

THE FIRST YEAR SEMINAR EXPERIENCE

Welcome to the University of Redlands! Beginning college is an exciting and, perhaps, daunting step. You are faced with many choices and opportunities. We want you to make the most of them. The University's First-Year Seminar (FYS) program, a requirement for all new first year students, is designed to help you through what is sometimes a challenging process. These seminars are designed to serve as an academic bridge between high school and college and, no matter what the course content; your seminar will help you apply learning tools such as critical thinking, careful reading, successful writing, and how to participate effectively in the give and take discussion expected of you in the college classroom. **The seminar to which you are assigned will begin during New Student Week and continue through your first semester.**

During **New Student Week**, you will meet your seminar professor and peer advisor, begin work in your seminar, take placement tests as needed, and register for the rest of your courses for the fall semester. **Your FYS professor will be your initial academic advisor at the University.** Each professor offering a first-year seminar has selected a seasoned, friendly and helpful University of Redlands student who will serve as your peer advisor. Because the FYS will be one of your four classes in the fall, you will have regular contact with your professor, your peer advisor, and the other new students in your class. For now, I need you to carefully consider the FYS available in the fall and let me know which ones you are interested in.

Selecting your First-Year Seminar: The following pages contain descriptions of the First-Year Seminars you have to choose from. Because of their introductory nature and purpose of opening you up to what it means to be in a liberal arts environment, please consider each of them regardless of your intended major, your background in a particular academic discipline, or any subsequent courses you might consider taking. Many of the seminars will meet at least one of the Liberal Arts Foundation requirements for graduation.

The best approach to selecting a seminar is to **read the descriptions carefully and with an open mind**—remember, the title alone may not convey the full nature of the class as envisioned by the professor. I will also ask you to choose your top three themes. The themes are described as well and reflect the breadth of the liberal arts including sustainability and the environment; social change; cross cultural perspectives, theatre, music, and visual arts; scientific and quantitative explorations; human behavior; history, politics, business, and the economy; literature and the power of words; and teaching and education.

If you have been accepted into **the School of Music or the Johnston program**, please choose **the designated seminars** for these programs as your only choice:

- **Johnston Students: FS 01 – Intellectual and Creative Freedom.** Johnston students will be assigned housing in the Johnston Intentional Living/Learning Community in **Holt and Bekins Halls**. *Students accepted into the Johnston Center should not sign up for any other seminars.*

- **For Music Majors/Minors: FS 02 - First Year Seminar for Music Majors and Minors.** Music students will be assigned housing in the Living/Learning Community in **Anderson Hall**. *Students accepted into the School of Music should not sign up for any other seminars.*

The following seminars also participate in **First Year Living/Learning Communities** and are available to all interested students. Students who are assigned to these seminars will be housed together to facilitate community activities and interpersonal learning.

- **Environmental Consciousness Living/Learning Community in Merriam Hall: FS 03** - *Connecting to the Wild: Wilderness Leadership and Adventure* and **FS 34** – *Sowing The Seeds Of Community Resilience: Engaging In Civic Ecological Practices*
- **Social Justice Living/Learning Community in Fairmont Hall: FS 05** - *Punk Rock: DIY (Do it Yourself) for Personal and Social Change*, and **FS 06** - *The Revolution Might be Televised: Social Justice History through Music, Movies, and Multimedia*, and **FS 07** - *You Are A Neanderthal in the 21st Century, Now What?*
- **Global Quarter Living/Learning Community in North Hall: FS 08** - *Mountains and Streams as Our Home: Contemplation of Nature in East Asian Traditions* and **FS 09** – *Beyond the Killing Fields: Encountering Cambodia Today*

Important Directions:

1. Please choose the **top 10 seminars** that you would most like to take and rank them **in order of preference** (1 = first choice, 2 = second choice, and so on) on the First-year Seminar Selection Form.
2. Importantly, also **rank your top 3 theme preferences**. Please be flexible with your choices. All of the professors chosen for the first year seminar program are eager to have you in their seminars.
3. Read each description carefully! Some seminars have **non-negotiable** requirements, such as **weekend trips, fees, and/or predetermined living arrangements** (see above). If you have **other commitments that may conflict** with these requirements, or if the time of the seminar might interfere with your participation in athletics or other activities, **make other choices that do not conflict!**
4. **Johnston Students should only choose FS 01** as the first choice and leave their other choices blank. Non-Johnston students *should not* choose FS 01 as one of their choices.
5. **School of Music Students should only choose FS 02** as the first choice and leave their other choices blank. Non-Music students *should not* choose FS 02 as one of their choices.
6. We will do our best to honor your top choices and preferences whenever possible. Please note, however, because of the potential popularity of some seminars and our desire to keep seminar classes small, you may be placed in one of your lower ranked choices.

Sincerely,



Sawa Kurotani
Assistant Dean, College of Arts and Sciences
Sawa_Kurotani@redlands.edu

FIRST YEAR SEMINAR COURSE DESCRIPTIONS

FS 01 - INTELLECTUAL AND CREATIVE FREEDOM

THIS COURSE IS FOR JOHNSTON STUDENTS ONLY

By joining the Johnston community, you've decided to pursue a different kind of academic path, one that is more creative, individualized, experiential, integrated, and community-oriented. In this first year seminar, we will set the foundation for the important questions that the Johnston experience invites you to explore. What does it mean to think for oneself? What are the conditions for intellectual and creative freedom? How does a practice of disciplined reflection enable growth of all kinds? What are the benefits and obligations of learning in a community? Collaboratively-taught by two Johnston professors from different disciplines—Religious Studies and Film and Media—this course will consider these questions using a variety of different pedagogical approaches and through a range of disciplinary and interdisciplinary lenses.

*Please note students in this seminar will be housed in either **Bekins or Holt Hall**. You will be a participant in the Johnston Center for Integrative Studies, an intentional community focused on interdisciplinary and co-curricular learning, consensus-based decision making, and community building.*

***This course will meet on Tuesday and Thursday 11:00 a.m. – 12:20 p.m.*

Professors and Advisors: Kelly Hankin and Karen Derris

FS 02 – FIRST YEAR SEMINAR FOR MUSIC MAJORS & MINORS

THIS COURSE IS REQUIRED FOR ALL STUDENTS PLANNING TO MAJOR OR MINOR IN MUSIC

The First Year Seminar for music majors and minors is intended for all students planning to major or minor in music. It will set the stage for the rigorous course of musical training that you will undertake at the University of Redlands School of Music. As a class, we will be introduced to a wide variety of topics that are important to the emerging professional musician through on-going listening and writing projects, guest lectures from music professionals and current School of Music faculty, and in-class discussions and activities. There will be a **fee of \$150** with the course, as we will go on multiple field trips to the LA Opera, LA Philharmonic and various other performances. The goal of this seminar is to give each student a solid foundation in the culture

and expectations of studying music here at Redlands and beyond, as well as to give each student the tools to efficiently and effectively progress musically, academically, and professionally.

Please note: *Students in this seminar will be housed in the Living/Learning Community in Anderson Hall.*

*****This course will meet on Tuesday and Thursday 9:30 a.m. - 10:50 a.m.***

Professors and Advisors: Nicholle Andrews and Tony Suter

FS 03 - CONNECTING TO THE WILD: WILDERNESS, LEADERSHIP AND ADVENTURE

This seminar focuses on leadership, wilderness travel and environmental stewardship. It will take place not only in the academic classroom, but also in the mountains and deserts of Southern California. We will apply the lessons we learn as leaders in a wilderness setting to our roles as leaders on campus and in the community.

During the semester, there will be two weekend trips to places like the Sierra Nevada mountain range and Joshua Tree National Park to immerse ourselves in hands-on leadership exercises and outdoor skills. On campus, the class will get a taste of the backcountry through the experiences and writing of some of the world's renowned nature writers, explorers, and outdoor adventurers. While on our overnight trips, we'll be exploring these wild places, practicing the skills and leadership styles that we have studied and discussed in the classroom. In the field, our activities will include backpacking and hiking, rock climbing, journal writing, teambuilding initiatives, map and compass reading, and, last but not least, reflection on the area's natural history.

Please be prepared to immerse yourself in the natural world and spend time in the backcountry. We will all face the physical, mental and emotional challenges sometimes involved in being a part of the wilderness. You will be assessed on your participation in the classroom and in the outdoor environment, as well as your academic reading, writing, and research assignments. Please choose this course ***only if you feel confident you don't have conflicting plans on most weekends.***

There is a **course fee of \$200** to cover travel and food expenses for the outdoor trips, as well as some camping/backpacking gear – most equipment can be rented from Outdoor Programs on campus for free.

