

*WRIT 101-01: Katherine Wiley*

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**This course is linked to the Harstad Hall Living/Learning Community.**

Topic: Muslim Women in the Contemporary World.

Since 9/11 discussions about Muslims have been a central part of the media and popular discourse in the United States. Many commentators have argued that Muslim women are oppressed, voiceless, and helpless. Are they? In this class, we will explore Muslim women's lives around the world, focusing on their daily experiences including the challenges they face as well as their concerns, dreams, and aspirations. Ultimately, we will consider questions like, how should we engage with cultural and religious difference? What are our responsibilities as global citizens inhabiting a diverse world in which we encounter people whose backgrounds and beliefs are different from our own? This course will give you a better understanding of Islam and why this religion, particularly as it relates to women, has generated so much anxiety in the U.S. and elsewhere. We will read fiction, articles from a range of disciplines, and anthropological works on these topics. Through a variety of writing assignments, including a news analysis, blog post, and research paper, this class will develop your skills in critical reading and writing, textual and visual analysis, argument construction, and research.

*WRIT 101-02: Amanda Taylor*

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Topic: The World of the Neandertals.

In this course, we will explore both the science and the mystery of the Neandertals, a fascinating group of hominids who lived in Europe and western and central Asia during the last Ice Age. Although they looked quite different from anatomically modern humans with pronounced brow ridges, large noses, and thick muscular bodies, they used sophisticated stone tools and participated in communities and cultural traditions. Exciting new genetic research suggests that Neandertals and early modern human interbred, but scientists still do not fully understand why they went extinct. Social scientists wonder what our world would be like if they were alive today. Through reading and writing about Neandertals, we will explore these topics and recent scientific breakthroughs on Neandertal adaptations to the Ice Age environment and interactions with ancient humans. We will also explore the role of Neandertals in contemporary imaginations of the past. This course will help students to strengthen writing skills for popular media, research papers, laboratory reports, and persuasive position papers. Classes will be interactive and dynamic, emphasizing strategies for research, peer-review and self-critique.

*WRIT 101-03: Mallory Mann*

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Topic: Leadership in Sport.

Effective leadership has the potential to facilitate improved effort, peak performance and overall joy and satisfaction. This course is designed to explore the role of leadership in shaping team climates and creating processes of change. Using writing as a form of inquiry, students will 1) explore models and principles of sport leadership; 2) identify characteristics of transformational leaders; 3) analyze the leadership styles of contemporary coaches and administrators; 4) investigate how social identities influence access to positions of power and assessments of leader behavior; and 5) examine current ethical challenges in sport to evaluate personal philosophies of leadership.

Topic: Counterculture.

The Beats. The Hippies. Punk Rock. DIY. All considered to be countercultural movements, but what does counterculture mean, particularly in relation to mainstream and subcultures? How does a countercultural group define itself? How do these movements come into existence? And what does it suggest when they are absorbed into the social norm? In this course, we will critically consider these questions as we explore the many facets of counterculture, including various countercultural groups and movements that have existed in recent history, how they came about and if they held any lasting impact, and what counterculture – if it exists - looks like today.

**This course is linked to the Hinderlie Hall Living/Learning Community.**

Topic: Creativity, Constraint and the Culture of Everyday Life.

This section of Writing 101 will focus on the theme of “creativity.” While we often champion “the creative arts” in American culture, we typically have in mind a very traditional and unassailable notion of what “art” or “creativity” can mean (and for whom). Art—like so many things—is difficult to define, but “we know it when we see it.” But how have the terms for this idea become fixed? Who decides what counts and what does not?

In this class, we will attempt to undermine common assumptions about art as something reserved for the artistic and creativity as a characteristic of the creative by looking at how both art and creativity are felt and experienced in everyday life. We will be particularly focused on how individuals and groups use creativity and the arts to respond to a variety of social, political, and economic circumstances in global and local contexts. Our readings will help us develop strategies for critically understanding artistic expression (in textual, visual, embodied, and spatial forms) and for seeking out the artfulness in everyday expression. Course assignments will include critical and rhetorical analysis, creative journaling, digital storytelling, and community engagement. There will be a required Parkland-focused community engagement assignment in this course.

