First-Year Seminar Course Descriptions
2016-2017
www.du.edu/fsem

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

MW: Monday & Wednesday
MF: Monday & Friday
TR: Tuesday & Thursday
TF: Tuesday & Friday
W: Wednesday
WF: Wednesday & Friday
R: Thursday
F: Friday

Registration opens on Tuesday, June 7 at 8:00am (MDT) and closes at midnight on June 17. You will register for ONE First-Year Seminar course. You will register for the rest of your Fall quarter classes during Discoveries Orientation. Classes fill quickly, so have a few FSEMs in mind that you are interested in taking. Be sure to look at the course conflicts list here to avoid FSEMs that conflict with major requirements and athletics practices.

**New courses added 5/19/2016**

**New: Memory, History & Identity**
FSEM 1111-33 | CRN: 2885
Offered: MW, 2:00 PM-3:50 PM
This class asks questions about the relationship between histories, memories, and our understanding of peoples, cultures, and the world today. We use a social justice-oriented focus to investigate accounts of the past and how they shape our present. In our efforts to understand the importance of narratives in social change efforts, and whose voices are being heard or silenced, we will engage in activities, discussions, and assignments that interrogate how stories of marginalized peoples are told across a wide range of present-day sources. These include “official” historical accounts, news stories, museum exhibits, and eye-witness accounts. One of our primary case studies will be recognizing Native peoples’ crucial roles in the past and present of our nation, state, and school, by exploring how Native histories and memories continue to shape interactions and social justice between native and non-native communities today.

**New: Populism in American Political Culture**
FSEM 1111-20 | CRN: 4281
Offered: MW, 10:00 AM-11:50 AM
The most recent presidential election cycle has brought to prominence several candidates who tap into a political phenomenon called populism. But Bernie Sanders, Donald Trump, Marco Rubio, and Ted Cruz are figures who emerged out of a complex political backdrop. Over the past decade, ideologically diverse populist movements have been spilling across the political spectrum. The right-wing Tea Party movement expressed strains of populism, but so did the leftist Occupy Wall Street. We see populism in American nativist, citizen militia organizing, but also in the activism of UndocuQueers, a form of protest that encouraged undocumented queer
people and migrants of color, who exist “ni de aqui, ni de all,” (neither from here, nor from there) to “come out” and forge a new identity that slips through the boundaries of citizenship-validating states. American populism today cannot be reduced to a single political orientation, method, or set of claims—nor is it a recent phenomenon. This course will draw on scholarship that is now considered classic, as well as recent texts, like Laura Grattan’s Populism’s Power, that contemplate populism’s contributions to a more democratic polity. We will study some of the most important historical moments in American populism, but also the way the subject is sometimes praised and sometimes dismissed in contemporary analyses of American politics.

**New: The Boogeyman & Other Monsters: Terrifying Figures in Literature and Film**
FSEM 1111-22 | CRN: 4683
Offered: TF, 12:00 PM-1:50 PM
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.

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**A Trek in the Fractal Universe**
FSEM 1111-75 | CRN: 2909
Offered: MW, 10:00 AM-11:50 AM *time updated*
Fractals offer a rare and mesmerizing glimpse into mathematical beauty, and constitute a new frontier of mathematical research. Understanding how fractal geometry emerges from relatively simple dynamics is a challenging problem which touches many areas of mathematics. We propose to take a mathematical journey in the universe of fractal geometry, where we will learn about complex numbers, matrix theory, the notion of distance and convergence, among other mathematical ideas which underlie the theory of fractals. We also will experiment on our computer with fractals, discovering heuristics on modulations of the constructions of various fractals, from Barsley’s ferns to Mandelbrot and Julia sets. Our course will also be a voyage through a chapter of mathematical research, its history and its implications. Our seminar is a course in mathematics with an artistic slight, a glance at how many ideas come together to uncover new and fascinating objects, and a peek into the mathematical mind and the mathematical community. We invite you to meet its challenge.
African American Pioneers in Music: Hard Knocks, Biography and Innovation
FSEM 1111-10 | CRN: 4619
Offered: TR, 8:00 AM-9:50 AM
This course will invite students into an examination of the life stories of a diverse sample of African American musical pioneers, drawn from different historical periods in American history. Students will be asked to reflect on both the role of racism and oppression in the life experiences of these artistic innovators and the unique and often serendipitous personal experiences that resulted in their musical creations. Through this in-depth, rigorous examination of specific life stories, students will grapple with the rich and deep meanings of diversity, oppression, power and privilege. Students will be invited into a deep understanding of how a specific cultural narrative – in this case the multi-layered story of African American music making innovation – can help illuminate the universal human capacity to confront and transcend personal experiences of victimization and oppression. Additionally, students will examine the varied ways in which musical creation and expression can be engaged as instruments of social change.

An Introduction to Mathematical Modeling
FSEM 1111-1 | CRN: 2860
Offered: MW, 12:00 PM-1:50 PM *time updated*
The purpose of this seminar is to make available for students samples of important and realistic applications of mathematics. The goal is to provide illustrations of how mathematics is employed to solve relevant contemporary problems. A mathematical model can be very simple, such as writing total cost as a product of unit price and number bought, predicting savings account balance or investment growth since the time of deposit, analyzing bacterial colony growth and comparing estimates with data, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices and call for creativity. For example, it is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. The class will not assume much background in mathematics except high school mathematics.

Anthropology and Archaeology of Denver
FSEM 1111-29 | CRN: 2882
Offered: R, 12:00 PM-3:50 PM
The Denver area has a great diversity of resources on anthropology and archaeology. We will visit the Denver Art Museum and the Denver Museum of Nature and Science, which contain collections from Central America and ancient humans in Colorado. We will also be visiting an archaeological site south of town, which we at DU excavated a few years ago, containing remains of hunters and gatherers from about 3,500 years ago. In addition we will study some historic buildings in downtown as a dataset from which to look at inclusiveness-exclusiveness in public architecture. The last of our field projects will be a study of the oldest cemetery in Denver, which contains burials from the first governors of Colorado, the founder of University of Denver, and many other important and less important people. Each of these trips will require students to collect data and write reports on observations and analyses.
Authoring Addiction
FSEM 1111-73 | CRN: 2908
Offered: WF, 12:00 PM-1:50 PM *day updated*
Addiction has been many things during the last couple of centuries—a moral failing, a deficiency of willpower, a disease, a genetic defect, a neurochemical disorder—but in that time it has always been a story. While numerous theories and beliefs about drug addiction and alcoholism have come and gone, addiction narratives have remained remarkably consistent in their form and function. This seminar will consider how and why first-person “experience-based” accounts of drug and alcohol abuse have become so common and so vital to our understanding of addiction. We’ll examine how such addiction narratives draw upon other genres like the coming-of-age story, the confession, the travel memoir, and the cautionary tale. In doing so, we’ll think about how addiction narratives create certain expectations and even promise to supply their readers with inspiration, moral lessons, vicarious thrills, or access to other worlds/states of mind. Finally, we’ll consider how anti-drug reform, self-help, and therapeutic culture have contributed to the genre’s prominence.

Based on a True Story: The Complicated Intersection of Facts and Storytelling
FSEM 1111-94 | CRN: 2999
Offered: TF, 10:00 AM-11:50 AM *updated*
"Serial." "The Jinx." "Making a Murderer." We can’t get enough of the True Crime genre. If the docudrama isn’t enough for us, we can watch our history fictionalized on the small screen ("The People v. OJ Simpson: American Crime Story") and silver screen ("Spotlight," along with nearly every other Oscar-nominated film from 2015). While entertainment ‘inspired by true events’ is not a new phenomenon, this trend feels different. 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. Throughout our 10-week term, students will investigate these stylized versions of reality to unpack their ethical, rhetorical, and critical implications. Can a work of fiction hold more truth than nonfiction? What does 'Based on True Events' really mean? What liberties do we allow writers and filmmakers to take with such 'true events' and why? Students will apply these scholarly concerns to film, literature, and comedy before producing their own text that’s 'based on a true story.'

Biotechnology & Me
FSEM 1111-42 | CRN: 4223
Offered: MW, 2:00 PM-3:50 PM
Biotechnology exploits living organisms, cell or cellular components to develop tools and products that are useful in research, agriculture, industry and the medicine. The word biotechnology is not just a fancy and futuristic word that makes people think of science fiction movies, it can be heard from daily news and it brings innovative products to human community. Will you invest in biotech stocks? Will you eat GMO foods? Will you get your personal genome profile? This course is expected to help students build basic understanding about how biotechnology works and lead students to participate in the discussion of these topics. This course will start with an introduction and historical overview of biotechnology discoveries. Students will learn the basics of DNA, protein and cells and get an understanding about the
principles of genetic engineering. Then students will be introduced to various research and commercial applications of modern biotechnology in order to discuss the broader social, ethical, risk, and regulatory issues that arise from them. A range of topics will be covered in this course, including GMO foods, forensic biotechnology, molecular diagnostics, cloning, stem cell, the production of pharmaceuticals, the human genome project, genetic testing, assisted reproductive technologies, and synthetic biology. Students will participate in debates that have taken place in the wider community about ethics, human well-being, and public regulation in relation to these applications of modern biotechnology. Students are expected to develop a better understanding about the biotechnology accessible to them and improve their critical thinking abilities by discussion of controversial topics in current modern biology.

