

LEARNING COMMUNITIES [LCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU]
Fall 2019 Linked Course Sections

Learning Communities at PLU:

Students who participate in LCs, 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



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!

LEARNING COMMUNITIES [LCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU]
Fall 2019 Linked Course Sections

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 04 | 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.

Banned Books | Lisa Marcus | FYEP 101 Section 07 | TR 1:45-3:30

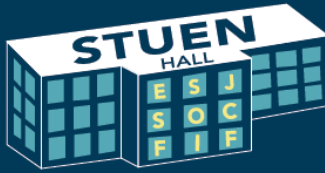
What do *Fifty Shades of Grey*, *Captain Underpants*, *The Absolutely True Diary of a Part-Time Indian*, and *The Hate U Give* have in common? These books are united in the top of the list of frequently banned books over the last several years. Whether they are perceived as too racy or too raced, too 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.

Not Your Typical Superhero | Christine Moeller | FYEP 101 Section 31 | TR 11:50-1:35

While superhero movies are now regularly coming to a screen near you, critics continue to question how well superheroes represent people and society. What makes a superhero and who gets to be one? Why might superhero stories matter, and what can we learn from them about society and ourselves? These questions will guide our work throughout the semester as we use multiple "lenses" to explore the portrayal of people and society in superhero narratives. Together we will look beyond the "typical" superheroes as we analyze works such as comic books, graphic novels, and video games. This course will also focus on developing critical reading and writing practices that can serve you throughout your time at college but also beyond. Because writing takes practice, we will work together to help each of you develop writing and inquiry habits that will allow you to ask questions and convey responses that matter to you. This course will include many opportunities to further develop your formal and informal writing, and revision and peer-review will be essential to the writing process. Through our reading and writing, we will explore the impact of representation on individuals and society and consider how fictional narratives reinforce or counteract societal norms.

DIVERSITY JUSTICE, & SUSTAINABILITY

LOCATED IN STUEN HALL



six wings...
three floors...
one community

The Diversity, Justice, & Sustainability (DJS) Community seeks to create a safe, supportive, and diverse environment that challenges residents to learn about themselves, to explore social justice issues, and to begin working as agents for change towards equity as engaged citizens on both local and global levels. Students will be able to have a traditional residence hall experience with the added value of relationships with faculty/staff and collaboration with the Diversity Center and the Center for Gender Equity.

Application Required

☒ YES ☐ NO

Linked Course(s)*

☒ YES ☐ NO

*First-year residents will be enrolled in a linked First Year Experience Program (FYEP) course on the topic of social justice

FIRST IN THE FAMILY (F.I.F.)

For students who are first-generation students whose parents did not graduate from a four-year, degree granting institution in the U.S.

CONNECT WITH RESOURCES THAT WILL **EMPOWER** YOU DURING YOUR TRANSITION TO PLU AND PROMOTE SUCCESS DURING YOUR COLLEGE CAREER



STUDENTS OF COLOR (S.O.C.)

For students who identify as People of Color (or not white) and are interested in exploring their racial, ethnic, and social identities and cultures.

ENGAGE IN DJS-RELATED ACTIVITIES OUTSIDE OF THE CLASSROOM THAT PROMOTE SOCIAL JUSTICE, SUCH AS THE STUDENTS OF COLOR RETREAT HELD EVERY YEAR BY THE DIVERSITY CENTER



ENVIRONMENTAL & SOCIAL JUSTICE (E.S.J.)

For students who are interested in exploring the intersection of social and environmental justice and translating this knowledge into positive social change through leadership and action.

STUDENTS WILL **DEVELOP** THEIR VOICES AS LEADERS BY LEARNING HOW TO CREATE POSITIVE CHANGE IN THEIR COMMUNITIES AND AT PLU

EACH FLOOR HAS TWO WINGS:
A FIRST-YEAR WING
(WHICH IS MIXED GENDERED) &
A RETURNER/TRANSFER WING
(WHICH IS GENDER-INCLUSIVE)

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LAVENDER COMMUNITY

For students who are interested in exploration of the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer, +) social identities and community through conversations, activities, and reflection.

OUR LAVENDER COMMUNITY IS **ONE OF**

GENDER INCLUSIVE WINGS* ON CAMPUS LOCATED IN **ORDAL HALL**

*THE OTHER GENDER INCLUSIVE WINGS ARE LOCATED IN HINDERLIE HALL, TINGELSTAD HALL &

Why Lavender?



Lavender Community will help you connect with peers, faculty, and staff about social justice and identity development

Lavender Community seeks to honor, celebrate, and uplift the lived experiences of LGBTQ+ students



Lavender Community seeks to bring LGBTQ+ students and allies together in community to share their hopes, dreams, and challenges

PLU is a proud supporter of the LGBTQ civil rights movement that made lavender a symbol of pride and community.

For more information about Lavender Graduation and this movement, visit hrc.org/resources/lavender-graduation

Application Required

☒ YES ☐ NO

Linked Course(s)*

☒ YES ☐ NO

*First-year residents will be enrolled in a linked First Year Experience Program (FYEP) course on the topic of social justice

- ☒ Gender-inclusive bathrooms (With increased privacy and heated floors)
- ☒ Energy efficient windows
- ☒ Card access to all rooms
- ☒ New common area furniture
- ☒ Overhead LED lights (Improved lighting and energy efficiency)

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LEARNING COMMUNITIES [LCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU]
Fall 2019 Linked Course Sections

[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 | FYEP 101 Section 1 | MW 3:40-5:25

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 memoirs, 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.

