

Updated 6/7/2017



First-Year Seminar Course Descriptions
2017-2018
www.du.edu/fsem

****In order to find an FSEM section that fits with your other required courses, you MUST review the list of required courses for specific majors and programs listed on the [course conflicts tab](#) on the FSEM website. *****

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

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

WF: Wednesday & Friday
R: Thursday
F: Friday

21st Century Feminism and YOU

FSEM 1111-97 or -91 | CRN: 2882 or 2842

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

Slut. Prude. Bitchy. Dumb. Basic. Some of the many words used in derogatory ways against women. In the 21st century, we might imagine that many of the trials and issues facing the women of yesterday have been left behind allowing feminism to move productively forward. But ... has it? What does feminism mean today and how has the past helped define the future? What does it look like to be a feminist now-a-days? To answer these questions and more, we will watch, read, debate, and reflect over the history of feminism, including, but not limited to the three waves, and we will attempt to define feminism in the 21st century. Throughout the quarter, we will also put theory into practice in this co-taught, service-learning class as we also explore 21st century feminism on our campus, and attempt to answer, what does it mean to be a feminist at the University of Denver? (Note: This course has two sections, which meet separately one day a week. The sections combine on the second day of the week.)

African American Pioneers in Music: Hard Knocks, Biography and Innovation

FSEM 1111-10 | CRN: 3659

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

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.

American Atheism: Retrospect and Prospect

FSEM 1111-8 | CRN: 4532

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

This seminar examines the role of atheism within the religious and political climate of the United States—from the perspectives of atheists themselves. In other words, this is not a course exploring the debate between atheists and theists, but instead is a course on atheistic thought and culture. By reflecting on readings, films, recent events, and popular culture through discussion

and debate, students are encouraged to create their own vision of a pluralistic U.S., mindful of atheistic arguments and realities. If the United States is a “Christian” nation, as many argue, where do atheists belong within American society wherein Christians constitute seventy five percent? Who decides? By all measures, atheism in the U.S. continues to grow: the most recent enumeration places the religious “nones” at twenty percent of the population. Debates rage over not only the number of atheists in our country, but how they fit into centuries old mythical figurations of a Christian Democracy. While the Declaration of Independence contains a few vague religious signifiers (words like “Creator,” and “sacred”), nothing in it nor in the U.S. Constitution indicates a Christian commitment. Instead, the Constitution and the Bill of Rights enshrine religious freedom.

Based on a True Story: The Complicated Intersection of Facts and Storytelling

FSEM 1111-71 | CRN: 2768

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

updated course description 5/15

Literary critic and cultural theorist Raymond Williams argued that “a culture can never be reduced to its artifacts while it is being lived.” However, we can gain valuable insight about our culture by analyzing its trends and texts. What does the most popular podcast of all time suggest about the culture that produced it? What do box office trends, Academy Award nods, and “binge-worthy” programming reveal about today’s audiences? What can be learned from our most popular and our most forgotten stories? Recently, we’ve seen a rise in entertainment based on true stories—“Hidden Figures,” “Spotlight,” “Feud,” “The People v. OJ Simpson,” “The Serial Podcast,” even your DU summer reading. What makes these texts so popular? They aren’t quite fact but they aren’t fully fiction. They reside at the complicated, yet compelling, intersection of fact and storytelling. Instead of revealing reality as it is, these texts offer us a stylized version of our world—one rhetorically crafted by our experiences, values, and expectations. The task of our seminar is to examine the factors that shape these stylized versions of reality, to explore the effects they have on their audiences, and to unpack their ethical, rhetorical, and critical implications. Students will also have a chance to craft their own text that’s based on a true story.

Bioethics in Science and Medicine; Politics and the Nobel Prize

FSEM 1111-16 | CRN: 2736

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

updated course description 5/15

How does science work and how does it relate to business and society? We will discuss both bioethical issues and the political aspects of science and government. We will debate these issues amongs ourselves and also benefit from guest speakers on bioethics and local legislative offices. We will examine the thread between the discoveries of some controversial Nobel Prize laureates, explore what connects them, and how that enables the next discovery. Some specific topics will be the discovery of the structure of DNA and the life of Bob Dylan. The course expectations are group presentations, four short writings relevant to the course and a final term paper.

Biotechnology & Me

FSEM 1111-42 | CRN: 3339

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

Biotechnology exploits living organisms, cell or cellular components to develop tools and products that are useful in research, agriculture, industry and the medicine. The word biotechnology is not just a fancy and futuristic word that makes people think of science fiction movies, it can be heard from daily news and it brings innovative products to human community. Will you invest in biotech stocks? Will you eat GMO foods? Will you get your personal genome profile? This course is expected to help students build basic understanding about how biotechnology works and lead students to participate in the discussion of these topics. This course will start with an introduction and historical overview of biotechnology discoveries. Students will learn the basics of DNA, protein and cells and get an understanding about the principles of genetic engineering. Then students will be introduced to various research and commercial applications of modern biotechnology in order to discuss the broader social, ethical, risk, and regulatory issues that arise from them. A range of topics will be covered in this course, including GMO foods, forensic biotechnology, molecular diagnostics, cloning, stem cell, the production of pharmaceuticals, the human genome project, genetic testing, 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 1111-66 | CRN: 4818

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

New course added 5/15

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: 2757

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

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.