Please Note: *Students in this seminar, along with FS 34 - Sowing The Seeds Of Community Resilience: Engaging In Civic Ecological Practices, will be assigned housing in the Environmental Sustainability Living-Learning Community in Merriam Hall to encourage socialization and activism among students interested in sustainability and environmental issues.*

***This course will meet on Wednesday 1:00 p.m. – 2:20 p.m. and Friday 1:00 p.m. – 4:00 p.m.*

Professor and Advisor: Andrew Hollis

~~**FS 04 – GARDENING FOR FOOD, CULTURE, AND HEALTH**~~

**THIS FIRST YEAR SEMINAR HAS BEEN CANCELLED.
PLEASE SEE FS 34 FOR SIMILAR SEMINAR**

FS 05 – PUNK ROCK: DIY (DO IT YOURSELF) FOR PERSONAL AND SOCIAL CHANGE

The decade of 1976-1986 was a fertile time for change in rock music and attendant youth subcultures. Along came punk rock. Arising concurrently in various locations throughout England and the United States, punk's early years begat music and participation that loudly expressed contemporary discontents as well as hopes for alternative modes of living, personally and socially. Simply put, the music changed lives.

As punk's early years recede into the increasingly distant past it is the design of this course to revisit the music and the era in which it was made to see what we might learn – good, bad and ugly – for our own lives and time. In this course we will listen to a lot of music, view relevant films, read books and articles that address both the history and matters raised in punk and write responses to the materials we engage. While many of the class materials will logically overlap (harder, faster, louder) we will specifically address topics such as punk's forebears, the initial social differences of English and American punk, early and later punk feminism, technology and alienation, skaterock and the rise of extreme sports, self-sufficiency and DIY economics, straight-edge, and the use of humor and satire.

Substantial class participation in discussions and presentations will be expected, of course...

*Please note students in this seminar, along with **FS 06 The Revolution Might be Televised** and **FS 07 Our Genetic Past, Our Cultural Present** will be housed in **Fairmont Hall**. You will be a participant in the Catalyst Program, an intentional community focused on ways to change the world. Through community service, faculty interaction, frequent discussions and co-curricular programming, you will create a safe community for open dialogue and action on difficult issues. Living in this hall will include mandatory participation in community service events as well as dialogues and discussions. This hall will combine first-year students with returning students who are committed to initiating practical change for an inclusive world.*

***This course will meet on Tuesday and Thursday 11:00 a.m. – 12:20 p.m.*

Professor and Advisor: Bill Maury-Holmes

FS 06 – THE REVOLUTION MIGHT BE TELEVISED: SOCIAL JUSTICE HISTORY THROUGH MUSIC, MOVIES, AND MULTIMEDIA

What do Jesus and 2Pac have in common? What does Dr. Martin Luther King Jr. have in common with Bob Dylan? They all envisioned a world different than the one they experienced, and utilized their words and artistry to inspire others to become social change agents. Millennials often envision a society that is more environmentally friendly, more socially conscious, and is more equitable for everyone, yet oftentimes we do not know how to create this world. Similarly, Millennials often become passionate about tweets, snaps, and Facebook posts that are rallying people for a socially conscious cause, but rarely do we understand the history behind these larger social movements, let alone how to affect change in our society. This is an action-oriented course where you will not only learn about the history of social movements in the U.S. through music, movies, and multimedia, but you will also venture out into the community to become change agents.

This course will begin by examining the various definitions of social justice, through philosophy and theory readings. Then we will focus on various social movements in America such as the Women's Rights Movement, the Civil Rights Movement, the Anti-War Movement, LGBT Marriage Equality Movement, the Environmental Movement, and more. Popular films and music of the time (and present), will help give us a lens into the ethos of the time, as well as understanding how the various social justice movements' legacies are remembered and inform our movements today. Where appropriate, we will also interrogate multimedia such as social media, YouTube, and other Internet media to delve deeper into social movements of our time.

*Please note students in this seminar, along with **FS 05 Punk Rock DIY (Do It Yourself) For Personal and Social Change** and **FS 07 Our Genetic Past, Our Cultural Present** will be housed in **Fairmont Hall**. You will be a participant in the **Catalyst Program**, an intentional community focused on ways to change the world. Through community service, faculty interaction, frequent discussions and co-curricular programming, you will create a safe community for open dialogue and action on difficult issues. Living in this hall will include mandatory participation in community service events as well as dialogues and discussions. This hall will combine first-year students with returning students who are committed to initiating practical change for an inclusive world.*

***This course will meet Tuesday and Thursday 11:00 a.m. – 12:20 p.m.*

Professor and Advisor: Zack Ritter

FS 07 – OUR GENETIC PAST, OUR CULTURAL PRESENT: GENO 2.0, GLOBAL CITIZENS AND FUSION CULTURES

This seminar is about you, your culture and the way you navigate the world. To discover who you are, you will be testing your DNA using National Geographic’s Genographic Project to answer fundamental questions about where humans originated and how we came to populate the Earth. As the Genographic Project literature notes, “You will discover the migration paths your ancient ancestors followed thousands of years ago, and learn the details of your ancestral makeup—your branches on the human family tree. Included in the markers we will test for is a subset that scientists have recently determined to be from our hominin cousins, Neanderthals and the newly discovered Denisovans, who split from our lineage around 500,000 years ago.”

Once we think we know who we are, we will move to thinking about what constitutes American (U.S.) culture. This has been described variously as a “melting pot”, “salad bowl” or a “mosaic”. What does each model mean for the citizens of the United States? Is everyone’s culture celebrated in the same way in the mosaic or salad bowl?

The cultural journey will continue to the big picture – that phenomenon known as “world” culture or “global” culture. Do we consider ourselves to be global citizens? At various points in this section, we will break to consider the idea of fusion cultures. One way of doing this is to participate in fusion cooking lessons – the results of which will be shared with the other members of the Fairmont Catalyst community. At the end of the semester, you will create your own museum, reflecting the many ways that you are a living, breathing cultural artifact regardless of whether you are a Neanderthal or Denisovan.

Classroom learning will be enriched through an integrated living-learning model. You will live with other members of this seminar, as well as students in two other seminars, as a part of the Catalyst Social Justice Program in Fairmont Hall. Mandatory events and activities within Fairmont will be structured to complement classroom learning.

Please note students in this seminar, along with FS 05 Punk Rock: DIY (Do It Yourself) for Personal and Social Change and FS 06 The Revolution Might be Televised, will be housed in Fairmont Hall. You will be a participant in the Catalyst Program, an intentional community focused on ways to change the world. Through community service, faculty interaction, frequent discussions and co-curricular programming, you will create a safe community for open dialogue and action on difficult issues. Living in this hall will include mandatory participation in community service events as well as dialogues and discussions. This hall will combine first-year students with returning students who are committed to initiating practical change for an inclusive world.

***This class will meet Tuesday and Thursday from 11:00 a.m. to 12:20 p.m.*

Professor and Advisor: Leela MadhavaRau

FS 08 - MOUNTAINS AND STREAMS AS OUR HOME: CONTEMPLATION OF NATURE IN EAST ASIAN TRADITIONS

Contemplation of nature has been central to East Asian philosophical, literary, artistic, and musical traditions. Our first year seminar will examine the Eastern Asian intellectual and cultural patterns in nature conceptions. Topics of discussion include cosmological thinking, landscape art, wilderness thought, pastoral ideal, rural reclusive living and counter-cultural style of life, etc. We will study Daoist contemplative traditions, Chan (Zen) Buddhist contemplative traditions, Chinese landscape and Chan paintings, Chinese Tang mountain-and-stream (*shanshui*) poetry, Japanese Haiku, Zen poetry, Chinese and Japanese Garden Cultures, Tea Cultures, and Ceramic Cultures, etc. Furthermore, we will compare the Eastern Asian traditions of nature worship to that of the Western traditions and the native Indian traditions, and branch out our discussions of nature worship to incorporate contemporary green culture and environmentalist ethics and movements. Students are expected to embark on an intellectual odyssey that will touch on discussions of all aspects of "nature" in this class. The intellectual content and class reading materials will just serve as stepping stones to embark on this intellectual odyssey. As key concepts and aspects emerge throughout this process, students are required to ask their own questions and select their own topics of interests for investigation.

This course will satisfy the liberal arts foundation requirement for Cross-Cultural studies (CC).

Please Note: students in this seminar along with FS 09 – Beyond the Killing Fields: Encountering Cambodia Today, will be housed in North Hall. You will be a participant in the Global Quarter, a community for first-year and returning students who want to explore, to encounter other cultures and traditions, to prepare for study abroad, or continue their international experience back on campus. The Global Quarter is a hub of campus internationalism, including meetings of internationally-themed clubs and organizations, tutorials and informal language practice, film screenings, cooking classes, speakers, art displays and holiday celebrations. The inaugural residents of the Global Quarter will be invited to shape and re-shape this new cross-cultural living-learning community, and imagine and execute traditions that can become part of the community's life.