**Buddhist Meditation: Traditional and Modern Contexts**
FSEM 1111-50 | CRN: 3236
Offered: MW, 2:00 PM-3:50 PM
This course explores the wide range of Buddhist meditation and their relationship to Buddhist ethical and philosophical teachings. It is also an investigation of how these Buddhist meditation styles are currently being adapted for use in a variety of settings, from health care and psychology to education and athletics. At the same time, new research in neuroscience and psychology are being trumpeted by Buddhists and scientists alike as exciting evidence emerges that meditation can have profound impacts on the way we think and feel and can even change the functioning of our brains. Class readings will include literature on meditation from within Buddhist traditions as well as scientific studies, academic articles, and news reports. These readings will be supplemented by occasional guest lectures and field trips. Students in the course will also have the opportunity to practice non-religious forms of meditation.

**Chemistry & Art**
FSEM 1111-52 | CRN: 2893
Offered: F, 12:00 PM-3:50 PM
Both scientific discovery and art are the result of human creativity. Chemistry is a branch of science that studies the properties of matter, specifically on the molecular level. Many types of visual art—photography, painting, sculpting—require an understanding of the properties of the matter/media used to create art. Thus, a chemical understanding of the materials used to create art can enhance art. But, just as chemistry is essential to artists, art is also essential to chemists. Chemistry is an abstract science. Without high-powered microscopes, most molecules cannot be visualized. Chemists use models (often visual models) to make predictions about chemical properties. There are many types of models in chemistry, each with benefits and limitations. This includes Lewis dot structures, molecular orbital diagrams, and many others. Because of the necessity of models in chemistry, there is inherently an artistic side to chemistry. This seminar will explore the relationship between chemistry and art.

**Civilization and its Discontents**
FSEM 1111-37 | CRN: 3521
Offered: TR, 12:00 PM-1:50 PM
Civilization and its Discontents aims to introduce students to a selection of historically influential texts whose ideas have profoundly influenced the shape of contemporary life in the Western World. Through examining these texts, students will engage the interdisciplinary study
of the political, social, moral, and religious origins of contemporary society, asking questions about political and religious authority, human freedom and moral responsibility, the meaning and value of life, and more. While studying these texts enables us to better understand contemporary culture, doing so also provides a forum for discussion in which students are encouraged to critically reflect upon contemporary social issues in a thoughtful way, and begin to discover and defend their own views, in both speech and in writing, in a manner which supports constructive and well-reasoned debate among citizens.

Colorado's Rivers
FSEM 1111-54 | CRN: 2894
Offered: MW, 2:00 PM-3:50 PM
Colorado is known as the "Headwaters State." Four major U.S. Rivers--the Colorado, Rio Grande, Arkansas, & South Platte--begin in the Colorado mountains as snowmelt that provides water resources for eighteen states and Mexico. Colorado’s rivers may appear as pristine mountain streams, but the history of the state’s development has had serious impacts on the quantity, quality and ecological functioning of our river resources. For example, mining that began in the 1850s in Colorado left a legacy of 1,300 miles of streams still affected by heavy metal contamination from more than 23,000 abandoned mines. With growing population and changing priorities, the future of Colorado’s rivers is uncertain. In this course we will look at the impacts of past and present human actions on Colorado’s rivers. Through a combination of lectures, readings, field trips, lab experiments and discussions, students will be introduced to the basic hydrologic and ecological form and function of rivers. We’ll then critically examine human impacts such as: mining, flow regulation, logging, wildfires, recreation, urbanization and climate change. For each impact, we’ll discuss strategies for a sustainable future (such as river restoration and water resource management) that will balance ecological, hydrological and human needs.

Coming of Age in Spanish Literature and Film
FSEM 1111-56 | CRN: 2895
Offered: MW, 2:00 PM-3:50 PM
This course explores the presentation of the “coming of age” theme in recent Spanish films and in the literary production of various women writers who published primarily in the twentieth centuries. The course focuses on the narrative genre, including both novels and short stories, by important writers and intellectuals, such as Carmen Laforet, Carmen Martín Gaite, Mercè Rodoreda and Rosa Montero. From the delicate fabric of the dreamlike narrative of The Back Room, a novel penned by Carmen Martín Gaite within weeks of the dictator Francisco Franco’s death in 1975, to the Gothic novel Nada (Nothing, 1944), this course will explore representations of women’s lived experience during the last century in Spain. Students will consider the narratives and films studied both as cultural products of a particular historical and political context and as works of art. Some of the themes that will be developed in the course are the creation of the female subject, the representation of the female body, the “coming of age” genre, and women writers’ roles during various periods of Spanish history. In addition to reading literature and viewing films, we will also study some of these themes in works of visual art by important Spanish artists including Remedios Varo and Antoni Gaudí.
Conservation Geographies: Protected Areas in a Peopled World
FSEM 1111-98 | CRN: 4599
Offered: MF, 10:00 AM-11:50 AM
How do we balance the need for wild places with the growing demands of an increasingly-peopled world? This class engages with scholarship that explores the conservation of wildlands, asking how people interact with their environments in the context of conservation spaces like national parks and other protected areas. We begin our investigation with an exploration of historic patterns of human activity, questioning the meaning of wilderness in today’s world. How have people interacted with natural environments throughout human history? Is anything truly natural today? Have we really reached the era of the “Anthropocene” where human activity influences every corner of the globe? We then turn to current controversies over protected areas, asking what role protected areas have in conservation today. How can we best protect intact ecosystems? Is it possible to balance the conservation of wildlands with the development needs of local communities? Could protected areas actually be a means of economic development? Can we reconcile different perspectives on wildland conservation in varied contexts (e.g., rural/urban or Global North/Global South)? Our investigation of these issues will include discussion of relevant literature and video case studies, exploratory data analysis, and field trips to local conservation spaces and organizations.

Contemporary Issues in Social Justice
FSEM 1111-66 | CRN: 2902
Offered: MW, 10:00 AM-11:50 AM
This course provides an introduction to contemporary conceptions of justice, including liberal, libertarian and communitarian theories. We will examine in detail the implications for social justice within the United States as well as issues of global justice, such as war, terrorism, and our moral obligation to the poor in other nations. We will also focus primarily on the philosophical problems generated by thinking about everyday moral and political decisions, such as those concerning food, sex, drugs and guns.

Culture or Anarchy
FSEM 1111-82 | CRN: 4344
Offered: WF, 10:00 AM-11:50 AM
This course is designed to introduce the students to the idea and ideal of “Bildung.” In a self-reflective stance, we will focus on the incoming students as new members of a community that has at its center the vocation of their education. Their arrival at the University of Denver confronts the students with the normative expectation of at least four more years of ‘education,’ an expectation that they have experienced already throughout high school. This expectation is forced upon them by several layers of our society such as their parents, friends, neighbors, future employers - perhaps even by themselves. But what are we dealing with? On which presuppositions do the university and/or the college operate? We will examine some influential historical articulations of the ideal of “Bildung,” both theoretical and literary. The idea of “Bildung” developed especially at the end of the 18th and throughout the 19th century, describing both the moral and intellectual Self-cultivation as well as the development of a national character or culture. As a pedagogical tool for both individual and national development, the idea(1) of “Bildung” plays a dominant role in our Western civilization. We will close the course with a look at some polemical and literary disparagements of this ideal. The
'philistine,' the person who is lacking in or hostile or just smugly indifferent to cultural values and intellectual pursuits, has the last word.

**Down the Rabbit Hole: Critical Reading and "Reality" in Literature and Film**
FSEM 1111-9 | CRN: 2865
Offered: TF, 2:00 PM-3:50 PM
This course introduces students to key concepts in critical theory and philosophy through close readings of texts (short stories, novels, films) that challenge us to explore how language, memory, gender, and politics shape the ways in which "reality" is perceived or constructed. Amnesiacs, Androids, Dreamers, Murderers, Puppets, Soldiers, and Zombies will be our guides as we actively engage with such questions as: What is "real" or "true"? Can one's perceptions of "reality" or "truth" be trusted? How and why might our perceptions be distorted? To what extent is one's identity fashioned through such processes of distortion? What role does the act of representation or narration play in these processes? What place do language and memory have in understanding who we are? What interpretative tools are required to critically approach the problem of reading "reality" and how might these same tools be deployed in the interpretation of texts more generally? We will explore such questions through critical assessment of works by authors including Baudrillard, Borges, Calderón de la Barca, Cortázar, Descartes, Marx, and Plato, and films including Apocalypse Now, Being John Malkovich, Blade Runner, The Matrix, Memento, Night of the Living Dead, and The Truman Show.