This is a writing intensive course meant to provide students with skills necessary for effective communication in the university and in social and professional contexts outside of the academy. As such, students enrolled in the course should expect to do a great deal of writing and revision. Additionally, the course will emphasize PLU Integrated Learning Outcomes (ILOs) related to critical reflection, expression and communication, and the valuing of other cultures and perspectives.

### WRIT 101-06: James Albrecht

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Topic: Humans and Other Animals.

In this course, we'll consider our relationships with and obligations to the non-human beings with whom we share the planet. We'll use Peter Singer's seminal *Animal Liberation* and Jonathan Safran Foer's *Eating Animals* to explore the implications of our relations with the animals that wind up on our plates. Reading Lyanda Lynn Haupt's *Crow Planet*, we'll consider the animals who surround us in our "urban wilderness." Lastly, we'll study some examples of how our relations with animals are portrayed in popular culture: from advertisements for meat and dairy products, to E.B. White's classic children's book *Charlotte's Web*, to Karen Joy Fowler's best-selling novel *We Are All Absolutely Beside Ourselves*. And, of course, our main focus will be the writing process itself—working on skills of exposition and analysis, personal narrative, research, and revision.

### WRIT 101-07: Callista Brown

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Topic: Perspectives on Violence and Peace.

How do we define "violence?" How does violence relate to injustice? After a violent event, how can we restore peace? Can we take preventative action to keep violence from recurring? Can we choose non-violence? Is peace just the absence of violence or something beyond both violence and non-violence?

Using writing as a form of inquiry and reading as an opportunity to enter a conversation, we will examine 1) high-risk mountaineering, the theme of this year's Common Reading text; 2) cancer and environmental carcinogens; 3) mass incarceration; 4) the everyday violence that seeps into families, schools, and peer relationships; and 5) what it means to be a peace-keeper. We will discuss hidden forms of violence such as structural violence and micro-aggressions, and we will reflect on peace as a goal and as a practice. Readings will include personal memoir, scholarly articles and books, and literary journalism. Students will write blog entries, position papers, book reviews, and reflective essays. Throughout the semester we will study the craft of writing as we address genre, structure, reader expectations, and citation conventions for college-level prose.

Topic: Water, Culture, Justice

This course explores how we experience, understand and speak about water and the importance of place in our everyday life. Today, water is a central concern in our current environmental crisis; people across the globe are working to address the increasingly fragile state of our earth's fresh water resources. In this course we'll work together to better understand the political and ethical dimensions of this ecological crisis, considering the ways power, privilege and belief shape humans' relationships to water and equitable management of our water resources. Using an environmental justice lens in our reading and writing, we will explore how race, gender, class, sexuality and religion impact environmental preservation. In turn, we'll analyze water not simply as a resource for human use, but as a complex ecosystem necessary for the survival of all beings.

As this course is charged with preparing students to learn the generic conventions and argumentative skills necessary for successful undergraduate writing, throughout the term we will read scholarly sources about water and work to compose critical and reflective essays that respond to these intellectual conversations and debates. Our interdisciplinary work will also include an off-campus field component in an effort to actively engage with our local Puget Sound waterways. This course would be a great choice for any student interested in majoring in Environmental Studies or Women's and Gender Studies, but is open to all!

Topic: Wonder, Curiosity, Praxis.