*****This course will meet Monday and Wednesday 9:30 a.m. – 10:50 a.m.***

Professor and Advisor: Hongwei Lu

FS 09 – BEYOND THE KILLING FIELDS: ENCOUNTERING CAMBODIA TODAY

Millions of tourists arrive in Cambodia annually to visit Angkor Wat, 1,000 year-old architectural remains of what was likely the largest preindustrial city in the world. While there, tourists typically also visit the Killing Fields, where thousands of people were murdered and thrown in mass graves by the “Khmer Rouge” just 40 years ago. Following liberation from French colonial rule in the 1950s, Cambodia exploded into civil war, which by 1975 was won by a revolutionary party intent on rebuilding the country and erasing much of its traditional and modern culture. One fifth of the population died, traditions of art and Buddhist religious institutions, as well as a modern educational system and professions were all nearly eliminated in a revolutionary period that lasted less than four years, but whose tragic legacy remains.

Beyond being the site of both one of history’s great empires and the location of one of the 20th century’s worst tragedies, what else is Cambodia? This course explores events and challenges that shape Cambodia today, as it negotiates recovery from near-total destruction. What does it take to rebuild a country, to restore traditions and move forward in the modern world after such a tragedy? What are the ethical dilemmas faced in the remaking of a nation?

In addition to a recent revival in tourism, the extreme human need evident in Cambodia today attracts thousands of volunteers. What are the issues faced by international organizations and the individuals who try to help by volunteering – can they make a difference, and what problems does this “voluntourism” raise?

Cambodia also draws shadier characters – such as sex traffickers, pedophiles, and foreign corporations exploiting natural resources or cheap, unregulated labor. One theme of the course will be to learn about foreigners in Cambodia, and the constellation of ethical issues and challenges this raises.

Some topics covered will include:

- Historical Highlights – from the Angkor Kingdom to today’s democratic monarchy.
- Can Poverty Be Escaped? – economic development, environmental threats, corruption
- Justice and Reconciliation – the Khmer Rouge trials, human rights in Cambodia
- Foreigners Encounter Cambodia – tourists and travelers, NGOs and volunteers
- Human trafficking and other labor and women’s issues
- Buddhism in theory and practice in Cambodia
- Arts and popular culture: traditional and not so traditional arts

This seminar fulfills the WA writing requirement for the Liberal Arts Foundation.

Please Note: “*Beyond the Killing Fields*” is linked with a May Term travel course, “*Service in Cambodia*,” in which students travel to Cambodia and earn community service credit by helping at an elephant preserve as well as a school for poor children. Successful completion of the first year seminar is excellent preparation to benefit most fully from participating in the May Term course; and for this reason, students from the first year seminar will be given first opportunity at the limited number of spots in the May Term course.

Please Note: students in this seminar along with **FS08 – Mountains and Streams as Our Home: Contemplation of Nature in East Asian Traditions**, will be housed in **North Hall**. You will be a participant in the **Global Quarter**, a community for first-year and returning students who want to explore, to encounter other cultures and traditions, to prepare for study abroad, or continue their international experience back on campus. The **Global Quarter** is a hub of campus internationalism, including meetings of internationally-themed clubs and organizations, tutorials and informal language practice, film screenings, cooking classes, speakers, art displays and holiday celebrations. The inaugural residents of the **Global Quarter** will be invited to shape and re-shape this new cross-cultural living-learning community, and imagine and execute traditions that can become part of the community’s life.

***This course will meet Tuesday and Thursday 1:00 p.m. - 2:20 p.m.*

Professor and Advisor: Lawry Finsen

FS 10 – MORAL IMAGINATION: THE ART AND SOUL OF SPEAKING TRUTH TO POWER

This course is intended to be an introduction to some of the major moral, ethical, and political issues of social justice in the 21st century. Although most of the topics will be seen through the eyes of an American experience, issues will also be discussed from a global perspective. We will look at poverty, racism, environmental concerns, economics, peace and justice issues, with special attention to the experiences of women and children. A major concern of this course will be the discovery of examples of the lives and experiences of individuals who have made contributions to the idea of speaking truth to power and how they made a difference on behalf of social justice. The goal of this course is to hopefully engender a strong passion about understanding our world from a moral, ethical and political perspective. It is also hoped that this passion will lead to a life of activism that helps bring closer a world of hope and possibility. The ideal will be the empowering of your own moral imagination to speak truth to power.

Among the authors that we will study this fall are: Barbara Ehrenreich *Nickel and Dime: On (Not) Getting By in America* (2001); Cornel West *Hope on a Tightrope: Words and Wisdom* (2008); Kate Holbrook *Global Values 101* (2006); Paul Loeb *The Impossible Will Take a Little While: A Citizen’s Hope in a Time of Fear* (2004); Arundhati Roy *An Ordinary Person’s Guide to Empire* (2004); Howard Zinn *A Power Governments Cannot Suppress* (2006); Don Cheadle and John Pendergast *Not On Our Watch: The Mission to End Genocide in Darfur and Beyond* (2007); Dan Matthews *Committed: A Rabble Rouser’s Memoir* (2007); Amy Goodman and

David Goodman *Standing Up to the Madness: Ordinary Heroes in Extraordinary Times* (2008); David Batstone *Not For Sale: The Return of the Global Slave Trade-and How We Can Fight It* (2007); and Greg Mortenson and David Oliver Relin *Three Cups of Tea: One Man's Mission to Promote Peace-One School at a Time* (2006).

This course is intended as a step toward a more systematic, comparative study of social justice and the social movements that have grown from the ideas and dreams expressed in the imagination of the Political Literature of Social Justice. We will survey a number of recent political and social movements for social change and examine their practices and methods. This should lead to an energetic and lively debate on many of these ideas. There will be little space for observers or spectators. Ultimately, it would be my hope that some of the ideas raised in this course and many of the ideas debated in class will lead to life-changing experiences for many of you.

***This course will meet on Tuesday and Thursday 11:00 a.m. – 12:20 p.m.*

Professor and Advisor: John Walsh

FS 11 - DEMYSTIFYING WOMEN: REAL LIFE IN THE MIDDLE EAST

In this course we will explore the lives of women across the Middle East and consider a variety of issues that they themselves view as meaningful to their identity, culture, and the shaping of their worlds. Through narratives, films, popular and scholarly works written and created by and about women of the Middle East, we will come to better appreciate the dynamic cultural diversity of Middle Eastern women and the complexities of their lives.

We will ask a variety of key questions that raise issues of gender, religion, politics, history, social relations, and culture. We will address significant and fundamental questions such as: Are Middle Eastern women oppressed and subservient to men or is this just a Western stereotype? What forms of violence against women take place in the Middle East and how do these compare to gendered violence in the United States? How does religion influence and shape women's lives in Muslim-based societies? What are female perspectives on Islam and Islamic extremism, and how have women been active in political movements? Why do some women veil and what is the meaning of this practice? We will contemplate and question Western images of Middle Eastern, Arab, and Muslim women.

Since our goal is to become more informed, in touch with, and empathetic toward the lived experience of Middle Eastern women, much of our course material will be drawn from indigenous sources; films, stories, and narratives, written about and by women of the Middle East. In addition, sections of text books, scholarly articles, autobiographies, and media sources will be used to help us synthesize and frame significant issues and questions. The format of the course will be seminar-style and discussion based.

During the semester, we will have the opportunity to engage in certain experiential events. These may include field trips to Middle Eastern restaurants; preparing Arabic coffee, practicing tasseography (fortune telling); attending Islamic services; Arabic “Belly Dancing”; and a henna tattoo workshop.

Topics of Discussion Include:

Relationships, Marriage, Families, Divorce;
Honor, Sexuality, and Trans/gender;
Politics, War, and Revolution;
Violence against Women;
Islam and Islamic Feminism;
Jihadism and Female Suicide Bombers;
Veiling Controversies
Western vs. Orientalist Images of Middle Eastern Women

***This course will meet on Monday and Wednesday 11:00 a.m. – 12:20 p.m.*

Professor and Advisor: Sharon Lang

FS 12 - PLAYING FOR CHANGE: WHOSE STORIES COUNT?

“Based on a true story”. You’ve seen that phrase under the title of after-school specials, Oscar winning films and Broadway hits. The History channel brings us Vikings, World War II, and evil stories of ancient Rome. Shows like *True Crimes* and *48 Hours* reenact murders. Playing with the past has been popular since ancient times.

In this class we will look at recent plays that take us back to a special moment in time, a moment when the world shifted. We will explore Lin-Manuel Miranda’s *Hamilton*, Moises Kaufman’s *The Laramie Project* and Anna Deavere Smith’s *Twilight Los Angeles*. By looking back, these writers claim, we can understand the future better. Can “playing,” through art, music, language, really create change? Can we understand our world better through “real” stories? What does real mean? Bad behavior on the Jersey shore? We will explore these questions in our seminar, through discussion and performance.

