

Fall 2016 Writing 101 Seminars for Cornerstones Program
Linked to
J-term or Spring 2017 Writing-Intensive FYEP 190 Seminars

Cornerstones students enroll in the linked 101 and 190 as a pair and complete both seminars with the same cohort, limited to 16 students.

[Writing 101-08: Wendy Call](#)

Topic: The US-Mexico Borderland

Special feature: Cornerstones writing seminar linked to a Spring 2017 FYEP 190

The US-Mexico border is the world's longest frontier between a very wealthy nation and a poor one. 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, consider Mexican influence in the Pacific Northwest, explore the borders that surround each of us, and – most of all – *write*: journal entries, personal essay, analytical essay, critical essay, and a literature review. This section of Writing / FYEP 101 is linked to a Spring 2017 ENGL 190 course in border literature, taught by Prof. Adela Ramos. All students who enroll in this course must complete Prof. Ramos' ENGL 190, as well.

[LINKED TO:](#)

[Spring 2017 FYEP 190/English 217 Topics in Literature: Adela Ramos](#)

Topic: Coming of Age on the Border

In this course we will continue the journey you began last semester through your exploration of the US-Mexico borderlands by branching out to read and write about the stories of immigrants from Central and South America and the Caribbean. We will do so by turning out attention to the experiences of young adults coming of age in the USofA. In the summer of 2014, the US government faltered in the face of a supposedly new population of immigrants arriving in mass numbers: child migrants traveling alone from Central America and Mexico. While child migrants have been arriving in the US since the days of Ellis Island, the children and teenagers now risking their lives to arrive at the US-Mexico border are doing so alone, running away from new forms of violence emerging in their native countries. The crisis of child migrants is a reminder that while we usually think of immigrants as grownups, oftentimes children and teenagers are the central protagonists of the most harrowing or hopeful experiences. In this course, we will read memoir, poetry, essays, and novels to explore how writers from diverse backgrounds have represented the intersections of language, national and personal identity, exile, gender, race and ethnicity in their writing. While touching upon different experiences, these writers all explore what it means to come of age while wrestling with complex cultural, economic, and political circumstances. Texts include: *The Brief Wondrous Life of Oscar Wao* by Junot Díaz, *The Book of Unknown Americans* by Cristina Henríquez, *A Cup of Tea under My Bed* by Daisy Hernández, poems by a variety of authors, and films.

Writing 101-35: Jennifer Cavalli

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

Special Feature: Cornerstones writing seminar linked to Spring 2017 FYEP 190

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?

LINKED TO:

Spring 2017 FYEP 190/Religion 223- American Church History: Seth Dowland

Topic: Religion and Gender in the U.S

This FYEP 190 seminar will ask you to read, think, and write about the relationship between religion and gender in American history. We will build on the work you did in your FYEP 101 course, covering some of the same figures, texts, and events that you studied in the fall. Like all FYEP 190 seminars, this course will introduce you to the methods and questions used by scholars in a particular academic field -- in this case, religious history. In religious history, we look at primary historical documents to see how religions have changed over time, and how they are shaped by the larger culture. We'll study how feminists in the 1800s interacted with Christianity, and how conservative Christian women in the 1900s engaged with feminism. By the end of this year-long FYEP sequence, you will have engaged with big questions about the construction of gender and the role of religion in American life, and you will have developed writing skills and habits of critical reading that will serve you well throughout your time at PLU.

[Writing 101-18 Eric Thienes](#)

Topic: Pillaging the Past: Ancient Artifacts in Society

Special feature: Cornerstones writing seminar linked to Spring 2017 FYEP 190

What do Indiana Jones, The British Museum, and all Interpol have in common? This seminar will explore the importance of ancient artifacts for individuals and societies. We will look at artifacts as every-day 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 nations or museums? Are antiquities reserved for cultural heritage or universal human heritage? Can looting, smuggling, and fakes be avoided? Students will develop reflective, critical, and analytical skills and develop their writing skills.

LINKED TO:

[Spring 2017 FYEP 190/Classics 231: Tyler Travillian](#)

Topic: Masterpieces of European Literature

This course will continue to mine the ancient world for issues that are important to us now. Central to PLU's mission is our focus on Diversity, Justice, and Sustainability in the modern world. In this course, we will pay special attention to Justice, asking what it is, how ancient thinkers – for whom the nature of justice was a central question – worked out the problems of defining justice for themselves and for others. Readings will include Aeschylus's *Oresteia*, a series of plays about Justice in politics, Plato's *Republic* and *Apology*, which consider Justice in daily life, in social settings, and in a state's constitution, and Aristotle's *Nicomachean Ethics*, which asks what Justice is as a virtue. Students will continue developing their writing skills by completing short reflective writings on the readings, an annotated bibliography, and a research paper.