Environmental activist and marine biologist Rachel Carson, author of *Under the Sea-Wind* and *Silent Spring*, wrote that a deep and abiding sense of wonder informed her scholarly and conservationist pursuits. By attending to the places, the things, and the ideas that sparked her vivid sense of wonder, Carson launched her marine research and put her findings and theories into active practice. She most famously combated the use of pesticides that poisoned birds, insects, and fish, and her efforts led to the restoration of damaged ecosystems. Carson combined rigorous academic study with an ability to communicate her passions to a public audience, and—more than sixty years ago—she alerted us to the lasting need for environmental care. Today, we must heed and maintain Carson's urgent message, as individuals and as collective groups, and we can develop strategies by thinking about Carson's wonder, curiosity, and praxis. In this FYE writing course, we will:

- read work by and about Carson, as well as essays, prose, and poetry concerning meaningful environmental action;
- investigate how people, among them philosophers and scientists and artists, define and benefit from wonder, curiosity, and praxis;
- learn how researchers are studying the experience of “awe” or wonder as a sensation that motivates action and care;
- talk with PLU students, faculty, and staff engaged with diversity, justice, and sustainability concerns;
- identify our personal sources of wonder;
- cultivate our academic and critical curiosity;
- practice asking rigorous questions as foundations for research;
- learn database skills, information-gathering methods, and writing approaches that will benefit us in our disciplines;
- and develop our future plans for praxis as politically and socially engaged scholars.

*WRIT 101-10: Wendy Call*

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Topic: US-Mexico Borderlands.

The US-Mexico border is the longest frontier between a wealthy and poor nation. Its crossings (both formal and informal) are the world's busiest. Communities north and south of the border are united by language, culture, music, and literature, yet divided by nationality, economy, policy, and police force. Millions of people cross the border each year and hundreds die trying. What is to be done about this state of affairs? How does border policy affect our lives? We will immerse ourselves in the literature (journalism, essays, short stories, poetry, and song) of the US-Mexico borderlands, explore the borders that surround each of us, and – most of all – write: journal entries, analysis, personal essay, and a research paper.

*WRIT 101-11: Lisa Marcus*

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**This course is linked to the Hinderlie Hall Living/Learning Community.**

Topic: Banned Books.

What do Captain Underpants, Huckleberry Finn and Heather has Two Mommies have in common? These books are united on the list of frequently banned books. Whether they are perceived as too racy or too raced, too exciting or too inciting, these books provoke some communities to outrage and censorship. This seminar will explore the ethical/moral/religious/ideological motivations that lead communities to suppress books. You'll write about your own reading transgressions and research the controversies surrounding several book bannings. And, of course, we'll read together a selection of banned books - from children's picture books to literary classics that excited the censors' wrath. One anti-censorship website proclaims, Rise to the challenge. Read censored books! We'll do just that this term.

**This course is linked to the Harstad Hall Living/Learning Community.**

Topic: A Woman's Place.

Writing *A Vindication of the Rights of Woman*, Mary Wollstonecraft faced a difficult challenge when trying to define woman's relationship to the home. On the one hand, her call for "a revolution in female manners" argued that women have reason and, therefore, should not be confined solely to the home; instead, they should be given access to an education and opportunities to work and develop beyond the domestic realm. On the other, Wollstonecraft fervently believed that a woman's ability to be a good mother and wife had a tangible impact on social and national prosperity. Indeed, she warned that women should not neglect domestic duties in their rightful attempt to transcend domestic boundaries. Wollstonecraft was wrestling with one of modern feminism's most enduring dilemmas.

Wollstonecraft's dilemma continues to haunt contemporary discussions about the social role of women. It is telegraphed in the common articulation of the question: "Can women have it all?" In this course we will write our way to some answers and to new questions by reading and writing about the places and spaces that women inhabit. We will consider how women occupy these places, ask whether or not they are at home in these places, inquire how society perceives their role in these places, and hopefully, claim new and diverse places where women—of all races, ethnicities, and classes—should take up residence. Some of the places we will explore include: college, the kitchen, the workplace, the professions (i.e., sciences, humanities, arts). And we will also travel around the globe to enquire how women elsewhere address this longstanding dilemma.

Topic: Secular Scripture: Writing about Modern Literature.