Ciphers and Codes

FSEM 1111-18 | CRN: 2738

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

The three most important aspects of electronic communication are speed, privacy, and reliability. This seminar addresses the latter two topics. Messages occasionally end up in the wrong hands, either by accident or by eavesdropping. Rather than trying to prevent a message from going astray or being intercepted, it is better to make it unintelligible to anyone except to the intended receiver. This is achieved by encrypting the message with a cipher. The goal is to make the cipher hard to break yet easy to use. Electronic messages are subject to distortion during transmission. Since it is technically and financially impossible to prevent errors from creeping in, one has to design communication schemes that automatically detect and correct errors after the message has been received. This is achieved by adding redundant symbols into the message. The goal is to make the message resistant to many errors without lengthening it too much. The seminar will introduce basic concepts and techniques of cryptography (ciphers) and coding theory (codes). The treatment will be rigorous, with emphasis on practical applications. This is a laptop course.

Civilization and its Discontents

FSEM 1111-37 | CRN: 3174

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

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

Conservation Geographies: Protected Areas in a Peopled World

FSEM 1111-98 | CRN: 3643

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

How do we balance the need for wild places with the growing demands of an increasingly-peopled world? This class engages with scholarship that explores the conservation of wildlands, asking how people interact with their environments in the context of conservation spaces like national parks and other protected areas. We begin our investigation with an exploration of historic patterns of human activity, questioning the meaning of wilderness in today's world. How

have people interacted with natural environments throughout human history? Is anything truly natural today? Have we really reached the era of the “Anthropocene” where human activity influences every corner of the globe? We then turn to current controversies over protected areas, asking what role protected areas have in conservation today. How can we best protect intact ecosystems? Is it possible to balance the conservation of wildlands with the development needs of local communities? Could protected areas actually be a means of economic development? Can we reconcile different perspectives on wildland conservation in varied contexts (e.g., rural/urban or Global North/Global South)? Our investigation of these issues will include discussion of relevant literature and video case studies, exploratory data analysis, and field trips to local conservation spaces and organizations.

Crime Over Time

FSEM 1111-61 | CRN: 3129

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

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

Designing a Just and Sustainable Future: Denver and Beyond

FSEM 1111-65 | CRN: 2765

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

The primary goal of this course is to critically examine concepts of sustainability and sustainable development through the lens of social justice. In particular, we will explore the potential of people living in urban spaces to contribute creative solutions to current challenges at the intersection of environmental sustainability and social justice. We will focus on issues related to access to urban parks and open spaces, urban food systems, and transportation infrastructure. A core component of the course will be collaborating with a local non-profit partner to develop an applied pilot project in a Denver community.

Digital Politics and Political Engagement

FSEM 1111-22 | CRN: 4604

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

This course is organized around the broad question of what anthropologists should know about the way digital media are reshaping our daily lives, selfhood, society and political engagement. To answer this question, the course provides a series of foundational readings on the effects of new media on a number of domains of social life, including culture, the economy, political engagement, law and social movements. It is designed to provide students with the knowledge to analyze the development of digital media and its continuing impact in politics and culture. The course will introduce students to a range of key questions and debates surrounding the

intersection of technology and politics with a focus on the consequences of Internet culture and digital communication in our everyday lives. The course texts and interactive media will be designed to tie democracy and democratic participation to information access as we explore the proliferation of digital communication technologies and the broadening of online access. Students will participate in both individual and group projects and engage with digital media research tools and digital ethnographic methods in order to develop a critical approach for thinking about contemporary digital politics and colonial pasts, presents, and futures.

Down the Rabbit Hole: Critical Reading in Literature and Film

FSEM 1111-9 | CRN: 2733

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

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

Eat, Travel, Love

FSEM 1111-4 | CRN: 4471

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

Journalists, conquerors, missionaries, soldiers, runaways, historians, anthropologists, philosophers, poets, and novelists have done it. This course will take a look at prose written after travel. It's a genre as old as the epic but still alive and kicking. The course will attempt to pin down some definitions of the genre. Napoleon took several hundred scholars with him when he conquered Egypt, intent on a comprehensive literary, archeological, architectural, and pictorial record of the country—for what purpose: to freeze it in time, to organize (and colonize) its history, or perhaps to differentiate it from France and Europe? It was a routine of travel writers to take along a handful of unnamed and often unmentioned extras, though rarely as many as Napoleon did. This course will study travel and food, the uneasy relations between anthropology field writing and travel writing, and the idea at the heart of much travel writing, travel through human and family history.