**EDUCATION FOR ALL? Opportunities and Outcomes in the Global Economy**
FSEM 1111-78 | CRN: 2912
Offered: MW, 12:00 PM-1:50 PM
In today's global economy, education is often hallmarked as the path to economic success. Does more education result in better economic outcomes? Should everyone have access to all types of education? Who should pay the costs of education? How does education facilitate our economic system? Using both service-learning and the traditional classroom, this course examines conflicts, disparities, and solutions in accessing educational opportunities. We will evaluate the benefits and costs of education and how they are distributed across individuals, families, communities, and government. Finally, we will critically explore the purpose of learning within our economic system.

**Exploring the Ocean**
FSEM 1111-63 | CRN: 2899
Offered: TR, 2:00 PM-3:50 PM
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.

**Feminism and Romance: Can there be a Happily Ever After?**
FSEM 1111-91 | CRN: 2994
Offered: TR, 4:00 PM-5:50 PM
Today many men and women tend to hide the fact they enjoy anything that deals with romance: novels, TV shows, and movies. Why? Because the media and mediums that center on romance are often shunned, mocked, dismissed, and ignored. Scholars and critics rarely, if ever, find redeeming qualities in anything dealing with romance. And after decades fighting for women’s rights, many feminists believe that to support “the romance” means taking several giant steps backwards. Is there truth to all of this? Can you be a feminist and still believe in/support the romance? To answer these questions and more, we will watch, read, debate, reflect, and romance within the genre of romance. Through an exploration and consumption of scholars such as Janice Radway and John Storey, popular books series by Nora Roberts, TV shows such as "Sex and the City," and several different romantic comedies, this course explores how two things that are seemingly opposite can, in fact, mingle together.

**Fracturing Fairy Tales: Moving Beyond a Simple Story**
FSEM 1111-59 | CRN: 3402
Offered: TR, 10:00 AM-11:50 AM
This course is designed to examine the rhetorical and ideological changes grafted onto different redactions of classic fairy tales. The class examines the origins of fairytales and then uses that framework to analyze fairytale adaptations. We focus on addressing each tale’s re-telling as historically and culturally bound, investigating the layers of meaning related to gender and familial relationships, class structure, and sexuality. The course focuses on three main fairytale units, each looking at multiple renderings of the fairytale through different mediums (e.g., artwork, movie, and music, etc.), and then applies theoretical lenses to examine the re-adaptations. For example, one unit might analyze the original version of *Little Red Riding Hood*, written by Charles Perrault in 1697 ("Le Petit Chaperon Rouge"), and then compare a 1908 version to discuss the meanings re-purposing based on audience and gender. Students will critically interpret these texts to uncover the forgotten origins, hidden meanings, and original purposes of these texts. Ultimately, the class engages students with texts and academic interpretation in a variety of ways, from analytical to socio-political to creative, to more deeply understand the cultural purposes of fairytales.

**Freedom and Its Opposites**
FSEM 1111-25 | CRN: 2878
Offered: MW, 2:00 PM-3:50 PM
America in large part defines itself in terms of freedom—a point that is affirmed every time that the national anthem is sung. As with most concepts that are so regularly asserted, its familiarity might keep us from considering important, basic questions like: What is freedom? Are there different forms of freedom? Does freedom have preconditions? And how do we know if and when freedom is limited, eroded, or altogether lost? This class aims to interrogate the concept of
freedom by employing a mix of academic readings, films, documentaries, and reputable media to first considering the term itself, and then by turning to a range of conditions where we might find freedom to be diminished or absent. Among other skills, students will develop their abilities to generate and answer compelling research questions, as well as to employ academic concepts and thinking in understanding the world in which we live.

**From Acknowledging Privilege to Practicing Inclusive Excellence**
FSEM 1111-77 | CRN: 2911
Offered: TR, 10:00 AM-11:50 AM
What is Inclusive Excellence and why should I care? These are the two fundamental questions to which we will find provocative and life-changing answers in a ten-week journey together. We will be reading *The Matrix Reader: Examining the Dynamics of Oppression and Privilege*, by Abby L. Ferber, Christina M. Jiménez, Andrea O’Reilly Herrera, & Dena R. Samuels. This comprehensive reader presents a collection of interdisciplinary and intersectional theoretical and critical essays, personal testimonies and reflections, poems, etc. We live in a richly multicultural society where our religious, linguistic and socio-economic histories and 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 practice Inclusive Excellence takes courage and intelligence; it requires risk-taking and leadership skills, and it concerns all of us. Through weekly readings, daily journaling, short critical papers, guest speakers’ presentations, visits to organizations dedicated to social justice, we will learn how to reflect upon, and practice on a daily basis, inclusive excellence on and off the DU campus. Students will be required to research and write a final project on a specific aspect of the practice of IE.

**From DNA to Diversity - and Beyond!**
FSEM 1111-64 | CRN: 2900
Offered: TR, 2:00 PM-3:50 PM
You are currently living in the midst of a revolution—a genetic revolution. Scan the news concerning any biologically related topic (from human health and disease, to agriculture, to endangered species conservation), and you will find a conversation about genes. These conversations are currently shaping procedure and policy that will have wide-ranging impacts on the future of medicine, food production, energy production, environmental stability, and possibly even the nature of human nature itself! Unfortunately, few people really understand what genes are or how they work. This seminar will explore the relationship of DNA and genes to each of these topics, and provide students with the basic information we will all need to successfully navigate this revolution. Additionally, we will be exploring the concept of “self-regulated” learning as a strategy for successfully meeting the rigorous academic expectations you will face at the university level.
From the "Water Cure" to "Waterboarding": The Politics of American Torture  
FSEM 1111-49 | CRN: 3235  
Offered: TR, 4:00 PM-5:50 PM  
There is broad, international consensus that torture violates basic human rights norms; moreover, the practice is explicitly banned in several major international treaties and instruments. Why, then, does torture persist today? This course examines the history of torture in order to understand the practice's contemporary uses and meanings. Ultimately, we will work to comprehend how and why the U.S. used torture during the country's wars in Afghanistan and Iraq. We will also study the debate about torture, examining the ways that Americans have talked about torture over the past century. Throughout the quarter, we will reflect on the complex relationships between how contemporary societies remember legacies of torture and those societies' capacities to address, control, or eliminate the practice.

Gender Play: Gender Identity in Performance  
FSEM 1111-72 | CRN: 4289  
Offered: TR, 12:00 PM-1:50 PM  
This course gives first-year students two exciting learning opportunities. First, the class will allow students to think deeply about gender identity and the gender rules that communities implicitly create. And second, the class will shape students’ thoughts and transcriptions from on-campus interviews into a cohesive script that the students will present publicly at the end of the quarter as a staged reading. Students will research both contemporary gender theory and investigative theater techniques and will use both to collect interviews from DU community members. We will use the knowledge of various organizations—CAPE, Queer Straight Alliance, Graduate School of Social Work, Center for Multicultural Excellence, Office of Equal Opportunity, and DU’s transgender community—to guide our process and interview members of these communities. Students then will organize these interviews into a cohesive script that they will perform during a public staged reading. This course forwards an important aspect of DU IMPACT 2025 strategic plan: “to further the vision of a diverse and inclusive community to which individuals belong and can contribute their unique talents and in which, together, we build an intentional community of scholarship, teaching, learning and service.”

Gender, Feminism, Power & Pop Culture: Decoding Buffy the Vampire Slayer  
FSEM 1111-79 | CRN: 3431  
Offered: MW, 2:00 PM-3:50 PM  
The television series "Buffy the Vampire Slayer" evolved from a single question: “What if instead of running from the monster in a horror movie, the blond girl turned around, fought back, and won?” Buffy Studies is an international academic phenomenon. This course introduces students to an interdisciplinary field of study that approaches popular entertainment with intellectual and scholarly rigor. Students will approach the subject and various texts, both audio-visual and printed, including Buffy, novels such as Frankenstein and Dracula, and scholarly articles critically, thoughtfully, and creatively, using course materials, and research to analyze, discuss, and write about the role and impact of pop culture in society, both now and in the past. Themes include Romanticism, witchcraft, vampires as brooding Gothic heroes, gender, feminism, character construction, language, music, individual responsibility, and others. Students will learn the skills of academic life, including writing, discussion, library and research skills. Students will view an average of two episodes every weekend. Students will read and analyze.
texts and then participate in classroom discussions in a seminar format. Students will also be responsible for submitting several response papers, one research paper and a lesson plan. Join us for some textual and cultural Slayage!

Geographies of Metropolitan Denver
FSEM 1111-65 | CRN: 2901
Offered: F, 10:00 AM-1:50 PM
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.

Geography and Genealogy
FSEM 1111-45 | CRN: 2891
Offered: MW, 4:00 PM-5:50 PM
This course is designed to provide a detailed overview of genealogy in relation to the geographic, religious, economic, political and social processes that shaped the migration choices of our ancestors. The course will be taught under a discussion format with lectures focusing on intensive research of a variety of primary and secondary sources such as Ellis Island records and census records. This seminar also includes weekly laboratory research sessions. This seminar will explore topics such as ethnic chain migration and great historical events in migration history. This course includes a field trip to the Latter Day Saints Church library and/or historical society in Denver. It requires weekly assignments and extended papers exploring either the personal family migration history of each student or a case study.

