Conviction

FSEM 1111-61 | CRN: 4670

Offered: MW, 10:00AM-11:50AM

Instructor: Scott Phillips

The criminal justice system was once considered infallible. But we now know that innocent defendants are incarcerated and perhaps even executed. In recent decades, more than 1,500 defendants have been exonerated and released from prison in the United States (including more than 150 from death row). But even those numbers do not capture the extent of the problem, as exonerations are the tip of the wrongful conviction iceberg – most defendants who are wrongly convicted are never exonerated. In this course, we examine: (1) the prevalence and harms of wrongful conviction; (2) the causes of wrongful conviction; (3) strategies for reducing wrongful conviction; and (4) the prospect of compensating the wrongfully convicted. Students will improve their critical thinking and writing skills. Specifically, the final assignment is a course paper in which students must draw on the major findings in the field to explain a particular case.

Your Web Browser is a Mathematics Laboratory!

FSEM 1111-75 | CRN: 3326

Offered: MW, 4:00PM-5:50PM

Instructor: Frederic Latremoliere

Would you like to experiment with Mathematics by drawing enchanting fractals, following the captivating evolution of a cellular automaton as a form of artificial life, learning how to draw three dimensional objects in perspective, or exploring many more such fascinating mathematical ideas, simply by learning how to program your web-browser and turn it into a mathematical laboratory? This class, whose only prerequisite is a strong drive to solve serious intellectual challenges by means of logic and rational thoughts, proposes to teach you how to do just that. Working in small groups on varied projects will help you see mathematics beyond the horizon of the traditional first year classes while learning the very useful skill of programming in a common language. Won't you come and take a peek at mathematical beauty by taking a journey on board your computer toward exciting ideas which are part of the very foundation of science and our understanding of the universe? If you wish, then I will gladly be your humble guide.

Youth Cultures: Inequality, Resistance, and Empowerment

FSEM 1111-69 | CRN: 3321

Offered: F, 12:00PM-3:50PM

Instructor: Hava Gordon

Do we live in a youth-worshipping society, or are youth convenient scapegoats for larger social problems? Although commonly understood to be a natural and universal phase in the life course, many scholars argue that "youth" is a social construction: one that varies widely across history and across culture. The purpose of this seminar is to examine how young people in the United States are both "constructed" as a distinct social group by institutions such as media, schooling, and work, and how



youth in turn construct their own social worlds and spark social change. In addition to exploring sociological analyses of youth and media, youth and schooling, and youth and low-wage work, we will be reading compelling ethnographies about suburban rockers, urban hip-hop youth, and high school girl cliques in order to examine the complex interplay of youth subordination and youth resistance. Throughout the seminar we will pay particular attention to the ways in which youth social issues are constructed along lines of race, class, and gender. Students will learn to critically analyze dominant discourses about youth through writing and research, and will have the opportunity to explore a youth culture of their choice.