First-Year Seminar Course Descriptions  
2019-2020  
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

All incoming first-year students will register for your First-Year Seminar online during the week of **July 15 - 19, 2019**. You will register for **ONE** First-Year Seminar course. 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 May 10, 2019**

**Acknowledging Privilege and Feeling Great About It…**  
Instructor: Frédérique Chevillot  
FSEM 1111 | CRN: 5183  
Offered: TR, 10:00am-11:50am

What is privilege? How can I acknowledge it? How can I spend it and feel great about it? These are some of the many 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 critical essays, personal testimonies and reflections, poems, etc. 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, unexamined assumptions, fear of responsibility, unintentional prejudice by many perpetuates oppression experienced by others. Learning how to genuinely acknowledge one’s privilege and practice Inclusive Excellence takes courage and intelligence; it requires risk-taking and leadership skills, and it concerns all of us. Through weekly readings, daily journaling, short critical papers, videos, and mostly class discussions, we will learn reflecting upon, and practicing, inclusive excellence. Students will be required to research and write a final project on a specific aspect of the practice of Inclusive Excellence.
American Dream and Asian American Experience
Instructor: Ping Qiu
FSEM 1111 | CRN: 5225
Offered: TR, 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 experience? The seminar will address pressing issues in Asian American history and formation of Asian American identity, such as how gender, race and class differences inform this identity, 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. Because 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.

An Introduction to Mathematical Modeling
Instructor: Mei Yin
FSEM 1111 | CRN: 5252
Offered: MW, 10:00am-11:50am
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.

Anthropology and Archaeology of Denver
Instructor: Larry Conyers
FSEM 1111 | CRN: 5185
Offered: R, 12:00pm-3:50pm
The Denver area has a great diversity of resources on anthropology and archaeology, which we will learn from in this seminar. We will visit the Denver Art Museum and the Denver Museum of Nature and Science, which contain collections from Central America and ancient humans in Colorado. We will also be visiting an archaeological site south of town, which we have excavated a few years ago, containing remains of hunters and gatherers from about 3,500 years ago. In addition we will study some historic buildings in downtown as a dataset from which to look at inclusiveness-exclusiveness in public architecture. The last of our field projects will be a study of the oldest cemetery in Denver, which contains burials from the first governors of Colorado, the founder of University of Denver, and many other important and less important people.
Based on a True Story: the complicated intersection of facts & storytelling
Instructor: Lauren Picard
FSEM 1111 | CRN: 5222
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
Instructor: Ann Makikalli
FSEM 1111 | CRN: 5124
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 in Science and Medicine; Politics and the Nobel Prize
Instructor: Lawrence Berliner
FSEM 1111 | CRN: 5174
Offered: MW, 12:00pm-1:50pm
How does science work and how does it relate to business and society? We will discuss both bioethetical issues and the political aspects of science and government. We will debate these issues amongst ourselves and also benefit from guest speakers on bioethics and local legislative offices. 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. The course expectations are group presentations, four short writings relevant to the course and a final term paper.
Biotechnology and Me
Instructor: Yan Qin
FSEM 1111 | CRN: 5224
Offered: MW, Not on file

Biotechnology exploits living systems 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. This course is expected to help students build basic understanding about how biotechnology works and lead students to participate in the discussion of various topics. We 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 including GMO foods, forensic biotechnology, molecular diagnostics, stem cell, the production of pharmaceuticals, the human genome project, and genetic testing. 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.

Boogeymen and Other Monsters: Terrifying Figures in Literature
Instructor: Nichol Weizenbeck
FSEM 1111 | CRN: 5248
Offered: Not on file

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 terrorized and tantalized 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 horror and terror during the time in which they were written in connection to the anxieties of the time and how they continue to induce dread decades and even centuries after their first introduction to the public. 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.

Ciphers and Codes
Instructor: Petr Vojtěchovský
FSEM 1111 | CRN: 5245
Offered: TR, 12:00pm-1:50pm

The three most important aspects of electronic communication are speed, reliability, and privacy. This seminar addresses the latter two topics. Electronic messages transmitted via communication channels are subject to distortion. It is difficult to prevent errors from creeping in during transmission, but one can design communication schemes—called codes—that detect and correct errors after the message has been received. This is achieved by adding extra symbols into the original message. The goal is to make the message resistant to many errors without lengthening it too much. Messages occasionally end up in the wrong hands. Rather than trying to prevent a
message from going astray or being intercepted, it is better to make it unintelligible to anyone except the intended receiver. This is achieved by encrypting the message with a cipher. The goal is to make the cipher hard to break yet easy to use. The seminar will introduce basic concepts and techniques of cryptography and coding theory. The treatment will be rigorous, with emphasis on practical applications. Students will learn the mathematics behind ciphers and codes, and then break ciphers and code messages with an online toolkit. This is a laptop course.

**Colorado's Rivers**
Instructor: Hillary Hamann  
FSEM 1111 | CRN: 5196  
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 ecological, hydrological and human needs.

**Communicating Grief and Loss in the Family**  
Instructor: Erin Willer  
FSEM 1111 | CRN: 5249  
Offered: TR, 8:00am-9:50am  
Communicating Grief and Loss in the Family is for students who have experienced significant loss and those who have not. They will critically interrogate research, studying topics such as estrangement, suicide, parental and child loss, and loss of home. This course specifically takes a narrative and autoethnographic approach that focuses on understanding personal lived experiences and broader cultural meanings of grief and loss. For example, we will explore how ethnicity, nationality, religion, gender, and sexual identity can impact grieving. Students also will learn embodied strategies for coping with grief and supporting others, how to access bereavement services at the University of Denver, and build community amongst one another as a result of engaging with course content. Tuesdays in the classroom will include discussion, lecture, and application. On Thursdays we will participate in At a Loss For/words Studio, as we transform our classroom into a communal space where we will write, create art, and apply our learning. We also will host class visitors such as a grief and loss yoga instructor. Student assignments include keeping a course portfolio, as well as contributing to a class magazine that will include student writings, art, and grief and loss resources for DU students.
Created Beings: From Monsters and Androids to Robots and Cyborgs
Instructor: Kamila Kinyon
FSEM 1111 | CRN: 5203
Offered: MW, 8:00am-9:50am
What characterizes the boundary of human identity? How does the idea of created beings make us reimagine this boundary? This course explores fiction and film centered on man-made beings—ranging from the romanticist fantasy of Frankenstein to 20th and 21st century film and fiction centered on androids, robots, cyborgs, and artificial intelligence. Themes that emerge include the following: What characterizes the human in terms of emotions, sense of ethics, or intelligence? How do constructed “doppelgangers” in literature and film serve as a figure for what we repress in our society? How is gender important in texts and films about created beings? How have writers and filmmakers used robots and androids to express dystopian themes as well as anxieties about the misuse of medicine, technology, and science? What connections can be found between representations of created beings in fiction/film and current robotics or AI research? In an active learning environment, we will engage in critical reading, discussion, research, and writing on the theme of created beings. Class assignments requiring independent and focused learning will range from analytic papers to creative projects.