Global Hip-Hop
FSEM 1111-68 | CRN: 4282
Offered: MW, 2:00 PM-3:50 PM
This course focuses on hip-hop’s roots and routes around world. Students in this class will examine the socio-cultural, economic, and political significance of hip-hop’s global popularity, as well as the particular ways that hip-hop has been embraced, reproduced and transformed on the ground, locally. Through analysis of popular writing, media, and academic texts, students critically explore issues of race, social justice, masculinity, misogyny, censorship, technology, and intellectual property, as they relate to mainstream and underground hip-hop in America, Jamaica, France, Australia, Turkey, Ghana, and Japan. Workshops in breakdancing, beat production, and emceeing provide students with an opportunity to connect course topics to embodied practice. Students in this course will learn to critically engage hip-hop as a form of

updated 06/06/2016
personal expression, a marker of group identity, and as a medium for intercultural transmission and transnational exchange.

Great Discoveries in the Life Sciences  
FSEM 1111-32 | CRN: 2884  
Offered: MW, 10:00 AM-11:50 AM  
In this course we focus on topics that have reshaped the way scientists view the life sciences. We read a set of papers that focus on the following topics: the discovery of DNA, the nature of the human genome (how do we store so much information), viruses (types and outbreaks), neurotransmitters and disease (e.g., Parkinson’s), cloning procedures (how might it be done, should it be done), and stem cells (characteristics, uses, and ethical considerations). We have a set of short writing exercises to complement these articles and here the goal is to improve one's technique for writing an "argument" (i.e., defending a position). In addition to these three writing assignments, evaluation is based on a term paper, a group presentation (students work in teams of 4-5), and a final exam of the topics covered in class.

History of Colorado  
FSEM 1111-35 | CRN: 2887  
Offered: MW, 4:00 PM-5:50 PM  
What do Ute Indians have in common with plutonium warheads? The Pikes Peak gold rush with the Ku Klux Klan? Ski troopers, fur trappers, and Japanese farmers with sugar beets, "synthetic" trout, desegregation battles, and the Dust Bowl? They've all powerfully shaped the history of the state you find yourself in. Whether you grew up here or are just now moving here, this course will help you feel more rooted in Colorado, more familiar with its rich history, and more aware of that history's relevance to our own times. Sweeping from prehistoric Indians to the present, we'll follow four main paths of inquiry. How have people imagined or idealized Colorado? What kinds of communities have they created here; whom have they included or excluded, and why? How have Coloradans related to the land and natural environment -- exploited, modified, or taken strength from it, shaped and been shaped by it? And how have different groups of Coloradans worked with or against each another to realize their goals, whatever they might have been? We'll be guided in our studies not just by the writings of other historians, but also by the words of people who themselves participated in Colorado history, and by the marks they left on the landscape.

How Thingamajigs Work? Moving Beyond the Technical Lingo  
FSEM 1111-21 | CRN: 2876  
Offered: TR, 10:00 AM-11:50 AM  
This course is actually an academic enrichment program that is intended to cultivate problem solving through critical evaluation and skill building through hands-on activities. How Thingamajigs Work is appropriate for students of any discipline who are just curious about how things work. The course will be conducted in an informal educational environment where students are expected to participate in the discussions on assigned topics and integral activities. The activities will include information gathering, discussions, hands-on technical activities, and team competitions that are specially designed to improve the students understanding of the modern technology. Instead of spoon-feeding the students with information, they will be expected to gather information about topics of interest from all the sources available to them.
Then the students will be challenged with designing and building a working model of a technical device from odds and ends.

**Human Nature: Perspectives from Philosophy and Science**  
FSEM 1111-39 | CRN: 2888  
Offered: TR, 2:00 PM-3:50 PM  
The topic of human nature provides the background for some of the oldest and most fascinating intellectual debates in both Eastern and Western cultures. Despite its longstanding history, the question of whether human beings are the product of nature or nurture is under constant transformation, due to the influence of new scientific discoveries and philosophical refinements. Indeed, topics such as genetic determinism, innateness, health, and the biological status of races provide fine examples of truly interdisciplinary research which requires the collaborative work of philosophers, psychologists, biologists, sociologists, anthropologists, political theorists, and many other scientists and humanists. The aim of this course is to explore the philosophical foundations of human nature and to discuss them in relation to recent discoveries in psychology, biology, and other branches of science.

**Im(possible) Worlds: The Fantastic Short Story in the Américas**  
FSEM 1111-23 | CRN: 3388  
Offered: MW, 8:00 AM-9:50 AM  
In this course students will study Fantastic short fiction of the Américas which was originally written in English, Spanish, Portuguese, and Quechua. We will read, analyze, and discuss Fantastic short stories that explore the human psyche and all of its accompanying madness, ambiguity, and mystery. "Fantastic" literature forces readers to consider whether certain events, characters, or images exist in the realm of the lived "real" or the "supernatural". In Fantastic literary texts, "reasonable" explanations are resisted in an effort to present the unpredictability of memory, fate, political oppression, dreams, and nightmares. Authors may also deploy Fantastic literature as a tool for critiquing Power when they create socio-political allegories under the guise of a fanciful "ghost story." This seminar begins with a discussion of the rise of the short story genre and the important intersections of the Fantastic, the Gothic, and the Magical Real. Students will study the ways in which short story authors from the Américas have influenced and responded to each other's work throughout the late nineteenth and twentieth centuries. In addition to short stories, class texts will also include selected films, paintings, photography, and poetry.

**Immigrant Stories: Theirs and Ours**  
FSEM 1111-3 | CRN: 2862  
Offered: MW, 10:00 AM-11:50 AM  
This course is designed to explore the different ways in which individuals displaced by emigration and exile have chosen to tell their stories. We will discuss texts by 20th and 21st century Asian, African, Middle Eastern and Latin@ immigrants to the US (and back) in a variety of genres, from literary memoir and film to digital story and performance. 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 factors on the writer's self-definition as "hyphenated beings" and how these autobiographical texts fit within the broader frame of US literature. The course will incorporate frequent
discussion/workshops with guest speakers in order to explore a variety of models and media used for autobiographical texts. For the final project, students will explore their own stories of displacement (ancestral, familiar, individual or collective) in the form of a literary essay, short memoir, collection of poems, digital story, performed monologue (filmed), or documentary film.

Looking Beyond Beyoncé: Millennial Feminism and A New Fourth Wave
FSEM 1111-97 | CRN: 3040
Offered: TR, 2:00 PM-3:50 PM
What does “feminism” look like today? What bearing does it have on young women's understandings of themselves and others? To help answer these questions, this class begins by examining the complex history of the fight for women's rights in the USA and the twists and turns that have led many to declare that we're living in a "new era" of millennial feminism. We'll pay specific attention to the relationship women of color, queer folks, and men have had in helping feminism evolve. During the second half of class we'll investigate the relationship between popular culture and feminism today- what does it mean when celebrities like Beyoncé identify themselves as feminists and how does this impact public debates and advocacy? Throughout the quarter, we'll put our reading and scholarship to work in a community-based research project that will investigate the status of young women at DU, as well as propose solutions for outreach, advocacy, and education.

Magical Force of Magnetism: Levitation, Energy Harvesting, Medical Imaging and Beyond
FSEM 1111-40 | CRN: 2889
Offered: MW, 12:00 PM-1:50 PM
Marvel Comics features a famous character, Magneto, who has been described in many places as a person that controls metal. Can we reproduce some of his ability by science, such as levitation? This seminar will explore cutting edge sciences on magnetism and its impact on our daily lives. The topics covered in this course range from magnetic levitation and energy harvesting to medical imaging and information technology. We will discuss how development in magnetism will lead to transformation of future transportation, communication, information science, health care, and possibly the make of a human Magneto. This course will also provide hands-on experience with challenging but exciting experiments. We will build magnetic devices using 3D printer and other equipment.

Make Me Laugh; To Wit, the Theory, Practice, and Enjoyment of Comedy
FSEM 1111-4 | CRN: 2863
Offered: MW, 8:00 AM-9:50 AM
"A day without laughter," peerless clown Charlie Chaplin one said, "is a day wasted." Why do we laugh, with whom, at what—or (embarrassed!) at whom? This course escorts you toward possible answers, as we enjoy humor and the comical in diverse manifestations, laughing (or sometimes groaning) at examples from the coarse low of Borat and some stand-up comedians to the sublime of Lato and other stand ups, to the witty of Wilde. Material ranges from funny sounds, words, and images to complete plays, recent and contemporary, and feature-length films: comic masterworks from Monty Python and Mel Brooks, not without “romantic comedy” (the 1981 gem *Arthur*). We explore comedy— in films and in dramatic scripts but also, if the theater season permits, live on stage. Together with sometimes sober, even misanthropic theories of merriment practical principles of humorists are a topic of our study The outcome, however, will
be your own creative work that indeed makes the instructor laugh, in shorter compositions and in (let's hope hilarious scenes that you will conceive, script, and perform at the end. You will demonstrate how well you understand mechanisms involved, not to kill humor and dissect it but to enhance your appreciation--and make me laugh.