We will also do some time traveling ourselves, back to 1913 in New York City, a time of spectacular change when new technologies— the telephone, moving pictures, the automobile and phonograph—radically changed private and public life. As young people moved from farms to the city in search of jobs in a newly industrialized America, the Progressive era was wrestling with big questions: should women be granted the vote? Was an eight-hour working day possible? Child labor? Immigration reform? Part of the course will involve a game in which you take on real-life characters at the center of these controversies. You will play one of the artists, writers, activists and/or educators that shaped modern America, people like John Reed, Max Eastman,

Mabel Dodge, W.E.B. Du Bois, Elizabeth Gurley Flynn, Charlotte Perkins Gilman, and Big Bill Haywood. We will also watch a number of films from the silent era, and some powerful documentary and fictional films inspired by this explosive period.

How do we find and tell new stories about ourselves and our country? Whose stories count? What are new ways to look at the old stories?

***This course will meet on Tuesday and Thursday 2:30 p.m. - 3:50 p.m.*

Professor and Advisor: Victoria Lewis

FS 13 - THROUGH CHILDREN'S EYES: DREAMS AND REALITIES OF AMERICAN CHILDHOODS

This class will explore American culture and the idea of the American dream through children's eyes and experiences. What do kids learn as they grow up in diverse neighborhoods and schools across America? How do toys, games, and TV shows encourage particular dreams of the future? And do we offer equal opportunities to achieve the American dream?

Kids move through many different organizations, institutions and places in their daily lives and spend their time in a wide range of activities. Certainly schools play a big role in shaping young people's lives and opportunities. But playgrounds, skate parks, video games, backyards and front stoops, soccer leagues and dance studios all shape the geography and lived experiences of childhood. This class will teach students to ask critical questions about these everyday places and institutions so we can understand what kids learn as they move through their daily lives and how our childhoods shape the paths we take into adulthood.

We will highlight the diversity of American childhoods and examine how race, class and gender influence young people's daily lives. What do kids learn about gender through the marketing of children's toys? How does growing up poor affect kids' physical development and educational opportunities? How do racial stereotypes affect the experiences of Black or Asian kids in school and the educational pathways they take? How does growing up undocumented or with undocumented parents affect young people coming of age in America?

We will do a lot of hands on activities in this class to explore childhood in America. We will write and analyze stories from our own childhoods, thinking about how our neighborhoods, schools and favorite activities shaped us as we grew up. We will make maps of our hometowns to better understand how inequalities in children's lives were built into the spaces around us. We will observe playgrounds, walk through the aisles of toy stores, and analyze children's books or Disney movies to understand what kids learn through play. As we explore these questions, students will gain knowledge about a wide range of academic disciplines with different

approaches that they can continue to explore throughout college, including sociology, psychology, economics, geography, and anthropology.

We will also have some opportunities to work with children in different community service settings in Redlands, playing sports, doing art, or making maps so that we can better understand how students in your new home town see the world around them.

This class will meet two LAF requirements: WA and DD. In addition students will also have the option of meeting the CSAC requirement.

***This course will meet on Tuesday and Thursday 11:00 a.m. - 12:20 p.m.*

Professor and Advisor: Jennifer Tilton

FS 14 - DO YOU BELIEVE IN MAGIC? MAGIC AND CULTURE IN WORLD FOLKLORE AND STORYTELLING

This course explores multifaceted issues that shape the historical, literary and cultural interpretations of magic in folklore and world literatures. The readings and films encompass a wide array of material, from modern fairy tales and children stories to the supernatural in fiction. Students are encouraged to share with their fellow classmates their extensive knowledge of the assigned readings, films and genres related to the course material. What is it about magic in literature that draws us as readers into new worlds? In this course, we will explore the realm and representation of magic in fiction, folklore, children's literature and contemporary cinema.

This course seeks to deepen our understanding of the various and complex ways in which we understand the term "magic" in world literary and folk cultures. Moreover it focuses on recent novels such as Lev Grossman's *The Magicians* (2010) that have been described by the term "magical realism". Magical realism operates within the confines of narrative realism but with a difference: magic represents an ordinary matter, an everyday occurrence, accepted and integrated into the rational world of literary realism. This course serves as both an immersion in world folklore and literatures on the magic as well as a more broad cultural studies primer on the role of the magic in the imaginative arts over time that helps us to approach the question of literary and folkloric magical realms from fresh perspectives.

Students are expected to engage with each other in facilitating class discussion regarding topics within the assigned material. This critical engagement between students in small discussion groups allows students to share their thoughts, experiences and interpretations regarding the cultural and historical issues related to the study of magic in world literatures and folklore. Moreover, active class participation helps students articulate their ideas coherently in their written assignments.

***This course will meet on Tuesday and Thursday 2:30 p.m. - 3:50 p.m.*

Professor and Advisor: Kimberly Welch

FS 15 - BRAVE (THE) NEW WORLD: HARNESSING THE POWER OF DIGITAL IMAGING

Have you ever been captivated by the stunning images of a well-designed magazine advertisement, a lead-in presentation for a major sporting event, or the flash-dazzle of a computer adventure game? Probably so. And perhaps you have also wondered how these riveting images and designs were crafted. And, again, perhaps you have wished to try your own hand at this absorbing activity. This seminar can help you do that.

We will spend a significant amount of time exploring the features of Lightroom, the cataloging and global correction software of choice for most professional photographers and Photoshop, an amazing tool for image creation, correction, and optimization. Then we will fashion our own designs, navigating this exciting world of color and imagery. We will discover even more sophisticated features of Photoshop creating high dynamic range images and panoramas, using photos we have taken with a digital camera. We will learn to take better portraits and explore some unique ways to create photographic images. In addition, we will use our photographic skills to serve a number of non-profit organizations in the area. In all of these projects, the emphasis will be on sharing ideas, offering suggestions, and working with others.

Since creative pieces can easily fall flat without a design plan and the wise use of type, we will learn some basic principles of the graphic arts and look at how we could design with letters. The seminar meets in a multimedia classroom equipped with a projector, a document camera, and high-end Macintosh or PC computers. The professor will give you instruction in how to use this equipment. Hands-on will be the primary mode of learning.

Participants will have many opportunities for creative expression. One of our goals is to acquaint you with the tools that will give your creations life and interest. The seminar will also afford you the opportunity to transition to college life. Your instructor, your peer advisor, and your fellow students will all play a significant role in helping you adjust to your new environment. Students with little experience in using the tools of digital imaging are especially encouraged to consider this seminar.

A course fee of \$100.00 will cover your textbooks (distributed at the first class meeting), a binder with some basic tools, high-quality paper for printing, DVDs, and the honorarium for a guest speaker.

Please Note: You must own or have access to a digital camera and a thumb drive (minimum 16GB) for the duration of the semester.

Want to know more?
Email the instructor at barbara_pflanz@redlands.edu.

***This class will meet on Monday and Wednesday 1:00 p.m. – 2:20 p.m.*

Professor and Advisor: Barbara Pflanz

FS 16 - IMAGINING WORLDS: LITERATURE AND THE ENVIRONMENT

In light of the catastrophic developments occurring around us—from climate change to mass extinctions—we will examine the work of novelists, poets, and movie-makers who have undertaken to re-imagine our relation to the ecosystems we're part of. We'll read, watch, and perform works that are sometimes frightening, sometimes beautiful, and always provocative. We'll also consider what the arts may contribute to urgently-needed cultural critique.

***This course will meet on Tuesday and Thursday 11:00 a.m. – 12:20 p.m.*

Professor and Advisor: Claudia Ingram

FS 17 - THE FUTURE OF THE PLANET: AN INTRODUCTION TO THE GLOBAL ENVIRONMENT

This course will introduce you to a series of scientific and technological developments that are very likely to change the nature of our relations with one another and with the planet on which we live. In particular, the course will consider the implications of these developments for current and future global environmental problems and their solutions.

The course presumes only a high school level background and will be taught for the intelligent non-scientist. The course is likely to be of particular interest to students planning careers in the natural or social sciences or in business.

The global environmental issues examined will include global climate change, tropical deforestation, species extinction, water security, renewable resources, energy, poverty and development. We shall examine the roles played by science, high technology, economics, politics, business, law, government, international organizations, the media, and pressure groups of various kinds.

You will view recent documentaries on global environmental issues and on the latest technical developments, visit the Redlands headquarters of Environmental Systems Research Institute

(Esri), one of the leading technical organizations in the world, and rely especially on the Internet for up to the minute information. The course will often be taught out of the day's headlines.

The uses of a wide range of environmentally relevant technologies will be explained, including aerial photography, satellite remote sensing, image and photo interpretation, image processing, GPS, computer modeling and geographic information systems (GIS).

