



**First-Year Seminar Course Descriptions
2018-2019**

www.du.edu/fsem

Below are the course descriptions, alphabetically ordered by title. The meeting days are coded as follows:

MW: Monday & Wednesday
MF: Monday & Friday
TR: Tuesday & Thursday
TF: Tuesday & Friday

W: Wednesday
WF: Wednesday & Friday
R: Thursday
F: Friday

Registration opens on Monday, June 11 at 8:00am (MST) and closes at midnight on June 22. You will register for **ONE** First-Year Seminar course. You will register for the rest of your Fall quarter classes during Discoveries Orientation. Classes fill quickly, so have a few FSEMs in mind that you are interested in taking. Be sure to look at the course conflicts list [here](#) to avoid FSEMs that conflict with major requirements and athletics practices.

**UPDATED 08/22/2018

All the Monsters around Us: Understanding Monstrosity in American Culture

FSEM 1111-53 | CRN: 4695

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

Monstrosity is represented in many ways throughout our culture: abnormalities, monsters, outbreaks, and the like. In this class, we will explore monsters, those real and imagined, and the ways in which they help us understand more about the culture that surrounds them. Specifically, we will examine conflicting fears and desires about things such as race, class, gender, sexuality, religion, science, and technology all of which can be found within the threads woven together making up American history. We will examine the past and the present as a way to try predict what monsters and the monstrosities that come from them represent and might mean for our future. In short, we will read about, write about, and reflect upon the various types of monsters around us and what they can tell us about the culture that produced them.

America - Will We Succeed or Fail to Meet Our Challenges?

FSEM 1111-44 | CRN: 4677

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

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.

American Atheism

FSEM 1111-84 | CRN: 4731

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

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 ones 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.

American Horror Stories

COURSE CANCELLED 08/21/18

FSEM 1111-79 | CRN: 4723

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

~~Course description: In this course, we will read short fiction, poems, and comics written throughout American history that evoke feelings of dread, terror, revulsion, and awe. You can expect to learn about early masters of the macabre as well as contemporary authors of terror, ranging from Edgar Allan Poe and Charles Chesnutt to Stephen King and Emil Ferris. In addition, we will look at film and television—including the Hitchcock classic Psycho, the popular TV show American Horror Stories, and Jordan Peele’s social horror thriller Get Out. You will be asked to think, talk, and write about the themes, conventions, and social contexts of gothic horror stories. What is horror as a genre, and what is the gothic as a mode of storytelling? How have these artistic traditions changed over time? What do horror stories tell us about American culture, history, and identity? Race and gender? Mortality and sexuality? Others and ourselves? In other words, how do horror narratives both shape and reflect who we are as cultural beings?~~

An Introduction to Mathematical Modeling

FSEM 1111-22 | CRN: 4653

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

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. No matter how simple a mathematical model is, it involves making choices and calls for creativity. The class will not assume much background in mathematics except high school mathematics.

Based on a True Story: the complicated intersection of facts and storytelling

FSEM 1111-50 | CRN: 4692

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

Literary critic and cultural theorist Raymond Williams argued that a culture can never be reduced to its artifacts while it is being lived. However, we can gain valuable insight about our culture by analyzing its texts. What do box office trends, Academy Award nods, and "binge-worthy" programming reveal about today's audiences? What can be learned from our most popular and our most forgotten stories? Lately, we can't get enough of entertainment based on true stories from Oscar-nominated films ("I, Tonya") to prestige television ("The People v. OJ Simpson") to true crime nonfiction ("The Serial Podcast"). What makes these texts so popular? They aren't quite fact but they aren't fully fiction. They reside at the complicated, yet compelling, intersection of fact and storytelling. Instead of revealing reality as it is, these texts offer us a stylized version of our world, one rhetorically crafted by our experiences, values, and expectations. The task of our seminar is to examine the factors that shape these stylized versions of reality, to explore the effects they have on their audiences, and to unpack their ethical, rhetorical, and critical implications.

Beyond Vikings and Angry Birds: The Nordic Utopia

FSEM 1111-38 | CRN: 4671

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

The Nordic countries rank consistently high on global comparisons of wellness, satisfaction and happiness. Among them, these five countries - Denmark, Sweden, Norway, Finland, and Iceland - boast exemplary educational systems, the most gender-equal societies in the world, sustainable environmental policies, influential design, and flourishing economies. What is the story behind the success of these high-context cultures? What factors contribute to the values and national identities of the Nordic countries? What lies behind the Nordic utopian myth? By examining facets of society unique to the Nordic countries, students will develop a holistic understanding of the symbiosis of the physical environmental features of the region with the history, economics, and cultural expressive forms. Exploration of the topic will include both non-fiction and fiction texts, films, guest speakers, and field trips.

Bioethics and the Nobel Prize: Science, Medicine and Politics

FSEM 1111-23 | CRN: 4654

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

How does science work and how does it relate to business and society? We will debate these issues among ourselves and also benefit from guest speakers on bioethics. We will discuss both bioethical issues and the political aspects of science and government. 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. Some specific topics will be the discovery of the structure of DNA and time permitting, the life of Bob Dylan. At least one Nobel laureate will visit our class. With the 2018 midterm elections coinciding with our quarter, we'll try to invite speakers from local U.S. congressional offices. The course expectations are group presentations, four short writings relevant to the course and a final term paper.

Biotechnology & Me

FSEM 1111-33 | CRN: 4666

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

Biotechnology exploits living organisms, cell or cellular components to develop tools and products that are useful in research, agriculture, industry and the medicine. The word biotechnology is not just a fancy and futuristic word that makes people think of science fiction movies, it can be heard from daily news and it brings innovative products to human community. Will you invest in biotech stocks? Will you eat GMO foods? Will you get your personal genome profile? This course is expected to help students build basic understanding about how biotechnology works and lead students to participate in the discussion of these topics. This course will start with an introduction and historical overview of biotechnology discoveries. Students will learn the basics of DNA, protein and cells and get an understanding about the principles of genetic engineering. Then students will be introduced to various research and commercial applications of modern biotechnology in order to discuss the broader social, ethical, risk, and regulatory issues that arise from them. A range of topics will be covered in this course, including GMO foods, forensic biotechnology, molecular diagnostics, cloning, stem cell, the production of pharmaceuticals, the human genome project, genetic testing, and synthetic biology. Students will participate in debates that have taken place in the wider community about ethics, human well-being, and public regulation in relation to these applications of modern biotechnology. Students are expected to develop a better understanding about the biotechnology accessible to them and improve their critical thinking abilities by discussion of controversial topics in current modern biology.