Debating Israel in the United States: Historical and Contemporary Issues
Instructor: Jonathan Sciarcon
FSEM 1111 | CRN: 5234
Offered: MW, 12:00pm-1:50pm
Why has the United States historically supported Israel? Why has Israel recently become a hot button issue within the Democratic Party but not the Republican Party? What differences do we see with regard to support for Israel from Americans of different generations? How do religious, ethnic, and racial identities impact support for Israel? This seminar aims to help students answer these questions, which are often discussed only superficially in the media or by American politicians. In doing so, students will learn not just about foreign policy and American political culture, but also about how constructions of race and gender have influenced perceptions of Jews, Israelis, Arabs, and Palestinians in the United States. This seminar is also organized to allow time, each week, for students to read and discuss topics not related to other course material that the instructor believes are relevant for students in the early phase of their university careers. Finally, this course is also aimed at introducing students to academic culture at the University of Denver and will provide students with the opportunity to earn credit by attending on-campus academic and cultural events outside of the classroom.

Down the Rabbit Hole: Critical Reading and 'Reality' in Literature in Film
Instructor: Chad Leahy
FSEM 1111 | CRN: 5209
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, race, 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, WEB DuBois, Franz Fanon, Marx, Plato, and films including Apocalypse Now, Blade Runner, Get Out, The Matrix, Memento, Night of the Living Dead, and The Truman Show.

**Education & Change**
Instructor: Kate Willink
FSEM 1111 | CRN: 5250
Offered: TR, 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 “The purpose of the guru is not to weaken your will. It is to teach you secrets of developing your inner power, until you can stand unshaken amidst the crash of breaking worlds.”—Paramhansa Yogananda “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.

**EDUCATION FOR ALL? Opportunities and Outcomes in the United States**
Instructor: Paula Cole
FSEM 1111 | CRN: 5184
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.
Environmental Change and Human Health  
Instructor: Helen Hazen  
FSEM 1111 | CRN: 5198  
Offered: TR, 10:00am-11:50am  
Health and environmental issues are constantly in the news: Will we experience another flu pandemic? Why did Zika suddenly spread through Latin America in 2015? What impacts will climate change have on people? Increasingly, issues of environment and health are being linked, with more and more evidence emerging to suggest that human disruptions to the natural environment carry significant health implications: climate change is changing the range of mosquitos that carry infectious diseases like malaria; deforestation and settlement of wildlands is exposing humans to animal pathogens such as the virus that causes Ebola; pollution causes thousands of premature deaths every year; loss of wildlands may even be having an impact on our mental health. In this class, we take the ideas of health and sustainability as starting points to explore the many ways in which environmental change is influencing disease patterns. We will explore emerging infectious diseases, biodiversity loss, agriculture, climate change, pollution, and the physical and mental health impacts of our increasingly urbanized lifestyles. As we explore this thematic material, we will spend time developing some of the core skills needed to succeed at the college level, including reading, writing, data interpretation, and presentation skills.

Envisioning Utopia through the lens of a sustainable well-being economy  
Instructor: Paul Sutton  
FSEM 1111 | CRN: 5240  
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, dialogs, and co-creations.

Exploring Psychology Through Theater  
Instructor: Kateri McRae  
FSEM 1111 | CRN: 5217  
Offered: MW, 12:00pm-1:50pm  
In this course, we will sample a number of topics from psychology that are enacted in different theatrical productions. We will discuss the current psychological theory about these topics, and
The research that supports this theory. We will also discuss the research methods that psychologists use to conduct this research. Students will use the psychological topics that are showcased in the theatrical productions as a springboard for scholarly discussion of those topics, with each other and the members of the artistic teams for the productions we see. Students will also learn how to formalize the questions we have about psychology into testable hypotheses. Significant amount of class time will also be devoted to conducting library research, writing, and other transferable skills.

Exploring the Ocean
Instructor: Jim Fogleman
FSEM 1111 | CRN: 5193
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
Instructor: Michelle Knowles
FSEM 1111 | CRN: 5205
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
Instructor: April Chapman-Ludwig
FSEM 1111 | CRN: 5181
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 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 & its Opposites
Instructor: Joshua Wilson
FSEM 1111 | CRN: 5251
Offered: WF, 12:00pm-1:50pm
America in large part defines itself in terms of freedom—a point that is affirmed every time that the national anthem is sung (“land of the free”). 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.

From DNA to Diversity -and Beyond!
Instructor: Julie Morris
FSEM 1111 | CRN: 5218
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
Instructor: Elizabeth Catchings
FSEM 1111 | CRN: 5178
Offered: TF, TBD
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 debate). Whether self-directed or spectacle, each of these constitutes a way of having fun in public space; this course will help students interrogate the role of entertainment in what they perceive as civic and public domains, as well as the politics of the fun they have in shared environments. Drawing on scholarly theory (play, spectacle, and the public sphere), fiction, fansites, and trade publications, students will engage in activities such as field trips to Elitch Gardens, fieldwork in sites they reserve for play (e.g., hockey games), papers, and performances. Using a reflective portfolio model, they will then use those experiences to develop their own theories about the relationship between "fun" and "public", while cultivating a sense of the relationship between scholarly and the vernacular, past and present, self and community. To scaffold students' evolving theories, they will write critical analyses, short reader responses, creative reflections (including multi-modal, non-alphabetic modalities), and field-based digital narratives.

Geographies of Metropolitan Denver
Instructor: Eric Boschmann
FSEM 1111 | CRN: 5175
Offered: F, 10:00am-1:50pm
Denver, Colorado is a major U.S. urban center in the western Great Plains and Rocky Mountain region. Today it is a flourishing city, with a growing population, a strong and diverse economy, an enviable climate, and a balance of proximity to rugged mountain landscapes and many urban amenities. The urban region also faces many challenges, including negative impacts of rapid growth, water scarcity, social segregation, economic inequalities, and environmental degradation. This FSEM course explores a contemporary understanding of Denver as a New West city that is informed by its Old West history and evolution through the processes of urban growth and change. Particular emphasis is given to a geographic perspective of historic, economic, political, cultural, and environmental factors that have shaped Denver over time. Through in-class activities, fieldtrips, and comparative urban analysis, students will develop their academic skills in reading, writing, researching, and effective communication. This course is an opportunity for students to become more knowledgeable about the city they will call home during their college career.

