

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

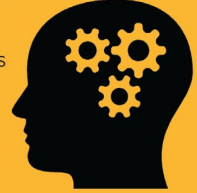
## Fall 2018 First Year Experience Program (FYEP) Writing 101 RLC Linked Sections

**Residential Learning Communities (RLCs)** are a valuable component of the PLU experience, adding to the learning that happens in and beyond the classroom. At PLU, Residential Learning Communities are residential wings or halls that are organized by theme (e.g., year in school, interest subject, etc.). Many RLCs offer **residential linked courses for first year students** that are thematically connected to the interests and concerns of the RLC. RLC linked courses are open to both first-year residents of the linked RLC and first-year commuter students who are interested in opting in to the RLC community. For first-year residential students, by participating in an RLC linked course your classmates for that course will also be your neighbors. For first-year commuter students, by participating in an RLC linked course, you will have an additional “home” on-campus in the hall/RLC to which the course is connected. Students who participate in RLC linked courses (both residential and commuter) 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



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**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 | FYEP 101 Section 05 | 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.

**Between the World and Me: Race and Identity in the United States | Angie Hambrick | FYEP 101 Section 28 | TR 11:50-13:35**

James Baldwin wrote, "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 anthologies, 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.

**All Aboard! Adventures in Public Transportation | Rebecca Wilkin | FYEP 101 Section 19 | TR 11:50-13:35**

This course considers public transportation in two ways. First, as a means for an individual to travel from point A to point B, usually in the context of a daily routine. Second, as a closed space in which strangers try very hard not to interact, and thus as a microcosm of the alienation, promiscuity, and diversity of modern cities. The questions we will ask include: When does a commute become a journey? When do strangers coalesce into a community? And how does literature transport readers to unfamiliar destinations and into new communities? You will analyze short stories set in a Dakar bus and a Shanghai tram, assess poems published in Seattle buses, research and present about local public transportation issues, take a Tacoma bus, and convey one anecdote from that experience in three different literary styles.

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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](#).

**Women, Gender, and Sexuality in the Ancient World | Tyler Travillian | FYEP 101 Section 21 | MWF 11:15-12:20**

Women, Gender, and Sexuality in the Ancient World will investigate how the usual manner of speaking, writing, and living (i.e., the dominant discourse) in Greek and Roman antiquity chose to depict women, gender, and sexuality; how these depictions create what it means to be masculine and to be feminine; and what we can know historically about women and their lives from and in spite of the limited and one-sided evidence. Ultimately, this investigation should urge you to reconsider how we choose to depict men and women today and how those depictions circumscribe the way we act and react with each other.

Readings will come from ancient Greek and Roman texts (for example, poems, plays, epics, and epitaphs), modern scholarship, and even a bit of critical philosophy – all selected to help think through the ancient sources and our contemporary assumptions. Each student will build a writing portfolio, using as evidence in-class discussion, summaries, response papers, comparison papers, peer review, and argument from textual evidence. Students will conclude the course by writing a meta-reflection on their growth as writers and their understanding of how gender is constructed differently in different civilizations.

**Banned Books | Lisa Marcus | FYEP 101 Section 9 | TR 9:55-11:40**

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.

**140 Characters: Reading and Writing in the Twenty-First Century | Rona Kaufman | FYEP 101 Section 08 | TR 13:45-15:30**

This course is designed to help prepare you for the reading and writing that you'll do throughout college and, ideally, show you reasons to write long after you graduate. It understands writing as a process of inquiry that adheres to—or plays with—particular conventions involving genre, form, grammar, and citation. To do this work, we'll focus on issues of literacy in the twenty-first century. In an age of text messages, Twitter, and Facebook, of high-stakes standardized testing, of "fake news," of widely and wildly popular novel series like Harry Potter, Twilight, and Hunger Games, of research showing the neurological and social benefits of sustained reading and second-language acquisition—what does it mean to be not only a reader and writer but also a good reader and writer? That's the central question that will drive our work this semester. In this writing seminar, we'll consider the broad range of literacies in the twenty-first century, examining the rhetorical, social, educational, cognitive, and ethical dimensions of digital and print texts.

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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 | FYEP 101 Sec 22 | MWF 8:00-9:05**

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 | FYEP 101 Section 25 | TR 8:00-9:45**

**Youth Identity in Young Adult Literature | Lizz Zitron | FYEP 101 Section 26 | TR 9:55-11:40**

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.