Chaos and Fractals

FSEM 1111-15 | CRN: 4646

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

Simple systems can evolve in unpredictable ways. This is the basic observation from which chaos theory develops. Although chaotic phenomena had been observed by scientists and mathematicians dating back to the 1800's, the subject did not really take hold until the advent of computer modeling in the second half of the 20th century. At that time, scientists began to observe the long-term unpredictability of many standard models along with the surprising emergence of beautiful and infinitely detailed images called fractals. In this course we will explore the mathematics of chaos theory and fractals. Through experimentation students will encounter aspects of chaos which we will refine into a coherent theory. We will address questions such as the following. What is the difference between a predictable system and a chaotic one? How does a dynamical system transition from a predictable one to a chaotic one? What is a fractal and how do they arise naturally in the study of dynamical systems? Why do fractals have non whole number dimensions? How are these ideas manifesting in the real world?

Chemistry and Art

FSEM 1111-13 | CRN: 4644

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

Both scientific discovery and art are the result of human creativity. Chemistry is a branch of science that studies the properties of matter, specifically on the molecular level. Many types of visual "photography, painting, sculpting" require an understanding of the properties of the mattermedia used to create art. Thus, a chemical understanding of the materials used to create art

can enhance art. But, just as chemistry is essential to artists, art is also essential to chemists. Chemistry is an abstract science. Without high-powered microscopes, most molecules cannot be visualized. Chemists use models (often visual models) to make predictions about chemical properties. There are many types of models in chemistry, each with benefits and limitations. This includes Lewis dot structures, molecular orbital diagrams, and many others. Because of the necessity of models in chemistry, there is inherently an artistic side to chemistry. This seminar will explore the relationship between chemistry and art.

Civilization and its Discontents

FSEM 1111-57 | CRN: 4700

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

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 democratic societies around the world. Through examining these texts, students will engage the interdisciplinary study of the political, social, moral, and religious origins of contemporary democratic 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 democratic 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 in the pursuit of meaningful lives dedicated to the public good.

Colorado's Rivers

FSEM 1111-5 | CRN: 4636

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

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 snow and 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 1850's in Colorado left a legacy of 1300 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 ecologic, hydrologic and human needs.

Conservation Geographies: Protected Areas in a Peopled World

FSEM 1111-27 | CRN: 4658

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

How do we balance the need for wild places with the growing demands of an increasingly-peopled world? This class engages with scholarship that explores the conservation of wildlands,

asking how people interact with their environments in the context of conservation spaces like national parks and other protected areas. We begin our investigation with an exploration of historic patterns of human activity, questioning the meaning of wilderness in today's world. How have people interacted with natural environments throughout human history? Is anything truly natural today? Have we really reached the era of the "Anthropocene" where human activity influences every corner of the globe? We then turn to current controversies over protected areas, asking what role protected areas have in conservation today. How can we best protect intact ecosystems? Is it possible to balance the conservation of wildlands with the development needs of local communities? Could protected areas actually be a means of economic development? Can we reconcile different perspectives on wildland conservation in varied contexts (e.g., rural/urban or Global North/Global South)? Our investigation of these issues will include discussions of relevant literature and video case studies, exploratory data analysis, and field trips to local conservation spaces.

Created Beings: From Monsters and Androids to Robots and Cyborgs

FSEM 1111-47 | CRN: 4680

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

This course explores fiction and film about created beings, ranging from Mary Shelley's *Frankenstein* to twentieth and twenty-first century representations of androids, robots, cyborgs, and artificial intelligence. We will discuss how writers and filmmakers have used created beings to address a range of issues: When and how should science be used to create life? Does creation of this type lead to a utopian or a dystopian world? How do constructed doppelgangers in literature and film serve as a figure for the repressed Other, whether in terms of race, class, or gender? What characterizes the boundary of human identity in terms of emotions, ethics, or intelligence? In an active learning environment, we will engage in critical reading, discussion, research, and writing about the subject of created beings. Class projects requiring independent and focused learning will range from literary and film analysis to creative writing or filmmaking projects.

Crime Over Time

FSEM 1111-70 | CRN: 4714

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

Violence seems to be omnipresent in the modern world. Consider personal crimes: in 2015, 15,696 murders, 124,047 rapes, 327,374 robberies, and 764,449 aggravated assaults were reported to police in the United States. But numerous personal crimes are not reported to police, meaning the above numbers represent the floor – not the ceiling. Moreover, personal crimes are the tip of the violence iceberg – genocide, terrorism, and war can be found across the globe. Despite the apparently endless carnage, psychologist Steven Pinker makes a bold and provocative claim: human violence has been declining for thousands of years. Indeed, Pinker argues that we are extremely fortunate to live during the safest moment in human history. In this class, we will read and analyze Pinker's groundbreaking book entitled: *The Better Angels of Our Nature: Why Violence Has Declined*.

Digital Politics and Political Engagement

*Updated course time 06/21/18

FSEM 1111-4 | CRN: 4635

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

This course is organized around the broad question of what anthropologists should know about the way digital media are reshaping our daily lives, selfhood, society and political engagement. To answer this question, the course provides a series of foundational readings on the effects of new media on a number of domains of social life, including culture, the economy, political engagement, law and social movements. It is designed to provide students with the knowledge to analyze the development of digital media and its continuing impact in politics and culture. The course will introduce students to a range of key questions and debates surrounding the intersection of technology and politics with a focus on the consequences of Internet culture and digital communication in our everyday lives. The course texts and interactive media will be designed to tie democracy and democratic participation to information access as we explore the proliferation of digital communication technologies and the broadening of online access. Students will participate in both individual and group projects and engage with digital media research tools and digital ethnographic methods in order to develop a critical approach for thinking about contemporary digital politics and colonial pasts, presents, and futures.

Down The Rabbit Hole: Critical Reading And "Reality" In Literature And Film

FSEM 1111-64 | CRN: 4708

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

This course introduces students to key concepts in critical theory and philosophy through close readings of texts (short stories, novels, films) that challenge us to explore how language, memory, gender, and politics shape the ways in which "reality" is perceived or constructed. Amnesiacs, Androids, Dreamers, Murderers, Puppets, Soldiers, and Zombies will be our guides as we actively engage with such questions as: What is "real" or "true"? Can one's perceptions of "reality" or "truth" be trusted? How and why might our perceptions be distorted? To what extent is one's identity fashioned through such processes of distortion? What role does the act of representation or narration play in these processes? What place do language and memory have in understanding who we are? What interpretative tools are required to critically approach the problem of reading "reality" and how might these same tools be deployed in the interpretation of texts more generally? We will explore such questions through critical assessment of works by authors including Baudrillard, Borges, Calderón de la Barca, Cortázar, Descartes, Marx, and Plato, and films including Apocalypse Now, Being John Malkovich, Blade Runner, The Matrix, Memento, Night of the Living Dead, and The Truman Show.

