BIOL/THEA 193, FYS: Art and Science of Dance. This course is an interdisciplinary exploration of one of the quintessential human activities, dance. Students and faculty will engage with art and creative process through dancing and choreography. Simultaneously, we will explore physiological and evolutionary questions of how and why we dance by conducting scientific studies. By the end of this course, students will be incorporated into the scholarly community of Gonzaga, and they will be able to think and act like dancers and scientists. Professors Swanson & Ostersmith

COMM 193, FYS: The Purpose and Value of Play. Play is often dismissed as childish or foolish; however, play is a central feature of human culture and community and development. This course explores a central question about play that scholars and thinkers from many disciplines have tried to answer: What is the purpose and value of play? This question provides a launching point to explore cultural messages, beliefs, and norms surrounding play. Through readings from multiple disciplines, film, poetry, and more, this course will explore the concept of play through questions such as: What is play? What are the limits of play? Can play be serious? How do we distinguish between play and leisure, work, or seriousness? What is the role of play in learning and education? Professor Rossing

COMM 193, FYS: Telling War. Telling War juxtaposes two eras of conflict, WWI and the wars in Iraq & Afghanistan, as a framework and impetus for discussion. Telling War begins with the voices of troops and veterans by looking at “user-generated content” from WWI as well as Iraq & Afghanistan (i.e., letters, e-mails, poems, postcards, etchings, photos, songs, and videos). Using these frontline dispatches as a starting point, students will consider what modes of communication were prominent during particular deployments and how those shaped what could be talked about, to whom, when, and where. The course will introduce students to a variety of humanities texts, art, and music to promote meaningful dialogue about the war experience. Students will engage with diverse methods of storytelling to draw out personal narratives through papermaking, podcasting, and the use of social media. Professor Silvestri

CRIM 193, FYS: Punk! The Social History of a Cultural (R)evolution. This class explores the development of punk as a musical and cultural phenomenon. The story of punk stretches far beyond the account of a musical genre. From its earliest rumblings in post-WWII England to its official birth in the bowels of New York City, from its explosion in Thatcher-era London and through its many transformations (new wave, hardcore, grunge, and everything in between and thereafter), punk has served as a platform (albeit a contested one) for the voices of those at society’s margins. Punk’s music, lyrics, art, fashion, philosophies, politics, and (sub)culture provide a point of entry for exploring the tensions of modern society. Professor Gumbhir.

ENGL 193, FYS: istudent: Technology meets Humanity. We’re racing down the information superhighway in driverless cars, posting selfies at every mile marker, and sharing our location in Snapchat stories and on Instagram feeds. We use (or are used by) facial and voice recognition software, wearable trackers, Bluetooth technology. And we know that someone, somewhere, may be tracking our every move. Where (if anywhere) does this highway end? In what ways do our technologies limit us? In what ways do they make us smarter, more creative, vulnerable, less satisfied? In this class we’ll explore our relationships to our own devices and examine what our technologies tell us about what it means to be human. Professor Grey (2 sections).

ENGL 193, FYS: The Cuban Revolution. In the present moment of transition in Cuba and rapidly changing U.S.-Cuba relations, this course investigates Cuba’s 1959 revolution through various lenses and approaches, thus striving for expertise in a controversial and often misunderstood subject while at the same time creating a foundation for university-level multi-disciplinary intellectual inquiry. Carries a Global Studies (GS) designation.* Professor Maucione
ENGL 193, FYS: Literature and the Search for Meaning. This FYS is designed to introduce students to learning and knowing as deliberate, creative processes by engaging the question of what makes for a meaningful life. The course will emphasize writing and reading as tools for participation in the creation of meaning. The course will focus on building a personal map of meaning in conjunction with a study of how literary works approach meaning, along with consideration of the approach to meaning by various works from philosophy, psychology, and religious studies. Carries a Writing-Enriched (WE) designation.* Professor Butterworth