Education and Change

FSEM 1111-33 | CRN: 2749

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

“You must be the change you want to see in the world.” Ghandi

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

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

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

“Change is the end result of all true learning.” Leo Buscaglia

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

EDUCATION FOR ALL? Opportunities and Outcomes in the Global Economy

FSEM 1111-78 | CRN: 2773

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

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

Exploring Psychology Through Theatre

FSEM 1111-88 | CRN: 2817

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

This course will actively explore topics in psychology that are showcased in each of four local theatrical productions (mostly musicals) that we will see as a class. Students will learn to analyze and discuss the topics that are introduced through theatrical performance and continued through in-class presentation of current psychological theory and research. The talk-backs and discussions following each performance and the integration of other course material with performances will create a space for thriving intellectual discussion across disciplines. In-class discussions of current research will also focus on current research methods used in psychological science. In addition, students will complete a guided writing project, with several opportunities for revisions and feedback from peers as well as from the instructor. This writing project will unify several psychological concepts with the themes of at least one musical that we have seen as a group. Students should finish this class able to intelligently discuss and write about the psychological themes of theatrical productions, as well as the scientific process of discovering

new truths in psychology. Note: Students will attend theatre performances three evenings during the Fall quarter, one of which is Wednesday, September 27. Others will likely be on Friday evenings.

Exploring the Ocean

FSEM 1111-63 | CRN: 2763

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

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

Exploring the Rhetoric of Anarchism and Conservatism

FSEM 1111-44 | CRN: 4723

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

In the last several years, two deeply-rooted historical movements have experienced a political and cultural resurgence: conservatism and anarchism. Evidenced by the successful “Republican Revolution” in American federal government in the early 2000s, as well as efforts to include a conservative worldview in educational and media institutions, conservative rhetoric is becoming increasingly salient to the American populace. At the same time, ignited in part by the expansion of “free trade” across the globe, anarchist rhetoric has become an integral part of activism: As anthropologist and activist David Graeber asserts, “the creative energy for radical politics is now coming from anarchism.” Initially, anarchism and conservatism appear as polar opposites: one advocates for the cultivation of traditional values and institutions, the other for a total dismantling of government and other “stifling” figures of authority; one is often associated with chaos and violence, the other with stodginess and control. In spite of the obvious differences in worldview and rhetorical style, both conservatism and anarchism are impassioned, dynamic, symbolic movements to “win the hearts and minds” of contemporary citizens. Through seminar readings, meetings, and assignments, we will explore the rhetoric of conservative and anarchist advocates. In the spirit of inquiry, we will question, propose, and test; disagree, defend, and challenge; consider alternatives, contingencies, and impacts—and reach a richer understanding of these pervasive, complicated movements.

Fracturing Fairy Tales: Moving Beyond a Simple Story

FSEM 1111-73 | CRN: 2769

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

updated meeting day 6/7/17

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: 2742

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

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: 2772

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

From Acknowledging Privilege to Practicing Inclusive Excellence

What is Inclusive Excellence and why should I care? These are the two fundamental questions to which we will find provocative and life-changing answers in a ten-week journey together. We will be reading *The Matrix Reader: Examining the Dynamics of Oppression and Privilege*, by Abby L. Ferber, Christina M. Jimenez, Andrea O'Reilly Herrera, & Dena R. Samuels. This comprehensive reader presents a collection of interdisciplinary and intersectional theoretical and critical essays, personal testimonies and reflections, poems, and imagery. We live in a richly multicultural society where our religious, linguistic and socio-economic histories and life situations vary greatly. Changing demographics in our country, and in the world, will make future employers want to hire individuals who have developed the skills to be successful leaders in an increasingly diverse society. Unearned privileges, unexamined assumptions, fear of

responsibility, unintentional prejudice by many perpetuate oppression upon others. Learning how to genuinely practice Inclusive Excellence takes courage and intelligence; it requires risk-taking, leadership, empathy and compassion, and it concerns all of us. Through weekly readings, regular journaling, short critical papers, engaged and respectful class discussions, we will learn how to reflect upon, and practice inclusive excellence on and off the DU campus. Students are required to write a final research paper on a specific aspect of the practice of IE.

From DNA to Diversity -and Beyond!

FSEM 1111-64 | CRN: 2764

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

You are currently living in the midst of a revolution –a genetic revolution. Scan the news concerning any biologically related topic (from human health and disease, to agriculture, to endangered species conservation), and you will find a conversation about genes. These conversations are currently shaping procedure and policy that will have wide-ranging impacts on the future of medicine, food production, energy production, environmental stability, and possibly even the nature of human nature itself! Unfortunately, few people really understand what genes are or how they work. This seminar will explore the relationship of DNA and genes to each of these topics, and provide students with the basic information we will all need to successfully navigate this revolution. To frame this exploration, we will read a graphic novel entitled *The Stuff of Life*, in which Bloort 183 (an alien interplanetary biologist from the Glargal Royal Science Academy) attempts to explain Earthly genetics to his Supreme Highness Florsh 727, in an attempt to influence governmental policies on his own planet. Students will be asked to fact check Bloort 183's report, and produce any necessary updates and addendums.