Education and Change

FSEM 1111-21 | CRN: 4652

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

“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 U.S. Economy

FSEM 1111-61 | CRN: 4705

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

In today's economy, education is often hallmarked as the path to economic success. Does more education result in better economic outcomes? Should everyone have access to higher education? Who should pay the costs of college? How does education facilitate our economic system? This service-learning course examines conflicts, disparities, and solutions in accessing educational opportunities within the United States. We will evaluate the benefits and costs of a college education and how they are distributed across individuals and communities. Additionally, we will critically explore the purpose of learning within our economic system. Finally, our service-learning partnership will give us first-hand experience with economic and social inequalities within Denver and how these inequalities change educational opportunities and outcomes.

Envisioning Utopia Through the Lens of a Sustainable Well-Being Economy

FSEM 1111-19 | CRN: 4650

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

There is growing consensus that human civilization is facing profound challenges to its continued existence. Many of these challenges manifest as the inter-related problems of population growth, resource depletion, climate change, ocean acidification, and the 6th mass extinction in the history of the planet. This course will explore how our economic systems are causing these problems and how a radical transformation of our economic systems will allow us to achieve a sustainable and desirable future. This course will be taught in the spirit of this quote from Buckminster Fuller: "You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete." The new model we will work to develop in this course is a vision for a sustainable well-being economy for the small town of Morrison, Colorado. The well-being economy we will envision for the town of Morrison will conform to three basic principles: 1) Exist within planetary boundaries (Environmental Sustainability), 2) Fairly distribute resources (Equitable Distribution), and 3) Efficiently allocate resources (Wise Rational Use). Students will use social media and written reports to communicate the results of their study, dialogues, and co-creations.

Exploring Psychology Through Theatre

FSEM 1111-11 | CRN: 4642

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

This course will actively explore topics in psychology that are showcased in several local theatrical productions, including the national tour production of the musical Dear Evan Hansen, which we will see as a class. Students will learn to analyze and discuss the topics that are

introduced through theatrical performance and continued through in-class presentation of current psychological theory and research. The talk-backs and discussions following each performance and the integration of other course material with performances will create a space for thriving intellectual discussion across disciplines. In-class discussions of current research will also focus on current research methods used in psychological science. In addition, students will complete a guided writing project, with several opportunities for revisions and feedback from peers as well as from the instructor. Finally, students will be asked to begin an ePortfolio, a tool for curation of work at DU and self-reflection. Students should finish this class able to intelligently discuss and write about the psychological themes of theatrical productions, as well as the scientific process of discovering new truths in psychology. NOTE: Students are required to attend several performances of local productions in the evenings, mostly Wednesdays and Fridays. Do not register for this class if your evening availability is limited or uncertain.

Exploring the Ocean

FSEM 1111-26 | CRN: 4657

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

We probably know less about what is under the surface of the ocean than we do about any other aspect of our planet. Part of this course is designed to present the techniques used to explore under the ocean surface from the beginning of recorded history, through the major developments in underwater technology, to the present. In the last 50 years, there has been a substantial increase in technology as well as a significant increase in public interest. This includes not only recreational scuba diving, but free diving, and deep-water submersibles. Along with the explanation of diving technology, the course will present the human physiology associated with each technology. The other part of the course presents selected aspects of marine science, i.e., specific results of ocean exploration, with particular attention paid to environmental issues. Conservation issues that relate to the ocean and its exploration include ocean warming and acidification (and their impact on marine life), the global decline of coral reefs, overfishing, the near extinction of large whales, shark finning, the effect of coastal recreation, pollution, the development and economy of marine parks, ecotourism, and deep water drilling for oil, among others.

Food Chemistry: You are what you eat!

FSEM 1111-8 | CRN: 4639

Offered: F, 11:00AM-2:50PM

The goal of this course is to investigate molecules that we eat, what cooking does to them, and the science upon which we base nutritional decisions. In the past 50 years food has changed substantially and “food science” was invented. We will discuss what we eat, from food molecules to plant genetics, and do laboratory experiments to see what is really in our food. During the course we will cover how food goes from the farm to the table and our focus will be on the chemistry that occurs during food processing and cooking. As a community, we will design, discuss and perform experiments where we can observe the physical and chemical transitions that occur when preparing food and, unlike a typical chemistry lab, we can enjoy eating our products. This course has a significant hands-on “lab” where we work as teams to test kitchen hypotheses so that we can solve mysteries like “Why do avocados brown?” and “Why should I care about the Maillard reaction and the formation of 2-acetylpyrroline?” By the end of

the course, you will be able to write scientific papers, perform scientific literary research, and to intelligently discuss food chemistry topics.

Fracturing Fairy Tales: Moving Beyond a Simple Story

FSEM 1111-41 | CRN: 4674

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

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. The class moves beyond Disney into more taboo readings of the original darker folk tales in order to address 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. To do this we will focus 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 apply theoretical lenses to examine the re-adaptations. We will examine why fairytales have survived the ages and discuss why such stories continue to thrive. Is it because they are "universal"? Is it because they fundamentally mirror societal views? Ultimately, we will ask why fairytales are more than just simple stories and discuss how they represent cultural artifacts that indicate primary social mores.

Freedom and Its Opposites

FSEM 1111-82 | CRN: 4726

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

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 1111-2 | CRN: 4631

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

From Acknowledging Privilege to Practicing Inclusive Excellence: 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. Jimenez, 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, and imagery. We live in a richly multicultural society where our religious, linguistic and socio-economic histories and life 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, implicit biases, unexamined assumptions, fear of responsibility, unintentional prejudice by many perpetuate oppression upon many others. Learning how to genuinely practice Inclusive Excellence takes courage and grit; it requires risk-taking, leadership, empathy and compassion, and it concerns all of us. Through weekly readings, regular journaling, short critical papers, engaged, brave, and respectful class discussions, we will learn how to reflect upon, and put into practice, inclusive excellence on and off the DU campus. Students are required to write a final research paper on a specific aspect of the practice of IE.

From DNA to Diversity -and Beyond!

FSEM 1111-14 | CRN: 4645

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

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. To frame this exploration, we will read a graphic novel entitled *The Stuff of Life*, in which Bloort 183 (an alien interplanetary biologist from the Glargal Royal Science Academy) attempts to explain Earthly genetics to his Supreme Highness Florsh 727, in an attempt to influence governmental policies on his own planet. Students will be asked to fact check Bloort 183's report, and produce any necessary updates and addendums.

Fun in Public: Intersections between Entertainment and the Political

FSEM 1111-40 | CRN: 4673

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

From football games to amusement parks, many of our national pastimes are public events, just as many public political events are themselves forms of entertainment (e.g., televised political debate). Whether self-directed or spectacle, each of these constitutes a way of having fun in public space; this course will interrogate the role of entertainment in the public sphere, as well as the politics of the fun we have in shared environments. Drawing on scholarly texts, fiction, fansites, and trade publications, we will engage in activities such as field trips to amusement parks, ethnographic fieldwork, papers, and performances, developing our own theories about the relationship between fun and the public, while cultivating a sense of the relationship between scholarly and vernacular sources. Coursework will include critical reader-response papers, written exams, and a field-based inquiry you will use to develop your own evolving theory of the relationship between fun and public.