Literature, philosophy, and film might be called the "secular scriptures" of the modern period -- 'secular,' in that they are human-made; 'scripture'-like, in that they sometimes seem to give us an integrated vision of the world, and of our place in it. Nevertheless, most scholars today do not write about literature's use for life. Instead, they produce knowledge about literature, often employing highly technical language. As valuable as this knowledge can be, it has the disadvantage of breaking the connection between scholarship about literature and the person whom Virginia Woolf called "The Common Reader" -- the private person, reading mostly for her own pleasure. In this course, we will explore a wide spectrum of modern literature, poetry and film (from William Blake, to Gustave Flaubert, to Virginia Woolf, to Ralph Ellison, to Cormac McCarthy) via a rich tradition of non-technical writing about literature aimed at such a "common reader. Through careful study of the work of critics of literature like Woolf, Auerbach, and others, we will practice translating our personal enthusiasms for literature into perspectives potentially illuminating for other readers.

### *WRIT 101-14: Christian Gerszo*

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**This course is linked to the Hinderlie Hall Living/Learning Community.**

Topic: Experience Captured: Writing about Visual Art and Culture.

How does the proliferation of images in our predominantly visual culture – on billboards, movie theaters, TV sets, smartphones, and the Internet – affect the way we relate to the world? How do we read these images in social media, news outlets, and artistic artifacts? What perceptive and critical tools do we employ in order to decode their meanings, aesthetic effects, and ideological motivations? How do we, in turn, become agents in the production of these images, by taking, posting, and exchanging “selfies,” as well as pictures of our family, friends, fellow students, and coworkers? In this course we will explore how photography and film affect the way we perceive, experience, and remember our world. In order to do so, we will get acquainted with some of the tools we need to analyze these media (e.g. composition, color, camera angles, editing, narrative structure, character development, and genre), as well as read essays that reflect on the cultural, political, and aesthetic implications of these images. Please note that students registering for this course will be expected to attend extracurricular activities outside of class time, including film screenings.

### *WRIT 101-15: Terry Miller*

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Topic: Your Values and American Values.

You will discover how media presentations of American values influence your personal life. Is it your set of values or someone else’s set of values that dominates your life? You will assess what is being presented as America’s values and compare it to what you are experiencing. Literature, movies, radio, and television serve as the jumping point in discovering what you are being sold. Rhetorical analysis offers a wonderful way for you to develop strong writing skills.

### *WRIT 101-16: Peter Davis*

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Topic: Geology in Cinema: The good, the bad, and the funny.

This course will explore how popular movies use geology as a plot device, and how reality is often left on the editing room floor. As a student in this class you will learn about and critique the accuracy of geological processes in some famous movies. Basic geological background information given in this course will only cover the topics that are brought up by three themes, earthquakes, volcanoes, and petroleum in movies such as: “2012”, “Dante’s Peak”, “There Will We Blood”, and the newly released “San Andreas”. As a culminating experience you will produce a cinematic story of their own centered on a geologic process that interests you.

The basic idea of this class is centered on the fact that movies as a mode of media, affect the way society thinks about geological processes, and studying the accuracy lends itself easily to training students in how to think and communicate as an academic in topics such as; logical analysis, constructive feedback, and postulation of alternate perspectives. You will explore changing your writing style in order to speak clearly to a range of audiences, from scholarly to popular in order to better support students academic and vocational development. In extension, you will learn how to reshape your own texts and interpretations in response to reviewers who pose their own feedback and alternative perspectives.

### ***WRIT 101-17: Nancy Simpson-Younger***

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Topic: Literature and Medicine.

