Feeding 9 Billion People by 2050 – Aaron Johnson and Philip Watson (College of Agricultural and Life Sciences)

* Section 1 – TR 2:00-2:50 p.m. (Aug. 21-Oct. 13)
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.

The Judicious Parent – Paul Gathercoal (College of Education)

* Section 2 – T 8:00-9:15 a.m. (Aug. 21-Oct. 13) Virtual Meeting (ISEM Web fee $35)
This seminar is designed for students who are or plan to be parents, and who want to raise healthy, self-directed children. The values discussed and addressed in this seminar are civil values, based, in part, on the U.S. Constitution. This seminar will challenge students to think about principles of freedom, justice, and equality, and how these human rights are balanced with the health and welfare needs of others. It will discuss and analyze models on how to judiciously weave a balance of rights and responsibilities into family living. *This is a BbLearn and BbCollaborate Ultra synchronous and asynchronous online course. Students must be able to attend class online in BbCollaborate Ultra on the specified dates and times (Pacific Time Zone).*

Future of Agriculture: Promise or Peril - Erik Anderson (College of Agricultural and Life Sciences)

* Section 3 – M 3:30-4:20 p.m. & T 2:00-2:50 p.m. (Aug. 21-Oct. 13)
* Section 4 – M 3:30-4:20 p.m. & T 3:30-4:20 p.m. (Aug. 21-Oct. 13)
* Section 5 (Honors) – MW 3:30-4:20 p.m. (Aug. 21-Oct. 13)
Modern agriculture has achieved remarkable gains in productivity and efficiency through the application of science and technology. But not all agricultural developments have been perceived favorably by the public. Some agricultural practices have been linked to environmental problems while others have raised concerns about possible harmful effects on human health. Future agricultural systems hold great promise for meeting global needs for food, fiber, and fuel. The innovations also bring additional potential threats to the world. This seminar will explore key advances in agriculture and will offer a critical examination of the associated economic, ecological, ethical, and human health challenges that may result from emerging agricultural systems. Topics include the globalization of food and fiber, the use of genetically modified organisms, environmental impacts, and human health effects of agriculture and food systems.

Inequality Here & Abroad

* Section 6 – TR 8:00-9:15 a.m. (Aug. 21-Sept. 22)
Is it a problem if some people have more income, wealth or opportunities than others? This seminar explores the issue of economic inequality, both within the United States and internationally. The course will help students to understand the ethics and practicalities of government policies that address inequality. Students will research and discuss the merits of policies such as Medicaid, health insurance exchanges, tax policies, education, housing assistance and trade adjustment assistance.

Teach to Learn: Money Skills - Karin Hatheway-Dial (College of Business and Economics)

* Section 7 – W 2:30-3:45 p.m. (Wednesdays, Aug. 21-Oct. 13, plus an all-day field trip to North Idaho Corrections Institute, date TBD)
Society is strengthened when its citizens are financially literate and in general have strong life skills for everyday life. Understanding everyday life decisions and how it impacts personal budgeting, and overall financial strategy can bolster society’s citizens on both a personal and professional level. This class will help direct a face-to-face simulation on making everyday life decisions and their impact on financial security at a local correctional facility. The main objective of this course is for students to explore everyday life choices post-graduation such as
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finding a job, renting an apartment, finding reliable transportation and making a commitment to life-long learning, and how these choices could impact them and their family’s future financial security. Then the students will share these discoveries with inmates (adult and juvenile offenders) during a day-long simulation.

Inspiring Lives of Scientists – George Newcombe (College of Natural Resources)
*Section 8 – W 3:30-5:20 p.m. (Aug. 21-Oct. 13)
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 of the six 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. The last scientist and scholar whom we will discuss is Barbara McClintock, the winner of the Nobel Prize in Physiology or Medicine in 1983 for her work in genetics.

Global Leadership Talent Needed - Jan Rauk (College of Business and Economics)
*Section 10 – MWF 2:30-3:20 p.m. (Aug. 21-Sept. 29)
*Section 11 – MWF 2:30-3:20 p.m. (Oct. 2-Nov. 10)
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.

Privacy in the Internet Age – Norman Pendegraft (College of Business and Economics)
*Section 12 – MWF 2:30-3:20 p.m. (Aug. 21-Sept. 29)
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.

Innovation in Contemporary Design – STAFF (College of Art and Architecture)
Section 13 – T 3:30-4:20 p.m.
This course will showcase lectures from design luminaries and innovative thinkers hosted by the College of Art and Architecture as well as allied disciplines outside the college. Students will attend three lectures, read up-to-date articles about design culture or design thinking, and discuss the lectures and seminar themes to synthesize connections to their own creative practices and processes.

Alcohol and Drug Prevention – Taylor Raney, Brian Dulin and Emily Johnson (College of Education)
Section 14 – W 3:30 p.m.-4:20 p.m.
This seminar will provide an overview of the history of alcohol-related issues on college campuses and research leading up to prevention and intervention efforts on college campuses across the nation. We will review what programs and strategies are supported by research to reduce alcohol related harm among college students. Students will gain an understanding of the Peer Educator model and be trained to deliver brief educational workshops for college students designed to reduce alcohol related harm. Students who successfully complete this seminar will be invited to enroll in EDCI 402 Practicum (1 credit) the following semester, and practice teach
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educational workshops designed to reduce alcohol-related harm across the University of Idaho campus and to interested external organizations.

Competition, Values and You – Marcis Fennell (College of Education)
Section 18 – W 6:00-6:50 p.m.
This course applies sociology, history, literature, film, political sciences, physical education, and cultural studies to explore the central role of competition and its effect on social and moral values in America, especially as they exist in sport and athletics. This seminar examines the relationship of competition in sports as it relates to and affects gender, race, class, ethnicity, consumerism, media, and other topics.

Climate Change and You – Tara Hudiburg (College of Natural Resources)
*Section 20 – M 12:30-2:20 p.m. (Oct. 16-Dec. 15, 2017)
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.

What is an Educated Person? – Stephen Yoder (College of Engineering)
* Section 21 – W 3:30-5:20 p.m. (Aug. 21-Oct. 13)
* Section 22 – W 3:30-5:20 p.m. (Oct. 16-Dec. 15)
This seminar will explore the question of “What is an educated person?” Through the various academic disciplinary lenses, students will consider the varied skills and learning competencies needed on the day they walk across the commencement stage and receive their baccalaureate diploma. Among the questions explored are: What are employers seeking in a graduate? What does a civil democratic society require of its citizenry? What do students themselves desire from their education? These various interwoven questions will be framed within a consideration of the University of Idaho’s Learning Outcomes.