Climate Change: Myth and Science – Kenton Bird  
Section 2 – TR 9:30-10:45 a.m.  
What roles do science and public opinion play in humanity’s response to global climate change? Does opinion equal scientific evidence? Should beliefs govern policy? How do the humanities – journalism in particular – shape understanding of what may be the most important challenge facing our planet? This seminar will explore humanity’s need to make sense of the world through mass-media representations, literature and other cultural expressions. It will test how journalists, scientists and policy makers shape public perceptions and actions.

NEW! The Danger of the Single Story – Kristin Haltinner  
Section 3 – MWF 1:30-2:20 p.m.  
This course uses literature, music, history, anthropology, and sociology to empower students to critically examine common stereotypes and marginalizing ideologies in U.S. culture. Drawing on the concept of “the single story” from Chimamanda Adichie’s 2009 TED Talk, students will leave the class able to recognize single stories but also dismantle, critique, and reconstruct these narratives.

Mexico: Society, Politics & Art – Ana Alcocer Arreguin  
Section 4 – MWF 2:30-3:20 p.m.  
This course will focus on the historical and socio-political aspects of Mexico as viewed through its art. We will cover areas such as the Mural movement and the political events that inspired such famous muralist painters as Diego Rivera, José Clemente Orozco and David Alfaro Siqueiros to send nationalistic, social and political messages through their art in the 1920s. We will also study how these works of art reflected the times. This course will also discuss the life and art of Frida Kalho, one of Mexico’s greatest artists, who became a feminist icon to the world. (*This course is taught in English.*)

Spanish Cinema and Reality – Marta Boris Tarre  
Section 5 – TR 9:30-10:45 a.m.  
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 6 – TR 11 a.m.-12:15 p.m.  
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 – Victoria Arthur  
Section 8 – MWF 10:30 a.m.-11:20 a.m.  
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?”

Gender in the U.S. – Maggie Rehm  
Section 9 – TR 11:00 a.m. - 12:15 p.m.  
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 – Justin Barnes, Sharon Stoll**

Section 12 – TR 9:30-10:45 a.m. (Barnes)
Section 31 – MWF 11:30 a.m.-12:20 p.m. (Stoll)

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

**Globalization – Douglas Habib and Erin Damman**

Section 16 – WWW (Habib)
Section 27 – TR 2:00-3:15 p.m. (Damman)

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.

**Love and Happiness – Tom Drake**

Section 19 – MWF 11:30 a.m.-12:20 p.m.

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

**Ancient World: Myth & Reality – Alyson Roy**

Section 22 – TR 11:00 a.m.-12:15 p.m.

The Mediterranean Sea has been the bridge to three continents, and thus the matrix of a wide variety of human cultures and civilizations. The region was distinguished by experimentation in politics, belief systems, language, architecture, and social organization as people sought to explain the world around them, the thoughts inside their minds, and the world beyond them. This course explores the unique contribution to world civilizations of the facts and fictions constructed by the peoples of the ancient world.

**NEW! Higher Education: Earth in Mind – James Gregson**

Section 23 – W 3:30-6:20 p.m.

Education for Sustainable Development (ESD) is a learning process (or approach to teaching) based on the ideals and principles that underlie sustainability. It is concerned with all levels and types of learning to provide quality education and foster sustainable human development—learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society. Because many scholars of ESD have argued that sustainability is fundamentally a moral and political question, it is imperative that the humanities and social sciences be considered in developing a vision of ESD so that people, locally and globally, are equipped with the knowledge, skills, and dispositions needed to create a sustainable future.

**Women, Politics and Pop Culture – Juliet Carlisle**

Section 24 – MWF 10:30-11:20 a.m.

This course deals with women, politics, and popular culture. Rather than focus merely on women in politics or politics and popular culture, we will spend the course investigating and analyzing the interplay of all three. Thus, we will explore how popular culture in its many forms influences politics and political behavior and especially our understanding of women’s roles in society and politics. Throughout the course we will analyze representations of gender, sexuality, race, and class as intertwined and dynamic social categories embedded in popular narratives about “women,” and “women in politics.”
World Music in Society – Javier Rodriguez
Section 26 – TR 12:30 p.m.-1:45 p.m.
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.

Nightmares in Red-White-Blue: The American Dream and the Horror Film – Benjamin James
Section 39 – TR 12:30-1:45 p.m.
Section 40 – TR 3:30-4:45 p.m.
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.

The Creative Mind – Elizabeth Sloan
Section 56 – TR 12:30 p.m.-1:45 p.m.
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.

Jupiter, Venus & Mars – Elizabeth Sloan
Section 57 – TR 2:00-3:15 p.m.
“Women are from Venus, Men are from Mars” has become a catch phrase that crosses multiple gendered and generational communications. Add the planet Jupiter to this swirl as a symbol of the complex mix of identities and cultures that 21st century college students encounter. The success of every relationship is based on a foundation of articulating information and embracing diversity. Students will explore resources that this “20-something” decade has to offer in a search to create meaningful lives, and discover some of the ways and means to accomplish these ideas. Success might be defined by ending the semester with more questions than answers.

Music and Change in America – Grant Elgersma
Section 70 – World Wide Web
Music reflects and transforms the lives of individuals, communities and societies. In this course, we will explore how music forms, affirms and challenges social identity. We will also examine the ways American popular music empowered communities to find a voice in response to moments of societal and political upheaval. From minstrelsy, blues, and folk to rock ‘n’ roll and hip hop, we will explore how American popular music reflects the nation's cultural tensions and effects change. In the words of Bruce Springsteen: “The best music, you can seek some shelter in it momentarily, but it's essentially there to provide you something to face the world with.”

Origin of the Mind – Russell Jackson
Section 76 – TR 2:00-3:15 p.m.
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 26 or more credits should request an override from the instructor)