

# ISEM 101

## Integrated Seminar Descriptions: Spring 2020

### **Facing Race: Reality & Illusion – Jan Johnson**

#### **Section 06 – Online (WWW)**

Using a humanities and social sciences integrated methodology, this course will explore the meaning and significance of the concept of race in the United States. Nearly everyone thinks they know what race is, yet definitions of race vary from person to person. Few issues are characterized by so many definitions, myths, and contradictory assumptions. Many of us are so uncomfortable about race that we avoid talking about it. This course asks the question “What is this thing called ‘race,’ and what is its relationship to individual lives?” (Larry Adelman, *California Newsreel*).

### **The Monsters We Make - Panttaja**

#### **Section 08 – TR 11:00 – 12:15**

This course will explore monsters both classical and contemporary through literature, film, philosophy, and art. We will consider such questions as: “What makes something (or someone) monstrous?” “How does, what is considered monstrous, comment on what it means to be human?” and “What do the types of monsters we create say about us?”

### **Scientific Revolutions – Daniella McCahey**

#### **Section 10 – MWF 9:30 – 10:20**

This course examines the history of several “revolutions” in the history of science and technology. We will begin by examining the basic philosophy of science: What is science, who are scientists, and what constitutes a scientific revolution? We will then study five “revolutions,” widely considered to have made drastic changes in the history of knowledge and production: The “Copernican Revolution” in astronomy and physics, the Anatomical Revolution, the Chemical Revolution, the Industrial Revolution, and the Information Revolution. Throughout the course we will seek to connect the developments in science and technology to the broader social and cultural contexts in which they were developed and debate the nature of knowledge production and what makes science “revolutionary.”

### **The Sacred Journey – Rodney Frey**

#### **Section 11 – TR 9:30 – 10:45**

Sacred journeys provide foundational spiritual and cultural meaning and go to the heart of our humanity. This seminar will consider the sacred journeys embedded in Indigenous (American Indian), Hindu, Buddhist and Taoist communities. Sacred journeys are found at the personal level as “rites of passage,” exemplified in spiritual quests, initiations into religious orders, states of illness and healing, and the final rite of passage, death. Sacred journeys are also be found at the collective level, such as “pilgrimages” to “sacred places,” as illustrated in a Hindu traveling to Benares in India. Equipped with an interdisciplinary humanities and social science approach, we will explore the nature of sacred journeys and how they impact each of us, and also consider how these four traditions are unique as well as what they share in common with us. For more information: <http://www.webpages.uidaho.edu/~rfrey/116.htm>

### **Sports & American Society – Stephen Yoder**

#### **Section 12– Online (WWW)**

This course uses ethics, sociology, history, literature, film, political science, physical education, and cultural studies to explore the central role of sports in America. This integrated seminar examines the relationship of sports to gender, race, class, ethnicity, consumerism, media, and a number of other topics.

### **Sport in Society – Sharon Stoll**

#### **Section 14 – MWF 11:30 – 12:20**

Students will explore the central role of sports in America through ethics, sociology, history, literature, film, political science, physical education and cultural studies

*Spring 2019 ISEM 101 Integrated Seminar Descriptions - 2*

**Globalization – Doug Habib**

**Section 16- Online (WWW)**

The theme of this course is globalization; the interconnectedness of economies, cultures, societies, and political systems on a global scale. It is a phenomenon that we affect and in turn has an effect upon us. Rather than examining globalization as a good or bad phenomenon, we'll have an opportunity to explore our place in a globalized world as a way of empowering ourselves to take action in our local, national, and global communities.

**The Creative Mind – Elizabeth Sloan**

**Section 17 – TR 12:30 – 1:45**

**Section 18 – TR 2:00 – 3:15**

This course provides an interactive platform to explore avenues of investigation, apply creative strategies to pertinent opportunities, and encourage asking questions over finding answers. Students will investigate the power of creativity in their personal and academic lives with enhanced critical thinking skills. If students don't begin the semester with an insatiable curiosity, they should expect to end the semester with this foundation.

**Love and Happiness – Tom Drake**

**Section 19 – MWF 11:30 – 12:20**

Students will analyze the cultural forces that have shaped our current definitions of love and how loving well can help us lead happier lives.

