FYS Course Descriptions
For Fall 2015

FYS A-190 ART, AESTHETICS, & CREATIVITY

ENG-A190
Kelcey Ervick
16917 Eng MW 1:00-2:15
17188 Eng TR 11:30-12:45

ENG A190 Reading, Writing and Publishing First-Year Stories

What’s it like to be a freshman in college in the 21st century? In this first-year seminar and creative writing class, we will read and write stories about what it’s like to go to college: stories about finding love and finding the bursar, about breaking up and breaking down, about meeting people and meeting deadlines, about pleasing and disappointing family members, about learning and transforming, about trying and failing and succeeding. Maybe you’re the first in your family to attend college; maybe you’re starting college years later than planned. We will write our stories: true stories, imagined stories, photo-stories, poems, comics, and more – all about the experience of becoming a college student. You don’t need any prior experience with creative writing. Assigned readings will provide context for discussions about the evolving roles, purposes, and demographics of the university - and your place in it. Over the course of the semester, you will work together as a class to design, edit, and self-publish a class anthology of the stories and poems you write about becoming a college student. Each student can purchase a copy of the book to keep.

MUS-A190
Jeff Wright
17445 MUS MW 10:00AM-11:15

MUSIC

This first-year seminar, designed for music majors and minors, will introduce students to various avenues of musical exploration and performance in the 21st century. We will explore topics such as improvisation, what does it mean to be a musician in the 21st century, the changing role of music in society over time, and music as a non-Universal language.

FYS B-190 Human Behavior and Social Institutions

SOC-B190
Betsy Lucal
16863 Soc MW 11:30-12:45

Making Sense of College Life

Wondering why tuition and fees seem to be rising so rapidly at Indiana University and other public colleges? Curious about the affirmative-action lawsuit filed against the University of
Michigan? Seem like you’re always hearing another story about an alleged sexual assault at the University of Notre Dame? Surprised to find out there was a cheating scandal involving athletes at Harvard University? Hear somewhere that students were killed on two U.S. college campuses in May 1970? Then this is the course for you!

**SOC-B190**  
**David Blouin**  
17895 Soc TR 10:00-11:15

*Human and Animal Interactions*

This course will explore peoples’ relationships with animals and the various roles that animals play in human societies. We will consider people’s interactions with a wide range of species, but our primary focus will be on the role of domestic animals in human lives and societies. A significant portion of the course addresses people’s relationships with pets, and treatment and interactions with animals used for food. In short, we will explore why there are “some (animals) we love, some we hate, some we eat” (Herzog 2010). Additional topics include differences and similarities between human and nonhuman animals, historical and cultural variations in human-animal relations, debates over animal rights and treatment, and the impact of human-animal relations on the welfare of animals, humans, and society. This is an interdisciplinary course that will include perspectives from a range of fields, including sociology, psychology, history, anthropology, and zoology. The course is taught as a seminar, so students will be expected to take an active role, reading, discussing, and writing about course topics.

**POLS-B190**  
**Jamie Smith**  
31767 Poly Sci TR 1:00-2:15

*Media, Framing, and Politics*

The political media environment is constantly evolving. Facebook, Twitter, Reddit, and other social networking sites are ubiquitous in discussions of politics. They have affected political dialogue, election campaigning, reporting, and democracy. Such new technologies bring citizens closer to politics and provide new outlets for engaging the political process. While this means that individuals use new devices and platforms to connect with politics, it also has significant implications for politics and citizenship, generally. The expansion of digital media allows for media consumers to personalize their political information environment—what scholars call “narrowcasting,” or self-selecting news sources and stories that highlight one’s existing beliefs about politics and policy. This is one aspect of the increasingly-polarized political moment. Despite the form of media one chooses to engage, all sources are contributing frames, or perspectives on political developments—this may include at times, basic partisan frames, but goes much further than this. Thus, this course will discuss the role of media framing, the power of the media to set the political agenda, and the role of citizens in both evaluating and engaging various forms of media.
**Psychology of Parenting**

In this course on parenting, we will learn about basic parenting processes using academic texts as well as self-help parenting manuals. We will explore theories and research on parenting from an interdisciplinary perspective as well as considering how this information should inform public policy. Last, we will focus on parenting images in the world at large by using films, popular comics, and other everyday media to better understand parenting theory and how society views parenting. You do NOT need to be a parent to take this course!

**FYS N-190 The Natural World**

**Biol-N190 (Math and English level 3)**
Yilei Qian
32564  Biol MW 1:00-2:15; 32565 lab W 2:15-3:45
32568  Biol TR 1:00-2:15; 32569 lab R 2:15-3:45

Jim McLister
17767  Biol TR 10:00-11:15; 17768 lab R 11:30-12:45

**First-Year Seminar for Students with an interest in Biology**

This course will introduce scientific skills, cover some key biological concepts as well as current research topics and related social issues. It will also discuss ways to make transition to the University and explore career options in life sciences. Teaching strategies will include case studies, field trips, laboratory experiments, videos/film studies, and group activities.

**FYS T-190: Literary and Intellectual Traditions**

**WGS-T190**
April Lidinsky
17558  WGS TR 11:30-12:45

**Sex Wars and Other Social Revolutions**

This FYS is based around texts and resources from the Progressive Era in the U.S. and includes an exciting, interactive role-playing game set in Greenwich Village, New York City, in 1913. You will have the chance to learn about issues from 100 years ago that still shape our present: sexual politics, political representation, changing gender roles in the home and public, economic equality, the role of art in a democracy among others. For 7 weeks of the course, you will explore these issues while in the character of a person from this dynamic and revolutionary time period.