**Mathematics of Gambling and the Nature of Randomness**  
FSEM 1111-17 | CRN: 2872  
Offered: TR, 12:00 PM-1:50 PM  
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. Everything will be covered in class, but students who take it should like math. We will start with an introduction to logic, arguments, and proofs. We will use this to do basic simulations in Excel. Then we study counting and probability and we will do several simulation projects in Excel.

**Mathematics Through Fiction**  
FSEM 1111-24 | CRN: 2877  
Offered: TR, 12:00 PM-1:50 PM *updated*  
What is mathematics? Can mathematics be applied to literature? Can literature be mathematical? Can we access new mathematical topics using fiction as our guide? Could we read some novels and short stories, have mathematical discussions as well as a few laughs, and practice and write about mathematics as we answer these questions? Can we create our own fiction that teaches mathematics and brings it to life? Signing up for this course gives you the chance to participate in that experiment. We will study novels and short stories that have a significant mathematical component to their characters, setting, or plot, discuss these works, learn about and do the mathematics they introduce, and create mathematical fiction of our own. In the process, students will acquire skills in critical reading of and writing about literature, creative writing, and mathematical reasoning about the concept of infinity, number theory, topology, and beyond.

**Media and Sexualization**  
FSEM 1111-74 | CRN: 3424  
Offered: R, 12:00 PM-3:50 PM  
In a contemporary cultural landscape that includes pole dancing fitness classes and news alerts about celebrity sex tapes, we often question: What is the relationship between the increased visibility of sexuality in media culture and our everyday lives? Recent scholarship suggests that we are experiencing a “sexualization of culture”; a process whereby sexual meanings are becoming mainstreamed through mediated channels such as film, television and magazines. This course unpacks the “sexualization of culture” thesis and prompts students to think critically about the impacts of media messages on cultural approaches to sexuality. Readings will draw from scholars who support this thesis as well as scholars that argue that the current
“sexualization of culture” argument relies on moral, rather than social or political, frameworks. In particular, this course focuses on two issues directly related to the female experience: the sexualization of girls and the growing relationship between female sexualized bodies and empowerment. Although sexualization is a process experienced by all gender identifications, this course has narrowed its focus so that students can develop a deeper understanding for the experiences of the gender most discussed in relation to the “sexualization of culture” thesis. Students will have the opportunity to explore these issues in-depth and will be encouraged to develop their own critical stance on the cultural impacts of media and sexualization.

**Mexican American History and Culture**
FSEM 1111-5 | CRN: 3254  
Offered: TR, 2:00 PM-3:50 PM  
What does U.S. history look like from the perspective of the Mexican American population? This course will expose students to the long-standing presence and history of Mexican-origin people in the United States from the 19th century through the present. It aims to show that Mexican American history is both an integral part of American history and a unique subject of historical investigation. Using primary and secondary sources, including film, literature, and visual art, we will look at how Mexicans and Mexican Americans have negotiated, influenced, and responded to the political, social, and economic circumstances that shape their lives in the United States. Class readings and discussions will explore themes such as immigration and migration, social and cultural adaptation, racialization, labor, gender and sexuality, political activism, and internal diversity and identity. Students will also learn to recognize, analyze, and make historical arguments, and to hone their critical thinking, analysis, writing, and speaking skills.

**Modern Classics of World Literature**
FSEM 1111-14 | CRN: 4220  
Offered: TR, 12:00 PM-1:50 PM  
This is a literary journey around the world— with some of the best literary texts as our tour guides or windows into different cultures and aesthetics. We will also examine how these literary works and the literary traditions that they represent engage one another in (a reconstructed) conversation across space and time. Central to these inquiries is the idea of the “classic.” What is a literary classic, particularly a modern literary classic, and how does a work of literature become thus canonized?

**Moving Pixels: Making Visual Culture**
FSEM 1111-48 | CRN: 4257  
Offered: TR, 12:00 PM-1:50 PM  
We are consuming visual media at an incredible rate. Learning to analyze and comprehend images is essential in understanding their intended meanings. With this knowledge, we can then develop the ability to respond critically to those messages and ideas. For these reasons, visual literacy is needed for nearly every aspect of professional practice. In this course, students will learn visual literacy fundamentals and hands-on digital media production ranging from still images to video. Basic filming, software editing, and manipulation of images will be covered. Students will understand how to utilize, analyze, and manipulate visual culture. Students will
also learn the basic language and critical analysis techniques needed to understand when and how to take advantage of visual media.

**Multiculturalism and Africa Beyond Black and White**
FSEM 1111-28 | CRN: 3465
Offered: TR, 12:00 PM-1:50 PM *time updated*
In this course, we will engage actively with the idea of multiculturalism in the context of the colonization, de-colonization and post-colonization of the African continent. Specifically, we will investigate the notions of self and other in terms of ethnic, national, and racial identity as portrayed and discussed in films, novels, as well as critical essays from the many diverse regions of the African continent. We will grapple with a number of fundamental issues related to multicultural identity and how it has evolved over time. Specifically, we will investigate notions of justice and inequality, forms of oppression and liberation, and the relationship between history and memory and how to interpret the sociocultural importance of fictional and nonfictional texts. We will learn how to identify and analyze central themes in the specific geo-historical contexts of each particular work and construct critical arguments about multiculturalism in society.

**Networking Italian-Style**
FSEM 1111-31 | CRN: 3389
Offered: WF, 12:00 PM-1:50 PM
Networking and the exchange of personal, cultural and intellectual information has been around for centuries. Europe experienced a giant boom in networking activities in the eighteenth century. One place in particular witnessed a variety of networks actively planting seeds for eventual political and geographical unification - Italy. This seminar explores differing notions of networking Italian-style during the eighteenth century, and it provides you access to the age of information exchange in three arenas: academies, periodical culture and salons. You will explore the universal nature of the period's literature, opera and political writings and seek to answer why these works are relevant today. The seminar also provides training for Stanford University's web-based platform - Palladio - an innovative, research tool used to visualize complex, multi-dimensional data. You will discover and gather data while researching the cultural exchanges and networks of eighteenth-century Italy, and acquire the skills necessary to create visualizations of this research.

**Nuclear Weapons and Nonproliferation: Time to Start Worrying and Hate the Bomb?**
FSEM 1111-8 | CRN: 2864
Offered: F, 8:00 AM-11:50 AM
As tragic and destructive as the 2001 terrorist attack on the World Trade Center was, it pales compared to the potential horror of a nuclear attack on a major city. Whether delivered via an advanced warhead or smuggled in a briefcase, detonation of a nuclear weapon would certainly alter the course of human history. It would not be the first time. This seminar will explore how such an event can be prevented by studying a combination of rigorous science, historical perspective, and current events. The issues and topics involved range from the production and consumption of energy and resources, to the physics of nuclear energy and weapons, to the policy and technology required to maintain the delicate geopolitical balance of nuclear power.
Pacific Century: US-China Relations and Competition for Global Leadership
FSEM 1111-76 | CRN: 2910
Offered: MW, 12:00 PM-1:50 PM

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

Personal Genomics
FSEM 1111-62 | CRN: 2898
Offered: TR, 2:00 PM-3:50 PM
The first human genome was completed in 2003 after 13 years of intensive effort by hordes of scientists at an approximate cost of $3,000,000,000. In 2011, human genomes cost approximately $10,000 to sequence, and in 2014 Illumina announced that its newest sequencer could generate human genomes at an average cost of $1,000. This reduction in cost is comparable to a $25,000 car coming down in price to 0.8 cents. While this ignores the nontrivial task of interpreting the sequences so generated, soon it should be practical for the medical community to collect entire genomes from patients as a routine procedure. In this course students will explore what predictive powers such information might have for the individual, as well as some of the new challenges that are expected to arise at the ethical and societal levels. This course includes student-driven literature research• leading to oral and poster presentations, as well as shared readings and discussion from the text and other recent literature.

Physics for Future Presidents
FSEM 1111-2 | CRN: 2861
Offered: MW, 8:00 AM-9:50 AM
Many topics of social and political importance are directly related to science in general and physics in particular. This course will address basic physics concepts and knowledge so that these issues can be understood and discussed in a meaningful way from a scientific point of view. We will cover a wide range of topics such as energy, heat, atoms, radioactivity, chain reactions, electricity, magnetism, and climate. The use of basic algebra, graphical interpretation, mathematical modeling, clear writing, and thoughtful discussion are expected. Regular short writing assignments are expected and a thoughtful analysis of policy and scientific data will be part of most class sessions. The main objective of this course is to teach some basic facts about
how the world works, from the viewpoint of physics. These facts are intended to inform your views on important developments in the modern world. This will require you to learn new words, new ideas, and abandon some old ones. It will also require numeracy. The course will provide multiple opportunities for you to express claims, evidence, and reasoning in a scientific fashion in response to written prompts, readings, and experiences.