The implications of recent high technology developments for society and the environment will be considered; these will include robotics, nanotechnology, high speed/broadband communications networks (the Internet, Internet2 and Cyberinfrastructure), the Open Science movement and Virtual Science. Progress in instrumenting the global environment will include consideration of both the instrumentation and several observatory networks including NEON and the Global Earth Observation System of Systems (GEOSS).

For more than 44 years Dr. Smith has been a consultant to ESRI and others on more than a hundred national and international environmental projects, for clients including the US Fish and Wildlife Service, United Nations agencies, NASA, DOD and EPA.

***This course will meet on Tuesday 11:00 a.m. - 12:20 p.m.
and Thursday 11:00 a.m. - 12:20 p.m. and 1:00 p.m. - 3:50 p.m.*

Professor and Advisor: Lowell Kent Smith

FS 18 - MINDFULNESS, FOOD CHOICES, AND HEALTH

Obesity has been on the rise since the 1980s. Today, 69% of our nation is classified as overweight and obese. The 20 billion dollar weight loss industry has not provided solutions for this health challenge. The mantra of "eat less and exercise more" is not enough to help us lose weight. Nutrition recommendations seem to change rapidly. Widespread social media messages set us up with unrealistic expectations about how our bodies should look. In the process of battling the bulge, we develop dysfunctional relationships with food.

In this course, we will examine our food choices through different lenses. We will explore the bigger picture of obesity (no pun intended) and what contributes to the obesogenic environment. We will deconstruct our own individual relationships with food and eating. We will critically examine our own assumptions about what we deem as ideal in body image and well-being. We will learn to critically examine empirical studies as well as popular media pieces on this topic. We will learn about traditional psychological principles as well as emerging research on the roles of will-power and self-compassion in behavior change. Finally, we will learn and practice mindful eating practices. We will be doing many things in this class: critically examining ideas through writing and class discussions; increasing insight into our own biases and assumptions; and engaging in experiential learning. This not only requires the student to prepare for classes prior to our meetings, it also requires a willingness to learn new ideas and to look into oneself.

Topics will include:

Obesity and health

Eating disorders

Body image issues

Stress and emotional eating

Failure of dieting

Role of willpower and self-compassion

Mindful eating practices

***This course will meet on Tuesday and Thursday 11:00 a.m. - 12:20 p.m.*

Professor and Advisor: Dr. Celine Ko, a licensed clinical psychologist, fitness and food enthusiast, and mindful eating advocate.

FS 19 - THE GAMES PEOPLE PLAY: HUMAN BEHAVIOR AND MOTIVATIONS THROUGH THE LENS OF GAME THEORY

Life is full of games and the people who play them. A soccer player choosing where to aim a penalty kick plays a game against a goalie that chooses where to dive to block the kick. Coke and Pepsi are playing a game when they set their advertising budgets. Political candidates campaigning for office are playing a game, and so are you when considering for whom to vote. When you decide how to respond to a text message, you are playing a game. Any situation where individuals are mutually aware that their personal outcome depends not only upon their choice but also upon the choices of others is a game.

Game theory applies mathematics and probability to study behavior in strategic interactions like the games mentioned above, and many more. In fact, game theory is so broadly applicable that some scholars argue that it could offer a framework to unify the social sciences in pursuit of a theory of human behavior and motivations. In this course, you will study and gain a solid understanding of core game theory topics, methods of analysis, and applications. You will have opportunities to develop your knowledge of game theory concepts and methods by applying them to various real world games and topics such as:

- Diplomacy, bargaining, and voting
- Pricing, advertising, and competition
- Social conventions, norms, coordination, and risk
- Cooperation, altruism, and selfishness
- Depth of human reasoning
- Promises, threats, lies, and reputation
- Trust and trustworthiness
- Conflict

We will make use of game theory to study these issues throughout the semester through in-class discussions and problem-solving exercises, in-class and online experiments, and assigned readings.

***This course will meet on Tuesday and Thursday from 9:30 a.m. – 10:50 a.m.*

Professor and Advisor: Nicholas Shunda

FS 20 - THE SHAPE OF THE UNIVERSE

Do you like to explore new worlds in the imagination and see exciting new areas of mathematics? If you said “yes,” then, take this seminar!

As we all know, the surface of the Earth is shaped like a sphere. One consequence of this fact is that if you were to head directly east and continue on a sufficiently long journey, you would eventually return from the west to your point of departure. But think about it for a minute -- what would it be like if we lived on the surface of a doughnut? And how could we tell that we were not on a sphere without being able to look down on our world from above?

For that matter, what about the shape of the universe as a whole? If we had a rocket that was sufficiently fast, and we headed out into space keeping our direction fixed, would we just go on forever, or would we eventually return to the Earth from another direction? That is to say, does space “bend around?” And, if it does, in what way?

In this course, we shall investigate the properties of different kinds of shapes, beginning with knots. Some of the most interesting shapes arise from the mathematical study of knots. In addition, we will see that mathematics gives us the power to tell if two knots are really the same or not. Then we will move on and explore the fascinating world of surfaces, including such exotic beasts as the Mobius strip, the projective plane, and the Klein bottle. We will read the classic book *Flatland*, about a two-dimensional world and how one of its inhabitants tries to grapple with what a third dimension might look like. We will play tic-tac-toe on a torus (the surface of a doughnut), where the game is suddenly very interesting, unlike the standard version. We will learn about coloring maps with as few colors as possible. And we will see how it is possible to turn a sphere inside-out.

An imaginative mind is the prerequisite for the course. Interests in mathematics and/or science are helpful, but no mathematical background beyond a solid grasp of algebra is required.

***This course will meet on Tuesday and Thursday 9:30 a.m. - 10:50 a.m.*

Professor and Advisor: Sandy Koonce

FS 21 - PICKING WINNERS

From sports to the stock market, poker to politics, people look to choose winners. Historically, varying levels of success have been observed. Those who have chosen well have enjoyed riches and power not accessible to those who have chosen poorly.

What separates good pickers from the rest? Successes depicted in movies like *21* and *Moneyball* suggest that the use of statistical, probabilistic, or mathematical models can give the picker an advantage.

This course will look at some of the tools that can provide the picker with an edge. While our focus will be primarily on sports, and in particular baseball where sabermetrics was born, the methods we will cover can be applied to many areas --- the techniques underlying sabermetrics were instrumental in helping Nate Silver correctly pick the winner in all 50 states and the District of Columbia during the 2012 presidential election.

No prior knowledge of statistics or sports is expected. Class members will be expected to be knowledgeable in an area of their choice to which they will apply the statistical techniques learned during the semester.

***This course will meet on Tuesday and Thursday 11:00 a.m. - 12:20 p.m.*

Professor and Advisor: Jim Bentley

FS 22 - EXPLORATIONS IN GEO-SPATIAL DIGITAL HUMANITIES: TRAMPS, TRAINMEN, AND TRAVELERS IN THE 1930S

This is a course in the practical joys and frustrations of doing history research. It is not your typical lecture course. How can we actually know what has happened if we haven't witnessed it personally? The past is fragmented, slippery, and possesses an idiosyncratic, often opaque, logic that seems familiar yet on closer inspection displays a baffling complexity. We believe we know it, but when pinned down and asked to provide a definition, we retreat to some version of Justice Stewart's statement: "I know it when I see it."

Part of the problem of definition is that we often approach the past at two degrees of separation. The first, and most obvious, is time itself. The second, and perhaps more problematic, is that others provide the lenses that we use to examine the past, and so we often receive it already packaged by scholars and writers and, increasingly, through media outlets such as the History Channel. Yet, history is, as the sages say, in the details, in the muddled mess of newspapers, oral interviews, letters, government documents, corporate records, images, physical artifacts, and sundries that comprise the residue of the past.

So this course will be a workshop in reading the past at a specific time and place—the Great Depression in the American Midwest—by working *directly* with a set of raw materials and artifacts contemporary to the decade. In this manner we hope to avoid the potential pitfalls of that second degree of separation. These records include stories of railroad workers injured on the job, teenage hobos maimed hopping freight trains, lonely young women working as house servants, farmers whose favorite cows met untimely ends after wandering onto the tracks, and joy-riding teenagers struck by a train at a grade crossing. We’ll examine maps and set these little events in time and place and ground them in the larger issues of the day. For example, we’ll play around with the 1940 Census and track the folks in our stories. Now, the picture of the past that we develop in this course will be necessarily incomplete, and there is nothing wrong with that. In fact, we will revel in ambiguity! We suspect, given the materials at hand, that we will question the nature of work and unemployment during a period of economic turmoil, interrogate the tensions that exist between purpose and practice in managing the work of others, examine class tensions, and arrive at some sense of the tenor of the times. Oh, and we’ll take a field trip to a railway museum so that we can get a sense of the taste, the touch, the sound and the feel of the world our subjects inhabited.

