

RESIDENTIAL LEARNING COMMUNITIES [RLCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU]

Fall 2017 First Year Experience Program (FYEP) Writing 101 RLC Linked Sections

Residential Learning Communities (RLCs) are an integral component of the PLU experience, adding to the learning that happens in the classroom and beyond. At PLU, our Residential Learning Communities are wings or halls that are organized by a theme (e.g., year in school, interest subject, etc.). Many RLCs offer **residential linked courses for first year students** that are thematically related to an RLC. By participating in a residential linked course that means your classmates for that course will be your neighbors. First-year commuter students are invited to opt into these learning community opportunities. Students who participate in residential linked courses have increased community and academic support to promote success in their first year at PLU!

RESIDENTIAL LEARNING COMMUNITIES (RLCs)

Students who participate in RLCs, especially those that have a linked course, have increased:

- Critical thinking & academic outcomes
- Faculty & peer interactions
- Sense of belonging & satisfaction
- Diversity awareness & openness to new ideas



Diversity, Justice, and Sustainability For students interested in gaining an increased understanding of their cultural identities through reflection on values while learning how to create positive change in their communities. All first-year residents in Stuen will co-enroll in a linked First Year Experience Program (FYEP) writing 101 section on the topic of social justice; a certain number of class seats will be saved for commuter students to opt into this learning community. Community comprises three themed floors in [Stuen Hall](#): [First in the Family Wings](#); [Students of Color Wings](#); [Environmental & Social Justice Wings](#).

Lavender Community For students who are interested in exploration of the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer, +) social identities through conversations, activities, and reflection. First-year residents will have the opportunity to opt-into a linked First Year Experience Program (FYEP) writing 101 section on the topic of social justice. Community located in [Ordal Hall](#) in the [Gender Inclusive Wing](#).

Democratic Citizenship | James Albrecht, English | FYEP 101 Section 22 | MWF 9:15-10:20

In this seminar, we'll wrestle with the urgent question of what it means to be a responsible and engaged democratic citizen. We'll start by considering some influential American texts on moral selfhood and social justice—Emerson's "Self-Reliance," Thoreau's "Resistance to Civil Government," and King's "Letter from Birmingham Jail." Then we'll explore how their ideas might apply to some specific social issues. Using Michael Pollan's *The Omnivore's Dilemma*, we'll consider the moral issues raised by our status as consumers in the U.S. and global food systems. Next, using Ta-Nehisi Coates' *Between the World and Me* and Claudia Rankine's *Citizen* as starting points, we'll research issues of racial inequality in the U.S. criminal justice system—including how implicit racial bias and racial privilege affect many citizens' attitudes toward these issues. Students will conclude the course by reflecting on the possibilities for activism in their lives and the role a college education should play in becoming an engaged citizen. Our main focus, of course, will be on the skills of college-level thinking and writing. Students will practice various types of writing (exposition and analysis, personal narrative, and research writing for a public web page), and we'll work on the central role of revision in the writing process.

Rhetorical Listening | Scott Rogers, English | FYEP 101 Section 24 | MWF 12:30-13:35

In an age defined by new tools, methods, and forums for communication, we have forgotten how to listen. Unlike other forms of engagement like speaking, reading, or writing, the work of listening has become "naturalized." It is something we all assume we do, but rarely, if ever, do we think about how, when, or why we do it. Nor do we often consider the value systems or characteristics of identity that might shape when, how, or to whom we are willing to listen. This section of FYEP 101 will take listening as its central theme. In particular, we will use Krista Ratcliffe's "rhetorical listening" as a strategy for learning how to listen more carefully to stories of experience, particularly those stories that are different from our own. Ratcliffe describes rhetorical listening as "a stance of openness that a person may choose to assume in relation to any person, text, or culture" (17). This sort of listening necessitates difficult work as we must set aside our own interests and acknowledge our own privileges in order to listen authentically and to seek out opportunities for identification and productive dialogue. But, if we are committed to making the world a more just and equitable place, we must first be able to understand how people are living in it. This means listening with open minds and hearts, not waiting for our chance to speak, acknowledging both sound and silence. To accommodate a range of stories and experiences, course readings will include memoir, ethnography, documentary film, and critical theory. Importantly, this is a writing intensive course meant to provide students with skills necessary for effective communication on and off campus. As such, students enrolled in the class should expect to do a great deal of writing and revision. Assignments will include critical analysis, ethnographic study, reflection, and multimodal/digital compositions. 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.