How do we know what's healthy—and when is it okay to judge someone else's health? Going a step further: how can reading and writing lead us to deeper insights about the nature of health itself, including the health of an individual, a group, or even a society? As we read and reflect on a range of material, from journalism (*The Immortal Life of Henrietta Lacks*) and short stories ("The Use of Force," for example) to a documentary (*The Genius of Marian*) and a play (*Wit*), we'll ask how literature and medicine can interact to teach us about observing details, setting priorities, listening to rarely-heard voices, and (even) writing a strong essay in college. A shorter portfolio and a longer portfolio will allow you to draft, revise, and hone your work as you think in complex ways about questions of health and wellness.

### ***WRIT 101-19: Kris Plaehn***

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Topic: Terrorism and Counterterrorism.

Terrorism is one of the most difficult issues the world faces today because of its connection to political and religious values. Is it a crime, a foreign policy issue or freedom fighting? Are suicide bombers "murderers" or "martyrs"? Is a terrorist filled with bloodlust or revenge or greed or justifiable anger or insecurity? Does terrorism arise from individuals ("Lone Wolves") or is it generated by larger cultural, political and economic forces? How do we fight terrorism? This course will focus on the many of the questions and through writings/social media posts and videos, allow students to critically think, discuss and write about those questions.

### ***WRIT 101-20: Francis Moore***

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Topic: The Art of the Able Voyager: The Discovery of Self through Travel.

Neale Donald Walsch aptly said it. "Life begins at the end of your comfort zone." It is very easy to shut your door and settle down with Twitter and Facebook, or resign yourself to the music on your smartphone and call it a day. But what do you learn about yourself and others if you opt for this route? Do you, in fact, learn more about yourself by exploring the world around you? This exploration in this class will be done through the medium of travel. Travel can be done out of a sense of joy and adventure or it can be brought on us by fear. This semester we will talk and write about travel from both perspectives, travel that each of us has done as well as travel to find a better life. We may even travel a little in Washington, if only vicariously, and come to understand that a life well lived is one of discovery-discovery certainly of others, but in particular, of ourselves.



### *WRIT 101-21: Ron Byrnes*

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Topic: The Art of Living.

In this seminar we'll work together to improve as readers, discussants, and writers and create positive momentum for living meaningful and purposeful lives. Our readings, discussions, and writing overlap with the University's Wild Hope Project which challenges everyone to ask: what will you do with your one wild and precious life? We'll draw on history, philosophy, and social sciences to explore different philosophies of life. Guiding questions will include: Is self-understanding important enough to occasionally unplug and be introspective? What quality of life do you want? How important is material wealth? How important is friendship and family? Do you want to marry and/or have children? How important is religion and/or spirituality? Active participation and contending viewpoints will be encouraged.

### *WRIT 101-22: Paul Sutton*

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Topic: Seeing the Forest and the Trees: Examining Schools and Our Place in Them.

Most of us have attended school since we were 5 years old and for much of that time, school as we know it has remained relatively unchanged. In this seminar we will improve our writing, reading, and communication skills by exploring our largely unexamined yet complicated relationship with schools and how we have been educated in them. We will draw on sociology, history, philosophy, and media to examine the underlying relationships between educational rhetoric and policy and how both have impacted the way we understand learning. Guiding questions for this course will include: How does our language about education reveal what we believe the purposes of education should be? How important are high stakes tests and why do we use them? What are the benefits and drawbacks to educational standards and standardization? How do we know if we received a "good" education? What should our measure be? Although the schools we have attended are largely similar, the ways we experienced school may vary greatly. For that reason, active participation and interaction from all students will be encouraged so we can learn from each other to craft more thoughtful and informed arguments.

### *WRIT 101-23: Troy Storfjell*

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Topic: Our Place, Our Vision, Our Lens: Indigenous Film.