Gay TV and Straight Audiences

FSEM 1111-24 | CRN: 4655

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

While lesbian and gay characters have sporadically found their way into U.S. television programming since the early 1970s, the 1990s and 2000s have seen the proliferation of lesbian, gay, queer, transgendered and transsexual characters in broadcast, cablecast and streaming

entertainment programming. Even so, the cultural identity of these characters have been shaped by the push and pull of demands by several socio-historical factors, including gay assimilationist identity politics, queer activism, social conservative backlash, liberal straight TV viewers, network, cable and streaming programmers, and advertisers. Out of these push and pull demands, issues such as homosexual panic, straight panic, network broadcasting and cable and streaming narrowcasting, multi-cultural politics and marketing, gay assimilation and queer difference/distinction have surfaced in both the construction of televisual LGBTQ identity and its function within the structure of entertainment television narratives. Focusing on these issues, this course will explore both textual examples and contextual forces that have shaped the evolution/devolution and expansion/constraint of LGBTQ-themed programming in U.S. television programming since 1970. Course Advisory: Some television programming viewed for this class will contain adult language, sexual situations and nudity.

Gender Play: Gender Identity in Performance

FSEM 1111-69 | CRN: 4713

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

Gender Play: Gender Identity in Performance is designed to give first year students two exciting learning opportunities. First, the class will allow students to think deeply about gender identity and the gender rules our community implicitly creates. And second, the class will shape students' thoughts and transcriptions from on-campus interviews into a cohesive script that we will present as a staged reading at the end of the quarter. Students will research three topics: 1) contemporary gender theory, 2) current events and social activism that are changing the rules of gender (especially the #MeToo movement), and 3) documentary theatre techniques. We will host members of various DU organizations-CAPE, Queer Straight Alliance, Graduate School of Social Work, Center for Multicultural Excellence, Office of Equal Opportunity-who will help guide our process and be some of our interviewees. Students then will organize our documentation into a cohesive script and perform it during a public staged reading. Though this course fulfills all five Promises for the Future described in DU IMPACT 2025, it will deeply investigate the following two: The Promise of Creative Collaboration and Ethical Engagement and The Promise of Deep Meaningful Engagement with Diversity.

Geography and Genealogy

FSEM 1111-86 | CRN: 4733

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

This class 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 ancestors. This class focuses on U.S. genealogy databases and the assignments are designed with this constraint in mind, so students with at least one unexplored U.S. branch in their ancestry will benefit the most OR if this is not the case the students will focus on a pre-approved case study. 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 service learning component related to geographic/historical research. It requires weekly assignments and extended papers exploring either the personal family migration history of each student or a case study.

Great Discoveries in the Life Sciences

FSEM 1111-30 | CRN: 4662

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

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, a group presentation (students work in teams of 4-5), and a final exam of the topics covered in class.

History of Colorado

FSEM 1111-32 | CRN: 4664

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

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.

Horror and Its Monster in Film and Literature

Course Added 08/22/2018

FSEM 1111-79 | CRN 4723

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

Throughout time, humans have written about and created various horrifying monsters. From the man-made killer, to the bloodsucking undead, to the brilliant mind divided, to the cannibalistic serial killer, authors have imagined creatures that both terrorize and tantalize readers. This course seeks to explore the historical and cultural conditions under which these figures were born. Additionally, this course will examine, why, specifically, these representations of darkness triggered societal horror and terror in connection to the cultural anxieties of the time and how and why they continue to induce dread decades, and even centuries, after their first introduction to the reading and viewing public. Moreover, we will question the volatility of "monsters" throughout time: are they stable signifiers or shifting ones as they age? How do past "monsters" influence future ones? As a class community event, we will participate in one of Denver's famous (or infamous) Ghosts Walks to experience some local examples of frightening individuals.

Human Nature: Perspectives from Philosophy and Science

FSEM 1111- | CRN: 4858

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

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 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 psychology, biology, and other branches of science.

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

FSEM 1111-9 | CRN: 4640

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

In this course students will study Fantastic short fiction of the Américas which was originally written in English, Spanish, Portuguese, and Quechua. We will read, analyze, and discuss Fantastic short stories that explore the human psyche and all of its accompanying madness, ambiguity, and mystery. “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’. This seminar begins with a discussion of the rise of the short story genre and the important intersections of the Fantastic, the Gothic, and the Magical Real. 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, paintings, photography, and poetry.

Immigrant Stories: Theirs and Ours

FSEM 1111-7 | CRN: 4638

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

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 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 technical and writing workshops as well as revision sessions. 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.

In Memory of Memory

*Course description updated 6/6/18

FSEM 1111-54 | CRN: 4696

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

What is memory? Is it a skill that we can practice and master? Can it be located somewhere specific within us, or is it something that's constructed socially? In this FSEM, we'll consider these questions about memory, and more, by engaging with the work of philosophers, filmmakers, legal scholars, historians, novelists, and architects. Our class will start by examining the connection between memory and human identity. Next, we'll study "memory palaces," journaling, and other practices people have used historically (and today) to develop their memories. We'll detour into film and media representations of memory before exploring whether memory can be reliable proof in legal and historical cases. Next, we'll talk about "cultural memory" – the stories, photographs, memorials, and places that create a sense of shared identity within ethnic, religious, and LGBT communities, and other groups. Throughout the course, you'll do analytical and creative projects (writing and other kinds of "making") that help you explore your own memories, interpret media representations of memory, and theorize about the ontology and ethics of memory.

Interactive Fiction and LatinX Futurism

COURSE CANCELLED 08/21/18

FSEM 1111-62 | CRN: 4706

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

~~In this course we will read/view/play LatinX Futurist (SciFi) short stories, graphic novels, films, and games. We will make non-linear, branching, interactive fictions in response to our readings/viewings/typings. This will be a laptop class. Students will be required to download and create with a specific software. Examples of works we will experience include: Sleep Dealer (2008) by Alex Rivera, Lowriders in Space (2014) by Cathy Camper and Ra'el the Third, Monstro (2012) by Junot Diaz, and Gun Man Taco Truck (2017) by Donovan Brathwaite-Romero. Interactive and Non-linear fictions from Latin America pre-date the existence of the worldwide web and digital hypertexts. Student will participate in extending this tradition into the 21st century with contemporary digital tools. Futurism(s) address questions about who gets to imagine the future, and who is present in visions of the future. We will look at recent and historical examples of LatinX populations imagining futures that include themselves.~~

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

FSEM 1111-58 | CRN: 4702

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

"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 answers, as we enjoy humor and the comical in diverse manifestations, laughing (or sometimes groaning) at examples from the coarse low of Blazing Saddles to the high witty of Wilde. Material ranges from funny images, sounds, and words images to complete plays, classic and contemporary, and comic cinematic masterworks from Mel Brooks and Monty Python including comparative Pink Panthers. As the course title suggests, we explore comedy in films and in selected dramatic texts but also, if local theaters offerings permit, live on stage. Practical

principles of humorists are a topic of our study alongside sometimes quite sober, even misanthropic theories of merriment. The outcome, however, is 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. Thus you demonstrate how well you understand comic mechanisms and dynamics, not killing humor and dissecting it but enhancing your appreciation of it and bringing it to new birth in DU's Sturm Hall.