Banned Books | Lisa Marcus, English | FYEP 101 Section 23 | M W 13:45-15:30

What do *Fifty Shades of Grey*, *Captain Underpants* and *The Absolutely True Diary of a Part-Time Indian* have in common? These books are united near the top of the list of frequently banned books over the last several years. 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 picture books to literary classics that excited the censors' wrath. We will pay special attention to the banning of children's books celebrating sexual diversity and to the targeting for censorship of books written by writers of color. One anti-censorship website proclaims, "Rise to the challenge. Read censored books!" We'll do just that this term.

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[Hinderlie Community for Creative Expression](#) For students interested in a co-curricular focus on creativity and expression across all disciplines. All first-year residents will co-enroll in a linked First Year Experience Program (FYEP) writing 101 section on the topic of creativity; a certain number of class seats will be saved for commuter students to opt into this learning community. Community located in [Hinderlie](#) Hall.

“Pop” Philosophy: Writing About Music, Taste and Culture | Michael Rings, Philosophy | FYEP 101 Sec 25 | MWF 12:30-13:35

What can our musical tastes tell us about who we are, be it as individuals or communities? What, if anything, can they tell us about our personalities, values, and aspirations? Is there such a thing as “good” or “bad” taste (or, for that matter, objectively “good” or “bad” music)? What can we learn by studying, or maybe even trying to share, the tastes of others? Music critic Carl Wilson asks all these questions (and many others) in his book, *Let’s Talk About Love*, a reflection on his attempts to appreciate and understand the music of Celine Dion, a superstar singer he had previously only disdained. In this class we will use Wilson’s fascinating (and fun) book as a guide in our exploration of the diverse roles that music can play in our lives, particularly in the ways we understand ourselves, and the selves of others. We will read a wide range of texts on music—from philosophy to criticism to ethnomusicology to neuroscience—listen to music, talk music, and (of course) write about music. Through a variety of writing assignments, including reflective essays, critical analyses, and a final research paper, this class will develop your skills in critical reading and writing, textual analysis, argument construction, and research.

Youth Identity in Young Adult Literature | Lizz Zitron, First-Year Experience Program | FYEP 101 Section 26 | TR 9:55-11:40

Youth Identity in Young Adult Literature | Lizz Zitron, First-Year Experience Program | FYEP 101 Section 26 | TR 8:00-9:45

How individuals come to define themselves is considered one of the central tasks of adolescence. We’ll explore the ways in which young adults define themselves and examine how various disciplines view adolescent identity development. We’ll apply what we learn as we read and analyze some of the most robust and innovative young adult literature available today, focusing on identity formation and the various dimensions of self. Through a variety of writing assignments, including a personal reading narrative, blog posts, and a research paper, this class will develop your skills in critical reading and writing, text analysis, argument construction, and research.