Games, Play, & Persuasion

FSEM 1111-59 | CRN: 3121

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

This FSEM takes up games and their rhetorical nature as a focus of study. Although games have existed for millennia, our latest cultural-technological revolution has dramatically increased their intellectual purchase. This course responds to this exigence by asking students to (1) critically engage with both academic and popular texts on play and (2) apply their acquired knowledge to the production of both a persuasive game and an informed theory of play. Drawing upon game studies, new literacy studies, and rhetorical studies, this class will ask students to confront questions with no easy answers. What is a game, and how are they designed? Are they capable of changing us in profound ways rather than merely distracting us? Are they supposed to be fun? What do they have to teach us about failure and iteration? These are some of the topics that could occupy our discussions and assignments. Importantly, although videogames are a crucial topic in game studies, they are only one expression of this interactive medium. Therefore, while videogames will occupy some discussions, they will not be privileged over board games, card games, tabletop RPGs, LARPs, augmented reality games, interactive fiction, and others.

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

FSEM 1111-79 | CRN: 3136

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

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, and the series itself is celebrating 20 years on "Best Of" lists in popular culture. 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, and research skills. Students view an average of two episodes every weekend. Students read and analyze texts and participate in seminar format classroom discussions. Students submit several response papers, one research paper and a lesson plan. Join us for some textual and cultural Slayage!

Geography and Genealogy

FSEM 1111-45 | CRN: 2755

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

This class is designed to provide a detailed overview of genealogy in relation to the geographic, religious, economic, political and social processes that shaped the migration choices of ancestors. This class focuses on U.S. genealogy databases and the assignments are designed with this constraint in mind, so students with at least one unexplored U.S. branch in their ancestry will benefit the most OR if this is not the case the students will focus on a pre-approved case study. The course will be taught under a discussion format with lectures focusing on intensive research of a variety of primary and secondary sources such as Ellis Island records and census records. This seminar also includes weekly laboratory/research sessions. This seminar will explore topics such as ethnic chain migration and great historical events in migration history. This course includes a service learning component related to geographic/historical research. It requires weekly assignments and extended papers exploring either the personal family migration history of each student or a case study.

Great Discoveries in the Life Sciences

FSEM 1111-32 | CRN: 2748

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

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

assignments, evaluation is based on a term paper, a group presentation (students work in teams of 4-5), and a final exam of the topics covered in class.

History of Colorado

FSEM 1111-35 | CRN: 2751

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

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

Human Nature: Perspectives from Philosophy and Science

FSEM 1111-39 | CRN: 2752

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

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.

Images of Women in Spanish Film and Literature

FSEM 1111-56 | CRN: 2759

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

This course explores representations of women's lives in various films, novels and short stories produced during the last century or so, primarily in Spain. While we study and evaluate these works we will gain insights into the social standards of behavior that influence the definitions of gender roles in various time periods. In turn, we will also relate what we are learning to our lives in 21st century America, and consider how gender norms are defined today. Throughout the quarter we will consider the narratives and films studied both as cultural products of a particular historical and political context and as works of art. From *The Oldest Story*, a rewriting of the story of Adam and Eve written in 1893 by Emilia Pardo Bazán, to the delicate fabric of the

dreamlike narrative of *The Back Room*, a novel penned by Carmen Martín Gaité in 1975, this course will require students to critically evaluate the socio-cultural environment in which these works were produced to better understand how they represent Spanish society and gender roles. Some of the themes that will be studied throughout the course are the creation of the female subject, the representation of the female body, the role of narrative design in a text and women writers' access to discursive authority. In addition to reading literature and viewing films, we will also use DU CourseMedia to study some of these themes in works of visual art of the same time periods.

Immigrant Stories: Theirs and Ours

FSEM 1111-3 | CRN: 2730

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

This course is designed to explore the different ways in which individuals displaced by emigration and exile have chosen to tell their stories. We will discuss texts by 20th and 21st century 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.

Interactive Fiction and LatinX Futurism

FSEM 1111-28 | CRN: 4674

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

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

Language Politics

FSEM 1111-94 | CRN: 2846

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

Think about all the "rules" you've learned over the years about the English language. Who decided what should be right or wrong? What effect do these decisions have on how we perceive race, gender, place, and other forms of identity? In this course, we will explore the relationship

between language and the public perception of issues, movements, and identities, and we'll consider the implications language use has in both personal and cultural contexts. Students will produce academic research and multimodal presentations as they engage with questions prescient to sociolinguistics, rhetoric, and historiography. By triangulating and critically assessing multiple types of primary and secondary sources, students will not only learn to engage with public conversations about language politics, but to also become critically aware of the power structures inherent in such discourses.

