Feeding 9 Billion People by 2050 – Aaron Johnson and Philip Watson (College of Agricultural and Life Sciences)  
*Section 1 – TR 2:00-3:15 p.m. (Aug. 20-Oct. 12)

Although agricultural productivity is important to meeting world food needs in the future, other relevant issues need to be addressed that extend well beyond the productive capacity and methods used by the agricultural sector. These include economics, political structures, government policies, sociological issues and environmental impacts. This course will provide students with a broader understanding of this issue, developing the realization of this global challenge and recognizing that effective solutions must be comprehensive and employ a multidisciplinary approach.

Teach to Learn: Money Skills - Karin Hatheway-Dial (College of Business and Economics)  
*Section 7 – W 2:30-3:20 p.m. (Aug. 20 – Oct. 12)

Society is strengthened when its citizens are financially literate. Understanding personal bookkeeping, budgeting and financial strategy can bolster society’s citizens on both a personal and professional level. This class will help direct a face-to-face simulation called “Your Life’s Passport” by playing the vendor part of the live simulation and selling day-to-day goods and services to participants. The participants are inmates from a local correctional facility. Students will learn and teach personal budgeting to others (adult and juvenile offenders). By learning to take ownership of their own personal finances, students will be able to compare and contrast their own financial circumstances to other cultural populations.  (This course includes a required field trip to North Idaho Correctional Institution in Cottonwood, date TBD.)

Inspiring Lives of Scientists – George Newcombe (College of Natural Resources)  
*Section 8 – W 2:30-4:20 p.m. (Oct. 15 – Dec. 14)

The life stories of great scientists and scholars are inspiring in part because their remarkable insights are often rejected or ignored when first proposed. Their life stories are about persistence and courage in the face of opposition, as much as they are about particular discoveries. Three subjects of this course were central to the development of evolutionary theory (Charles Darwin), genetics (Gregor Mendel), and microbiology and medicine (Louis Pasteur) in the 19th century. Two (Alice Kober and Michael Ventris) were scholars who, by 1952, had largely deciphered Linear B, an unknown script of an unknown language discovered earlier in the century in Crete. Each student is expected to make a 10-minute presentation on a scientist of their choice, with student presentations starting in the fourth week.

Global Leadership Talent Needed - Jan Rauk (College of Business and Economics)  
*Section 10 – MWF 2:30-3:20 p.m. (Aug. 20 – Sep. 28)  
*Section 11 – MWF 2:30-3:20 p.m. (Oct. 1-Nov. 9)

In this seminar we will explore today’s workplace “megatrends” that influence global market trends. In so doing, we will learn about different styles and types of Global Leadership, and why they are essential for success in business community today. As we look at global leadership, we will review the ten top behaviors that global leaders should possess including: cultural self-awareness, invite the unexpected, results through relationships, frame-shifting, expand ownership, develop future leaders, adapt and add value, core value/ flexibility, influence across boundaries, and third-way solutions. Students will be presented with multi-disciplinary perspective and be expected to attend “international” events sponsored and presented on campus.
Innovation in Contemporary Art & Design – Greg Turner-Rahman (College of Art and Architecture)
*Section 13 – Online (WWW) Aug. 20 – Oct. 12
*Section 27 – Online (WWW) Oct. 15 – Dec. 14
This course requires students to attend lectures from design luminaries and innovative thinkers hosted by the College of Art and Architecture and in allied disciplines outside the college. Students would be asked to attend three lectures, read up-to-date texts about design culture or design thinking, and meet to discuss the lectures and seminar themes in an attempt to synthesize connections to their own creative practices and processes.

Climate Change and You – Tara Hudiburg (College of Natural Resources)
*Section 20 – M 12:30-2:20 p.m. (Oct. 15-Dec. 14)
This seminar will address the impacts of climate change on Idaho and the Pacific Northwest. Students will be introduced to science, economics, policy and personal decisions that can either intensify or alleviate impacts. Incorporating a multi-disciplinary perspective, the course seeks to produce a deeper understanding of the complexity of climate change and help provide students with strategies to deal with both irreversible climate change impacts and those that can be mitigated for the benefit of society and the environment.