Mathematics and Art

FSEM 1111-31 | CRN: 4663

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

What makes a picture or a sculpture beautiful? Can it be scientifically quantified and explained? Is it independent of culture or context? Similarly, what does beauty mean in mathematics? What do mathematicians mean when they describe an idea or a result as elegant, and to what extent are mathematicians driven by elegance versus practical applications? In this course, we will explore mathematics and art in parallel, and reflect upon the similarities and differences in aesthetics, purpose, and the creative processes that drive these human endeavors. The course will be partly about the history of mathematics and its practitioners, partly an introduction to mathematical ideas such as proof, abstraction, and infinity, partly about art history, and partly about studio art. Assignments will include readings and discussions, writing short essays based on the readings, mathematical assignments where you will write solutions to problems and puzzles, and studio assignments where you will create your own drawings and pinhole photographs. There will be guest lectures from members of the art department at DU, and some of the artwork that you create will be part of a joint exhibit with students from other FSEMs at the end of the quarter.

Mathematics Through Fiction

FSEM 1111-34 | CRN: 4667

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

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 and learn 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 to do the mathematics they introduce, and create mathematical fiction of our own. In the process, students will develop skills in critical reading of and writing about literature, creative writing, and mathematical reasoning about concepts including numbers, infinity, divisibility, topology, and the fourth dimension.

Media, Power & Sexualization

FSEM 1111-29 | CRN: 4661

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

In a contemporary cultural landscape that includes pole dancing fitness classes, sexting scandals, and the #metoo movement, 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 more mainstream 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 sexual knowledge and meaning-making practices. 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 developing media literacy skills, from an intersectional perspective, and explores issues such as the sexualization of girls; sexting and privacy; and pornification. Students will have the opportunity to explore these issues in-depth and will be encouraged to develop their own critical stance through course discussions, in-class activities, screenings, and a final group project.

Metropolitan Denver: Growth and Change in the Mile-High City

FSEM 1111-3 | CRN: 4632

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

Since the late 1800s, the city of Denver, Colorado has been 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 1111-25 | CRN: 4656

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

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.

Michi: Journeys and Literary Inspiration in Japanese Travel Literature

FSEM 1111-75 | CRN: 4719

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

Japanese travel literature extends back more than a millennium and incorporates a wide variety of literary production inspired by the travel experience. Kiko bungaku - "literary accounts of the road" - as a genre assumes that the descriptions and observations of the travel account are of a special nature because they stem from the truths of life one encounters on a journey - truths

which are not normally apparent in day-to-day life. This FSEM explores the enlightening potential of Japanese travel literature as an intersection of travel, language and the self, and critically examines the traveler's role in constructing travel narratives. We will engage with both travel literature about Japan and Japanese travel literature (in translation.) Through assignments and self-reflective activities in visual and textual formats we will develop our expertise in reading literature and cultural production closely, writing interpretive arguments persuasively, and honing our critical thinking skills with the course texts and our own travel experience.

Modern Classics of World Literature

FSEM 1111-68 | CRN: 4712

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

This course is a literary journey around the world with some of the best literary texts as our tour guides or windows into different cultures and aesthetics. We will also examine how these literary works and the literary traditions that they represent engage one another in (a reconstructed) conversation across space and time. Central to these inquiries is the idea of the classic. • What is a literary classic, particularly a modern literary classic, and how does a work of literature become canonized?

Narrative Across Media: The Quest

FSEM 1111-73 | CRN: 4717

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

What would Plato say about video games? How is a short story put together? Is it meaningful to insist that a novel is better than its movie adaptation? Answers to these questions can be found when we study the art of narrative. Narrative is a basic human need, but one of our most complex endeavors. Narrative can take an almost boundless number of forms in our modern culture, including gesture, speech, writing, music, painting, photography, cinema, radio, television, comics, theater, and video games. This seminar examines how the principal elements of narrative are emphasized by different genres and media, and how narrative forms change over time. In particular, this course focuses on how stories may be adapted. This seminar's goals include: (1) introducing students to fundamentals of narrative theory, (2) familiarizing students with interpretive strategies for critical discussion, reading, and writing, (3) helping students put theory into practice through a series of written exercises. These exercises reveal the relationship between narrative form and narrative content from Plato to Red Dead Redemption.

Networking Italian-Style

FSEM 1111-20 | CRN: 4651

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

If you are interested in Italy, and are thinking about a future in Law, Business, Sports History, Communications, Music, Political Science and/or History, this is your FSEM! 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. Italy in particular witnessed a variety of networks actively planting seeds for eventual political and geographical unification. 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 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 1111-37 | CRN: 4670

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

Even before threats of new nuclear weapons from both former Cold War "combatants" and new nuclear weapons states became front page news in 2017, the mere existence of the most destructive objects ever devised was a central fact of modern life. 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: 4720

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

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, 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.

Passion, Perseverance, and Making the Most of College

FSEM 1111-45 | CRN: 4678

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

As a service learning course, this class is designed to actively engage students in an intellectual community closely connected with local Denver citizens. We will partner with a local elementary school class to collaboratively explore questions about how we can cultivate effective learning environments. By mentoring young learners, we'll apply readings about the philosophy, history, and ethics of education as a means of studying what the best kinds of education look

like. Students will also take on participant-observer roles in researching their own learning environment at DU, interviewing academics in their majors, identifying campus resources, and connecting with student organizations. By designing their own "deep learning experiments," students will examine new strategies for succeeding in college. Then students will use their qualitative research to collaboratively create a website sharing their recommendations for other DU first-years. By applying academic knowledge in these ways, we'll build an intellectual community that sustains students in and beyond their first year at DU. Please note that a standard background check is required to participate in the elementary school project.

Personal Genomics

FSEM 1111-16 | CRN: 4647

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

The entire DNA sequence of 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, it cost approximately \$10,000 to sequence such a genome, and in 2014 Illumina announced that its newest sequencer could accomplish this task at an average cost of \$1,000. This reduction in cost is comparable to a \$25,000 car coming down in price to 8 cents over a 15 year time span. This and related techniques have accelerated our ability to detect and in some cases treat various illnesses, to predict certain predispositions and even to consider permanently altering genes in our species and in the domesticated plants and animals that surround us. For better or for worse. In this course students will explore how some of these genetic technologies are being used, and what ethical and societal challenges they impose.

Personal Histories of Photography

FSEM 1111-85 | CRN: 4732

Offered: F, 9:00AM-12:50PM

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 1111-28 | CRN: 4660

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

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.