Magical Force of Magnetism: Levitation, Energy Harvesting, Medical Imaging and Beyond
FSEM 1111-40 | CRN: 2753

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

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: 2731

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

"A day without laughter," peerless clown Charlie Chaplin one said, "is a day wasted." Why *do* we laugh, *with* whom, at what—or (embarrassed!) *at* whom? This course escorts you toward possible answers, as we enjoy humor and the comical in diverse manifestations, laughing (or sometimes groaning) at examples from the coarse low of *Borat* to the witty of Wilde. Material ranges from funny sounds, words, and images to complete plays, classic and contemporary, and feature-length films, comic masterworks from Mel Brooks and Monty Python, not without “romantic comedy” (1981 gem the original *Arthur*). As the course title suggests, we explore *comedy*—in films and in several dramatic texts but also live on stage: the hilarious, challenging new play *Smart People* at the DCPA. Practical principles of humorists are a topic of our study, together with sometimes quite sober, even misanthropic theories of merriment; the outcome, however, will be your own creative work that will indeed make the instructor laugh, in shorter compositions and in comedic scenes that *you* will conceive, script, and perform at the end. You will demonstrate how well you understand comic mechanisms involved, not to kill humor and dissect it but to enhance your appreciation.

Mathematics and Art

FSEM 1111-54 | CRN: 2758

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

What makes a picture or a sculpture beautiful? Can it be scientifically quantified and explained? Is it independent of culture or context? Similarly, what does beauty mean in mathematics? What do mathematicians mean when they describe an idea or a result as elegant, and to what extent are mathematicians driven by elegance versus practical applications? In this course, we will explore

mathematics and art in parallel, and reflect upon the similarities and differences in aesthetics, purpose, and the creative processes that drive these human endeavors. The course will be partly about the history of mathematics and its practitioners, partly an introduction to mathematical ideas such as proof, abstraction, and infinity, partly about art history, and partly about studio art. Assignments will include readings and discussions, writing short essays based on the readings, mathematical assignments where you will write solutions to problems and puzzles, and studio assignments where you will create your own drawings and pinhole photographs. There will be guest lectures from members of the art department at DU, and some of the artwork that you create will be part of a joint exhibit with students from other FSEMs at the end of the quarter.

Mathematics Through Fiction

FSEM 1111-24 | CRN: 2741

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

What is mathematics? Can mathematics be applied to literature? Can literature be mathematical? Can we access new mathematical topics using fiction as our guide? Could we read some novels and short stories, have mathematical discussions 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, Power & Sexualization

FSEM 1111-6 | CRN: 3058

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

Within a contemporary cultural landscape that includes pole dancing classes, celebrity sex tapes, and sexting scandals, 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 the *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 ways in which media messages shape cultural perceptions of sexuality. Readings will draw from scholars who articulate the negative impacts of sexualization as well as scholars that argue that the *sexualization of culture* offers increased visibility of diverse sexualities and creates opportunities for sexual pedagogy. Although the *sexualization of culture* is a process experienced across gender identifications, this course has narrowed its focus based on mainstream "moral panics" regarding the lives of girls and women; in particular, the sexualization of girls and the growing relationship between female sexualized bodies and empowerment. Students will have the opportunity to explore these issues in-depth and will be encouraged to develop their own critical stance on cultural implications, impact, empowerment, and social change.

Mexican American History and Culture

FSEM 1111-5 | CRN: 3032

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

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

Monster Narratives

FSEM 1111-2 | CRN: 4469

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

Embodiments of anxiety, transgression, and transformation, monsters lurk at the margins of literary and cultural history. In this First-Year Seminar, we will study nineteenth-century monster literature in the context of social, political, literary, and scientific change, and will bring this knowledge to bear on a critical examination of the vampires, zombies, werewolves, and other demons that haunt contemporary culture. Moving beyond literary history, we will look at contemporary uses of the monster narrative in a range of social spheres, and will write both critical and creative projects.

Mountains of the Mind

FSEM 1111-82 | CRN: 3440

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

The mountain is an absolute metaphor, a primordial phenomenon like water or light. It is inherently symbolic and has long played a crucial role in the cultural evolution of peoples around the globe. Consequently, mountains are infused with clusters of meaning. To the (modern) Western world, mountains were long considered loci horribili: terrible, inhospitable places, unsuitable for cultivation and thus useless. They were merely wilderness, places that housed the forces of evil and in which wild beasts roamed. The cultural importance of mountains increased only gradually during the Middle Ages. The fascination of and interaction with the mountains, e.g. in the form of mountaineering, that we take for granted today is a rather modern phenomenon that has its beginnings during the 18th century Enlightenment. Mountains of the Mind is an interdisciplinary course that traces the role that mountains, both imagined and real, have played in the formation of modern Western self- and national identity since the Enlightenment. We will investigate literary and visual representations and interpretations of mountains and mountaineering, ranging from the scientific to the aesthetic, the geographic to the militaristic in order to understand the fluid roles attributed to something seemingly stable like a mountain.