Great Discoveries in the Life Sciences
Instructor: Daniel Linseman
FSEM 1111 | CRN: 5211
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 Animation: Critical Watching and Critical Making**  
Instructor: William Depper  
FSEM 1111 | CRN: 5189  
Offered: WF, 2:00pm-3:50pm  
For over a century animation has thrived as a film-based art form and method of expression. It has become an important and prevalent part of our popular culture. By learning to critically watch animation through a variety of theoretical lenses we can see the influences it has had upon our culture. We can examine changes that have occurred in the form and nature of the art form in response to the cultures and circumstances within which it was created. By creating simple forms of animation, we can further our understanding of the processes involved as well as explore ideas through a process of critical making.  
Students in this class will use readings, screenings, and written responses to investigate introductory critical theory, animation history, and basic film theory. Their findings will be used in a series of short animation exercises to explore how these ideas can be used to inform their making. Digital tools will be used to aid in the creation and editing of these short animations.

**Horror Films: Cinematic Language and Cultural Studies**  
Instructor: Lauren DeCarvalho  
FSEM 1111 | CRN: 5187  
Offered: TR, 8:00am-9:50am  
Horror films serve as tales of morality and, as such, their themes tend to fluctuate in accordance with cultural zeitgeists. They offer commentary on socio-cultural-political aspects, and they also have an ongoing market. Since they are inexpensive to make but have the potential to bring in profit, horror films are popular among producers. Due to their construction of fear aspect, they tend to create a lot of intrigue and dedicated fan bases. From their production to their ideological messaging to their reception, horror films offer spaces rich for cultural understanding and critical dialogue. In fact, it is these aspects that make horror films a wonderful jumping off point for discussionâ€”students tend to love them and they are usually very accessible. With this in mind, this course will use the platform of horror films to draw first-year students into academic discourse and intellectual community. Starting where they are (i.e., with a film genre that is familiar and accessible), this course will encourage students to be active viewers and critical thinkers as they explore the impact of globalization on horror films, the implication of franchises on horror cinema, and the representation of intersectional identities (both on and off-screen).

**Human Nature: Perspectives from Philosophy and Science**  
Instructor: Marco Nathan  
FSEM 1111 | CRN: 5255  
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.**
Instructor: Alison Krogel
FSEM 1111 | CRN: 5206
Offered: TR, 2:00pm-3:50pm

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**
Instructor: Lydia Gil Keff
FSEM 1111 | CRN: 5195
Offered: MW, 10:00am-11:50am

This course explores 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. 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.
Interdisciplinary Jane Austen
Instructor: Rachel Feder
FSEM 1111 | CRN: 5191
Offered: TR, 10:00am-11:50am
Taking Pride and Prejudice as its touchstone, this course offers an interdisciplinary approach to Jane Austen. With methods drawn from fields ranging from legal history to neuroscience, we will analyze Pride and Prejudice alongside related texts such as The Woman of Colour (anonymous, 1810) and adaptations including Death Comes to Pemberley (P.D. James, 2011), Longbourn (Jo Baker, 2013) and Pride (Ibi Zoboi, 2018). The result of this novel approach will be a multifaceted discussion of gender, class, race, and what it means to have a body and mind in the world.

Interview Based Theatre as Social Justice
Instructor: Ashley Hamilton
FSEM 1111 | CRN: 5197
Offered: TR, 10:00am-11:50am
This course is an exploration of the process of diving deeply into, and unpacking, a socially-minded question or theme through the vehicle of interview-based theatre. Interview-based theatre is the process of using interviews to create a performance. Often, in this field, the work produced in socially and culturally responsive. This course will explore the practical side of this specific theatre form while inspiring students to interrogate a question or theme they are deeply passionate about and is relevant to the current socio-political landscape. Students will begin by reading and reflecting on past examples of interview-based theatre in order to gain a stronger sense of the ethics, limitations, possibilities and aesthetics that impact this particular theatre practice (intellectual community). Students will then explore and research a theme that is socially relevant to the current moment that they want to unpack in a deeper way. Then, in small groups, students will have the opportunity to craft their very own interview-based play based on that theme or question. In their small groups, students will complete research, craft interview questions, facilitate interviews, transcribe interviews, craft a script and then finally have a staged reading of the final text (active learning environments) for an invited audience. Additionally, students will write short reflections and a final project proposal paper (academic expectations).

Live and Help Live: the Innate World of Symbiosis
Instructor: Nancy Sasaki
FSEM 1111 | CRN: 5231
Offered: TR, 8:00am-9:50am
Did you know that there is not one living organism that can exist without the help of other organisms, more specifically microorganisms? Termites do not eat wood to feed their bodies, they just chew up wood to feed the microorganisms in their gut so that the microbe’s waste will feed their bodies. Leaf-cutting ants don’t eat the leaves they trek underground to their nests but instead garden a field of fungi which will then in turn be the ant’s dinner! In this course we will explore the innate world of organisms helping other organisms, symbiosis, and investigate the reasons why such relationships developed. We will tease out the benefits derived from each side of the partnership and debate whether the evolutionary move was smart or perhaps sinister. Students will be encouraged to dive into this world of “live and help live” as well as learn how life here on earth has always been one of interdependence. Just think, in the move to “go green”
perhaps humans will adapt to having green hair that will photosynthesize for our own energy…or maybe not.

Loneliness and Belonging in 20th Century Literature
Instructor: Aleksandr Prigozhin
FSEM 1111 | CRN: 5223
Offered: MW, 10:00am-11:50am
Although it is often discussed as an individual and acutely individualizing experience, loneliness is far from a private matter. It is always unfolding in relation to larger conditions of collective belonging. In this course, we will investigate this collective dimension of loneliness in the archives of race, gender, and sexuality, using key works of literature written in English. We will read novels, poetry, and plays by authors including Mulk Raj Anand, Claudia Rankine, Sylvia Plath, and Sam Selvon. In addition to discussing these literary works, and learning critical thinking and analytical skills, students will be learning to write college level essays.

