ISEM 101
Integrated Seminar Descriptions: Spring 2019

Spanish Cinema and Reality – Marta Boris Tarre
Section 05 – TTH 9:30 – 10:45
This seminar will give a critical overview of the roles Spanish filmmakers from different backgrounds have taken to interpret similar trends in contemporary Spanish culture and society. (This course is taught in English.)

Facing Race: Reality & Illusion – Jan Johnson
Section 06 – TTH 11:00 – 12:15
Section 33 – TTH 9:30 – 10:45
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).

Scientific Revolutions – McCahey
Section 07 – MWF 11:30 – 12:20
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.”

Gender in the U.S. – Maggie Rehm
Section 09 – TTH 11:00 – 12:15
Why do some parents get upset when their little boys play with dolls or express interest in dance lessons? Why do some companies market products with slogans like “math is hard” to teen girls or suggest to adult women that eating chocolate is “sinful” behavior to be indulged in with a secret feeling of transgressive pleasure? This course explores gender as one of the primary systems humans use to organize and understand their communities and their interpersonal relationships, focusing in particular on the shifting ways gender has been performed and policed in the United States.

Sports and American Society – Sharon Stoll & Justin Barnes
Section 12 – MWF 11:30 – 12:20 (Stoll)
Section 21 – TTH 11:00 – 12:15 (Barnes)
Students will explore the central role of sports in America through ethics, sociology, history, literature, film, political science, physical education and cultural studies.

The Creative Mind – Elizabeth Sloan
Section 18 – TTH 12:30 – 1:45
Section 56 – TTH 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 10:30 – 11:20**  
Students will analyze the cultural forces that have shaped our current definitions of love and how loving well can help us lead happier lives.

World Music in Society – Javier Rodriguez  
**Section 26 – TTH 11:00 – 12:15**  
This course introduces music and dance cultures outside the Western art and popular music traditions. Students will discover the richness and diversity of some of the world’s musical cultures, and develop ways for further exploring and appreciating different cultures through music.

Everyone Has a Story – David Harlan  
**Section 28 – MWF 9:30 – 10:20  
Section 29 – MWF 10:30 – 11:20**  
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: 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.

Nightmares in Red White & Blue – Russel Meeuf  
**Section 39 – TTH 12:30 – 1:45**  
Covering the history of the U.S. horror film, this course explores the nightmarish vision of the “American Dream” offered by popular cinema. Connecting horror films to a variety of historical traumas, students will examine how cinema addresses these challenges to the dream of upward mobility, equality, and democracy.

NEW! Literature as History: Latin American Testimonial Narrative – Dale Graden  
**Section 42– Online (WWW)**  
Struggle and resistance characterize Latin American histories and cultures. European colonization and empires created lots of wealth for a few and lots of suffering for many. Until the early twentieth century, history and literature reflected elite biases and perspectives. For a number of reasons, particularly the Cuban Revolution (1955-59), a new literary genre emerged in Cuba with the publication of Miguel Barnet’s *Biography of a Runaway Slave* (first published in 1966). It became known as *testimonio* (testimonial literature or narrative) and spread quickly throughout Latin America. In the words of one scholar, “Testimonio gives us information about people who commonly in literature [and history] classes have been ignored. Testimonio narrators have been called the ‘Voice of the Voiceless.’ We are emphasizing here the differences between official and non-official history. If autobiography is essentially Western, the testimonio is essentially Latin American” (Professor Georg M. Gugelberger, U of California, Riverside). Our course will focus on testimonies that offer subaltern perspectives from the Caribbean and South America from the late nineteenth century to the present. Particular attention is paid to the ways histories shape literature and the ways literature enables us to comprehend histories.

Language & Society – Elizabeth Conway  
**Section 43 – MWF 9:30 – 10:20  
Section 44 – MWF 1:30 – 2:20**  
This course looks at how language shapes and is shaped by society. Students will explore the interplay of language with variables like class, gender, ethnicity, race, and age. How do these variables result in identity differences, prejudices, and discriminations in schools, workplaces, and communities?
America and the World – Charles Dainoff
Section 46 – MWF 12:30 – 1:20
Section 47 – MWF 2:30 – 3:20
What does it mean to be an American? What is America’s place in the world and how did America get to that place? What does America mean to the rest of the world and what actions led to that meaning? This course will investigate these questions through an analysis of documents stretching from the aftermath of the Civil War in 1870 to the Obama Administration’s “pivot to Asia” in 2012. We will focus on the tension between the American desire for expansion and a role on the world stage, and the American desire to isolate itself and put “America First,” and the result of this tension and these desires and their impact on American domestic and foreign policy.

Globalization – Ro Afatcho
Section 50 – TR 11:00-12:15 p.m.
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 effect 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.

Sports & Society – Stephen Yoder
Section 48 – Online (WWW)

NEW! Music & Change in America – Staff
Section 70 – WWW (Online)

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.)