Networking Italian-Style

FSEM 1111-31 | CRN: 3110

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

If you are interested in Italy, and are thinking about a future in Law, Business, Sports History, Communications, Music, Political Science and/or History, this is your FSEM! Networking and the exchange of personal, cultural and intellectual information has been around for centuries. Europe experienced a giant boom in networking activities in the eighteenth century. Italy in particular witnessed a variety of networks actively planting seeds for eventual political and geographical unification. This seminar explores differing notions of networking Italian-style during the eighteenth century, and it provides you access to the age of information exchange in three arenas: academies, periodical culture and salons. You will explore the universal nature of the period's literature, opera and political writings and seek to answer why these works are relevant today. The seminar also provides training for Stanford University's web-based platform - Palladio - an innovative, research tool used to visualize complex, multi-dimensional data. You will discover and gather data while researching the cultural exchanges and networks of eighteenth-century Italy, and acquire the skills necessary to create visualizations of this research.

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

FSEM 1111-8 | CRN: 2732

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

updated day/time 6/7/17

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.

Other Worlds: Exploring the Sci-Fi and Fantasy Genres

FSEM 1111-38 | CRN: 4707

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

Aliens, dragons, vampires, witches, androids, dystopian and utopian worlds, the frontiers of outer space and the lands of the fantastic: what do they have in common? In science fiction and fantasy, such elements portray representations of the “other” and otherness – what is different, alien, alienated, non-conforming, and/or existing at the margins of society. In this class, we will investigate how representative science fiction and fantasy works from a variety of different genres explore otherness as a concept and state of being. Science fiction and fantasy are unique in that otherness is at their core – readers expect to be transported to strange worlds and new frontiers. This otherness may stem from race, class, gender, and different abilities, or may simply be a representation of what is strange and unfamiliar to us. In this course, students will both read great works from sci-fi/fantasy and works of sci-fi/fantasy scholarship that will give them a critical lens through which to understand the genre, including postcolonial, feminist, Marxist, and mythological criticism. As utopian scholar Fredric Jameson claims, by projecting hypothetical futures and other worlds, science fiction and fantasy texts allow us to think of our own present reality as capable of transformation. Together, we will therefore trace how our

authors respond to their social conditions, including changes in science and technology, ecology, gender roles, race relations, and political (r)evolutions.

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

FSEM 1111-76 | CRN: 2771

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

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

Personal Genomics

FSEM 1111-62 | CRN: 2762

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

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.

Personal Histories of Photography

FSEM 1111-50 | CRN: 4763

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

This class explores photography as a medium through which to comprehend and also articulate ideas about your experience in the world. With photography assignments, lectures, labs, readings, movies field trips and critiques, this class will trace the historical evolution of photography, with an emphasis on how photography is used in the construction of identity. The course will explore the parallels that exist between cultural histories and personal histories of

photography. The class objectives will prepare students to begin articulating ideas using the photographic medium, not only technically and artistically, but intellectually as well. Completing the photography assignments, and participating in critiques will provide the opportunity to further advance your knowledge, and also encourage you to continue developing an artistic and aesthetic way of seeing. As an active participant in this class you will be required to engage in critical analysis of photography, art and culture. Most importantly, you will be encouraged to have fun in this class while continuing to: advance your skill level as a photographer; increase your self-awareness through photography; celebrate your intellectual curiosity; and gain further appreciation for the inter-connectedness of life.

Physics for Future Presidents

FSEM 1111-2 | CRN: 2729

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

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

Poetics/Politics of Resistance in the African Diaspora

FSEM 1111-13 | CRN: 4557

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

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

Poetry and the Public

FSEM 1111-60 | CRN: 2761

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

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

Populism in American Political Culture

FSEM 1111-20 | CRN: 3387

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

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.

Punk Style and the Places of Meaning

FSEM 1111-51 | CRN: 3117

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

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 meaning 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: 5130

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

New course added 6/5/17

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: 2844

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

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.

Restroom Revolutions: A Political History of American Bathrooms

FSEM 1111-6 | CRN: 4473

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

Bathrooms have been the site of intense political struggle throughout American history. Americans have clashed over racially segregated bathrooms, equal space for women, a right to rest breaks at work, toilets that are accessible for people with disabilities, and safe access for transgender individuals. In this class, we'll explore how courts, legislatures, and social movements have interacted to shape the politics of the bathroom around various issues, both historical and contemporary. We'll look at politics and policy around the country, but also at how these issues have played out (and are still contested) at the local level in Denver. Readings will include both academic and popular sources, and will be supplemented with short lectures, films, in-class discussion, guest speakers, and small group work.