Music and Persuasion | David Purnell, First-Year Experience Program | FYEP 101 Section 28 | MWF 9:15-10:20

Music is intimately connected with emotion. Here we find a strong connection between music and autoethnography. At the heart of both is the desire to communicate engaging and personal messages through music and words, which inspires audiences to react, reflect, and, in many cases, reciprocate. There is power in words both sung and written. These words have the potential to *change* us. Can we use the world of music as a template for understanding theory, complex social issues, and life in general? What do our choices regarding music genre have to say about us, and do those choices impact how others treat us? In this course, we will explore the connection between music and autoethnography as a way to enter into the melodies as well as the lines of text on pages, as students hears their own voices harmonizing with the voices of the text and music, feel the spaces, take the breaths, interpret the silences, respond, applaud, laugh, cry, find themselves, push away, and come back again. We will look at how music influences how we perceive experiences; provides a frame for social issues; and helps us identify our place in the world. Furthermore, we will study how we use music and auto-ethnography to process and propel events, situations, activism, movements, and to express emotion. Through auto-ethnographic writing, discussion of readings, analysis of artifacts, presentations, group projects, and application of personal experience, we will produce a collaborative understanding of how music and autoethnography act as agents of change and channels of understanding. We will find rhythm, change tempo, have dissonance, be loud, be soft, change tones, and flow fluidly through our writing.

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[Harstad Women's Empowerment and Gender Equity](#) Community for women-identified residents with a focus on gender equality, community building, and programming that explores gender and empowers women. First-year residents will have the ability to opt into a linked First Year Experience Program (FYEP) writing 101 section on the topic of gender equity. Community located in [Harstad Hall](#).

Muslim Women in the Contemporary World | Katherine Wiley, Anthropology | FYEP 101 Section 19 | MW 15:40-17:25
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 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, personal essay, and literary analysis, this class will develop your skills in critical reading and writing, textual and visual analysis, argument construction, and research.

Identities & Inequalities: Connecting Gender, Race, Class, and Sexuality | Teresa Ciabattari, Sociology | FYEP 101 Section 20 | MWF 13:45-14:50

How do gender, race, class, and sexual identities shape who we are, how we think, and how others treat us? In this seminar, we will explore how gender, race, class, and sexuality have been socially defined and how they intersect to form a complex matrix of identity, interaction, and inequality. Students will read and write about the ways that these social inequalities work together to affect individuals and communities. We will read essays, social science research studies, and an ethnography that analyzes how Latina and white high school girls in California negotiate their intersecting identities. The seminar will also consider examples of how social inequalities are resisted and challenged to create social change.

TBA | Steve Johns, First-Year Experience Program | FYEP 101 Section 21 | MW 15:40-17:25

Title and description coming soon.

[Hong International Hall](#) For students who are interested in a global study focus, Hong offers language-immersion (Chinese, French, German, Norwegian, Spanish) and International Honors (IHON) wings. All non-IHON first-year residents will co-enroll in a linked First Year Experience Program (FYEP) writing 101 section on the topic of global study; a certain number of class seats will be saved for commuter students to opt into this learning community. Community located in [Hong Hall](#)

Pillaging the Past: Ancient Artifacts in Society | Eric Thienes, Classics | FYEP 101 Section 34 | TR 11:50-13:35

What do Indiana Jones, The British Museum, and all Interpol have in common? Ancient artifacts. This writing seminar explores the importance of antiquities for individuals and societies and serves as our point of inquiry into a contentious issue that involves many fields and disciplines. We will look at artifacts as everyday objects and as great works of art; we will see how artifacts appear in ancient literature, modern fiction and cinema, history, and current events. We will consider the problem of ownership: Who owns ancient artifacts? What are the benefits and consequences of giving them back? What is the value of artifacts to archaeologists versus connoisseurs? Do antiquities belong to private individuals, nations, or museums? How do professionals authenticate, assess, and conserve artifacts? Are antiquities reserved for cultural heritage or universal human heritage? Can looting, smuggling, and fakes be avoided? Students will explore these issues by investigating their own assigned object, which will serve as the lens to develop reflective, critical, and analytical skills via writing. Most importantly, students will learn how to enter into the conversation.