**Physics Nobel Prizes Dissected**
FSEM 1111-41 | CRN: 2890
Offered: TR, 4:00 PM-5:50 PM *time updated*
Nobel Prizes in Physics encode human progress during the 20th century. These annual prizes have honored work in nuclear, materials, optics, theory, astrophysics and biophysics. This seminar will focus on developing knowledge and appreciation of the work involved with physics research, as well as the understanding of related quantitative concepts. Faculty and student presentations, on the state of the art, relating to discovery in selected Nobel Physics Prize work, will provide a basis to cultivate four main student learning objectives: [1] application of scientific principles, [2] development of mathematical and quantitative methods, [3] a look at the magnitude of investments to date by the United States and several other nations that apply results of the research, and [4] engaging in a substantive analysis/debate about cost/benefits of research, and the environmental and human consequences. Philosophically: are these advances helping or hurting humans and this planet?

**Poetry and the Public**
FSEM 1111-60 | CRN: 2897
Offered: TR, 10:00 AM-11:50 AM *time updated*
The word ‘poetry’ sometimes intimidates students, but poetry has always surrounded and excited us, at protest marches, in hip-hop music, on city buses, at public readings, in greeting cards, and more recently on YouTube and in personal blogs. The idea that a poem is something to analyze in school on paper is a relatively recent phenomenon, and a fairly limited perception of poetry that overlooks its other social possibilities. So, what have been the roles of poetry in relation to popular culture? How have poets interacted with various ‘publics’ and readers and listeners at different times? This seminar examines poetry’s relationship to the public by looking at the poetry of the Harlem Renaissance, the Beat Generation, the Black Arts Movement, Poetry Slams, and poetry on the Internet. We will ask how different poetry movements helped shape public identity, and how readers have understood poetry and different times in history. In addition to traditional lecture format, class time will be devoted to discussions of readings, small-group presentations, interviews with poets, and other creative activities, including organizing a public event, performance, or other activity that brings poetry into the daily lives of people.

**Psychology of Exercise**
FSEM 1111-7 | CRN: 3348
Offered: TR, 2:00 PM-3:50 PM
Physical activity has been related to variety of positive outcomes across the lifespan such as improved mental health and dementia prevention. The mind-body connection will be explored to understand how engaging in motor activities influence psychological processes, including affect, cognition, motivation, identity, stress, and well-being. A major project will focus on learning the process of social science research through answering an original question about exercise.
psychology. Additionally, students will participate in a mass psychology demonstration and classroom exercise dance to experience social influences on embodied behavior. As exercise psychology originates from the tradition of positive psychology, there will be also be an emphasis on personal transformation and growth in this course.

**Punk Style and the Places of Meaning**
FSEM 1111-51 | CRN: 3397
Offered: MW, 12:00 PM-1:50 PM *time updated*
Music has been an integral experience of youth culture since at least the middle of the 20th century. More specifically, popular music has played an important role in the construction of youth identities, and the most popular form has often been some version of rock n' roll. Among rock's many offshoots, punk has endured as a popular genre for over thirty years. Since its beginnings, the definition of punk has been contentious. This course will use punk style (mostly through three books, Denvoid, 924 Gilman, and Underground: The Subterranean Culture of Punk House Shows) to study rigorously how communities construct meeting out of many conflicting views. Like many musical subcultures, punk has often concerned itself with authenticity ("true" or "real" punk often must conform to a certain ethos that has been passed down through various structures in the punk community), and this course will examine some of punk's history and development as a lens for critical investigative techniques appropriate for college level work. Please note that you do not need to be a fan of punk in order to enjoy and learn in this course.

**Quality TV & Discourses of Legitimation**
FSEM 1111-6 | CRN: 3304
Offered: TR, 12:00 PM-1:50 PM
This course explores how and why television is gaining a new level of cultural respectability in the 21st century. Through a historical perspective we will contextualize how television’s growing prestige emerges alongside the transformation of media at technological, industrial, and experiential levels. We will think about the role that discourses of quality play in legitimating some forms of television while excluding others, and examine the social relations of power around race, class, and gender that shape those discourses. By extension we will explore how diverse audiences are impacted by television and in turn impact the way television is understood in order to consider the role of television in serving the public interest. Overall, this course will challenge students to move beyond the question of taste—whether TV is "good" or "bad"—and to focus instead on the cultural, political, and economic issues at stake for television in the digital age.

**Reading Maps: Literature, Culture, and Cartography**
FSEM 1111-92 | CRN: 2997
Offered: MW, 12:00 PM-1:50 PM *time updated*
Maps are everywhere. You can find them on your phones, in your car, at Buzzfeed. We rely on these helpful maps, but they do far more than give us directions. Maps impact how we see the world; they influence our understanding of culture, politics, and even our own identity. In this class, we will read literature and philosophical essays that explore the ways in which cartography not only describes the world but actually shapes it. Part of the class will focus on critical/philosophical writings about maps. These essays will look at how maps, which seem to be neutral, actually can change the way we move through the world and think of ourselves. We will
also read a variety of literary works that demonstrate the literary nature of cartography. What can literature and art teach us about becoming careful readers of cartography instead of passive, naïve consumers of a powerful technology.

**Revolution and Revolutionaries in Latin America**  
FSEM 1111-16 | CRN: 2871  
Offered: MW, 12:00 PM-1:50 PM  
Latin America brings to mind images of Emiliano Zapata, the modern Zapatista rebellion in Mexico, Che, the Cuban Revolution, Guatemalan indigenous women carrying babies and weapons simultaneously. On the opposing side from the revolutionaries, we easily imagine military dictators behind dark sunglasses in full military regalia. In bringing these images of revolution and repression to our minds we often fail to realize that many of Latin America’s revolutions resulted from a conflict over access to a resource most Latin Americans hold close to their hearts – land. It is important for us to study revolutionaries because, from the Dominican Republic down to Patagonia, directly or indirectly, guerrillas have shaped, and in many cases transformed, the social, physical, and political landscapes in most Latin American countries over the last few hundred years. We will examine the causes, nature, and consequences of revolutionary movements in Latin America during the 20th and 21st century. We will read accounts of revolution written by guerrilla leaders, teachers, United States government agents, and academics from the North and South in an attempt to understand revolution and the fight for land from multiple perspectives. Students will write a final research paper on the Latin American revolution or revolutionary of their choice.

**Rock Theatricality**  
FSEM 1111-47 | CRN: 2892  
Offered: TR, 12:00 PM-1:50 PM  
Rock music takes many forms, but since its earliest examples rock has been defined by theatricality. From Elvis’ salacious hip-wiggling to the brutality of death metal, this course examines the ways that rock uses theatricality to perform revolutionary ideas and identities. Students will explore the relationship between theatre and rock from multiple angles, culminating in a creative and analytical project where they develop their own theatrical rock performance concept.

**Schools on Trial: The Politics of Education Reform**  
FSEM 1111-58 | CRN: 2896  
Offered: TR, 10:00 AM-11:50 AM  
Demands for education reform regularly make headlines, and litigation puts “schools on trial” before federal, state, and even international courts. Judges frequently rule that schools fail (1) to treat students equally and (2) prepare future citizens for full participation in democracy and the market. The consequences of inequity and failure are dire: poor performance sets us up for declining living standards, growing inequalities, and more social conflict. How can public education be reformed to serve the needs of all children, as well as society as a whole? Can courts play a constructive role in this process? How has politics interacted with court-ordered education reform to produce contemporary challenges? Are we alone in our dilemma?
Shakespeare & Film
FSEM 1111-36 | CRN: 4221
Offered: F, 10:00 AM-1:50 PM
Who was William Shakespeare and what do his plays mean to us in the 21st century? This First-Year Seminar will investigate Shakespeare on the page, stage and screen, studying the various ways in which The Bard’s plays are transformed from works of dramatic literature into works of culture. Students in this course will study film productions of Shakespeare’s plays from interdisciplinary and international perspectives. The class will begin with close examinations of Shakespeare’s original texts with regard to Elizabethan culture and English Renaissance literary traditions. Students will then investigate the ways in which film adaptations offer new cultural narratives that work within and against the discourse of Shakespeare’s world. We will follow Shakespeare through his myriad transpositions into strikingly diverse cultural traditions, rediscovering what it means to be celebrated and challenged as a "universal poet." Students will work individually and collectively as they engage with research projects, connecting the classroom to the world-at-large. This seminar will also provide individualized academic advising as part of a robust introduction to campus resources and the intellectual community at DU.