ENGL 193, FYS: Freaks, Geeks, and Outsiders. We have all met—or perhaps even identified with—people who are seen as different, strange, or on the margins. Drawing from a range of disciplines, this course will provide us with the opportunity to explore and analyze what makes someone “freakish” or aberrant; what it means to be a “geek” (a word whose connotations have shifted dramatically over the past thirty years); and what characteristics historically have positioned people as “outsiders” rather than “insiders.” Our exploration will be guided by a central question: what are the dividing lines between “normality” and “abnormality”? Carries a Social Justice (SJ) designation.* Professor Ciasullo

ENGL 193, FYS: Imagining 9/11. This first-year seminar examines questions of learning, knowing, and meaning by examining art, literature, painting, music, and other aesthetic expression responding to the events of 11 Sept 2001. One of the fundamental purposes of art is to explore both personal and international crisis, working toward complex understandings of human experience through trauma, but artists who treat 9/11 as a creative subject must necessarily wrestle with a host of controversial artistic and political questions. This course will examine these problems, asking how artists can navigate the political, aesthetic, and ethical quandaries inherent in addressing the defining event of contemporary US society and culture. Our scope will be extremely narrow, but in these few blocks of downtown Manhattan we will encounter questions that cut to the heart of the purposes (and limits) of art and the way we understand the world around us. Bolton

ENGL 193, FYS: The Time of Your Life. Time. Is it a measurement? A state of mind? Fluid? Who knows best—physicists? Poets? Philosophers? Monks? Shamans? Children? The questions about time are as infinite as time (purportedly) is itself. Still and yet, one central truth is undeniable: time matters. A lot. And if we are vitally aware of its value and function in our lives, the lives of people who came before, and the lives of people in other cultures and places, our lives will be enriched today and every day we have left on this planet. Students in this class will explore the concept of time from multiple perspectives, disciplines, and cultures. Students will manipulate their understanding of time through student-led experiments and the experiments of others. Students will read, discuss, ask, and do. By semester’s end, students may truly tell time, its story as well as its function, and thus discover a universally-unifying and potentially-democratizing force in the lives of human beings. Carries Global Studies (GS) and Writing Enriched (WE) designations.* Professor Halliday

ENSC 193, FYS: STEM in Developing Countries. An introduction to the complex interaction of engineering technologies, the natural sciences, and the social sciences within the context of development projects focused in peaceful regions of developing countries. This course uses readings, project evaluation, and group discussion to explore the complex decisions and constraints involved in pursuing technical projects (e.g., water development/treatment, electrification, construction) in developing countries. The course examines: (i) multiple development strategies with emphasis on the interplay of technologies, culture, economics, and local participation, and (ii) multiple arguments regarding ethical underpinnings (or lack thereof) for various development strategies. Professor Silliman

HIST 193, FYS: St. Ignatius and Jesuit Education. Although Ignatius of Loyola did not imagine establishing a school system, by his death in 1556 the Jesuits were running over 30 institutions of learning, a number that would grow into the hundreds. This seminar will examine the historical context of these first schools and the ideas which Ignatius established as the foundation of a system of education that we consider today to be called “a Jesuit education.” Topics include Ignatius’ fundamental spiritual insights and how these insights were integrated into his education plan, some of the great Jesuit educators of the time and their contributions to science, literature, philosophy and theology, and how a “Jesuit Education” helped men such as Matteo Ricci and Roberto di Nobili interact within non-European cultures. Professor Maher

Updated 4/26/17
MODL 193: FYS: History & Literature. What are the questions that are important to a Poet, a Novelist or a Visual Artist in retelling a historical event? How do those questions differ from those a Historian, an Archeologist or a Sociologist ask - and try to answer- when retelling the same historical event? This FYS intends to explore those different perspectives along with the moral implications that cannot be separated from true art. Professor Brooke