What does it mean to be Indigenous? How can we say anything meaningful about 370 million people divided among 6,000 nations and speaking more than 5,000 Indigenous languages? What do the Native peoples of the Australian Outback, the Andes Mountains and the Namibian desert have in common? What connects Indigenous nations of the Pacific Islands, the Eurasian tundras and the shores and islands of the Salish Sea? For starters, Indigenous peoples from around the world share similar histories of colonization, marginalization and genocide. But we also share a deep sense of connection to ancestors and place, and our stories are also stories of resistance, resilience and survival. In this course we will explore how Indigenous filmmakers use video and film to tell these stories, and to challenge cinematic traditions that stereotype and exoticize us. And, while we're doing this, we'll also learn a thing or two about how universities work, and how both Indigenous and settler students can work to open up spaces for diverse ways of knowing within them.

### *WRIT 101-24 & -25: Cosette Pfaff*

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Topic: Business Writing in the “Information Age”, for a “Knowledge Economy”, delivered at the “speed of light”.

Today, much of a business professional’s communication is accomplished through writing (memos, emails, letters, reports, meeting agendas, minutes, marketing information, RFP/RFQ(s) and proposals, executive summaries, letters of intent, scopes of work, standard operating procedures, employee handbooks, training programs, press releases, etc.). Even the all-important resume and cover letter, which help launch the business professional’s career to begin with, require special consideration and thought to be impactful. Surveys show the most sought –after skill in today’s business arena is: “the ability to communicate clearly, correctly, and concisely.” Most people don’t have time to read long, wordy memos or letters with grammatical errors. Business writing that leaves a powerful and meaningful impression let’s others know you’re an intelligent, competent business professional. Students will learn the essentials of business writing, the ability to write simple direct prose that says precisely what it needs to say, how to write well organized and grammatically correct communication, how to write for their reader/audience, how to empower their messages, and how to make their message stand above the noise and crowd in a busy world.

### *WRIT 101-26: Staff*

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Topic: Writing as Thinking.

This seminar focuses on writing, thinking, speaking, and reading. Students encounter writing as a way of thinking, of learning, and of discovering and ordering ideas. Working with an interdisciplinary theme, students practice the various academic conventions of writing. Students will write personal narratives, critical analyses, and research papers, as well as do a lot of informal writing, to demonstrate learning and to construct knowledge about issues generated in the course.

### *WRIT 101-27: Jennifer Cavalli*

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**This course is linked to the Harstad Hall Living/Learning Community.**

Topic: Femininity in Context: Historical and Contemporary Representations of Women.

This course investigates historical and contemporary representations of women in U.S. society. It traces the construction of femininity and categories of female existence from the women’s suffrage movement in the nineteenth century to present-day American culture, asking the questions: what are the roles of religion, the state, and the family in shaping ideas about femininity? What accounts for changes and continuities in female gender roles and the regulation of female bodies? How have categories of womanhood and the imagery associated with them shaped experience and self-perception? How have the various women’s movements and feminism(s) contributed to change in women’s status and what are their legacies today?

### *WRIT 101-28: Art Strum*

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Topic: Secular Scripture: Writing about Modern Literature.

Literature, philosophy, and film might be called the “secular scriptures” of the modern period -- ‘secular,’ in that they are human-made; ‘scripture’-like, in that they sometimes seem to give us an integrated vision of the world, and of our place in it. Nevertheless, most scholars today do not write about literature’s use for life. Instead, they produce knowledge about literature, often employing highly technical language. As valuable as this knowledge can be, it has the disadvantage of breaking the connection between scholarship about literature and the person whom Virginia Woolf called “The Common Reader” -- the private person, reading mostly for her own pleasure. In this course, we will explore a wide spectrum of modern literature, poetry and film (from William Blake, to Gustave Flaubert, to Virginia Woolf, to Ralph Ellison, to Cormac McCarthy) via a rich tradition of non-technical writing about literature aimed at such a “common reader. Through careful study of the work of critics of literature like Woolf, Auerbach, and others, we will practice translating our personal enthusiasms for literature into perspectives potentially illuminating for other readers.

### *WRIT 101-29: Mary Jo Larsen*

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Topic: Story Time: Authoring Our Own Stories.

Context. Narrative. Spirituality. Gender. Family. Experience. Challenge.