Mathematics of Gambling and the Nature of Randomness
Instructor: Alvaro Arias
FSEM 1111 | CRN: 5171
Offered: MW, 12:00pm-1:50pm
It is commonly believed that in life persistence leads to success. This is not true for gambling. In gambling, persistence leads to bankruptcy. The winning odds favor the casino. If you play for a long time, you will go broke. If several people gamble for a short time, most will lose money and a few will win. Casinos know that gambling is not about luck, it is about mathematics! In this class we will look at popular games such as roulette and lotteries to introduce and study some of the beautiful and elementary ideas of Probability theory that explain the games of chance. Additionally, we will conduct simulation experiments to gain familiarity with the role of luck in business, finance, society, or other matters involving randomness. This is a mathematics class and we will use the formal mathematical language to describe the topics. We will start with an introduction to logic, arguments, and proofs, then we will study some probability, and we will also learn to do basic simulations in Python using Jupyter Notebooks. If you have never coded, you will learn some important programming concepts in this class.

Mathematics Through Fiction
Instructor: Allegra Reiber
FSEM 1111 | CRN: 5226
Offered: TR, 12:00pm-1:50pm
What is mathematics? Who is mathematics for? Can literature be mathematical? Can we access new mathematical topics using fiction as our guide? Could we read some novels and short stories, have mathematical discussions as well as a few laughs, and learn to do 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 fiction texts (novels, short stories) that have a significant mathematical component to their characters, setting, or plot, discuss these works, try out and extend the mathematics they introduce, and create mathematical fiction of our own. In the process, students will acquire skills in critical reading of and writing about literature, creative writing, and mathematical reasoning about the concept of infinity, number theory, topology, and beyond.

15 updated 05/10/2019
Media, Power & Sexualization
Instructor: Rachael Liberman
FSEM 1111 | CRN: 5210
Offered: MW, 10:00am-11:50am
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.

Michi: Journey and Inspiration in Japanese Travel Literature
Instructor: Orna Shaughnessy
FSEM 1111 | CRN: 5235
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 experiences.

Networking Italian-Style
Instructor: Rachel Walsh
FSEM 1111 | CRN: 5246
Offered: MW, 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 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?
Instructor: Barry Zink
FSEM 1111 | CRN: 5253
Offered: TR, 2:00pm-3:50pm
Even before threats of new nuclear weapons from both former Cold War "combatants" and new nuclear weapons states became front page news in 2017, and continued to make headlines with summit meetings and treaty violations, 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: America and China's Competition for Global Leadership
Instructor: Jing Sun
FSEM 1111 | CRN: 5238
Offered: MW, 4:00pm-5:50pm
This seminar examines allegedly the world’s most important bilateral relations – US-China relations, and the two powers’ competition for global leadership. China and America are the world’s top two biggest economies. They are also each other’s major trading partners, plus China being the largest holder of US government debt. Most economists predict that the Chinese economy is likely to overtake their American counterpart in the next 15-20 years. By examining US-China relations, this seminar seeks to achieve these goals: first, to help students understand basic concepts and history of international relations with a focus on America and China; second, this seminar helps students become keenly aware of controversies associated with promoting power in international relations; third, through studying and debating contentious issues like human rights, environmental justice, fair trade, students learn how to think critically, express thoughts effectively, and respond to others’ arguments constructively. All of these skills are important ones for students to master in order to make the most out of college-level courses.

Personal Histories of Photography
Instructor: Roddy MacInnes
FSEM 1111 | CRN: 5213
Offered: F, 9:00am-12:50pm
The class employs photography as a medium to comprehend and, also communicate ideas about how we experience the world. Via photography assignments, lectures, labs, readings, movies, field trips and critiques, this class traces the historical evolution of photography, with an
emphasis on how photography is used in the construction of identity. The course explores parallels existing between cultural and personal histories of photography. Class objectives prepare students to begin articulating ideas using the photographic medium, not just technically and artistically, but intellectually as well. Completing photography assignments and participating in critiques provides opportunities to expand perspective, and in the process, advance artistic and aesthetic ways of seeing. Students are required to: engage in critical analysis of photography; advance photographic skills; increase self-awareness; celebrate intellectual curiosity, and gain appreciation for the inter-connectedness of life. In addition, the class includes a community engagement component.

**Physics for Future Presidents**  
Instructor: Steve Iona  
FSEM 1111 | CRN: 5201  
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 physics topics such as energy, atoms, radioactivity, chain reactions, electricity, magnetism, space travel, 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 and policies 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.

**Poetics/Politics of Resistance in the African Diaspora**  
Instructor: Mamadou Ly  
FSEM 1111 | CRN: 5212  
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 African and Caribbean writers and artists have, through their work, fought against the oppressive policies that still remain, even after the official abolition of slavery and colonialism. We will analyze a diverse selection of Pan-African films and literary works that respond to racial, ethnic and cultural forms of “othering.”
Poetry in the Public
Instructor: David Daniels
FSEM 1111 | CRN: 5186
Offered: TR, 2:00pm-3:50pm
The word ‘poetry’ sometimes intimidates students, but poetry surrounds and excites us, at protest marches, in hip-hop music, on city buses, at public readings, on greeting cards and billboards, and more recently on YouTube and Instagram. The idea that a poem is something to analyze on paper in the classroom is a relatively recent phenomenon, and a fairly limited perception of poetry that overlooks its other social possibilities. So, what have been the roles of poetry in relation to popular culture? How have poets interacted with various readers and listeners at different times? This seminar examines poetry outside of the classroom, of the Harlem Renaissance, the Beat Generation, the Black Arts Movement, Poetry Slams, and poetry on the Internet. We will ask how different poetry movements helped shape public identity, and how readers have understood poetry at different times in history. In addition to traditional discussion format, class time will be devoted to public excursions in search of poetry, small-group presentations, interviews with poets, and other creative activities, including organizing a public event, performance, or other activity that brings poetry into the daily lives of people.

Reading Maps: Literature, Culture, and Cartography
Instructor: Geoffrey Stacks
FSEM 1111 | CRN: 5237
Offered: TR, 10:00am-11:50am
Maps are everywhere. You can find them on your phones, in your car, at Buzzfeed. Cartography is an old technology, but it seems to have flourished in the twenty-first century. 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 have authors and arguments and can change the way we move through the world, understand data, and think of ourselves. During the second part of our class, we will read a variety of literary works (short stories and poetry) that demonstrate the literary nature of cartography. What can literature and art teach us about becoming careful readers of cartography instead of passive, naive consumers of a powerful technology?