Spain in the Southwest
FSEM 1111-69 | CRN: 4341
Offered: TF, 10:00 AM-11:50 AM
How did Colorado get its name? Who were the first explorers of the southwest and what happened when they encountered Native Americans? How did the harsh landscape and climate affect the ways in which these people lived and travelled? How did the relationship of these two groups evolve over time? This course studies Spain’s presence, history and legacy in the American Southwest. It explores the development of Spanish society and institutions on American soil and its impact on the lives of the native people of America, from the initial clashes to the progressive mutual adaptation that occurred. During the course we mostly study travel accounts written by Spaniards describing their explorations and their encounter with the local people and landscape. We also read documents produced by Native Americans showing the other side of the conquest. As the course progresses, we try to go beyond the simplistic opposition of Spaniards/Indians, by reconstructing the progressive development of a complex multicultural society that brings us to the Hispanic/Latino culture of the Spanish Southwest today. This course will attract those interested in Literature of Exploration, Travel Narratives, Spanish/Hispanic/Latino history and culture, the European roots of Latino Identity, Colonial Latin America, Native American Culture, the Southwest, cultures in conflict.

Storytelling: From Plato to Fable
FSEM 1111-38 | CRN: 4222
Offered: TR, 10:00 AM-11:50 AM
What would Plato say about video games? How is a short story put together? Is it meaningful to insist that a book is better than its movie adaptation? Answers to these questions can be found when we study storytelling—narrative. Narrative is a basic human need, but one of our most complex endeavors. Narrative can take an almost boundless number of forms in our modern culture, including: gesture, speech, writing, music, painting, photography, cinema, radio, television, comics, theater, and video games. This seminar examines how the principal elements of narrative are emphasized by different genres and media, and how narrative forms change over
time. In particular, this course focuses on how stories may be adapted. This seminar’s goals include: (1) introducing students to narrative theory through an active learning environment, (2) familiarizing students with interpretive strategies and critical reading skills in a supportive intellectual community, (3) helping students put theory into practice through a series of written exercises that focus on university level academic expectations, and (4) fostering a strong advising relationship with the instructor. Through discussion, presentation, reading, analytical writing, and focused creative work, students gain an appreciation for how various thinkers have interpreted, analyzed, and utilized the art of narrative from Plato to Fable.

**Stranger than Fiction: Research, Craft, and Creative Nonfiction**
FSEM 1111-57 | CRN: 3399
Offered: MW, 10:00 AM-11:50 AM
Sometimes called the fourth genre, creative nonfiction (CNF) characterizes a style of prose that is as varied as it is compelling. Permutations of writing in this genre include the memoir, the personal essay, literary journalism, and place writing. In this class we will read extensively, with an eye toward what it means to write engaging creative nonfiction. We will ask and answer questions of content, craft, voice, and style. Students will go out into the field and conduct primary research in order to compose original creative nonfiction. The resulting stories will be workshopped and peer reviewed in collaboration with the instructor and other students. Come quarter end, students will select their strongest work and create a writer’s portfolio.

**Tales from One Thousand and One Nights**
FSEM 1111-80 | CRN: 4343
Offered: MW, 2:00 PM-3:50 PM
In this course, we will enter the land of supernatural creatures such as jinns and ghuls that haunted the Arabian Desert, and indulge in reading some of these stories just for pleasure. However, we will delve deeper into those tales. After situating the text in its historical context, and examining briefly the structure of the stories from a literary point of view, we will use some of the narrations to discuss ideas and concepts that are very pertinent to our times. Many of our discussions for example will be centered on the concept of orientalism and the western representations of the East. We will talk about how these representations affect the way we perceive Middle Eastern people and how they may contribute in pinning the West against the East. Another provocative topic is the issue of gender and class and the notions that the West has about women in the Middle East. The delicate topic of religion and how it informs our opinions about gender and morality will also be tackled. All of these concepts and others you may want to discuss, will be approached from an angle that addresses diversity.

**The 1960s – The Decade That Changed Everything**
FSEM 1111-55 | CRN: 4264
Offered: TR, 2:00 PM-3:50 PM
Fifty years later, historians and social theorists looked back to the decade of the 1960s as the brief era in which the modern world was turned upside down, and when most of the progressive social values and attitudes, which we take for granted today, emerged. It was a time when the expression “revolution now” became a rallying cry in politics, race relations, music and the arts, drugs, religion, sexuality, and views of gender. The course will explore, critically as well as thematically, the character and current ramifications of this age cultural revolution with...
consistent attention to one, main conversational question: what is the legacy of the Sixties – the negative as well as the positive --- with which we can identify today, and how does it continue to shape our future commitments and actions? The course will also at appropriate times offer some unique anecdotal and personal perspectives of the instructor, who was deeply engaged in the activities of that era, especially in Northern California which was the epicenter of the so-called “culture-quake” throughout the late Sixties.

The Bible and Social Justice
FSEM 1111-26 | CRN: 2879
Offered: TR, 10:00 AM-11:50 AM
The Bible is scripture to Jews and Christians and continues to be an important influence on social norms, laws and ethics in our Western society. In this course, we will read the Bible from a variety of perspectives and through the eyes of the poor and marginalized, all the while asking the question of how this text has inspired, challenged, inhibited, or motivated the search for social justice and peace. Using the Bible as a starting point, we will explore different theories of justice and how we can better understand current issues of (in)justice, poverty, violence, race and gender relations, suffering and charity in the world today. Note: This is a service-learning course. As part of the course requirements, students will have the opportunity to volunteer with one of our non-profit, partner organizations addressing an issue of need or injustice in our community.

The Fascination of Evil
FSEM 1111-34 | CRN: 2886
Offered: MW, 12:00 PM-1:50 PM
Why are villains some of the most memorable characters in literature? Is it true that we root for heroes and heroines but find them a bit dull at times, while we hate the villains but find them fascinating? What exactly is the attraction of evil in fiction? These are just some of the questions this course will pose as we study several of the most infamous characters ever created. What makes them tick? Are they really “evil”—and is evil a useful term in describing them? Or do we use this idea to shield ourselves from their temptations? How do authors create characters whose actions are terrible or repulsive to us but who nevertheless elicit either our sympathy or our interest? Our survey of infamy will include the Bible’s (and Milton’s) Satan, Shakespeare’s Richard III, Euripides’ Medea, Melville’s Captain Ahab, and many others. Students will improve writing and reading skills, especially the practice of close reading within a historical and cultural context.

The Human Condition: Emotion and Sentiment Expressed through Music, Visual Art and Literature
FSEM 1111-93 | CRN: 2998
Offered: TR, 12:00 PM-1:50 PM
In this class we’re going to try to describe the indescribable, to empathize with some of the great artists, musicians and poets of Western art and learn about ourselves and our emotional responses by studying the lives and works of civilizations masters of expressing emotion. We’ll study music compositions, paintings, sculpture, and literary works, and see how geography, time periods, and personal crises influenced the way these creators of art expressed themselves. In seeking similarities in emotional expression across diverse time periods and different forms of art, we will strive to find a truth to these expressions that is timeless and helps us come to a
greater understanding of how we, ourselves, express things artistically. Everyone, regardless of background, will leave the course with a better understanding of how to approach music, visual art and literature in a true sense of appreciation, and will be challenged to develop an artistic and intellectual curiosity to embrace a lifelong experience of growth in understanding art. Rather than chronologically, class lectures will be organized by emotional topics. These topics include (Lament, Anger, Romantic Love, Mischief, Reverence, etc.) The works studied will not only be relevant to the topic, but masterpieces of Western art, and help to expand the student’s vocabulary and understanding of these emotions.

The Mathematics of Games, Sports, and Gambling
FSEM 1111-18 | CRN: 2873
Offered: TR, 12:00 PM-1:50 PM
Is it ever worth playing the lottery? Can I get an advantage in the casino playing blackjack? Do left handed batters really fare better against right handed pitchers? What's home advantage really worth in football, anyways? In this class, we will build up the mathematical fundamentals needed to really address these, and other, questions. To this end, we will focus on building a background in combinatorics, probability and statistics needed to critically analyze statements and model phenomena arising in the real world. Students will be encouraged to conduct their own research and analysis, and to question assumptions and conventional wisdom in the sports world. In so doing, they will develop a toolset which can be used to critically examine questions which arise in many different fields. Although no mathematics beyond a high school level is required for the course, some of the ideas encountered will also hint at many of the beautiful ideas underlying many areas of higher mathematics will also be encountered.

The Psychology of Video Games
FSEM 1111-88 | CRN: 2967
Offered: WF, 10:00 AM-11:50 AM
This course is designed to provide an overview of the psychological components of video game playing. We will examine the history of gaming as well as current research about video gaming and its impact on individuals and society. Topics will include motivation, addiction, escapism, conflict, aggression, reward, and social relationships. This seminar course begins with a discussion of “gaming” and an examination of the evolution of gaming. We then investigate the potential effects of video game play on behavior, emotion, cognition, and physiology by examining empirical research. Throughout the course, students explore explanations for the effects related to playing video games including social learning theory, theories of motivation, and the general aggression model. Finally, each student will come to their own conclusions about the effects of video games and potential guidelines that should or should not be in place for video game play.