Questions we will explore include: How does a group make lasting social change? How do you
gain supporters for your cause? Do you stick to your principles even if you then risk failure? Should you compromise in order to make some gains? How might a cause change over time and under new social conditions?

PHIL-T190
Lyle Zynda
17383 Phil TR 1:00-2:15

Philosophy and Science Fiction

In this course, we will examine various philosophical issues that arise in science fiction novels, short stories, films, and television series. Topics to be discussed include the relations between biology, technology, and the nature of the human person; the nature of intelligence and consciousness; the limits of knowledge and the relationship between appearance and reality; the logical puzzles that arise when imagining time travel; and personal identity. For each topic, we will read or view works in science fiction accompanied by complementary philosophical selections (both classic and contemporary). This is a multimedia course: in addition to readings, we will also discuss science fiction films and episodes from television series such as Star Trek.

ENG-T190
Kyoko Takanashi
17473 Eng TR 2:30-3:45

Literary Hauntings

Why are ghosts so scary, and why have ghost stories remained popular throughout literary history? Is it because they tap into our innermost fears? Because they tell us about a world beyond what we can know? Or because they make us confront uncomfortable truths? In this course, we will read three classic ghost stories to explore how ghosts make us reflect on issues like character (psychology), how we see and understand the world (science), and social problems (sociology). We will address these ghost stories not as stories that assert the actual presence of ghosts. Instead, we will see how these stories use ghosts to illustrate specific “truths” about ourselves and the world we live in. Our texts will include William Shakespeare’s Hamlet, Sir Arthur Conan Doyle’s The Hound of the Baskervilles, and Charles Dickens’ A Christmas Carol as well as a couple of films. The class will include interactive and creative activities in addition to reading and writing; active participation is therefore a must. Please be informed that this is a writing intensive class that includes regular reading responses and three papers.

ENG-T190
Chu He
17149 Eng TR 10:0-11:15

Bad Mothers

In literature, mothers are often portrayed as loving, selfless, sacrificial angels in the house. What about those bad mothers—those who do not take care of their children, those who leave their home, those who have troubled relationships with their family members? Are they wicked, victimized, or rebelling? Do they represent or challenge traditional values and morals? Can they
reconcile their sexuality, freedom, and individuality with their familial obligations? Could we view mothers as people rather than symbol or type? In this class, we will read popular culture, historical and cultural writings, and literature from a variety of racial and ethnic background to examine the gender norms for “good mothers” and explore sociopolitical, economic, ideological, and cultural reasons for “bad mothers.” We will also have many hands-on group activities to explore how “good/bad mothers” could be redefined.

**PSY-T190**  
Carolyn Schult  
17454 Psych MW 1:00-2:15 DW1170

*Reacting to the Past: Democracy, Conflict, & Equality*

Why did New York choose to support the rebels rather than the British during the American Revolution? What was so dangerous about Socrates and his ideas that he was sentenced to death for corrupting the youth of Athens? We can’t go back in time to these historic moments, but we can learn about them by re-living the controversies and conflicts of those times. Students will play Reacting to the Past games exploring the beginnings of different democracies, such as Athens in 403 B.C. and New York in 1775-76. Students are assigned roles to play and factions to work with as they immerse themselves in the great debates of the past, informed by classic texts in the history of ideas.

**HIST-T190**  
Hayley Froysland  
17837 His TR 11:30-12:45 DW1135

*Age of “Discovery:” First Encounters in the New World*

The era from 1492 to 1572 is often referred to as the Age of Discovery, whereby Europeans first “discovered” the Americas. Yet millions of indigenous peoples already inhabited these lands, particularly in Mexico, Central, and South America. These first encounters between Europeans and indigenous peoples and the subsequent conquest of the latter constitute one of the most momentous moments in world history. This course will examine some of the indigenous societies in the Americas prior to 1492, some of the expeditions of Europeans as they traveled to and through the Americas, and the fascinating first encounters of peoples who were previously unknown to each other. Students will be introduced to these cultures and peoples through the eyes and words of the conquerors and conquered themselves. We will bring this era to life as we read accounts written by Christopher Columbus as he set foot in the Caribbean islands, Juan Ponce de León in Florida, and Hernán Cortés and Bernal Díaz del Castillo as they interacted with, and subsequently conquered, the Aztecs. We will also read some of the few sources that survive that are written from the viewpoint of the conquered, such as the Mayan *Chilam Balam* and the Aztec *Florentine Codex*. Through these documents in particular students will analyze and gain an understanding of the fateful initial perceptions of each other and the subsequent clash and conquest of civilizations.

**BUS-B-190: Pre-Business Majors only**

Pre-business majors should see their advisor to enroll in the B-190 that is part of a 7-credit hour block.
Introduction to Business Administration

Business organizations play an important role in our lives. We interact with businesses in a variety of ways, including as employees, consumers, and investors. One form of business organization—corporations—wields enormous power. Given the pervasiveness of business in our lives, one intention of this class is to help you make greater sense of the world in which you live and enable you to make better informed decisions. In particular, W100 introduces you to a wide range of management issues. This will help to prepare you for other business classes that you may take and for your career. Or, for nonbusiness students, it will give you a useful overview of key business issues and the context within which businesses operate. Also this class may help you choose your career by making you aware of key features of: business trends, business ownership, business management, management of human resources, marketing, and managing financial resources.