Representations of Women in Spanish Literature and Film
Instructor: Susan Walter
FSEM 1111 | CRN: 5247
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 shaping 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. 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
Gaite in 1975 just as the dictator Francisco Franco is buried, this course will focus on understanding the socio-cultural environments in which these works were produced as well as analyzing and interpreting them as works of art. Some of the themes that will be studied throughout the course are the creation of the female subject, the representation of the female body and female sexuality, the role of narrative design in a text, the "coming of age" genre and women writers' access to discursive authority.

**Restroom Revolutions: A Political History of American Bathrooms**  
Instructor: Sara Chatfield  
FSEM 1111 | CRN: 5182  
Offered: TR, 10:00am-11:50am  
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.

**Revolution and Revolutionaries in Latin America**  
Instructor: Matthew Taylor  
FSEM 1111 | CRN: 5242  
Offered: TR, 2:00pm-3:50pm  
In this class we will examine the life and times of several 20th and 21st century revolutionary leaders. We ask, then, who was Che Guevara, Fidel Castro, Carlos Fonseca, Mario Payeras? How did they live, how did they become revolutionaries? Were they successful? We will read accounts of revolution written by guerrilla leaders, teachers, United States Government agents, and academics from the North and South in an attempt to understand revolution and the fight for land from multiple perspectives. We will also discuss current land distribution and political climates in Latin America. Hopefully our understanding and analysis will allow us to make meaningful conclusions and/or create scenarios for the potential for future unrest in the region.

**Science at the boundary: A look into the nanoworld**  
Instructor: Maria Calbi  
FSEM 1111 | CRN: 5176  
Offered: MW, 12:00pm-1:50pm  
In 1959, more than 50 years ago, the physicist Richard Feynman brilliantly anticipated the emergence of nanotechnology in his famous lecture “There is plenty of room at the bottom”. Our knowledge of the laws of physics was already enough then to support this revolution and, as expected, it surely found its way; today, we are able to manipulate matter at atomic scale and many devices have been built thanks to this technological ability. But as it happens with any emergent field, many questions and challenges (from basic science to technological applications
and philosophical implications) continue to surface. This seminar will explore some of the topics related to nanoscience with two main goals: on one hand, to emphasize the physics laws behind the unique behavior exhibited by very small systems (from nature and man-made), and, on the other hand, to raise awareness of the impacts of nanoscience and technology in our everyday’s life and future.

Science Policy: From National Parks to Contemporary Issues
Instructor: John Latham
FSEM 1111 | CRN: 5207
Offered: F, 12:00pm-3:50pm
National Parks are an American innovation pioneered through the advocacy of visionaries such as John Muir and Theodore Roosevelt and secured through the implementation of Science Policies or public policy that affects the conduct and funding of science, set forth by the United States Government. This successful intervention of advocacy and Science Policy resulted in the National Park System, which now includes 400 protected areas across the United States and serves as a global blueprint for environmental and historical conservationism and stewardship. But what is Science Policy and how did it influence the creation and expansion of the National Parks in the United States? How do Science Policies shape the direction of Science and Technology research in America? Who has the power to shape the direction of research focus in America? This FSEM course explores the development and implementation of Science Policy by using the National Parks as a model and by investigating contemporary Science Policy issues such as space exploration, human gene editing, and much more. Through in-class discussions, field trips, and independent research, students will develop their reading, writing, and communication skills. This course is an opportunity for students to become more knowledgeable about Science Policy and learn how decisions in Science Policy can affect their lives.

Screening Latin America: Societies in Movement
Instructor: Rafael Ioris
FSEM 1111 | CRN: 5202
Offered: F, 10:00am-1:50pm
This is an introductory course to the experiences of Latin America primarily aimed at reflecting about the process of formation of present-day Latin American societies, and secondly at motivating students to reflect about the historical evolution of multi-racial, multi-cultural societies in general. The activities for the course are structured around themes dealing with the region's historical evolution and the present-day challenges of building a modern, developed and egalitarian society. All these themes provide the ingredients for the drama inherent in the histories of the countries of the region, a drama that filmmakers have depicted in a great number of movies treating important issues and events in Latin American history. One of the main goals of our investigation is to understand how this process of continuity and/or change has been wrought by the multiple social agents within the various parts of region. By watching, analyzing, and critiquing, orally and in writing, collectively and individually a series of films, documentaries, and videos made by Latin American, North American, and European filmmakers, we will both critically analyze the historical development of Latin America as well as the assumptions and biases which go into the making films about the region. By taking part of this
process, students will develop a deeper appreciation for the complexities embodying Latin American societies and the problems the region faces today.

**Sounds of Afrofuturism**  
Instructor: Matt Hill  
FSEM 1111 | CRN: 5199  
Offered: MW, 10:00am-11:50am  
With Marvel's 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 Christopher Priest's "Black Panther" books and with Octavia Butler's "Parable of the Sower." The second 1/2 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). This course uses Afrofuturism to study rigorously how we construct our pasts, presents, and futures out of many conflicting views. We make use 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.

**STEM Out -- Science, Technology, Engineering, and Math Outreach**  
Instructor: Mark Siemens  
FSEM 1111 | CRN: 5236  
Offered: MW, 12:00pm-1:50pm  
Do you love science, engineering, technology, and mathematics? Come share that passion with others! In this service learning first-year seminar, students will create engaging, dynamic, hands-on STEM outreach activities for their classmates and local elementary school students. Students in this seminar will read scholarly and popular articles on the theory of learning and how to maximize STEM outreach impact, and will evaluate STEM experts to learn techniques for effective communication of challenging concepts. We will also learn and practice teaching a basic STEM concept each week â€“ on topics selected by students. The emphasis throughout the course will be on developing effective STEM outreach through clear communication, pedagogy of learning, and building connection with participants.

**Stranger than Fiction: Research, Craft, and Creative Nonfiction**  
Instructor: Heather Martin  
FSEM 1111 | CRN: 5125  
Offered: MW, 10:00am-11:50am  
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 powerful 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 e-portfolio.

**Studying Moral Lives**  
Instructor: Sandra Dixon  
FSEM 1111 | CRN: 5190  
Offered: MW, 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**  
Instructor: David Riche  
FSEM 1111 | CRN: 5229  
Offered: MW, 10:00am-11:50am  
Games are as old as human civilization itself, dating back to ancient board games like Mancala, 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 video games continue to gain commercial and cultural purchase, tabletop (board, card, role-playing...) games have also been experiencing a "renaissance" in recent years. Today, monster manuals, trading cards, and designer board games are at the center of a growing subculture. But the study of games, their cultures and their histories, raises important questions. What is a game? Why do we play them? Are they supposed to be fun? How does culture influence them (and vice versa)? How are they designed? Multiple disciplines have offered possible answers, including philosophy, psychology, media studies, and cultural studies. 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 tabletop game.