Every course should have both an ethereal and an instrumental purpose. We’ve identified that ethereal purpose, but on the instrumental, or utilitarian side, we have concrete goals in mind. We will expose you to the possibilities of Digital Humanities, including the uses of Geographic Information Systems, and place you in the position of directly documenting the past. By the end of the course we’ll have developed your research skill set, knowing what questions to ask, and how to identify mechanisms and sources that will assist you in your efforts to answer those questions. You will be familiar with the Storyboard software provided by ESRI, Inc. You will also have enhanced your command of oral and written presentations, acclimated yourself to the best practices for collaborative work, and helped to set you on a reasoned and considered path through your collegiate experience (okay, so maybe that last item falls onto the ethereal side of the coin).

***This course will meet Monday and Wednesday 1:00 p.m. – 2:20 p.m.*

Professors and Advisors: Dr. Scott Randolph and Ms. Janelle Julagay

FS 23 – POLITICS AND POLICY IN THE 2016 ELECTIONS

Are you interested in politics and policy? Do you want to learn more about how the President and members of Congress are elected? Do you want to follow the 2016 campaigns “blow by blow”? If so, you should include *Politics and Policy in the 2016 Elections* in your First Year Seminar preferences!

Together we will closely follow the 2016 elections. We’ll identify key races, watch and analyze the latest political advertisements, evaluate the performance of the candidates, watch the debates, and track the latest poll numbers.

We'll also study how American elections have changed over time. How were party nominees chosen prior to presidential primaries and caucuses? How has the use of money in campaigns changed? Do debates matter?

Some of the topics covered in the course will include:

- Historical Overview of American Elections
- Campaign Finance Rules and Why They Matter
- Strategy and Tactics Used in the Primary vs. General Election
- The Changing Use of Media in Campaigns
- Proposed Reforms to American Elections

The secondary objective of this First Year Seminar is to help you acclimate to college life. We will have readings and discussions dedicated to all areas of college life including making friends, having realistic expectations for college, understanding norms of behavior, effectively using college resources, and tips for success both inside and outside the classroom.

The class will be discussion-based and will regularly have panels featuring the course's peer advisors.

A private Facebook group will be created to allow class members to communicate about both in-class activities and out-of-class events.

***This course will meet on Tuesday and Thursday from 11:00 a.m. - 12:20 p.m.*

Professor and Advisor: Greg Thorson

FS 24 - SPACED OUT: EXAMINING SOCIETY THROUGH SCIENCE FICTION

Science fiction is concerned with the future of humanity. Stories of voyages to strange lands, or visions of the end of the world, prompt us to examine how we are living now, and to consider what we hope to become.

In this seminar, we will explore science fiction in primarily literature, and a few films, and will use these creative pieces as a mirror on our society. Science fiction will aid us in our discussions on interdisciplinary topics, for example, alternative societies, war and militarism, utopias and dystopias, industrialization, bioethics, information overload, what it means to be human, and the robot or alien as "other," to name only a few.

We will read several full-length novels, including Joe Haldeman's *The Forever War* and Ursula K. Le Guin's *The Dispossessed*. Other readings (novels and short stories) will be assigned, some of which will be selected from these authors: Isaac Asimov, Ray Bradbury, Octavia Butler, Arthur C. Clarke, Samuel R. Delany, Philip K. Dick, Judith Merril, Joanna Russ, James Tiptree Jr., Kurt Vonnegut and H. G. Wells. As we explore science fiction we will make real connections to the world around us. Students will be asked to read critically, actively participate in class discussions, and to evaluate science fiction themes through thoughtful and engaged writing. Students will also try a bit of creative writing in the genre of science fiction, and will share their ideas and stories with their peers.

***This course will meet on Tuesday and Thursday from 1:00 p.m. – 2:20 p.m.*

Professor and Advisor: Lua Gregory

FS 25 - TAKING THE CONSTITUTION SERIOUSLY: PROMINENT THINKERS AND LANDMARK CASES

This seminar explores the "extraordinary" world of both the creation and the interpretation of American constitutional law. To that end, we will analyze the written works of influential political theorists and jurists. Our purpose, in this 227th anniversary of our United States Constitution, will be to acquire an enlight

ened appreciation of the two principal tasks that confronted the Constitution's Framers as well as those entrusted with their legacy: to organize and define governmental power, and to enumerate spheres of individual autonomy into which that power is forbidden from trespassing.

In terms of power, theoretical questions about the human condition and the purposes of government will be raised; less theoretical but equally perplexing questions focusing on the nature and scope of judicial power, on presidential and congressional tensions over the declaration and conduct of war, and on the powers supposedly reserved to state governments in our federal republic will also, among others, be raised. In terms of individual autonomy, this seminar will debate both philosophical and doctrinal understandings of free speech, press, and religion, as well as controversial issues that have emerged over time in the context of criminal procedure, cruel and unusual forms of punishment, and privacy claims linked to sex, marriage, drugs, and physician-assisted death.

Careful and detailed reading combined with intense but respectful discussions of original and relevant scholarly literature will help us formulate intelligent and informed judgments about the questions we raise; just as importantly, perhaps, this semester-long journey will also aid us in refining the questions that we ask. Our reading list will be extensive, including, to name but a few, the contributions of Locke, Montesquieu, Jefferson, Madison, Hamilton, Calhoun, and Lincoln. Moreover, a large number of landmark decisions of the United States Supreme Court will comprise a significant portion of the literature we shall digest.

This seminar will be an especially demanding one, and expectations about the quality of daily oral contributions as well as frequent writing tasks will be high. Our Constitution is a challenging document, and nothing less than a challenging examination of it will suffice.

***This seminar will meet on Monday and Wednesday from 9:30 a.m. - 10:50 a.m.*

Professor and Advisor: Arthur Svenson

FS 26 – GLOBAL ISSUES FOR AMERICAN BUSINESS

This seminar focuses on the major issues facing American corporations conducting business beyond our borders. The issues of conducting business in the European Union, Japan, China, India and South America are explored and contrasted. One of the keys to the seminar will be understanding how governments and businesses, outside the United States, interact and cooperate to further national agendas and what issues U.S. companies face when they enter various national markets. We will explore what U.S. government resources are available to U.S. national companies before and while conducting business abroad. The roles of the U.S. Department of Commerce, The U.S. Foreign Service, The Overseas Private Investment Corporation, The Agency for International Development and the U.S. Trade Representative, are each explored. How do U.S. firms work cooperatively with host national governments and host regional governments? What sort of business partnerships do U.S. firms develop with companies from other nations?

The seminar includes an overview of major world institutions, which relate, at least in part, to the conduct of business e.g. the International Monetary Fund, The World Bank, The World Trade Organization and the European Union. We will examine the pros and cons of each of these organizations and how their practices impact the domestic health of nations and also what issues emerge for U.S. Businesses. Case studies are used to examine successful and failed business strategies, undertaken by U.S. companies, in each of the nations/regions noted above. Representative cases include: Boeing versus Airbus (EADS) worldwide, General Electric and Honeywells' attempted merger/acquisition, Google in China, Kraft's acquisition of Cadbury, and Goldman Sachs in China, among others.

Students will be expected to read about current events and current business issues. This demanding seminar will have high expectations in terms of the quality of daily oral contributions and frequent writing assignments. The ability of our companies to compete in overseas markets is essential to the continued success of our economy and a meaningful examination of the many nuances impacting U.S. firms is important to an understanding of the future of the United States and its contribution to the world economy.

There will be one and possibly two required field trips.

***This course will meet Monday and Wednesday 2:30 p.m. – 3:50 p.m.*

Professor and Advisor: Jack Osborn

FS 27 – SEEKING THE PRESIDENCY: DEBATING FOR AMERICA 2016

Every four years Americans elect a President. Every Presidential Election since 1976, the candidates have debated each other two to four times right before the November election. These debates have often been the turning point of the election.

2015-16 has had more primary debates than any other election cycle in history, and whoever emerges from the two---maybe three---major parties promises to produce significant, possibly dramatic, but always entertaining theatre. The rhetorical, argumentative and socio-political implications of those debates form the basis for this First Year Seminar.

We will study past debates, have some of our own and, of course, watch all of the Fall 2016 Presidential and Vice-Presidential Debates.

***This course will meet on Tuesday and Thursday 11:00 a.m. – 12:20 p.m.*

Professor and Advisor: William Southworth

FS 28 - PLAY IT AGAIN: LOVE AND CONFLICT, VENUS AND MARS, OR WHY CAN'T WE JUST GET ALONG?

Boy sees girl. Girl catches sight of boy. And then . . . We will read plays in which unruly love changes the course of lovers and their worlds. From Agamemnon and Clytemnestra to Kate and Petruchio, from Nora and Torvald to Stella and Stanley to Sam Shepard's *Fool for Love*, we will explore the consequences of passion as depicted on the stage. We will read Greek tragedy and modern comedy, Shakespeare and Ibsen, and view a few contemporary films. As each work invites you into its world and the perspectives of the time in which it was written, we will discover both the traditions of tragedy and comedy and innovations in the forms.

