

FYEP 101 WRITING SEMINARS: FALL 2016
SEMINARS LINKED TO RESIDENTIAL LEARNING COMMUNITIES

I. HARSTAD Women’s Empowerment and Gender Equity Hall

[Writing 101-02: Katherine Wiley](#)

Topic: Muslim Women in the Contemporary World Writing

Special feature: Linked to Harstad Women’s Empowerment and Equity Learning Community

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.

[Writing 101-06: Adela Ramos](#)

Topic: A Woman’s Place

Special feature: Linked to Harstad Women’s Empowerment and Equity Learning Community

Writing *A Vindication of the Rights of Woman* in 1792, proto-feminist writer, 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 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. This dilemma haunts contemporary discussions about the social role of women. It is telegraphed in the common question: “Can women have it all?” In this course we will write our way to some answers and to new questions 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: your own residence, Harstad, the kitchen, the workplace, the professions (i.e., sciences, humanities, arts).

[Writing 101-35: Jennifer Cavalli](#)

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

Special feature: Linked to Harstad Women’s Empowerment and Equity Learning Community

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?

II. HINDERLIE Community for Creative Expression

[Writing 101-10: Scott Rogers](#)

Topic: Creativity, Constraint and the Design of Everyday Life

Special feature: Linked to Hinderlie Community for Creative Expression

This section of Writing 101 will focus on the theme of “creativity” as it applies to everyday life at home, in school, in public spaces, and in the workplace. More specifically, we will attempt to undermine common assumptions about creativity and artfulness as values reserved only for the creative or the artistic. We will do this by looking at how individuals and groups live creatively in a variety of social, political, and economic circumstances in local and global contexts. We will be particularly interested in how individuals talk or write about the experience of space and setting, and how the design of space has the potential to creatively shape and re-shape our public identities. Our readings—including academic, popular, and student writing—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 experience.

Importantly, 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 class 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.

[Writing 101-13: Christian Gerzo](#)

Topic: Experience Captured: Writing about Film and Photography

Special feature: Linked to Hinderlie Community for Creative Expression

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.

[Writing 101-30: Michael Rings](#)

Topic: “Pop” Philosophy: Writing About Music, Taste and Culture

Special feature: Linked to Hinderlie Community for Creative Expression

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 our selves, 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.

[Writing 101-34: Lizz Zitron](#)

Topic: Youth Identity in Young Adult Literature

Special feature: Linked to Hinderlie Community for Creative Expression

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.

III. STUEN Social Action and Leadership Learning Community

[Writing 101-19: Angie Hambrick](#)

Topic: *Between the World and Me: Race and Identity in The United States*

Special feature: Linked to Stuen Social Action and Leadership learning community

James Baldwin said, “I am what time, circumstance, history, have made of me, certainly, but I am also, much more than that. So are we all.” Our racial identities are constructed not only by the understanding and meaning that we have created of ourselves, but also through an understanding of history, social and political context, and our relationship to others. This seminar will explore the social, political, cultural, and economic implications of race and racial identity in The United States. We will read a selection of text including autobiographies, articles, and blogs that explore racial identity through multiple lenses and frameworks. You will write personal narratives, essays, and positions papers as we synthesize and critically reflect on what it means to be racialized human beings. In our learning community, we will begin the process of understanding how history and context have constructed our racial identities. We will also give ourselves permission and space to define ourselves for ourselves.

IV. TINGLESTAD Wellness Community

[Writing 101-04: Nancy Simpson-Younger](#)

Topic: Literature and Medicine

Special feature: Tinglestad residents can opt in but are not required to take Writing 101-04

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 two longer portfolios will allow you to draft, revise, and hone your work as you think in complex ways about questions of health and wellness.

V. HONG International Hall

[Writing 101 : 01 Gina Hames](#)

Topic: Global Human Rights: The United Nations Sustainable Development Goals

Special feature: Linked to Hong International Hall

Special feature: Linked to Spring 1017 FYEP 190 – Modern World History

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 – that have become known as the Millennium Development Goals:

- Eradicate Extreme Poverty and Hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria and other diseases
- Ensure environmental sustainability

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. 2015 was the target year set out in the 2000 declaration. In 2015 the UN evaluated the progress in the MDGs and set out 17 new goals, called Sustainable Development Goals.

In this course students will read primary documents from the UN, news agencies, and member governments, to name a few. They will also read scholarly articles evaluating the world's work toward meeting these goals.

Linked to:

[Spring 2017 FYEP 190- HIST 215, Modern World History: Gina Hames](#)

Special feature: Linked to Hong International Hall

Special feature: Linked to WRIT 101- Global Human Rights

The CONTENT of 101 will be linked to the content of HIST 190 in Spring 2017. In Spring we will read primary, scholarly, and tertiary sources following global history, 1600-2015, through trends including the creation of the world economic system, colonialism, industrialization, de-colonialism, globalization, and 20th/21st century consumerism. In addition, we will read selected sources on the history of women, and the environment/disease in world history. Students will be asked to analyze, in writing, both primary and secondary sources to look for the multiple causal links between trends and outcomes. They will write several short papers practicing this analysis. In their larger research project they will choose an example of one of the problems addressed in the Sustainable Development Goals and follow the global causality comparing the roles of two global trends in the creation of the current problem.

The students' understanding of the Sustainable Development Goals, and especially the current (meaning since 1990) global context that led to the creation of these goals will mean that their research project in 190 will bring together both History and Global Studies to analyze a current problem. In 190, then, they will focus on learning the content of Global History, while they have in their minds the current global situation they learned in 101.

This course is especially of interest to students who are interested in Global Studies, History, Anthropology, global women's issues, global human rights, international relations, as well as students who plan to study abroad during their time at PLU.