**Journeys of Becoming**

LAR 101 - 4  
T Th  9:30 – 10:45 a.m.  
Kristen Hetrick, Assistant Professor of German

The transition from home to college is one of the great adventures of life, and it will in various ways alter how you perceive yourself and the world around you. We will explore this particular aspect of the journey of becoming who you are by using your own experiences as they relate those of others, both in the classroom and outside of it. Through literature and film, we will also discuss other events that can shape a person’s worldview and alter one’s life trajectory, such as travel, education, and choosing to leave one’s home country for new opportunities.

**Exploration**

LAR 101 – 1  
T Th  9:30 – 10:45 a.m.  
Brandi Hilton-Hagemann, Assistant Professor of History

“Exploration is what you do when you don’t know what you’re doing.” – Neil deGrasse Tyson. In this LAR class, we will focus on the idea of exploration from both historical and modern perspectives. Students will explore various cultures, viewpoints and regions of the globe, including Amazonian exploration, scientific discovery and electronic hacking. Through literature and film, you will assess your personal exploration from high school to college life as well as the nature of our complex and multifaceted world.

**Journeys**

LAR 101 - 2  
M W F  9:00 – 9:50 a.m.  
Kim Jarvis, Professor of History

People’s perceptions of the world around them are influenced and affected by their environment and experiences. In this course students will read memoirs and novels that explore their authors’ experiences with and reflections on such issues as identity and political oppression in Iran, China, Russia, Argentina, and South Africa. In addition, students will examine and reflect upon their own transition from high school to college.

**Taking a Stance!**

LAR 101 - 3  
M W F  10:00 – 10:50 a.m.  
LAR 101 – 18  
M W F  9:00 – 9:50 a.m.  
J. L. Vertin, Assistant Professor of Practice in Mathematics

“Too often we enjoy the comfort of opinion without the discomfort of thought.” – John. F. Kennedy. What are your thoughts on immigration? Do you support same-sex marriage? Do you oppose the death penalty? Why is Health Care Reform such a big deal? The purpose of this course is for students to move beyond just having an opinion on these issues, to being able to construct a persuasive argument. In this course, students will critically analyze several journal articles in order to develop an informed perspective on these issues. Students will learn how to formulate, organize, and communicate their ideas on these issues by multiple methods.

**The American Experience(s)**

LAR 101 – 5  
T Th  9:30 –10:45 p.m.  
Josh Pope, Assistant Professor of Spanish

We have all heard talk of the United States being “one nation under God.” Does this quote from the Pledge of Allegiance truly reflect the reality of the country we live in? How does the meaning of the term “American” differ in various communities? In this course, we will consider aspects of these broad questions while we practice critical thinking, reading, writing, and discussion. Specifically, we will use a variety of books, articles, film and TV shows to analyze and discuss what it means to have an American experience. How are American experiences different with regard to race, gender, class, and other factors? In addition, we will spend much time discussing elections in the U.S. as we prepare to vote in November. What role does voting and politics play in our society? By the end of this course, students should have a heightened sense of the diversity this country and that there is not just one American experience but many.

**The Power of Stories**

LAR 101 - 6  
M W F  1:00 – 1:50 p.m.  
LAR 101 – 7  
M W F  2:00 – 2:50 p.m.  
Katy Hanggi, Assistant Professor of English

Why do we tell stories? We often consume stories without thinking about why we enjoy them or how they appeal to us. Yet, they are integral to our lives. From a very young age, we rely on stories to not only entertain us, but also to explain the world around us. In this class, we will consider the role of story in our lives. We will learn how to analyze narrative and its components through reading literature and watching film. We will discuss how different academic disciplines research and use the concept of narrative.

**Ethics and the Human Body**

LAR 101 – 8  
M W F  9:00 – 9:50 a.m.  
LAR 101 – 9  
M W F  12:00 –12:50 p.m.  
Brad Johnson, Professor of English

Students in this course will examine many of the diverse ethical issues related to the human body. Topics such as body modification (tattooing, piercing, etc.), pandemics, organ transplant lists, and artificial bodies/body parts will serve as material for our reading and writing about how we make ethical decisions. Moreover, in the spirit of the Liberal Arts Seminar, we will examine the human body as an interdisciplinary subject, applying concepts from art, biology, religion, philosophy, literature, economics, etc., in an effort to understand how we approach ethical choices from a wide range of perspectives.
The Liberal Arts Seminar is designed to introduce first-year students to college-level writing, discussion, critical thinking, and critical reading. Students will learn library research skills, practice working collaboratively, and gain an appreciation for multiple perspectives. These skills will be developed in the context of exploring interdisciplinary content.

More specifically, this Trials of Galileo course will achieve those goals primarily through an intense Reacting to the Past role-playing game. The game will revolve around the trials of Galileo in the early 17th century. In the RTTP game, you will take on one or more historically-based roles, belong to factions, delve deeply into very important historical texts, make speeches and debate controversial issues in class (while in character!), participate in laboratory sessions, and engage in various kinds of writing.