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STEM House For students interested in a living experience that includes co-curricular programming and learning about the fields of STEM (Science, Technology, Engineering, and/or Mathematics). This community is great for intended STEM-related majors and also for those not majoring in STEM who would like to continue their learning on these topics. All first-year residents will co-enroll in a linked First Year Experience Program (FYEP) writing 101 section on the topic of sciences and an introductory science/math four-credit course; a certain number of class seats will be saved for commuter students to opt into this learning community. Community comprises four wings located in [Tingelstad](#) Hall.

Inequality, Stress, and Health | Jennifer Spence, Anthropology | FYEP 101 Section 31 | MWF 9:15-10:20
Inequality, Stress, and Health | Jennifer Spence, Anthropology | FYEP 101 Section 32 | MWF 8:00-9:05

Stress is a physiological response to environmental, physical, and social factors. Although adaptive in the short term, chronic stress is strongly linked to a number of negative health outcomes. For humans—and primates generally—stress derives most often from social conditions, and our social and cultural milieux shape both our exposure to stressors and the means by which we cope with these stressors. Among the documented sociocultural stressors that negatively affect human health are unequal distribution of wealth, lack of social support, and racism. In this course, we will explore the complex relationships among inequality, stress, and health across human societies. We will examine how economic and social factors rather than biological differences contribute to most of the health disparities seen among racial and ethnic groups in the US. Students in the course will learn to read scientific and other texts critically. In addition, students themselves will produce a number of texts in various styles as we explore ways to communicate with and convey ideas to a variety of readers.

Writing and Scientific Method | Andrea Munro, Chemistry | FYEP 101 Section 33 | MWF 11:15-12:20

We will explore the importance of writing within the scientific community and how the scientific process is portrayed in popular culture. Students will learn to write like a scientist and will learn the role that writing plays in the scientific process. Students will also read about accounts of historical scientific discoveries and explore the ways that scientists and the scientific method are presented to the general public. We will discuss the motivations behind different ways that scientists and the scientific method are portrayed in popular culture. Students in this course will learn to critically read texts at a college level and will learn to write in a variety of styles, including comparative essays and scientific research reports. We will focus not only on the mechanics of each writing style, but on the reasons writers use different writing styles to communicate with their readers.

Wellness House For students interested in conversations and activities that promote and sustain healthy lifestyles, including transitioning to college in a way that develops healthy habits around mindfulness, diet, exercise, substance use, time management, and mental health. All first-year residents will co-enroll in a linked First Year Experience Program (FYEP) writing 101 section on the topic of wellness; a certain number of class seats will be saved for commuter students to opt into this learning community. Community comprises four wings located in [Tingelstad](#) Hall.

Literature and Medicine | Nancy Simpson-Younger, English | FYEP 101 Section 29 | MWF 13:45-14:50

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? (And what ethics are linked to these questions?) As we read and reflect on a range of material, from journalism (*The Immortal Life of Henrietta Lacks*) and memoir (*El Deafo*; *Intern*) 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. Three portfolios will allow you to draft, revise, and hone your work as you think in complex ways about questions of health and wellness.

The Art of Living | Ron Byrnes, Education | FYEP 101 Section 30 | TR 9:55-11:40

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.

Inequality, Stress, and Health | Jennifer Spence, Anthropology | FYEP 101 Section 32 | MWF 8:00-9:05

Stress is a physiological response to environmental, physical, and social factors. Although adaptive in the short term, chronic stress is strongly linked to a number of negative health outcomes. For humans—and primates generally—stress derives most often from social conditions, and our social and cultural milieux shape both our exposure to stressors and the means by which we cope with these stressors. Among the documented sociocultural stressors that negatively affect human health are unequal distribution of wealth, lack of social support, and racism. In this course, we will explore the complex relationships among inequality, stress, and health across human societies. We will examine how economic and social factors rather than biological differences contribute to most of the health disparities seen among racial and ethnic groups in the US. Students in the course will learn to read scientific and other texts critically. In addition, students themselves will produce a number of texts in various styles as we explore ways to communicate with and convey ideas to a variety of readers.