The Rhetoric of Economics
FSEM 1111-30 | CRN: 2883
Offered: TR, 10:00 AM-11:50 AM
Rhetoric of Economics is a course that illustrates the important relationship between persuasion and modern science. Taking the discipline of economics as its particular object of analysis, the course will argue that this field of thought must be understood as an attempt to rhetorically secure belief in an innate market logic that undergirds all human behaviors and social practices.
Both critical and historical in its engagement with a wide variety of economic texts, the rhetoric of economics will provide students with a vocabulary to grapple with many of the most pressing problems of the 21st century. These topics include, but are not limited to, financial crises, globalization, living wages, and climate change. Assignments for the course will include weekly reading notes, mini-exams, in class debates, and a final group presentation. All assignments are aimed at building critical thinking skills and the capacity to develop and defend complex analytic arguments. An open mind and willingness to question taken for granted assumptions about society and culture are important prerequisites for the course.

The Strange World of Quantum Physics and How It Affects YOU Every Day
FSEM 1111-67 | CRN: 2903
Offered: TR, 2:00 PM-3:50 PM
A cat is both dead and alive, an electron is both a particle and a wave, and a message instantaneously propagates across the universe; reality or fiction? It is true and the basis of many things that we use and encounter every day. From lasers, GPS, and Internet to “iGadgets” and computers, they exist because of the laws of quantum physics. But this is just a beginning; our future is likely to make science fiction from Dick Tracy cartoons to Star Trek movies look not too imaginative. The seminar will overview basic principles of quantum mechanics and organization of the universe. All topics will be treated in a systematic way: reading and writing assignments will be followed by in-class presentations and group discussions, debating different aspects and viewpoints, as a vehicle for stimulating critical thinking and reasoning skills.

Thinking
FSEM 1111-11 | CRN: 3349
Offered: TR, 10:00 AM-11:50 AM
The course helps students: (1) better understand how to think well, (2) better understand how and why we often don’t think well, and (3) improve thinking skills through extensive practice with instruction and feedback. The course addresses a wide range of topics in which thinking is relevant including argumentation, theory testing, and problem solving. Students come to understand their personal strengths and weaknesses in thinking and work to improve both.

Trash and (Zero) Waste in a Disposable World
FSEM 1111-71 | CRN: 2907
Offered: TR, 2:00 PM-3:50 PM
Trash is an integral part of our daily lives, but the effects of our trash are oftentimes invisible (or at least ignored). This course will make trash visible as an object of academic inquiry. We will observe our own habits of consumption and waste, confronting the trash we produce locally on the DU campus. We will also identify how our personal behaviors and patterns connect to larger social issues related to trash. In examining the networks and institutions relying on and profiting from waste production, we will understand how rhetorical strategies promote mass consumption and disposable culture as clean and convenient, and we will consider the various implications of these rhetorics—the economic, political, and environmental impact of waste. In addition to analyzing texts in the classroom, we will apply this information through primary field research, and we will present these research findings to a public audience on campus.
This course aims to introduce students to the history of U.S.-Israeli relations from the emergence of Israel as an independent state in 1948 to the present through a thematic examination of key topics. While the U.S.-Israeli relationship has elicited strong reactions both from those who want to see it strengthened and those who want to see it weakened or even severed, students in this course will be tasked with taking an academic approach in studying it. Through reading primary and secondary sources, watching excerpts of films, documentaries, and public lectures, and in-class discussions, students will be exposed to key issues including, but not limited to, U.S. economic support for Israel, the impact of key eventshistorical developments, such as the Cold War, the end of the Cold War, September 11, and the Arab Spring, on U.S.-Israeli relations, cultural foundations of U.S. popular support for Israel, the United States’ role in the peace process, and the impact of the recent Boycott, Divestment, and Sanctions (BDS) movement on U.S.-Israeli relations. Furthermore students will learn about the current debates raging within the American Jewish community regarding U.S. support for Israel.

Using Our Brains: An Interdisciplinary Study of Zombies in Popular Culture
FSEM 1111-27 | CRN: 2881
Offered: WF, 10:00 AM-11:50 AM *time updated*
Zombies may be mindless, but they have sparked significant intellectual interest among the living. This course will examine the evolution of zombies and their current popularity from a variety of perspectives, including cultural studies, history, ethnobiology, film studies, literary analysis, psychology and sociology. We’ll study classic and contemporary film, TV, fiction, academic writings, and pop culture events and artifacts in order to trace the origins and types of zombies (Voodoo, reanimation, contagion) and explore how these incarnations manifest cultural concerns. In addition to honing skills in close reading and critical and creative writing, we’ll also learn how to survive a zombie apocalypse, make our own zombie movie, take part in a zombie crawl, and tackle the contradictions of a culture that produces the scariest zombies ever as well as the most benign versions. Please note that this class is not for the squeamish, as we will read and watch texts that include graphic violence.

Utopia, Dystopia, and the End of Modern Civilization
FSEM 1111-15 | CRN: 2870
Offered: TR, 10:00 AM-11:50 AM
‘Utopia’ is often defined as an imaginary ideal civilization. The very ideas of ‘Utopia’ and ‘Utopians’ are maligned in literature, film, and political discourse. From Darwin to Malthus to Adam Smith to contemporary films like The Matrix and Al Gore’s An Inconvenient Truth— the nature of the human condition remains contested, and human progress is in no way guaranteed. This course explores ideas of ‘Utopia’, ‘Distopia’, and ‘The End of the Modern Civilization’ in literature and film. Questions to be answered by the students will be: “What is the best of all possible worlds?”, and, “What, if anything, will I do to create them?” We will also explore the two prevailing myths regarding the future of modern civilization: 1) the myth of human progress, and 2) The myth of imminent apocalypse. We will explore these questions by reading literature on ideas of utopia and watching and discussing several movies that mock ideas of utopia from various angles: (overpopulation, bio-disaster, nuclear disaster, ecological collapse, totalitarian
political nightmare, etc.). Students will write three short papers associated with these ideas and learn to digitally edit a feature film and present their thirty minute synopsis to the class.

**Visual Literacy & Creative Dialogues Through Printmaking and Collage**  
FSEM 1111-89 | CRN: 2975  
Offered: TR, 10:00 AM-11:50 AM  
How can we express ideas through art? How can art create conversations? In this seminar we will investigate the visual and creative relationships between popular culture and art and how artists interpret and explore the world around them. Using a diverse set of printmaking and collage techniques, students will develop studio projects centered on poster design, zine culture, and street and mail art, learning how to craft their own unique creative dialogue through their artwork. Students will also work to develop their own aesthetic voice by thinking critically about the art we look at and make, all while having fun in the studio and gaining an appreciation for the power of creative thinking. In addition to art and writing assignments, the class will engage in artist presentations, film screenings and field trips focused on exploring Denver’s rich artistic community.

**Why Do Societies Succeed or Fail - The Class of 2020 and the American Future**  
FSEM 1111-19 | CRN: 2874  
Offered: MW, 10:00 AM-11:50 AM  
Why do people, organizations, and nations succeed or fail? In an era of profound cultural, technological, demographic and political change how students prepare for a changing world is important. After an initial foundation focusing on writing and analytic skills, the seminar will deal with the following themes: 1) What are the key social, political, and economic characteristics of successful societies; 2) Are U.S. political and economic institutions likely to succeed in the future; 3) What are the difficulties in attempting to solve real-world social, political, and economic problems; 4) Can the U.S. overcome "headwinds" that could dramatically stall future growth; and 5) How can students prepare themselves to cope with our rapidly changing world? We will focus intensely on development of analytic and writing skills.

**With and Without Nature**  
FSEM 1111-95 | CRN: 3000  
Offered: MW, 12:00 PM-1:50 PM  
Jim Harrison famously states that “to say ‘nature writing’ is to say water swimming.” His point? Humans are nature, too. Using sustainability and interconnectedness as organizing principles, this FSEM explores the natural world, asking students to examine humanity’s position with, against, and without nature. Students will read as eco-critics and write as green rhetors. The substantial reading list will include at least two books, and numerous short stories, poems, essays, and films. Students will also conduct regular field trips by studying a local outdoor green space, one they will visit often, researching the site in a hands-on manner, and recording their findings in a lengthy writing project – a multimedia naturalist's site journal. The site journal will ask students to study their site from a number of perspectives, including ones they may not already be familiar with (for example, historical, eco-feminist, and scientific).
Wrongful Conviction
FSEM 1111-61 | CRN: 3415
Offered: W, 4:00 PM-7:50 PM
The criminal justice system was once considered infallible. But we now know that innocent defendants are incarcerated and perhaps even executed. In recent decades, more than 1,500 defendants have been exonerated and released from prison in the United States (including more than 150 from death row). But even those numbers do not capture the extent of the problem, as exonerations are the tip of the wrongful conviction iceberg—most defendants who are wrongly convicted are never exonerated. In this course, we examine: (1) the prevalence and harms of wrongful conviction; (2) the causes of wrongful conviction; (3) strategies for reducing wrongful conviction; and (4) the prospect of compensating the wrongfully convicted. Students will improve their critical thinking and writing skills. Specifically, the final assignment is a course paper in which students must draw on the major findings in the field to explain a particular case.

You Are What You Eat: A Course in Food Chemistry
FSEM 1111-99 | CRN: 4627
Offered: F, 12:00 PM-3:50 PM
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.