**Tales from the Arabian Nights: Readings across Time and Space**  
Instructor: Maha Foster  
FSEM 1111 | CRN: 5194  
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.

Teen Grrrls and Popular Culture
Instructor: Lindsey Feitz
FSEM 1111 | CRN: 5192
Offered: TR, 2:00pm-3:50pm
This First Year Seminar asks: What is “girl culture?” What role does the media and popular culture play in marketing girlhood and female adolescence in the United States today? How do these messages shape young women’s understandings of themselves and others? To help answer these questions, students will be introduced to some foundational concepts of critical media and gender studies. We will spend considerable time examining representations of girls in popular movies, television shows, magazines, and social media. The second theme of this class will explore connections between the objectification and sexualization of young women in the media and “real life” as students engage in hands-on, feminist research about their own lives and new DU community.

#BlackLivesMatter: Law/Violence/Freedom
Instructor: Santhosh Chandrashekar
FSEM 1111 | CRN: 5180
Offered: TR, 10:00am-11:50am
This course examines the grounding concepts of American political life such as law, violence, and freedom against the context of #BlackLivesMatter. #BLM was started by Black feminist activists as a movement against police violence and to emphasize the value of Black lives. Using the movement and the issue that it raises, we will examine how concepts such as law, violence, and freedom, among others, lose their meanings when confronted against the reality facing Black lives. At the same time, #BLM forces us to rethink not only how concepts associated with safety such as policing have become a source of oppression, but also invites us to imagine a better world that respects the dignity of Black lives and other marginalized groups. Using a mix of work from activists and others, we will be exploring the historical, social, and political factors that led to the rise of #BLM. We will also explore the tensions around the movement. Ultimately, this class will think about how to work to create a world not structured by racism, sexism, and other isms.
The Bible & Social Justice
Instructor: Alison Schofield
FSEM 1111 | CRN: 5254
Offered: TF, 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 Human Emotion through the Arts
Instructor: Joseph Martin
FSEM 1111 | CRN: 5125
Offered: TR, 12:00pm-1:50pm
The Human Condition: Emotion and Sentiment Expressed through Music, Visual Art and Literature The Human Condition: A Survey of Emotion Expressed through Western Art’s Greatest Music, Visual Art, and Literature Dr. Joseph Martin In this class we’re going to try to describe the indescribable, to empathize with some of the great artists, musicians and poets of Western art and learn about ourselves and our emotional responses by studying the lives and works of 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. Class lectures will be organized by emotional topics, rather than chronologically. 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. Class discussion will center on the historical background and life experiences that helped influence each artistic work studied, and the unique language of each artist (what makes them special.) Students will be guided on how to view art, and how to listen to music and formulate personal opinions about the pieces presented. They will be responsible for learning each of the art works presented and demonstrate this on a midterm and final exam, including a visual and listening exam. There will be weekly writing assignments comprised of essays and creative writings that afford students the opportunity to demonstrate their writing skill and ability to communicate their understanding of the emotional topics. Through the writing component, class discussions, and additional projects, students will have a broad range of experience to help them embrace the academic community here at DU. Although this course was created with the
idea of assisting music, visual art, theater and literature students in their growth as artists, it
could certainly be appealing to any student that wanted to expand their understanding and
appreciation of artistic expression.

**The Life of the Mind**  
Instructor: R.D. Perry  
FSEM 1111 | CRN: 5220  
Offered: MW, 10:00am-11:50am  
College is one of the rare times in your life when you are allowed, even encouraged, to give
yourself over to what was once regularly called â€œthe life of the mind.â€ This First-Year
Seminar will ask of what such a life consists and how it can best be expressed. We will follow
Hannah Arendt's division of such a life's activities--into "thinking," "willing," and "judging." but
we will also add a category of our own--"feeling." As we ponder how a life may be defined by
these capacities, we will look at different modes of literary expression that likewise seek to
embody them. We will read plays, poems, and one short novel, as well as watch a few films. In
experiencing these artworks, we will not only ask how they depict these different mental
activities, but also how they spark those mental activities in us: not only how they depict
thinking, but also how they spark thinking in us. Finally, because mental activity never happens
in a vacuum, we will also focus on the importance of sharing our thoughts, with making an
intellectual community that can sustain the new and exciting opportunities the university has to
offer.

**The Making of a Modern Public Square**  
Instructor: Dheepa Sundaram  
FSEM 1111 | CRN: 5239  
Offered: MW, 10:00am-11:50am  
The modern public square is a fundamental element of civic engagement and identity
construction. This course interrogates the cultural, social, political, and personal
narratives/discourses that comprise the modern public square. By foregrounding the lived
practices and discourses through which access and agency is granted within public spaces
(material and virtual), students learn how they are both participants in and makers of these
spaces. The course site visits are the focal point for empathetic learning and skills building.
Through creative assignments, varied information sources, and interactive assessment, students
explore various publics in the Denver area and consider questions surrounding land, language,
authenticity, agency, and belonging. Examining the intersectional narratives of privilege that
comprise various public squares disrupts the holistic, objective image of these spaces. Some of
the questions we will explore include: Who is permitted to speak? To whom do these spaces
belong and who belongs in these spaces? In what ways, do language and rhetoric shape
identitarian and communitarian beliefs? In what ways, do public spaces negotiate the tension
between sacred, indigenous land and public access? How do these spaces curate and shape
discourse? What do we do to engage productively with different narratives in various types of
public squares?
The Mathematics Of Three-Dimensional Graphics
Instructor: Frederic Latremoliere
FSEM 1111 | CRN: 5208
Offered: TR, 10:00am-11:50am
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 threedimensional 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.

The Problems of Philosophy
Instructor: Candace Upton
FSEM 1111 | CRN: 5244
Offered: TF, 12:00pm-1:50pm
Philosophy consists of three central areas of content (ethics, metaphysics, and epistemology), all of which are unified by one central methodology (logical argumentation). In this course we will first study several ethical questions; for example, Are there any ethical truths at all, or should we be nihilists? Historically, what are the most plausible and lasting ethical theories that philosophers have defended? Does contemporary science (ie, moral psychology) show anything important about how we draw ethical conclusions? Second, we will study several central questions falling within the sub-field of metaphysics: Are there any compelling reasons for believing God exists? Ought we to believe in God for purely pragmatic reasons? How different are the reasoning processes of adherents of religion and science? Aside from feeling like we are free to choose our actions, are they any compelling reasons to think we have free will? Finally, we will study several problems of epistemology, which concerns the nature and scope of knowledge. What is knowledge? Should the evidence in support of our conclusions guarantee or only probabilify these conclusions? How confident should scientists be that they engage in rational, knowledge-gathering processes?