Science at the Boundary: A Look into the Nanoworld

FSEM 1111-17 | CRN: 2737

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

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

Screening Latin America: Societies in Movement

FSEM 1111-1 | CRN: 4357

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

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

Seeing Through Clothes: Topics in Clothing/Dress/Costume/Fashion and Culture

FSEM 1111-46 | CRN: 4748

updated CRN

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

Why do we wear clothes? What does our dress SAY about -and for- us? What exactly IS Fashion anyway? How does it work? From studies in cultural and historical dress to contemporary superhero cosplay, Seeing Through Clothes will tackle a “variety-pack” of topics popular among fashion theorists, exploring the evolution of its critique. We will approach from multiple angles how scholars consider the intersections of the body, identity, culture, and clothing, as well as the consumption of fashion since the 15th century. Particular emphasis will be given to contextualizing costume/fashion as contributors to popular culture through the performance arts (film/ tv/theatre, etc.). Through a collection of readings, videos and podcasts and short response

essays, a research paper, and final creative hands-on project (Trashion Show 2017), students will engage with some of the most influential and important ideas about fashion, bringing to light the presuppositions involved in the things we think and say about what we wear.

Shakespeare's Cyborgs, Ghosts & Tyrants

FSEM 1111-36 | CRN: 3337

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

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

Stranger than Fiction: Research, Craft, and Creative Nonfiction

FSEM 1111-57 | CRN: 3118

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

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

Studying Moral Lives

FSEM 1111-7 | CRN: 4531

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

This course will show how social sciences investigate the development of morality in individual lives. Our starting point will be the theory of stages of moral development formulated by Lawrence Kohlberg based on research on boys in the 1950's. As we proceed toward the 1980's, we will study Carol Gilligan's research with girls and women that challenged Kohlberg's theory. By the early 2000's, scholars highlighted the moral lives of people in countries outside the Americas, of residents in African American communities, and of outstanding moral leaders struggling for civil rights and decent lives for poor people. Tracking this research opens awareness of different kinds of morality, cultural variations in development, and a range of reasons for holding and acting on moral beliefs. As we study moral lives, students will improve their understanding of the readings through discussion, short papers, and group work on visual

projects that set out ideas systematically. Students completing the course will have challenged and examined their own assumptions about living morally and will recognize how investigations of moral lives have built on and diverged from one another. They will have gained a sense of how knowledge expands in many fields of study

Tales from One Thousand and One Nights

FSEM 1111-27 | CRN: 3439

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

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

The American Dream and the Asian American Experience

FSEM 1111-12 | CRN: 4556

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

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

The Bible & Social Justice

FSEM 1111-26 | CRN: 2743

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

The Bible is scripture to Jews and Christians and continues to be an important influence on social norms, laws and ethics in our Western society. In this course, we will read the Bible from a variety of perspectives and through the eyes of the poor and marginalized, all the while asking the question of how this text has inspired, challenged, inhibited, or motivated the search for social justice and peace. Using the Bible as a starting point, we will explore different theories of justice and how we can better understand current issues of (in)justice, poverty, violence, race and

gender relations, suffering and charity in the world today. Note: This is a service-learning course. As part of the course requirements, students will have the opportunity to volunteer with one of our non-profit, partner organizations addressing an issue of need or injustice in our community.

The Fascination of Evil

FSEM 1111-34 | CRN: 2750

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

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: 2845

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

In this class we’re going to try to describe the indescribable, to empathize with some of the great artists, musicians and poets of Western art and learn about ourselves and our emotional responses by studying the lives and works of 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 Psychology of Video Games

FSEM 1111-7 | CRN: 3084

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

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 Real and the Imagined

FSEM 1111-43 | CRN: 4708

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

Humans are an inherently curious and creative species. These aspects of our make-up seem to create a fundamental need for us to understand and explain the world we live in. Given our impressive intellectual achievements, we like to believe our interpretations of the world are always rooted firmly in logic and fact; however, history shows us that even our most widely held “facts” often are later revealed to be little more than superstition or myth. This course will explore the roles artists, scientists, historians, and even governments have played in both our efforts to accurately reflect our sense of reality and our continuing need to create new “realities” when previous models no longer serve. We will consider issues of objectivity, perception, memory, and belief as it has been experienced in different time periods and cultures—including our own—all which will stretch our sense of what is “real.” In so doing, we will confront the fact that what we accept as reality is (at least in part) a human construction, and hopefully gain a greater willingness to accept contradiction, complexity, and uncertainty in our lives and the world around us.

The Right to Health in Theory and Practice

FSEM 1111-14 | CRN: 4600

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

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

The Science of Happiness

FSEM 1111-55 | CRN: 4765

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

What is happiness? Why are some people happier than other people? How can a person become happier in all areas of life? In this freshman seminar course, we engage and analyze the topics of happiness, well-being, and positive psychology. Students explore concepts of happiness and self-growth through research in the social science of positive psychology and well-being. Using

scholarly sources, pop culture media, and experiential learning, student will explore contemporary measurements and critiques of happiness. This engaging course includes experiential research-based activities, engagement with DU campus resources, and opportunities for self-guided application of course concepts. Students are expected to participate in a service learning initiative of their choice on campus or within the community.