**Zombies Across Cultures | Patrick Moneyang | FYEP 101 Section 18 | MWF 11:15-12:20**

Today, zombies are everywhere: in movies, books, video games, music videos, television commercials, national headlines and even on the CDC (Center for Disease Control and Prevention) website. In cities and towns around the world, there are zombie walks, zombie (mud) runs, zombie flash mobs and other practices involving zombies. What does this global explosion of zombie mania suggest? Are zombies just a product of our imagination or could they exist in the actual world? Are they even “logically possible”? If yes, what are they? What do they want? Should we worry about them? In this course, we will explore contemporary representations of zombies in the US and in various cultures across the world. We will focus on texts and films that portray zombies, including *World War Z*, *The Walking Dead*, *Maggie*, *The Serpent and the Rainbow*, *The Horde* (France), *The Dead* (UK), *Juan of the Dead* (Cuba), *Last Ones Out* (South Africa), amongst others. Also we will investigate the significance of these representations by asking broader philosophical questions about our (post)humanity. By writing in different genres, including reviews, summaries and essays, we will make sure our answers follow the stylistic conventions of academic writing.

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**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](#)

**Contemporary Chinese Film | Paul Manfredi | FYEP 101 Section 31 | MWF 12:30-13:35**

This course will provide an introduction to contemporary Chinese filmmaking, taking a generic approach to works produced from 1980, when China's "New Wave" filmmakers came to prominence domestically and globally, through the present day, when China is emerging as the dominant force for both film production and consumption worldwide. By 'generic' I mean that we will examine a series of films as examples of four specific genres: Martial Arts; Romance; Documentary; and Political Drama. Towards the end of the course we will view and discuss the ways in which some films defy easy assignment to any one of these four categories.

**Global Human Rights: The United Nations Sustainable Development Goals | Gina Hames | FYEP 101 Section 20 | MW 13:45-15:30**

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.

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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 | FYEP 101 Section 3 | 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 milieus 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.

**Living in a Time of Extinction and Salvage | Jennifer Brown | FYEP 101 Section 2 | MWF 9:15-10:20**

This writing seminar will explore the concept of extinction and salvage as it is being understood, witnessed, and debated in the early 21st century. What kind of deliberations and actions are made on the basis of a way of life, a language, or a body of evidence that is said to be disappearing? Answers to the question of extinction often exceed theoretical frames, making extinction, near-extinction, and the salvage, for that matter, not at all transparent phenomena. Topics for this course are broad and include biodiversity loss and extinction events, language endangerment and cultural and ethnic genocide; sex-selection and femicide, end-of-life ethics and care; climate change and food insecurity, the extinction of diseases & the emergence of new ones, and salvage anthropology and colonial legacies.

As a First Year Writing Seminar, the other aim of the class is to begin engaging with both reading and writing at the collegiate level. We will work together to help you build important writing skills and develop writing strategies that you will need throughout your college career and beyond. These include critiquing and evaluating other's viewpoints, crafting arguments and supporting them with evidence, and conducting close analysis of texts. In order to write well, we need to read well, so this class will also give guidance on how to approach the kinds of texts that you will encounter in college. We will approach writing as a process—a task that we work at over time and can improve. Conducting in-class writing assignments, writing short papers, and submitting rough drafts will help you to develop your abilities.

**Wonder, Curiosity, Praxis | Nathalie op de Beeck | FYEP 101 Section 10 | MWF 12:30-13:35**

Environmental activist and marine biologist Rachel Carson, author of *The Sea Around Us* and *Silent Spring*, wrote that a deep sense of wonder informed her research and writing. By reporting on the wild places and the small creatures that sparked her vivid sense of wonder, Carson shared her marine research with a wide audience and conveyed the urgency of conserving damaged ecosystems. Carson combined wonder, rigorous study, and an ability to communicate her passions to the public. In our course, we will learn how poets, scientists, philosophers, and others describe awe and wildness, follow their curiosity to new discoveries, develop practical skills to put into action, and speak out for social and environmental justice. We will read, discuss, and write about wonder and curiosity; we will practice asking questions and gathering factual information; and we will develop our future plans as socially engaged scholars.

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## Fall 2018 First Year Experience Program (FYEP) Writing 101 RLC Linked Sections

**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 | FYEP 101 Section 13 | 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.

### **Title TBD | Terri Ferrar | FYEP 101 Section 24 | TR 9:55-11:40**

Course description coming soon!

### **Health Care Costs & Access: What's Going On? | Karen Travis | FYEP 101 Section 30 | MWF 13:45-14:20**

Course description coming soon!