The Right to Health in Theory and Practice
Instructor: Alejandro Ceron
FSEM 1111 | CRN: 5179
Offered: MW, 10:00am-11:50am
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 to help them in their efforts at improving health and wellbeing. 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 problem-based project (individual) 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 Science of Happiness
Instructor: Cheyne Kirkpatrick
FSEM 1111 | CRN: 5204
Offered: TR, 12:00pm-1:50pm
What is happiness? Why are some people happier than other people? Can a person become happier in all areas of life? In this freshman seminar course, we engage the topic of happiness, well-being, and positive psychology in popular culture. Students explore concepts of happiness through the emerging social science research of positive psychology and well-being. A variety of spoken and written rhetorical genres are used to explore the contemporary measurements of happiness through campus life, social media, pop-culture, academic research, and intercultural perspectives. Students are expected to participate in service learning activities on campus and/or within the community.

The Soundtrack of a Revolution: Popular Music of the Civil Rights Movement
Instructor: M. Roger Holland
FSEM 1111 | CRN: 5200
Offered: MW, 4:00pm-5:50pm
Music has often been used as a vehicle to express thought and emotion, as well 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 culture and its response to the social climate of the 1960’s and 1970’s as the United States wrestled with its conscious on the issues of civil rights, justice and equality. With a particular focus on the life and music of Nina Simone, we will closely examine the events in history that sparked outrage and response from musicians, who in turn sought to influence a change of heart and legislation in the land of the free and home of the brave.

The Strange World of Quantum Physics and How It Affects YOU Every Day
Instructor: Davor Balzar
FSEM 1111 | CRN: 5172
Offered: TR, 2:00pm-3:50pm
End of the World in 2012 caused by solar neutrinos? Maybe not. A cat is both dead and alive, an electron is both a particle and a wave, and a message that 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 nuclear weapons and laser-guided bombs to “iGadgets” and computers, they exist because of the laws of quantum physics. The seminar will overview basic principles of quantum mechanics, the new area of physics that was born in 1900 by the Max Planck’s postulate about the discrete nature of energy and developed mainly in the first part of the 20th century by Albert Einstein, Werner Heisenberg, Erwin Schrödinger and other giants of the 20th century physics. Brilliant theories have later lead to the inventions of a laser, GPS, computer, atomic clock, blue-ray player, smartphone, iPod, nanotechnology, and other things that we depend on every day. In a not-so-distant future we will get quantum computers that will dwarf existing machines in both power and speed. Possibilities are endless and are likely to make science fiction from Dick Tracy cartoons to Star Trek movies look not too imaginative. Quantum
physics has other intriguing connotations for philosophy, consciousness, and possibly “paranormal”. Those fascinating topics will be tackled at the end and explored through the student term papers.

**Thinking**
Instructor: Chip Reichardt
FSEM 1111 | CRN: 5227
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 (including writing) skills through practice with feedback. The course addresses a wide range of topics in which thinking is relevant including argumentation, research design, and problem solving. Students come to understand their personal strengths and weaknesses in thinking and work to improve their thinking skills. The course also helps students (1) engage in critical inquiry and (2) effectively communicate the results of such inquiry.

**Torture: Causes & Consequences**
Instructor: Jared Del Rosso
FSEM 1111 | CRN: 5188
Offered: MW, 10:00am-11:50am
There is broad, international consensus that torture violates basic human rights, and the practice is explicitly banned in several major international treaties. Why, then, does torture persist today? This course examines the history of torture in order to understand the practice's contemporary uses and meanings. We will work to comprehend how and why the U.S. used torture during the country's wars in Afghanistan and Iraq, using sociological and criminological theories to do so. We will also study the consequences of torture, examining autobiographies and human rights literature to understand what torture does to those who suffer it and their communities.

**Travel Writing: Discovering the World and the Self**
Instructor: Javier Torre
FSEM 1111 | CRN: 5243
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 fuelled by the pursuit of alternative ways of life. Travelers have been telling their stories since the beginning of human kind, 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. Travel is a process of self-discovery while the traveler engages with strangers in a foreign environment. Writing about travel is a process of reflection and analysis, of re-creation (with all the fictional implications attached to that word), where the traveler recalls his travelling experiences through the filter of his subjective perception and memory, and from the position granted by his own background. Hence writing about travel has the potential to reconstruct the exhilarating moments of crossing personal and physical borders; but, on the other hand, travel writing risks portraying Otherness through a deforming glass.
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. Consumers of travel discourses (i.e. readers of travel journal and accounts, viewers of travel films and documentaries) should go beyond the basic identification of travel as freedom and adventure; through critical analysis, they should be aware of the dynamics of power, privilege, and prejudice latent in much travel writing through history, as it is a genre linked to the legacy of Empire. A panorama of the evolution of travel and the genre of travel writing shows how different travelers, and the cultural groups they represent, have interacted with foreign environments for centuries.

Students will become travel writers. Travel writing teaches the art of careful observation, accurate reporting and cross-cultural analysis. Since many students in this class are travelers themselves they will be required to write their own travel journal throughout the quarter. Through the exercise of writing, the class stresses the most important component of the travel experience: reflection. At the same time, the study of the evolution of the travel genre makes students understand one of literature’s oldest motifs, the process of growth and transformation through the crossing of boundaries.

**Understanding Lincoln**
Instructor: Susan Schulten
FSEM 1111 | CRN: 5233
Offered: MW, 10:00am-11:50am
This seminar explores one of our nation's most consequential leaders. We will grapple with Lincoln's complex life, his relationship to the growing sectional crisis over slavery, his leadership in war, and his understanding of the Constitution. Students will be challenged to think about Lincoln's place in American history by reading a wide range of interpretations. We will also consider Lincoln's complicated role in civic and popular culture, asking how he has been understood by succeeding generations of Americans. By the end of the course students will grasp not just the moral, intellectual, constitutional, and political problems that Lincoln confronted, but his colossal place in our national memory as well.