In this class we will explore personal and community identity through various forms of life writing including autobiography, oral history, memoir, poem, and film. Through readings and discussion we will explore issues of voice, perspective, memory and truth. We will consider which narratives and voices have power and in which contexts. We will explore the questions: Why is it important to share our own stories? Why is it important to read/listen to the stories of others?

### *WRIT 101-30: Arthur Land*

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Topic: Writing and Production.

Have you ever wanted to try reporting for newspapers or television? Do you have an idea for a public service spot or even a video short series you would like to produce? Does programming and hosting your own radio show sound intriguing? If so, then this course will help get you there.

Class lectures will provide you with an introduction to media writing and its uniform copy formats and style rules. You will also learn the basic hands-on skills needed for print, video, and audio production. You will team up with others in this class to demonstrate the skills of identifying your audience, gathering information and creative content, critically examining what you have, and then creatively producing quality media content suitable for publication or broadcast.

Importantly, all assignments will be prepared and targeted to a larger community or audience beyond the students and instructor in class. We will certainly work closely with Student Media, but we will also pursue placement in suitable off-campus and commercial media. Either way, a successful assignment must find its way to serving a larger audience.

Topic: Your Values and American Values.

You will discover how media presentations of American values influence your personal life. Is it your set of values or someone else's set of values that dominates your life? You will assess what is being presented as America's values and compare it to what you are experiencing. Literature, movies, radio, and television serve as the jumping point in discovering what you are being sold. Rhetorical analysis offers a wonderful way for you to develop strong writing skills.

Topic: Global Human Rights: A Life of Dignity for All.

In September 2000 world leaders came together at the United Nations Headquarters in New York to adopt the United Nations Millennium Declaration, committing their nations to "a new global partnership to reduce extreme poverty . . . setting out a series of targets - with a deadline of 2015 - that have become known as the Millennium Development Goals."

The Millennium Development Goals are:

1. Eradicate Extreme Poverty and Hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

The UN, in partnership with governments and organizations around the world have worked toward achieving these goals since they were finalized in 2002. This year, 2015, though, is the target year set out in the 2000 declaration. How far have we come in creating "A life of dignity for all", according to UN General Assembly Secretary, Ban Ki Moon? And what can we as individuals do to further these global goals?

In this course we will examine the millennium goals, evaluate their success, and then based on this knowledge, students will create their own local solutions that address these global problems. If you are interested in global human rights, as well as service to further these rights, this is a good course for you.

### *WRIT 101-33: Kaitlyn Sill*

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Topic: The Media's Depiction of Crime and the Criminal Justice System.

It is almost impossible to open a news site without the topic of crime appearing. Some of the most popular and long running television shows focus on the criminal justice system, and new shows come out every season that depict crime and the justice system. Crime related movies are everywhere as are crime related books. Indeed, crime is one of the favorite topics of all types of media, and a never-ending source of fascination for the public. In this class, we will evaluate how entertainment and news media depict crime and the justice system, from police investigations through imprisonment, and then we will evaluate the extent that these depictions reflect reality. Finally, we will consider the ramifications of these depictions on society and on public policy. To do this, we will examine a variety of media sources including newspapers, podcasts, novels, television programs, and movies, and we will take field trips to the courthouse to watch criminal proceedings as well as speak with people active in the field. At the end of the course, in addition to developing their writing abilities, students will gain an understanding of the workings of the criminal justice system, the influence of the media, and develop their personal perspective on media coverage of crime and justice.

### *WRIT 101-34: Sid Olufs*

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Topic: Tai Chi on Paper.

What is tai chi? What happens in our bodies as we learn tai chi? In this course we explore tai chi movements, and write about them. The benefits experts have claimed for tai chi include improvements in health, mindfulness, and self-defense. Assignments include learning Yang Family long form postures, writing and editing written descriptions of the movements, developing a research paper on medical investigations of tai chi, and analyzing some self-defense applications.