Expect to read and reread and to participate in our class discussions. Short, in-class reflective writing will help you to focus your thoughts on interesting questions about the day's reading and ultimately to understand the works and respond to them. You will have opportunities to examine the details of language in the scripts and analyze how the characters' lines achieve their effect on their audience—and to try your hand at acting out those passages as well.

If literature is argument (and it is), dramatic literature is perhaps its most vivid form: argument enacted. Tracking our differences through the minds and pens of some of the greatest writers of all time urges understanding and often reassessments of our perceptions and values. What could be more useful?

***This course will meet Monday and Wednesday 1:00 p.m. - 2:20 p.m.*

Professor and Advisor: Nancy Carrick

FS 29 – REREADING FAIRY TALES

You've probably noticed over the past fifteen years or so that fairy tale characters have escaped from the Brothers Grimm and Disney. Their stories have different endings. They even got to meet each other in the TV show *Once Upon A Time*, even if they still couldn't quite leave behind their fantasy world for ours. In movies, Snow White and her dwarves – not to mention her whole poor-girl-lost-in-the-woods plot-- have been reworked almost beyond recognition. The original tales were already plenty violent, but now, long after Disney cleaned up the Grimms for the American market, Snow White is leaner, meaner and ready to defend herself.

What is it about fairy tales that won't let go of our psyche? What are we searching for when we dress them up in our 21st-century style? Is it that they're both a source of reassurance – the hoped-for happy ending—and a reminder that we still have plenty to fear in our lives?

In this course we take a close look at the most durable European tales – e.g., “Cinderella”, “Snow White”, “Sleeping Beauty”— first in their origins and then in modern variations. We'll compare this established canon to stories from Asia, Africa and the Americas to gain a broader understanding of the structure of similar tales and what function they may serve in their society. This will lead us into a discussion of how the genre may be defined: What separates fairy tale from fantasy? From folk tale?

Through class discussions and written assignments, you will be challenged to question your assumptions, to move beyond opinions to analysis –in short, to become a better reader of literature (yes, TV and movies are literature). And you may even feel better about Snow White.

***This course will meet Tuesday and Thursday 1:00 p.m. - 2:20 p.m.*

Professor and Advisor: Frank Bright

FS 30 – RUSSIA AND ITS WRITERS

“The idea of a ‘democratic art’ is very dear to me. Not popular art, or elite art, but an art that tries to remove this opposition. An art that tries to look the horror in the face and live with it; that believes...that people are nothing but dirt, that they are nauseating, and yet has faith in them....” Kiril Medvedev, “My Fascism (a few truths)” 2004

For much of Russia’s history, writers have served as a kind of shadow government. In the absence of a legitimate public forum, questions about citizenship, humanity, responsibility, religion, history, the future – you name it – play out in novels, poems, and essays. This was true in Dostoevsky’s day, and it is still true now, when journalists such as Anna Politkovskaya and poets such as Kiril Medvedev take enormous risks to explore the turbulent reality that is today’s Russia. We will tackle as much of this literature as we can manage in one short semester, and, with luck, use the insights and critical abilities we develop to make some sense of our own human endeavor, one called, for lack of a better term, “education.”

***This course will meet Tuesday and Thursday 11:00 a.m. – 12:20 p.m.*

Professor and Advisor: Alisa Slaughter

FS 31 - OUR CYBORG SELVES

In this first year seminar we will explore our relationships with machines. From a variety of perspectives, we will consider how we are already cyborgs. Our daily lives are augmented by technology and data, enhancing our abilities to make decisions, interact with others, move our bodies, orient ourselves spatially, and consume. Cyborgs are interdependent beings, the machine enhances the human, human enhances machine. Thus we will also consider the ways in which we daily augment the machine as well.

We will inquire and discover our cyborg selves across disciplines (cultural studies, public policy, biotechnology, disability studies, social informatics, media and visual cultural studies, philosophy) and through popular culture representations (film, television, reporting), literature, and scholarship.

Participation: This will be a reading, writing, and discussion intensive course in order to grapple with potentially controversial issues.

This format will require that students prepare in advance and actively engage in classroom discussions. An introduction to seminar etiquette, and periodic evaluations of student seminar participation will be included in the course.

***This course will meet on Tuesday and Thursday 1:00 p.m. – 2:20 p.m.*

Professor and Advisor: Shana Higgins

FS 32 – MOTHER GOOSE, DR. SEUSS, AND ONCE UPON A TIME:

Preparing to Return to the Elementary School Classroom

Please Note: This is a class for the students who envision becoming elementary school teachers. The focus on grappling with teaching pedagogy, the opportunity for community service work in an elementary school, and all of the oral assignments are based on this premise. Please do not select this course unless you are reasonably certain you would like to teach in the elementary school environment.

Okay, that said, do these things interest or intrigue: why it is possible to remember with almost perfect fidelity what happened to Humpty Dumpty, or why Mother Hubbard went to the cupboard, or what three things “Jack” did? Does it surprise you that if I say, “Hey diddle, diddle...” you can, without effort, complete the line though you may not have heard it for years? Can you think why Sesame Street was infinitely more successful teaching kids the alphabet than many Kindergarten teachers, or what most successful teachers share even though separated by age, gender, training, and personality?

We will fuss with such questions, and more.

At its core, the class is a performance class (this means you will speak a lot!) because, at its core, good teaching requires effective oral skills. And it is a course that embraces children’s literature. You will be asked to construct lessons that embrace the language arts, social sciences, mathematics and science curriculum of the elementary school, and anchor all of these lessons in the wonderful world of children’s literature. You will then be asked to “teach” the lessons you construct—sometimes to your peers, sometimes to “real” elementary school students at Franklin Elementary School.

We will grapple with the pedagogical theory that undergirds the teaching of elementary students. We will visit the research from Howard Gardner whose work encourages the elementary school teacher to understand the implications of his claim that there is more than one way to “be smart.” We will embrace the rich world of simulations and role-playing as a means of encouraging greater interest and understanding of our past, and we will grapple mightily with issues of assessment—and what that means for both student and teacher.

Moreover, we will spend some time in our own classroom on campus, and some time in the local elementary schools reminding us again of the special charm and challenge that was once ours, “*Once upon a time,*” and promises, by virtue of your professional goal, to be so once again.

Each student will spend considerable time in a variety of ways at Franklin Elementary School, a wonderfully creative and rich elementary school near the university campus. Here the course “geese” will have a chance to observe early in the term, then with increasing challenge and responsibility, assist in the instruction in an elementary classroom, and finally, do some teaching there as well. Matter of fact, the Final Exam for the class will be a half hour teaching unit at Franklin, but don’t mention that to anyone just yet!

For good or ill, the course promises you this: by the end of the semester you will know conclusively whether the demanding and rich life of the elementary teacher is worthy of the investment of your heart, soul and life. Not a bad thing to know by the end of your first college term, right?

***This course will meet Tuesday and Thursday 11:00 a.m. – 12:20 p.m.*

Professor and Advisor: Ben Dillow

FS 33 – THE CULTURE WARS—BATTLE FOR THE SOUL OF AMERICA

For several decades, American politics has become increasingly fractious, contentious, and bitter. By 2016, nearly every issue that confronts the American polity seemingly has repercussions in the great ideological divide over the meaning of the nation’s history, its identity, and its purpose—the soul of America. Insofar as these debates comprise a “culture war,” the battlegrounds contest the ability of a majority to enact a particular moral vision using state power and the levers of constitutional authority.

We will look at two such debates in depth—history education and sex education—that have implications to present-day politics and are likely to shape the 2016 presidential campaign. We will examine the historical roots of these issues, still playing out in the courtrooms and legislative chambers of the present day. In this presidential election year, we shall also assess the impact these debates have upon the presidential contest.

No prior background is required in any particular academic subject, but this First-year seminar should touch upon many issues and concepts a students might encounter in later coursework in history, women’s and gender studies, ethnic studies, sexuality studies, law, politics, public policy, religion, or education.

***This course will meet Tuesday and Thursday 9:30 a.m. -10:50 a.m.*

Professor and Advisor: John Master

FS 34 - SOWING THE SEEDS OF COMMUNITY RESILIENCE: ENGAGING IN CIVIC ECOLOGICAL PRACTICES

Civic ecology is the study of community-driven environmental stewardship practices, their outcomes for individuals, communities, and ecosystems, and their interactions with the governance institutions and social-ecological systems in which they take place. Civic ecology practices—such as community gardening, wetlands restoration, and tree planting—are just a few examples of ways for people to express resilience within communities.