Postcards from the Anthropocene – David Roon (College of Natural Resources)
Section 24 – T 3:30-4:45 p.m. (Aug. 20 – Dec. 14)
Beginning with the Lascaux cave paintings, humanity has utilized a combination of artistic and scientific inquiry to better understand human impacts on the biosphere. Whether it’s an academic illustration in a scientific journal, a gigantic fish built from plastic bottles on the beaches of Rio de Janeiro, or a sculpture in a Cleveland stream-bed that filters polluted water, conservation art educates us, challenges us to rethink our manner of existing, and allows for direct intervention in the functioning of ecosystems. Students in this course will research the history of conservation art. They will also work collaboratively to create personalized work at this intersection. The seminar will emphasize critical thinking, and exploring issues including scientific credibility, otherness, sustainability in making, and the role of human beings as global ecological citizens.

Climate Carbon & Forests – Boschetti (College of Natural Resources)
Section 25 – M 2:30 p.m.-3:20 p.m. (Aug. 20 – Dec. 14)

NEW! HON: Carry Forth the Stories – Frey (College of Letters Arts and Social Sciences)
*Section 26– TR 8:00 a.m.-9:15 a.m. (Oct. 15 – Dec. 14)
Students will explore the human condition as experienced as “story” and “storytelling,” story that brings meaning to and animates one’s life. Students will learn about the range and dynamics of story and storytelling, the methods for analyzing (via social science) and interpreting (via humanities) the meaning of stories, and be introduced to the various purposes of stories. Illustrative story examples from such traditions as indigenous and Christian, Buddhist and scientific will be included. As a learning activity, students will interview a family member (using semi-structured interviewing techniques) and identify a prominent family story. In turn, the family story will be transcribed in an appropriate format, and then re-told orally, using storytelling techniques, in front of fellow students.
Sustainability and Higher Education – Jim Gregson (College of Education, Health and Human Sciences)
*Section 28 – M 8:30 p.m.-9:20 a.m. (Aug. 20 – Oct. 12)
Education for Sustainable Development (ESD) is a learning process based on the ideals and principles that underlie sustainability. Higher education in general, and the University of Idaho in particular, have played an important role in promoting sustainable development. However, for the UI to contribute to creation of sustainable communities, it must strengthen its efforts with respect to transformative leadership, encouraging capacity development and assessing the university’s commitment to sustainable development. Students in this course will build upon their own disciplinary focus or major to study and take action toward addressing one or more challenges related to global sustainable development including but not limited to water security, food security, energy, biodiversity, construction, conservation, consumption, and transportation.

K-12 Education for Sustainability – Jim Gregson (College of Education, Health and Human Sciences)
Section 29 – W 8:30-9:20 a.m. (Aug. 20 – Dec. 14)
Education for Sustainable Development (ESD) is a learning process based on the ideals and principles that underlie sustainability. The emphasis on sustainability in K-12 education is in part a response to the realization that young people in school today will inherit a host of pressing—and escalating—challenges that include but are not limited to: climate change; loss of biodiversity; the end of cheap energy; depletion of resources; environmental degradation; gross inequities in standards of living; obesity, diabetes, asthma and other environmentally linked illness. However, research also suggests that ESD not only helps students learn the interconnectedness of human and natural systems but also can increase student engagement and improve performance in their studies, schools and communities.

Privacy in the Internet Age – Norman Pendegraft (College of Business)
Section – MWF 1:30-2:20 p.m. (Aug. 20 – Dec. 14)
What is privacy, and how has the Internet changed our views on the matter? What should public policy be? Current events constantly remind us of these questions. Are we willing to forgo privacy for convenience? For social belonging? For national security? These are important questions. The course will try to help students understand the technology and other social issues involved, using a number of historical and contemporary cases as a basis for our conversation.

The Holistic Athlete – Katie Brown and Colin Whitaker (College of Education)
*Section 31 – Online (WWW) Oct. 15 – Dec 14
This seminar is open to all students regardless of whether they consider themselves athletes. Students will learn how nutrition, physical activity, sleep, psychology, clothing, ethics, etc. are interrelated and affect holistic personal development and healthy lifestyles. Students will learn about the science behind these aspects and will explore how to apply this knowledge to their own holistic health and development, and to their own field of study. The seminar requires attendance at the Margaret Ritchie Distinguished Speaker Seminar, Wednesday, April 11.

Blue Revolution: Future Fish—Matt Powell (College of Agricultural and Life Sciences)
Section 32 – M 3:30-4:20 p.m. (Aug. 20 – Dec 14)
Current projections forecast the world’s population to reach 9.7 billion by the year 2050, placing tremendous responsibility on both plant and animal industries to expand to meet the world demand for food. The “blue revolution” refers to the explosive growth of aquaculture (the culture of aquatic plants and animals) over the past 20 years. This course seeks to provide students with a broader understanding of challenges of increasing the world’s food supply, while demonstrating that effective solutions must be comprehensive and require a multidisciplinary approach.