**Using our BRAINS: An Interdisciplinary Study of Zombies in Popular Culture**
Instructor: Jennifer Campbell
FSEM 1111 | CRN: 5177
Offered: WF, 10:00am-11:50am
Zombies may be mindless, but they have sparked significant intellectual interest among the living and are the perfect creatures for cultural critique. This course will examine the evolution of zombies and their current popularity from a variety of perspectives, including cultural studies, history, ethnobiology, film studies, literary analysis, psychology and sociology. We’ll study classic and contemporary film, TV, fiction, academic writings, and pop culture events and artifacts in order to trace the origins and types of zombies (Voodoo, reanimation, contagion) and explore how these incarnations manifest cultural concerns. In addition to honing skills in close reading and critical and creative writing, we’ll also learn how to survive a zombie apocalypse, make our own zombie texts or short films, and tackle the contradictions of a culture that produces the scariest zombies ever as well as the funniest and most benign. Please note that this class is not for the squeamish, as we will read and watch texts that include graphic violence.
Remember also that all students are expected to keep their brains and use them throughout the course.

**Welcoming the Stranger: Hospitality, Culture, Language and Migration**
Instructor: Ethel Swartley  
FSEM 1111 | CRN: 5241  
Offered: TR, 2:00pm-3:50pm
Has a stranger ever invited you for tea? Have you ever eaten a lavish meal cooked by someone whose only water source was a pipe sticking out of a concrete wall? No matter how rich or poor, every culture has rules for welcoming a stranger. Some feed you delicious foods until you want to burst. Some wait until you speak first, not wanting to embarrass you. How does it feel to be a stranger in a new place? What if that place is a country where you don't even know the language? This course explores differing cultural concepts of hospitality and how these affect attitudes toward immigrants and international visitors. Specifically, we will wrestle with three important questions: How do American values of generosity and hospitality compare with values practiced in other cultures? How might different cultural values, languages, and ideas about hospitality affect visitors' experiences in the United States? How should these values affect Americans' attitudes toward immigration and world events? We will use readings, discussions, and experiential activities to explore these questions.

**What Is Attention and Why Does It Matter?**
Instructor: Christy Rossi  
FSEM 1111 | CRN: 5230  
Offered: MW, 2:00pm-3:50pm
In this course we will work together to understand multiple aspects of attention. The course will be structured around three units: Foundations of attention, Individual differences related to attention, and Limitations of attention. There will weekly opportunities for active-learning and in each unit students will be asked to find different sources of information to bring to classroom discussions and help build our collective understanding about attention. Many course topics can be directly applied to challenges faced by first-year university students, such as, "How can I apply my understanding of the limits of attention to better approach my coursework?" and, "Is it beneficial to multitask during class so that I can both attend to the lecture AND get my lab report for another course done at the same time?".

**Who Are You And Why Are You Here?: Social Class and College Culture**
Instructor: Aubrey Schiavone  
FSEM 1111 | CRN: 5232  
Offered: Not on file, Not on file-Not on file
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 writing studies. 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 party culture in college, college choice processes, major trends in college student populations, college athletics, working in college, student debt, and connections
between college and careers. The class will be organized around a cumulative, reflective ePortfolio hosted on DU Portfolio. Assignments include reflective, argumentative, and multimodal pieces; specifically, students will compose two class discussion posts responding to particular readings in the course, two reflective photo posts, a final video composition, and weekly reflections on course themes, readings, and discussions; all assignments will be posted to a final ePortfolio in which students will collect, select, and reflect on their writing and learning from the course. 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 Do You Think You Are: Performing Characters in Film and Literature**
Instructor: Anne Penner
FSEM 1111 | CRN: 5219
Offered: TR, 2:00pm-3:50pm
Who Do You Think You Are is designed to give first-year students several learning opportunities. First, it will allow them to analyze and respond imaginatively and empathically to a range of characters in literature and film, thus coming to understand character as a critical storytelling element. They will think deeply about the essential elements of characterization through various young protagonists in popular films (such as Ladybird, Dazed and Confused, Clueless), as well as in novels and plays (such as Catcher in the Rye, Diary of a Teenage Girl, The Perks of Being a Wallflower, The Wolves). Second, they will write, share with the class, and revise a monologue in the first person for each of three different characters, either of their own creation or ones they’ve studied. And third, they will revise, rehearse, and present one of their monologues in character, practicing performance techniques, including of body and voice. They will be required to visit the Writing Center at least once to get guidance on their written pieces. Though this course fulfills all five Promises for the Future described in DU IMPACT 2025, it will most deeply investigate The Promise of Creative Collaboration and Ethical Engagement.

**With and Without Nature**
Instructor: Brad Benz
FSEM 1111 | CRN: 5173
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 regularly, 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).
Writing Nature
Instructor: Keith Rhodes
FSEM 1111 | CRN: 5228
Offered: WF, 8:00am-11:50am
We will explore the idea and reality of "nature" in writing—both writings of others and of our own. As human population expands and technology increasingly lets us access the earth and its resources, the role of "nature" in our lives becomes increasingly complicated. Very few and very limited parts of the earth continue to have anything like the ecosystems they had before human intervention. Indeed, even stone-age humans made a critical difference in the ecology of vast portions of the earth. Where do we draw the line between what is "nature" and what is not? Meanwhile, the idea of "nature" has had a profound influence on human thinking. We have feared it, idealized it, and pursued its experiences—even sometimes by that very pursuit rendering places less "natural." In this class, we will try to make sense of these questions, answering for ourselves what we mean by "nature" and "natural," and what role we see nature playing in human culture and in our own lives. We will do that by experiencing and examining nature, writing about it, reading about it from across historical periods and cultural viewpoints, and working collaboratively on developing our own ideas.

Wrongful Conviction
Instructor: Scott Phillips
FSEM 1111 | CRN: 5221
Offered: Not on file, Not on file-Not on file
The criminal justice system was once considered infallible – innocent people did not end up in prison. But we now know that innocent defendants are incarcerated and even executed. In recent decades, more than 2,300 defendants have been exonerated and released from prison in the United States (including more than 160 from death row). But even those numbers do not capture the extent of the problem, as exonerations are the tip of the wrongful conviction iceberg – most defendants who are wrongly convicted are never exonerated. Students who successfully complete the course will be able to: Describe the prevalence and harms of wrongful conviction; Describe the causes of wrongful conviction; Describe strategies for reducing wrongful conviction; Describe strategies for compensating the wrongfully convicted; Draw meaningful connections between the general social science research literature on wrongful conviction and specific cases of wrongful conviction.