Physics Nobel Prizes Dissected

FSEM 1111-17 | CRN: 4648

Offered: MW, 8:00AM-10:00AM

Nobel Prizes in Physics encode human progress during the 20th century. These annual prizes have honored work in nuclear, materials, optics, theory, astrophysics and biophysics. This seminar will focus on developing knowledge and appreciation of the work involved with physics research, as well as the understanding of related quantitative concepts. Student presentations on the state of the art and discovery related to selected Nobel Physics Prize work, will provide a basis to introduce four main learning objectives: [1] application of scientific principles, [2] development of mathematical and quantitative methods, [3] a look at the magnitude of the related investments to date by the United States and several other nations that apply results of the research, and [4] a substantive analysis/debate about cost/benefits of research, environmental and human consequences thereof. Philosophically: are these advances helping or hurting humans and the planet?

Poetics/Politics of Resistance in the African Diaspora

FSEM 1111-65 | CRN: 4709

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

In one of his memorable political speeches, President Thomas Sankara of Burkina Faso, one of the most popular iconographic revolutionary leaders of the African Diaspora, forewarns, “Nous avons besoin d’un peuple convaincu plutôt qu’un peuple vaincu. La patrie ou la mort : nous vaincrons.” [We need a convinced people rather than a conquered people. Homeland or death we shall overcome.] This nationalistic message has been a spearhead of the political and literary leadership of the “former” colonies from the early days of decolonization to our current times. In this seminar, we will examine how the latter has put into place a revolutionary defensive and offensive plan against the established (neo)colonial policies of the West, years after the official abolition of slavery and colonialism in the Rest in general and in Africa and the Caribbean in particular. The diverse selection of Pan-African filmic and textual works will enable students to critically analyze the poetical and political responses to racial, ethnic and cultural forms of othering by the African Diaspora authors.

Poetry and the Public

FSEM 1111-43 | CRN: 4676

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

Poetry has always surrounded and excited us. We see and hear it daily – on billboards, at protest marches, in hip-hop music, on city buses, at underground readings, on greeting cards, and more recently on YouTube and in blogs. Poetry pops up in movies and TV shows, and historically speaking, slaves sang it in plantation fields, hippies bellowed it at marches, women shared it in feminist circles, and hip-hop poets these days launch it through apps. This seminar examines these rich relationships between poetry and the public by looking at the Harlem Renaissance, the Beat Generation, the Black Arts Movement, Poetry Slams, and poetry on the Internet. We will ask how readers have understood poetry, primarily off the page and outside of the classroom, at different times in history. Our time will be devoted to discussions of readings, small-group presentations, weekly journals, and other creative activities, including organizing a public event, performance, or other happening that brings poetry into the daily lives of people.

Racial Diversity, Equity, and Inclusion in Higher Education

FSEM 1111-67 | CRN: 4711

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

Stepping foot onto campus for the first time will likely be a daunting experience. The next four years will be a time of significant growth, both in terms of pursuing your educational goals but, also, in terms of your interactions with members of the campus community. Many of these interactions will be with people from diverse backgrounds along the lines of race/ethnicity, gender and gender expression, sexual orientation, social class, religious beliefs, and national origin. This course focuses on racial/ethnic diversity with emphasis on equity and inclusion in higher education. We begin with theoretical and empirical debates regarding race and race relations before moving on to a close examination of struggles for educational access in communities of color and minoritized groups. We then consider campus climate issues at colleges and universities across the U.S. and at DU, shining a light on how they are responding to diversity issues. Finally, we will critically examine how these issues relate to broader social and political debates currently taking place in the country. In essence, DU will serve as our social laboratory to critically examine efforts (and challenges) to make college campuses more racially diverse, equitable, and inclusive. Students will leave the course with a more rigorous understanding of racial/ethnic diversity and the role it plays in transforming lives in college and beyond.

Ray, Wave, or Photon? The Physics of Light

FSEM 1111-18 | CRN: 4649

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

This freshman seminar will give students an overview of the concepts and applications of light in everyday life, and an opportunity to practice communicating science ideas in approachable and engaging ways. 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.

Throughout the quarter, the class will also investigate methods for effectively communicating scientific concepts and interest with children, which will culminate in students designing and implementing a hands-on science experience that will be brought to a local elementary school. The emphasis throughout the course will be on critical study and understanding of fundamental concepts, and clearly explaining natural phenomena in writing and in discussions with various audiences.

Reading Maps: Literature, Culture, and Cartography

FSEM 1111-88 | CRN: 4749

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

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.

Representations of Women in Spanish Film and Literature

FSEM 1111-80 | CRN: 4724

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

This course explores representations of women's lives in various films, novels and short stories produced during the last century or so, primarily in Spain. While we study and evaluate these works we will gain insights into the social standards of behavior that influence the definitions of gender roles in various time periods. In turn, we will also relate what we are learning to our lives in 21st century America, and consider how gender norms are defined today. Throughout the quarter we will consider the narratives and films studied both as cultural products of a particular historical and political context and as works of art. From "The Oldest Story," a rewriting of the story of Adam and Eve written in 1893 by Emilia Pardo Bazán, to the delicate fabric of the dreamlike narrative of *The Back Room*, a novel penned by Carmen Martín Gaité in 1975, this course will require students to critically evaluate the socio-cultural environment in which these works were produced to better understand how they represent Spanish society and gender roles. Some of the themes that will be studied throughout the course are the creation of the female subject, the representation of the female body, the role of narrative design in a text and women writers' access to discursive authority. In addition to reading literature and viewing films, we will also use DU CourseMedia to study some of these themes in works of visual art of the same time periods.

Restroom Revolutions: A Political History of American Bathrooms

FSEM 1111-60 | CRN: 4704

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

Bathrooms have been the site of intense political struggle throughout American history. Americans have clashed over racially segregated bathrooms, equal space for women, a right to

rest breaks at work, toilets that are accessible for people with disabilities, and safe access for transgender individuals. In this class, we'll explore how courts, legislatures, and social movements have interacted to shape the politics of the bathroom around various issues, both historical and contemporary. We'll look at politics and policy around the country, but also at how these issues have played out (and are still contested) at the local level in Denver. Readings will include both academic and popular sources, and will be supplemented with short lectures, films, in-class discussion, guest speakers, and small group work. We will also set aside some class time to focus on "core skills" that will improve your success in both this class and at DU more generally.

Screening Latin America: Societies in Movement

FSEM 1111-35 | CRN: 4668

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

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. 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.