PHIL 193, FYS: Tolkien and the Philosophy of Language. This course will look at different theories about the way language reveals truth, with a particular focus on the creation of stories through the use of metaphor and myth in J.R.R. Tolkien’s *Lord of the Rings*. We will end with an investigation of the ways language may function to reveal the sacredness of nature, thus opening a dialogue with the theological notion of nature as sacramental. Professor Bradley

PHIL 193: FYS: Loneliness and Community. It’s hard to imagine any person existing without at least some experience of feeling or being lonely. For many of us, loneliness is situational: it’s what we feel when we first immerse ourselves into a new community or when a relationship ends. For some, loneliness is a feeling they wrestle with more consistently. In this class, we will look at what it is to be and feel lonely. We won’t stop there, though. We’ll study how community and connection to other people (might) help alleviate loneliness. We’ll ask if the experience of loneliness today is unique to our time, or if there is something common to all human experiences of loneliness. We’ll ask how different scholars from diverse fields suggest we “deal” with the problem of loneliness and discover whether there are skills and practices we can adopt to lessen our own and others’ lonely feelings. Professor Howard

PHIL 193, FYS: Technology and the Fate of Humanity. Emerging technologies, such as advanced Artificial Intelligence and CRISPR-Cas9 gene editing, present a potentially perilous future for humans. At the same time, we cannot deny that humans have always been essentially technical beings. Technological innovation, implementation, and use, thus, cannot be an all-or-nothing affair. But how are we to understand the role that technology has or should have in our lives? In this class, we will turn to novels, films, and philosophers to begin an examination of our entrenched engagement with technology. Professor Besmer

PHYS 193, FYS: Life on Mars. In this course, we will explore science fact and fiction about space exploration and colonization. Together, we will try to understand what we can do now and in the foreseeable future. Then, we will ask the more important question of whether we should. Professor Moore.

PSYC 193, FYS: Risk & Resilience. This First-Year Seminar uses a variety of compelling case studies to explore topics around risk and adversity and their effects on human development. We will also study the concept of resilience and efforts around support and intervention for families and children who are at-risk. We will approach these topics from multiple perspectives including social science (e.g., developmental psychology, sociology, economics), neuroscience, art and literature. *Trigger warning:* This topic is intense. We will explore a number of difficult topics (e.g., child physical and sexual abuse, domestic violence, the plight of the Romanian orphans). Please consider whether the material in this course will be appropriate for you. *Carries a Social Justice (SJ) designation.* Professor Kretchmar-Hendricks.

RELI 193, FYS: Jesuit Education: A Fire Kindling Other Fires. This first-year seminar addresses the first-year core question, “How do we pursue knowledge and cultivate understanding?” Through a multidisciplinary approach to Jesuit education by walking the cat back to St. Ignatius of Loyola, the *Spiritual Exercises*, and the Jesuit plan of learning (*Ratio Studiorum*), students will apply insights to modern educational and societal situations by placing texts and interpretations in dialogue with contemporary issues of faith, community, spirituality, learning, and social justice. Professor Kuder.
RELI 193, FYS: Science Fiction and Personhood. What does it mean to be a “person?” How do the topics of extraterrestrials, robots and posthumans help us to reflect on personhood? Join with us as we examine how Science Fiction writers imagine other planets and future scenarios in order to present their readers with a chance to contemplate their own identity along with the pressing problems/questions of their own time frame. Professor Scheering.

RELI 193, FYS: The Depths: Psalms and the Human Condition. Being a human being means at least, among many other things, to struggle with relationships; that is to struggle with one’s self as well as to struggle with others and/or the “Other.” The psalms of the Hebrew Bible embrace this most human experience with startling honesty, urgency, humility, and empathy. This multi-disciplinary course allows students to creatively explore and then enter into the worlds of the psalmists while also giving voice to a student’s own developing self and depth in human relationships. Professor Starbuck.