Explore the people, places, and practices that restore nature, while also revitalizing neighborhoods. This interdisciplinary course covers contemporary thinking in resilience, social-ecological systems, and the relationship of nature to human and community wellbeing. As such, the student will explore the people, places, and practices that restore nature, while also revitalizing neighborhoods.

By engaging people in working with nature, civic ecology practices foster psychological and physical wellbeing. By reflecting local history, cultures, and aspects of the built and natural environment, civic ecology practices foster a sense of place.

This course is designed to include participation in a civic ecology service-learning project. We will be participating in environmental stewardship activities on a weekly basis. Experiential activities will include working on the Sustainable University of Redlands Farm (SURF) or other community-centered restoration practices as they emerge.

There is a **course fee of \$250** to cover travel expenses.

Please Note: Students in this seminar, along with ***FS 03 – Connecting to the Wild***, will be assigned housing in the Environmental Sustainability Living-Learning Community in ***Merriam Hall*** to encourage socialization and activism among students interested in sustainability and environmental issues.

***This course will meet on Monday 11:00 a.m. - 12:20 p.m.*

and Friday 9:00 a.m. – 12:00 p.m.

Professor and Advisor: Shellie Zias-Roe

FS 35 - THE STORY OF MY LIFE: THE AUTOBIOGRAPHICAL PROJECT IN TEXTS AND FILMS

We live in an age of autobiography, a literary genre defined by a first-person narrator who gives a personal account of the events of his or her own life. Today, autobiographical forms of writing

are readily produced and eagerly read by writers and readers worldwide. As 21st century readers now habituated to watching documentaries and reading memoirs, published diaries and journals, blogs, graphic novels, and other genres permeated by autobiographical writing, we may be tempted to take the ubiquity of these first-person narratives for granted. It no longer seems unusual to us to open a book and encounter an “I” who seems eager to recount to us the story of his or her life, or to understand the autobiographical project as one of self-discovery.

But the very idea that one can use writing as a mean of knowing oneself is a relatively new one. Autobiographical writing that participates in knowledge of the self is indebted to a particular literary history, one branch of which we will trace in this course, beginning with some of its early, most influential practitioners. We begin in France in the early modern period, and will continue on until the present day, exploring both texts and films in which authors and directors use the first-person as a means to construct and project an identity, and a life.

***This course will meet on Monday and Wednesday 1:00 p.m. - 2:20 p.m.*

Professor and Advisor: Youna Kwak

First Year Seminar Liberal Arts Themes

Please note that First Year Seminars may be classified in ONE OR MORE themes.

THEME A: ENVIRONMENT AND SUSTAINABILITY

These seminars emphasize an understanding of the environment and how it might be appreciated and preserved:

- FS 03 – Connecting to the Wild: Wilderness Leadership and Adventure
- FS 16 – Imagining Worlds: Literature and the Environment
- FS 17 – The Future of the Planet: An Introduction to the Global Environment
- FS 34 – Sowing The Seeds Of Community Resilience: Engaging In Civic Ecological Practices

THEME B: SOCIAL CHANGE

These seminars explore how individuals and groups can effect change in society:

- FS 03 – Connecting to the Wild: Wilderness Leadership and Adventure
- FS 05 – Punk Rock: DIY (Do It Yourself) for Personal and Social Change
- FS 06 – The Revolution Might be Televised: Social Justice History Through Music, Movies, and Multimedia
- FS 07 – Our Genetic Past, Our Cultural Present: Geno 2.0, Global Citizens and Fusion Cultures
- FS 10 – Moral Imagination: The Art and Soul of Speaking Truth to Power
- FS 34 – Sowing The Seeds Of Community Resilience: Engaging In Civic Ecological Practices

THEME C: GLOBAL AND CROSS-CULTURAL PERSPECTIVES

These seminars emphasize looking at the world and society from the perspective of various cultural viewpoints:

- FS 07 – Our Genetic Past, Our Cultural Present: Geno 2.0, Global Citizens and Fusion Cultures
- FS 08 – Mountains and Streams as Our Home: Contemplation of Nature in East Asian Traditions
- FS 09 – Beyond the Killing Fields: Encountering Cambodia Today
- FS 11 – Demystifying Women: Real Life in the Middle East
- FS 26 – Global Issues for American Business
- FS 30 – Russia and Its Writers

THEME D: DIVERSITY, POWER AND MARGINALITY

These seminars explore how difference is created and how it affects individuals in society.

- FS 10 – Moral Imagination: The Art and Soul of Speaking Truth to Power
- FS 11 – Demystifying Women: Real Life in the Middle East
- FS 12 – Playing for Change: Whose Stories Count?
- FS 13 – Through Children's Eyes: Dreams and Realities of American Childhoods
- FS 33 – The Culture Wars—Battle for the Soul of America

THEME E: THEATRE, MUSIC AND MEDIA

These seminars emphasize specific forms of creative artistic expression and how one might use them to understand the social world:

- FS 05 – Punk Rock: DIY (Do it Yourself) for Personal and Social Change

- FS 06 – The Revolution Might be Televised: Social Justice History Through Music, Movies, and Multimedia
- FS 12 – Playing for Change: Whose Stories Count?
- FS 14 – Do You Believe in Magic?: Magic and Culture in World Folklore and Storytelling
- FS 15 – Brave (The) New World: Harnessing the Power of Digital Imaging
- FS 28 – Play It Again: Love and Conflict, Venus and Mars, or Why Can't We Just Get Along?
- FS 31 – Our Cyborg Selves
- FS 35 - The Story Of My Life: The Autobiographical Project In Texts And Films

THEME F: SOCIAL BEHAVIOR

These seminars emphasize inquiry into social phenomena and how to understand and evaluate our behavior:

- FS 18 – Mindfulness, Food Choices, and Health
- FS 19 – The Games People Play: Human Behavior and Motivations through the Lens of Game Theory
- FS 21 – Picking Winners
- FS 24 – Spaced Out: Examining Society through Science Fiction
- FS 31 – Our Cyborg Selves

THEME G: SCIENTIFIC INQUIRY AND APPLICATIONS

These seminars emphasize scientific inquiry and application of scientific principles and thinking to understand the natural world:

- FS 17 – The Future of the Planet: An Introduction to the Global Environment
- FS 20 – The Shape of the Universe
- FS 21 – Picking Winners

THEME H: HISTORY, POLITICS, BUSINESS, AND THE ECONOMY

These seminars emphasize the ability to be an informed citizen about our political, business, and economic institutions and have a reflective understanding of historical events that have shaped our society over time:

- FS 09 – Beyond the Killing Fields: Encountering Cambodia Today
- FS 11 – Demystifying Women: Real Life in the Middle East
- FS 13 – Through Children's Eyes: Dreams and Realities of American Childhoods
- FS 19 – The Games People Play: Human Behavior and Motivations through the Lens of Game Theory
- FS 22 – Explorations in Geo-Spatial Digital Humanities: Tramps, Trainmen, and Travelers in the 1930s
- FS 23 – Politics and Policy in the 2016 Elections
- FS 25 – Taking the Constitution Seriously: Prominent Thinkers and Landmark Cases
- FS 26 – Global Issues for American Business
- FS 27 – Seeking the Presidency: Debating for America 2016
- FS 33 – The Culture Wars—Battle for the Soul of America

THEME I: LITERATURE AND THE POWER OF WORDS

These seminars emphasize an engagement with the language, structure, and meaning of various types of literature:

- FS 10 – Moral Imagination: The Art and Soul of Speaking Truth to Power
- FS 12 – Playing for Change: Whose Stories Count?

- FS 14 – Do You Believe in Magic?: Magic and Culture in World Folklore and Storytelling
- FS 16 – Imagining Worlds: Literature and the Environment
- FS 24 – Spaced Out: Examining Society through Science Fiction
- FS 28 – Play It Again: Love and Conflict, Venus and Mars, or Why Can't We Just Get Along?
- FS 29 – Re-reading Fairy Tales
- FS 30 – Russia and Its Writers
- FS 35 - The Story Of My Life: The Autobiographical Project In Texts And Films

THEME J: TEACHING AND EDUCATION

These seminars emphasize an introduction to the theory and practice of teaching at the elementary school level:

- FS32 - Mother Goose, Dr. Seuss, and Once Upon a Time: Preparing to Return to Elementary School

THEME K: SCHOOL OF MUSIC

This seminar is for **SCHOOL OF MUSIC STUDENTS ONLY**. It serves as a theoretical, practical, and intellectual basis for those students pursuing their education through the School of Music:

- FS 02 – First Year Seminar for Music Majors and Minors

THEME L: JOHNSTON CENTER

This seminar is for **JOHNSTON STUDENTS ONLY**. It serves as a theoretical, practical, and intellectual basis for those students pursuing their education through the Johnston Center for Integrative Studies:

- FS 01 – Intellectual and Creative Freedom

End