Shakespeare's Cyborgs, Ghosts & Tyrants

FSEM 1111-63 | CRN: 4707

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

Shakespeare's ghosts and tyrants are powerful agents of change and chaos during historical and political turning points. They are also cyborgs signifying transgressions across ethical, spiritual, and technological boundaries. What can we learn from such tragic figures within their times and ours? This First-Year Seminar will investigate Shakespeare on the page, stage and screen, examining how and why The Bard's plays are transformed from works of dramatic literature into works of culture. Students will study the texts of Julius Caesar, Hamlet, and Macbeth within context of early-modern culture and also through post-modern film adaptations that celebrate and challenge the discourse of Shakespeare's world. Students will examine Shakespeare's plays from interdisciplinary and international perspectives, paying special attention to cyborgs, ghosts, and tyrants as agents of regeneration and ruin. Students will work individually and collectively as they develop research projects, connecting the classroom to the world-at-large. This seminar will also provide individualized academic advising as part of a robust introduction to campus resources and the intellectual community at DU.

Social Media and the Self

FSEM 1111-12 | CRN: 4643

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

This proposed seminar course will investigate the relationship between technology, in particular social media, and the self. The course will begin with a brief introduction of the prevalence of different social media platforms for different ages. Then, the focus will shift toward an examination of the empirical research investigating cognitive, affective, physiological, social, and behavioral effects associated with social media use. Throughout the course, students will explore explanations for the results found in the research. Using the empirical evidence and theories discussed over the quarter, students will end the course with a self-evaluation of their current social media behavior including an assessment of their own motivations and effects. Assignments and projects will include summarizing and analyzing empirical social science research articles, leading an in-class discussion, conducting a literature review of a topic of choice, and creating an original student-designed research project.

Sounds of Afrofuturism

FSEM 1111-46 | CRN: 4679

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

With Marvel's recent Black Panther film, Afrofuturism has hit mainstream American culture. Like many forms of science fiction, Afrofuturism's focus is more on the issues of the contemporary world than on those issues of the future(s). This FSEM traces the rich history of Afrofuturism from roughly the past 80 years or so. We begin with the new Black Panther film and with Octavia Butler's Parable of the Sower. The second 2/3 of the course moves us into the realm of music as we further examine what Afrofuturism tells us about our present lives and how we may go about conceiving and implementing more equitable futures. (artists include: Janelle Monae, clipping., Erykah Badu, Sun Ra, Shabazz Palaces, Funkadelic, Mysha, Dr. Octagon, and Grace Jones. An evolving playlist is found here). This course uses Afrofuturism to study rigorously how communities construct meaning out of many conflicting views. This course will examine some of Afrofuturism's history and development as a lens for critical investigative techniques appropriate for college level work. Please note that you do not need previous knowledge about Afrofuturism to enjoy and learn in this course.

Stranger than Fiction: Research, Craft, and Creative Nonfiction

FSEM 1111-49 | CRN: 4690

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

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 1111-83 | CRN: 4730

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

This course outlines how social sciences investigate the development of morality in individual lives. We start with the theory of stages of moral development formulated by Lawrence Kohlberg based on research on boys in the 1950's. Proceeding toward the 1980's, we will study Carol Gilligan's research with girls and women that challenged Kohlberg's theory. By the early 2000's, 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. Since the beginning of this century, researchers have undertaken projects proposing comprehensive approaches to morality over the lifespan. Tracking these lines of research opens awareness of different views of morality, cultural variations in development, and a range of reasons for holding and acting on moral beliefs. Students will improve their understanding of the readings through discussion, short papers, and group work on visual representations of complex ideas. Students will challenge their own assumptions about living morally and will recognize how investigations of moral lives have built on and diverged from one another. Students thus gain a sense of how knowledge expands in this and other fields of study.

Tabletop Games: History, Theory, Design

FSEM 1111-87 | CRN: 4741

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

As artifacts, games are as old as human civilization itself, dating back to ancient board games like Senet and the Royal Game of Ur. Although some games have been lost to time, others (like Chess and Go) have endured great change. And while videogames continue to gain cultural and economic purchase, tabletop (board, card, role-playing...) games have also been experiencing a "renaissance" in recent years, prompting renewed interest in their storied history. But the study of games and their history raises important questions. What is a game? Why do we play them? Are they supposed to be fun? How do they reflect culture? How are they designed? Multiple disciplines have offered possible answers, including philosophy, psychology, history, media studies, and even education. This course will introduce students to some of these perspectives by applying them to games in general and tabletop games in particular. Assignments may include the design and playtesting of an original game.

Tales from the Arabian Nights: Reading across Time and Space

FSEM 1111-55 | CRN: 4697

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

The Arabian Nights are a collection of tales about a fantasy world that has captured our imagination for centuries. In this course, we will enter the land of supernatural creatures such as jinns and ghuls that haunted the Arabian Desert, and indulge in reading some of these stories just for pleasure. However, we will delve deeper into those tales. After situating the text in its historical context, and examining briefly the structure of the stories from a literary point of view, we will use some of the narrations to discuss ideas and concepts that are very pertinent to our times. Many of our discussions for example will be centered on the concept of orientalism and the western representations of the East. We will talk about how these representations affect the way we perceive Middle Eastern people and how they may contribute in pinning the West against the East. Another provocative topic is the issue of gender and class and the notions that the West has about women in the Middle East. The delicate topic of religion and how it informs

our opinions about gender and morality will also be tackled. All of these concepts and others you may want to discuss, will be approached from an angle that addresses diversity.

The American Dream and the Asian American Experience

FSEM 1111-71 | CRN: 4715

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

Asian Americans have become one of the fastest growing minority populations in the United States, as both immigrants and long-time residents. The Asian American experience is necessary for understanding the past and current U.S. society, and this course will help us understand why. How does "Asian American" operate as a contested category of ethnic and national identity? How is the "American dream" perceived, imagined, challenged and debunked by Asian American experiences? The seminar will address pressing issues in Asian American history and formation of Asian American identity, such as how this identity is informed by gender, race and class differences, relations between diaspora and homeland, the struggle for cultural citizenship in America. This course will provide a solid foundation of the history and culture of peoples of Asian descent in the U.S. This course is interdisciplinary, in our weekly meetings we will be exploring, discussing, and critiquing the diverse experiences of Asian Americans through immigration history, literary and visual texts.

The Bible & Social Justice

FSEM 1111-74 | CRN: 4718

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

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 Human Condition: A Survey Course on the Expression of Emotion through the Arts

FSEM 1111-66 | CRN: 4710

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

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 civilization's 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 Right to Health in Theory and Practice

FSEM 1111-59 | CRN: 4703

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

This course is an introduction to the "right to health." It starts by asking "is health a human right? And if so, what does that mean?" We will use film and literature to explore ideas and behaviors around health and health care. We will collaborate with community partners in to help them in their right to health efforts. We will learn about the right to health through the reading of core documents that define it and academic and activist articles that explain it. We will contrast theory and practice through discussions, reflections and a short individual project that will be part of a group project we will produce for our community partner (e.g. a report, an exhibit, a mural). As we engage in these activities, we will explore the question of how do we learn about the world?