**Everyone Has a Story – David Harlan**

**Section 28 – MWF 9:30 – 10:20**

**Section 29 – MWF 10:30 – 11:20**

**Section 30 – MWF 12:30 – 1:20**

Storytelling has been used throughout history and across cultures to entertain, to educate, and to build empathy and understanding between people. This course explores how stories reflect the social perspectives of the communities in which they are developed and shared. Students will be asked to consider: How are stories structured and built? What are the universal themes found in stories across cultural and social boundaries? What is your story? How is your story different, and (more importantly) the same as stories told by others? The course culminates in the creation and sharing of personal stories that reflect the students' answers to these questions.

**New Wild West – Stephen Yoder**

**Section 32 – TR 12:30 – 1:45**

This course utilizes history, anthropology, sociology, political science, literature, film, and environmental studies to examine current issues in the New West. Topics include: water, public lands, socio-cultural constructs, tourism, and population trends of the West. Students will explore these topics through integrating their own well-informed knowledge base on humans and the environment to gain a comprehensive understanding of the "New" American West.

**Art & Society – Christa Abdul-Karim**

**Section 34 – Online (WWW)**

**Section 35 – MWF 1:30 – 2:20**

This course focuses on the cross-cultural examination of art and challenges students to make connections between the forms of art a culture produces and its values, worldviews, traditions and history. The class emphasizes the anthropological understanding of art, a perspective that highlights art as a culturally relevant form of symbolic expression; in doing so, it also explores theoretical approaches to art and its interpretation employed by other disciplines. The course uses literature, film, graphic novels, and other art forms to cover such topics as: what is art, how does art reflect the culture of a society, meanings and symbolism in art, art as protest, and more through a variety of perspectives.

**The Culture of Death & Dying – Christa Abdul-Karim**

**Section 36 – MWF 10:30 – 11:20**

**Section 37 – MWF 9:30 – 10:20**

It is an inevitable fact that everyone dies but what do we truly understand about death. What constitutes the moment of death and what happens after someone dies? How do the dead continue to dwell among the living? What do stories of ghosts, vampires, and zombies tell us about our beliefs surrounding life and death? How do we memorialize the dead in the forms of monuments, relics, paintings, jewelry, and other objects? This multidisciplinary course examines different cultural views surrounding death, dying, mortuary ritual, mourning, the afterlife, and the political lives of dead bodies.

**Food & Culture – Christa Abdul-Karim**

**Section 38 – MWF 12:30 – 1:20**

This course examines the role food plays in the lives of people around the world using a multidisciplinary and comparative format. What we eat says a lot about who we are as individuals and our culture. Food gives us an opportunity to socialize with family, friends, and the community; transmits culture; defines family and gender roles; represents religious beliefs; plays a role in festivals and holidays; and becomes part of our identity, among many other things. We do not eat just to ingest calories; what we consume ties us to the environment and is also often a political and ethical act as well. This course will examine these issues and others using ethnographies and contemporary media, as well as food!

**Musical Rhythms of the World – Barry Bilderback**

**Section 41 – TR 11:00 – 12:15**

Musical Rhythms of the World explores the close knit relationship between music and representative cultures spanning the globe. To this end, along with general principles in ethnomusicology, students are introduced to the ways folklore, sociology, ethics, and linguistics contribute to a greater understanding of music as a social practice and art form. Based primarily on a series of topics including fieldwork, sound and social structure, and oral vs. written tradition, class preparation and contact time involves non-passive listening and viewing along with reading/discussion and class participation activities.

**Contemporary Global Issues – Ro Afatchao**

**Section 49 – TR 11:00 – 12:15**

Contemporary Global Issues considers both interconnecting themes (politics, economics, environment, war and peace, children, gender, sports, technology, popular culture, etc.) and the culturally specific ways these play out in countries and regions around the world.

**Sustainable Food Systems – Alison Detjens**

**Section 51– TR 9:30 – 10:45**

What does “sustainable” really mean? Is there a balance between economic viability, social responsibility and environmental preservation in our current food system? What is the modern food system and how does it shape our everyday lives? This course will use literature from the humanities, scientific journals and a social science perspective to study what various food systems in local communities, the U.S. and across the globe. Students will examine their role within the current food system from production to post consumption of food.

**Origin of the Mind – Russell Jackson**

**Section 72 – TR 2:00 – 3:15**

This course covers the evolutionary origins of information processing with a focus on human beings. The course material integrates the biological and environmental underpinnings of human behavior and how they affect its expression within and across human societies. We will emphasize how evolutionary biology and cognitive science inform practical real-life applications, especially for university students.

***ISEM 101 sections are open to all first-year students***

*(Students who have completed 58 or more credits need to request an override from Director of General Education, Dean Panttaja, [panttaja@uidaho.edu](mailto:panttaja@uidaho.edu).)*