RELI 103, FYS: Indigenous Peoples and Global Issues. This course explores contemporary issues of indigenous peoples throughout the world. We begin by examining the concept of a "Fourth World." Who are indigenous peoples and how have they been categorized in relation to "ethnic groups," colonization, and the international system of states? We examine current debates within the United Nations about indigenous peoples and human rights. We take a look at law and economics of colonialism and emerging issues of globalization. Through films, literature and social science readings, this course looks at those issues, and focuses on how indigenous peoples are actively working to oppose their oppression and create sustainable futures. Carries a Global Studies (GS) designation. * Professor Baraza.

RELI 193, FYS: Citizens or Strangers: Early Christianity in the Roman World. The first Christians were sometimes martyrs, sometimes prophets, and sometimes the greatest supporters of the society of which they were a part. Using the origins of Christianity as a case study, this class looks at the nature of religion, its relation to society as a whole, and the conditions of the first Christians. Professor Hauck.

RELI 193, FYS: Religion and Popular Culture. What is religion? We will examine this question by analyzing contemporary novels, films, and music. What insights about religion do these three elements of popular culture offer? How do films, music, and novels function religiously, and how do they help us understand religion? Professor Rindge.

RELI 193, FYS: How Does the Bible Convey Knowledge? The central question we will examine in the course relates to the first year question, “How do we pursue knowledge?” Our specific question for this course is: How do we know the Bible says what we think it says? Using tools from Hebrew language studies, archaeology, cultural anthropology, literature, and history, we will consider how specific biblical passages indicate, mean or imply something about the cultural and religious context of Ancient Israel. (2) As implied by the second part of the question for the first year “how do we cultivate understanding?” the course will include opportunities to consider the effect or effects these academic tools have on our readings of biblical texts. The course will culminate with projects in which students will produce and share their own interpretations of the Psalms using photos, film and music. Professor Goldstein.

SOCCI 193, FYS: Punk! The Social History of a Cultural (R)evolution. This class explores the development of punk as a musical and cultural phenomenon. The story of punk stretches far beyond the account of a musical genre. From its earliest rumblings in post--WWII England to its official birth in the bowels of New York City, from its explosion in Thatcher-era London and through its many transformations (new wave, hardcore, grunge, and everything in between and thereafter), punk has served as a platform (albeit a contested one) for the voices of those at society's margins. Punk’s music, lyrics, art, fashion, philosophies, politics, and (sub)culture provide a point of entry for exploring the tensions of modern society. Professor Gumbhir.
THEA 193, FYS: Theatre & Social Change. Myth, ritual, performance, story, comedy, tragedy, word, movement, idea, transformation, justice, and collaboration. All of these are vital to us as humans and to the development of strong communities, and all of these are wrapped up in the nature and purpose of theatre. This course is an introductory investigation of the history, aesthetics, and literature of the live theatre and includes the various areas of theatrical production with an eye toward social action. **Carries a Social Justice (SJ) designation.** * Professor Pepiton.

WGST 193, FYS: “Cinder,” Cyborgs, and Social Justice. In the book, *Cinder*, the main character, Linh Cinder, lives in the future in New Beijing. She is a mechanic, a cyborg (part human, part android), and an unauthorized immigrant from the moon. In this class, students will read, among other things, the popular young adult science fiction book *Cinder*, which is a reimagining of the classic Cinderella story. From there, students will study how the humanities, social sciences, and natural sciences make knowledge about social inequality, human difference, and social justice. Finally, students will have the opportunity to work together to develop a technological solution to a social justice problem right here at GU. **Carries a Social Justice (SJ) designation.** * Professor Diaz

* To fulfill university core requirements, students must complete 2 Writing-Enriched (WE) designated courses (in addition to Writing), 1 Global Studies (GS) designated course (in addition to World/Comparative Religion), and 1 Social Justice (SJ) designated course. Designations double-count. That is, students completing an FYS with a designation, get credit for both the FYS and the designation it carries. Transfer students with 45 or more credits have a reduced designation requirement (1 WE, and 2 total of either 1 WE, 1 GS, and/or 1 SJ) and students with 60 or more credits, including AA/AS-T degree holders, are not required to fulfill the designation requirements.