The Soundtrack of a Revolution: Popular Music of the Civil Rights Movement

FSEM 1111-6 | CRN: 4637

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

Music has often been used as a vehicle to express thought and emotion, and has served as an agent for change. An examination of the Negro Spirituals will show this to be true. In this course, students will examine the music of popular musicians who responded to the social climate of 1960's and 1970's, a time when the United States wrestled with its conscience on issues of civil rights, justice, and equality. Using the life and music of Nina Simone as a springboard, we will closely examine the historical events that sparked outrage and response from musicians, and who in turn sought to influence public opinion and legislation in "the land of the free and the home of the brave."

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

FSEM 1111-1 | CRN: 4630

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

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.

Thinking

FSEM 1111-72 | CRN: 4716

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

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.

Three Dimensions

FSEM 1111-10 | CRN: 4641

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

We invite you on a mathematical journey among vectors and matrices, affine transformations and computer graphics. On this journey, you will learn how ideas rooted in Descartes' connection between algebra and geometry grew into the tools which enable the creation of three-dimensional graphics on computers. We will learn the fundamentals of matrix theory, as well as some elements of computer programming to see how to render simple three dimensional objects and understand through example how mathematics is the world of ideas from which our modern technology emerges. On our academic exploration, we will discover a world of new algebras with peculiar behaviors, new numbers such as quaternions, new geometries such as projective geometries, and from these abstract treasures from the minds of mathematicians, we shall see the world of three-dimensional graphics take shape. We welcome you to meet the challenge of a rigorous mathematics seminar with a ludic twist.

Travel Writing: Discovering the World and the Self

FSEM 1111-77 | CRN: 4721

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

Leaving home is a universal rite of passage. Everyone travels and almost everyone likes traveling, it triggers the thrill of escape from domestic monotony while it is fueled by the pursuit of alternative ways of life. Travelers have been telling their stories since the beginning of humankind, oral stories soon developed into sophisticated written narratives that became one of the most popular forms of literature while serving the changing purposes of the travelers and the needs of their readers. In this course students acquire the tools to critically analyze travel discourses (travels journals, travel films and documentaries) from different time periods produced by a variety of travelers. This course shows that the perceptions of others and other places, as documented in travel narratives, are not based on entities ontologically given but on social constructions historically and artistically constituted. Through critical analysis, students become aware of the dynamics of power and prejudice latent in much travel writing through history. Furthermore, students write their own travel accounts, recreating some of the travels they have done in the past as well as reflecting upon the first stages of their personal journey at the University.

U.S. Immigrant Narratives

FSEM 1111-78 | CRN: 4722

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

This course will introduce students to literary and visual narratives about immigration to the U.S. We will think about how these narratives map the flows and circulations of people; the causes and effects of migration; the spaces of encountering different cultures; and the making, unmaking, and remaking of citizenship. By looking at select fictions by Junot Di-az, NoViolet

Bulawayo, and Ruth Ozeki, alongside films such as *The Reluctant Fundamentalist* and *Machete*, we will consider how the story of immigration works on a national level, on a global scale, in our city, and in our everyday lives. Students will develop basic academic skills in reading, writing, public scholarship, and research through a range of activities: literary analysis essays, photo essays, fieldtrips, fieldwork, and presentations. We ultimately will think about, research, and write about how we understand ourselves and interact within an ever more globalized world.

US-Israeli Relations

FSEM 1111-36 | CRN: 4669

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

This first-year seminar aims to introduce students to the Arab-Israeli conflict, Middle Eastern history, and United States foreign policy in the Middle East. In this course students will, through readings, lecture, and the use of visual media, learn about the history of U.S.-Israeli relations and also discuss topics such as; (1.) the concept of a “Special Relationship” between the U.S. and Israel; (2.) American Jewish and Christian perceptions of Israel; (3.) foreign and economic aid to Israel and the Palestinians; and (4.) the role of domestic lobbying in influencing U.S. policy toward Israel and the Palestinians. In addition to the academic topics mentioned above, students will also meet with a DU Research Librarian to learn more about conducting university level research. Students will also be offered extra credit to attend select events, both on campus and off campus, linked to the division of Arts, Humanities, and Social Sciences and the Center for Middle East Studies. As you can see this course is meant to introduce you to an academic subject and also the wider DU intellectual community.

Visual Literacy & Creative Dialogues Through Printmaking and Collage

FSEM 1111-81 | CRN: 4725

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

How can we express ideas through art? How can art create conversations? In this seminar we will investigate the visual and creative relationships between popular culture and art and how artists interpret and explore the world around them. Using a diverse set of printmaking and collage techniques, students will develop studio projects centered on poster design, zine culture, and street and mail art, learning how to craft their own unique creative dialogue through their artwork. Students will also work to develop their own aesthetic voice by thinking critically about the art we look at and make, all while having fun in the studio and gaining an appreciation for the power of creative thinking. In addition to art and writing assignments, the class will engage in artist presentations, film screenings and field trips focused on exploring Denver’s rich artistic community.

What's Your Story?

FSEM 1111-56 | CRN: 4698

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

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.

Who Are You And Why Are You Here?: Social Class and College Culture

FSEM 1111-52 | CRN: 4694

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

This course takes an interdisciplinary approach to understanding the relationship between social class and college culture. Readings and class discussions include topics from the fields of history, education, sociology, and composition and rhetoric. Additionally, recent news media about contemporary American higher education issues will allow for both scholarly and popular perspectives in our readings and discussions. Together, we will examine several themes including a theorization of social class, a brief history of higher education in America, popular conceptions and narratives of college, college choice processes, major trends in college student populations, college athletics, working in college, student debt, and connections between college and careers. Assignments include reflective, argumentative, and multimodal pieces; specifically, students will compose a social class narrative, two class discussion posts responding to particular readings in the course, two reflective photo posts, and a final video composition. Through such readings, themes, and assignments this course will engage new undergraduate students in meaningful considerations of an urgent, formative moment in their lives: their transitions to college.

Who Owns English?

FSEM 1111-42 | CRN: 4675

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

In deciding to come to DU to study, you probably did not think about the type of English you would encounter on the DU campus, whether the English variety used in Colorado is the same across the U.S., and if it is accepted equally throughout the nation. In your encounters with classmates, you may find that the variety of English they use is not the same. What, for example, is a southern dialect of English? Can you tell if someone is from Brooklyn, New York, or Boston, Massachusetts? How did these different varieties develop? And, thinking more globally, what are different World Englishes? Do Indian English and Singaporean English have different features, and are the written and spoken varieties the same as American English? In this course, you will develop an awareness of the different varieties of English used not only in the U.S. but worldwide. We will investigate both historical and political aspects surrounding the use of English, including a country's choice of English as an official language (or not). We will discuss "prestige varieties" of English, and critically examine what this means both linguistically and culturally. Course activities will include critical reading discussions both in class and online, and a final project in which you will examine your own perceptions of English and its varieties.

With and Without Nature

FSEM 1111-39 | CRN: 4672

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

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).