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

FSEM 1111-58 | CRN: 4771

updated CRN

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

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

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

FSEM 1111-67 | CRN: 2767

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

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

Theatre of the Absurd

FSEM 1111-3 | CRN: 4470

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

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

Thinking

FSEM 1111-11 | CRN: 3085

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

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

Three Dimensions

FSEM 1111-75 | CRN: 2770

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

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

Torture: Causes & Consequences

FSEM 1111-49 | CRN: 3024

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

There is broad, international consensus that torture violates basic human rights, and the practice is explicitly banned in several major international treaties. Why, then, does torture persist today? This course examines the history of torture in order to understand the practice's contemporary uses and meanings. We will work to comprehend how and why the U.S. used torture during the country's wars in Afghanistan and Iraq, using sociological and criminological theories to do so. We will also study the consequences of torture, examining autobiographies and human rights literature to understand what torture does to those who suffer it and their communities.

Trash and (Zero) Waste in a Disposable World

FSEM 1111-29 | CRN: 4706

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

updated course description 5/15

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. Some of this research will take the form of a one-day trash audit of trash on campus, organized

by the DU Center for Sustainability. We will also explore photography as a means of documenting and, ultimately, changing our relationship to our trash.

Travel Writing: Exploring the World and the Self

FSEM 1111-9 | CRN: 4555

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

Leaving home is a universal rite of passage. Everyone travels and almost everyone likes traveling, it triggers the thrill of escape from domestic monotony while it is fueled by the pursuit of alternative ways of life. Travelers have been telling their stories since the beginning of human kind, oral stories soon developed into sophisticated written narratives that became one of the most popular forms of literature while serving the changing purposes of the travelers and the needs of their readers. Writing about travel has the potential to reconstruct the exhilarating moments of crossing personal and physical borders; but, on the other hand, travel writing risks portraying Otherness through a deforming glass. This course shows that the perceptions of others and other places, as documented in travel narratives, are not based on entities ontologically given but on social constructions historically and artistically constituted. Consumers of travel discourses (i.e. readers of travel journal and accounts, viewers of travel films and documentaries) should go beyond the basic identification of travel as freedom and adventure; through critical analysis, they should be aware of the dynamics of power, privilege, and prejudice latent in much travel writing through history, as it is a genre linked to the legacy of Empire.

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

FSEM 1111-27 | CRN: 2745

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

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, 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: 2735

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

"Utopia" is often presented as an imaginary ideal civilization. In "Utopia" Thomas More writes of an island enjoying a perfect economic, social, legal, and political system. Sounds great. Yet to call someone a "utopian" today is generally regarded as pejorative. 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 Hunger Games" 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", "Dystopia", and "The End of the

World" in literature and film. Questions to be answered by the students will be: What is the purpose of envisioning utopia or dystopia?; What is the best of all possible worlds? and, What, if anything, will I do to create them? 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. Students write two papers associated with these ideas and deliver a 20 minute presentation to the class that ties one or more of the themes we discuss to real world contemporary situations or phenomena.

Visual Literacy & Creative Dialogues Through Printmaking and Collage

FSEM 1111-89 | CRN: 2825

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

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

Who Owns English?

FSEM 1111-53 | CRN: 4764

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

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

Why Do Societies Succeed or Fail - The Class of 2021 and the American Future

FSEM 1111-19 | CRN: 2739

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

Why do people, organizations, and nations succeed or fail? In an era of profound cultural, technological, demographic and political change how students prepare for a changing world is important. After an initial foundation focusing on writing and analytic skills, the seminar will

deal with the following themes: 1) What are the key social, political, and economic characteristics of successful societies; 2) Are U.S. political and economic institutions likely to succeed in the future; 3) What are the difficulties in attempting to solve real-world social, political, and economic problems; 4) Can the U.S. overcome "headwinds" that could dramatically stall future growth; and 5) How can students prepare themselves to cope with our rapidly changing world? We will focus intensely on development of analytic and writing skills.

With and Without Nature

FSEM 1111-95 | CRN: 2847

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

Jim Harrison famously states that "to say 'nature writing' is to say water swimming." His point? Humans are nature, too. Using sustainability and interconnectedness as organizing principles, this FSEM explores the natural world, asking students to examine humanity's position with, against, and without nature. Students will read as eco-critics and write as green rhetors. The substantial reading list will include at least two books, and numerous short stories, poems, essays, and films. Students will also conduct regular field trips by studying a local outdoor green space, one they will visit often, researching the site in a hands-on manner, and recording their findings in a lengthy writing project – a multimedia naturalist's site journal. The site journal will ask students to study their site from a number of perspectives, including ones they may not already be familiar with (for example, historical, eco-feminist, and scientific).

You Are What You Eat: A Course in Food Chemistry

FSEM 1111-99 | CRN: 3665

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

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