**A Human Rights Journey: From Inquiry to Awareness**
**LAR 101 – 11**
**M W F 2:00 – 2:50 p.m.**
**Alec Engeretson, Professor of Information Science and Technology**

This course will take you on an intellectual, human rights and human wrongs journey. The destination is social consciousness (awareness) by way of inquiry. You will have a compass of truth and ethics to guide you on this journey. However, you must first uncover and calibrate this compass. In successfully completing this journey, in this course you will: enhance and apply your ability to engage in ethical reasoning by intentionally thinking critically, creatively, and practically, generate and articulate an understanding of truth, ethics, and social consciousness as they relate to human rights issues.

**History of Film: Silent Era to the 1940’s**
**LAR 101 – 12**
**T H 2:30 – 3:45 p.m.**
**David Sutera, Assistant Professor of Communications**

This class examines important technological, economic, aesthetic, and social milestones in both American and international cinema starting from the silent era to the 1940s. The class structure will involve readings, short lectures, discussions, and viewings of film clips. Class assignments will come in the form of short writing assignments, quizzes, exams, and a research paper as the final project. Students are required to attend a weekly screening of a feature-length film that meets outside the regularly scheduled time period of class. Students will be expected to engage in post-screening discussions based on a wide range of prompts, as well as providing their own observations and comments on the feature films viewed in class. Students are also required to engage with the discussion board on Blackboard in response to posted writing prompts and short videos throughout the semester.

**Heroes**
**LAR 101 - 13**
**M W F 10:00 – 10:50 a.m.**
**Dan Clanton, Associate Professor of Religious Studies**

For millennia, humans have sought the answers to pressing questions through the telling of stories. Some of these questions include, what does it mean to be human? What does real companionship mean? What happens after we die? What does “home” really mean, and what are you willing to do to achieve it? How should men and women behave? How should humans relate to the Divine? What does it mean to be honorable? What is the price of duty, or responsibility to oneself and others? What is “justice,” and how is it achieved? These, and other questions, have been asked and answered fruitfully in cultures of the past through the genre of literature called epic as well as stories about heroes. This class will examine three classic epics—Gilgamesh, The Odyssey, and Beowulf—in order to discover how ancient and medieval western cultures answered questions like these, as well as to familiarize students with these foundational literary masterpieces. We will also address answers to these questions and the concept of heroism in our modern culture by examining and discussing our own modern mythology, as found in stories of comic book superheroes.

**Becoming One With Environment**
**LAR 101 – 14**
**M W F 11:00 – 11:50 a.m.**
**Nathan Erickson, Assistant Professor of Sociology**

This LAR 101 section will focus on exploring different places around the world through travel memoirs, creative non-fiction travel writing and through a variety of international films and documentaries. The goal is to understand “place” using both insider and outsider perspectives. It is essential that we put human faces on the people that live elsewhere, rather than resorting to simplistic stereotypes. To fully understand place, we also need to contextualize places historically, socially, economically and culturally. In the end, students will write a research paper that investigates a place of their choice, exposes a fascinating culture and which addresses important social issues.

**Science and Society**
**LAR 101 – 15**
**M W F 2:00 – 2:50 p.m.**
**Kate Marley, Professor of Biology**

Why isn’t Pluto considered a planet anymore? Why is there a whole category on the food pyramid just for dairy products? Why did the Red Cross initially refuse to test donated blood for HIV infection? In this course we will explore what it means to pursue scientific discovery and the process through which findings are considered by citizens, evaluated for decision-making, and translated into policies. The LAR 101 course serves a critical purpose to help first year students develop college-level critical reading, research, thinking and communication skills. In this section, students will practice those skills while playing the role of scientists, business leaders, religious leaders, policymakers and citizens. Maybe Pluto will have a new fate once we’re done!

**Shhh! The Power of Silence**
**LAR 101 – 16**
**T H 2:30 – 3:45 p.m.**
**Caitie Leibman, Director of the Writing Center**

Language is a prized tool, though a powerful force marks the spaces around our words: silence. While it can be associated with weakness or a lack of confidence—especially in the United States, where extroversion, charisma, and “speaking up” are privileged—silence can be used strategically. In this course, we’ll identify uses of silence and seek to understand and appreciate how silence is as powerful as speech—if only we can listen for it. We’ll explore how silence is interpreted differently across interpersonal and cultural contexts to consider what our relationships, education, or workplaces could look like with more attention to the value of silence. Come as you are: quiet, loud, or anywhere in between. We will write, talk, and listen our way into silence.

**Once Upon a Time...**
**LAR 101 – 17**
**M W F 11:00 – 11:50 a.m.**
**Courtney Bruntz, Assistant Professor of Asian Studies**

Re-tellings of folktales, legends, “tall tales,” myths, and even ghost stories draw us together as human beings. They impart moral advice to readers, and pass on guidance throughout generations. These stories offer a significant mechanism for constructing identity, while also shaping popular customs. In this course we will investigate diverse folklore that shape notions of time, space, and humanity across cultures, and will explore how the stories we tell influence communal and individual distinctiveness.

**LIBERAL ARTS SEMINAR**

A course designed to introduce students to a college-level writing, discussion, critical thinking, and critical reading. Faculty will choose a topic for each section in order to help students learn information research skills, to work collaboratively, and to gain an appreciation for interdisciplinary study and multiple perspectives. Each year, the instructors identify a guiding question, with related common student readings and experiences. Students will begin to engage in ongoing reflection about their educational experience. Students will work to 1) engage in discovery; 2) gather and evaluate facts and assumptions; 3) support conclusions with relevant evidence; and 4) practice effective communication.