Renaissance Women: Witches, Queens, and Swashbucklers | Nancy Simpson-Younger | FYEP 101 Section 11 | MWF 1:45-2:50

In 1929, in the famous essay *A Room of One's Own*, Virginia Woolf lamented that "no woman wrote a word" of Elizabethan literature. But Woolf was wrong. Between 1558 and 1603, during the reign of Elizabeth I in England, women wrote (and published!) plays, poems, recipes, wills, and memoirs—and they covered topics of race, religion, witchcraft, social class, medicine, and politics, just to name a few. While this rich body of work was temporarily lost (or underemphasized) during Woolf's day, more recent scholars have combed university archives in order to relocate and republish it, giving new voice to these important but often marginalized Elizabethan authors. In this course, we'll read Renaissance writers like Isabella Whitney, Elizabeth Cary, and Aemilia Lanyer: near-contemporaries of Shakespeare, who had unique perspectives on the major issues of the period. (We'll read one or two pieces by Shakespeare and his male peers as well, to analyze men's portrayals of witches and transgender individuals in the period.) Finally, we'll also take part in ongoing public efforts to bring more women's writing to light, by transcribing recipes and/or poetry from this period to make them Google-searchable. As you write about Renaissance conceptions of gender, race, and class, you'll learn the history that helped to shape modern social expectations—and you'll also learn how Renaissance women actively engaged with their own society through text.

HARSTAD

Women's Empowerment and Gender Equity Community

A community for women-identified residents with a focus on gender equity, women's empowerment and social justice.

CONNECT WITH
PEERS, FACULTY, & STAFF ON
TOPICS OF GENDER EQUITY.

"...the Harstad community is so special because we are a large group of people dedicated to empowering each other and cultivating our passion for social justice."

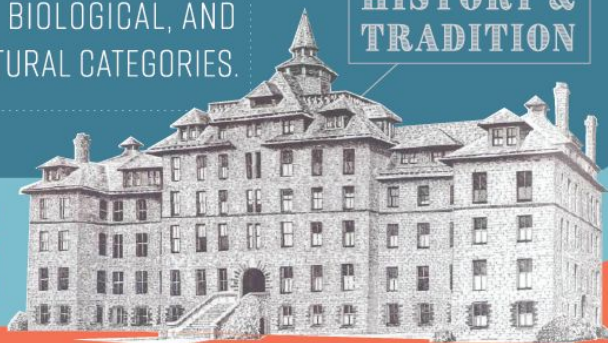
-Tess [2016 Harstad resident]



EXPLORE

GENDER AS A
SOCIAL IDENTITY AND
HOW IT INTERSECTS
WITH OTHER SOCIAL,
BIOLOGICAL, AND
CULTURAL CATEGORIES.

ESTABLISHED IN 1894, HARSTAD IS
THE OLDEST, MOST HISTORIC, AND
MOST UNIQUE BUILDING ON CAMPUS



HISTORY &
TRADITION

Harstad Residents

40% First years opted into linked course

30% First years in non linked courses

30% Returners/New Transfer students

Application
Required

☒ YES ☐ NO

Linked
Course(s)*

☒ YES ☐ NO

*Optional: First Year
Enrollment into
linked FYEP writing
101 courses on the
topic of gender equity!

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LEARNING COMMUNITIES [LCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU]
Fall 2019 Linked Course Sections

[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.

140 Characters: Reading and Writing in a Digital Age | Rona Kaufman | FYEP 101 Section 6 | TR 9:55-11:40

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.

Counterculture | Jason Skipper | FYEP 101 Section 12 | TR 1:45-3:30

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.

“Pop” Philosophy: Writing About Music, Taste and Culture | Michael Rings | FYEP 101 Sec 18 | TR 11:50-1:35

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.

Experience Captured: Writing about Visual Media | Christian Gerzso | FYEP 101 Section 19 | TR 9:55-11:40

How does the proliferation of images in our visual culture – on billboards, movie theaters, TV screens, 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, genre), as well as read essays that reflect on the cultural, political, and aesthetic implications of these images. By linking this course to Hinderlie, students will be part of a learning community that is deeply appreciative of art, creativity, and expression. Students will reflect on the visual culture of their own residential community, as well as our mediated world, by writing journal entries and essays, and collaborating on a “selfie” exhibit.

Hinderlie Community for **CREATIVE EXPRESSION**



Application
Required

☒ YES ☐ NO

Linked
Course(s)*

☒ YES ☐ NO

For **ALL** students across all disciplines who are interested in a co-curricular focus on creativity and expression.

Connect with peers, faculty, and staff about creativity and innovation



Karen Hille Phillips
(Center for Performing Arts)



Mary Baker Russell
(Music Center)



Ingram Hall
(Visual Arts Center)

**PRIME LOCATION
on campus**

GREAT FOR STUDENTS WHO...

- » Consider themselves creative
- » Are interested in innovation across a wide variety of academic disciplines
- » Love the arts and/or identify as a visual/performing artist



"Coming from out of state, I was so worried about not feeling at home. Within the first week, after making so many great friends, I finally started to call PLU **home**."

- Elle (Resident of Hinderlie Community for Creative Expression)

*First year students dual enroll with FYEP Writing 101 courses on the topic of creativity!

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LEARNING COMMUNITIES [LCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU]
Fall 2019 Linked Course Sections

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

TBD | TBD | FYEP 101 Section 29 | MWF 12:30-13:35
TBD

HONG

international

HALL

6 HOUSES

IHON	Welcome!
Chinese	欢迎!
Norwegian	Velkommen!
Spanish	¡Bienvenido!
French	Bienvenue!
German	Willkommen!

40+ French
28+ Spanish
10+ German
8+ Chinese
1+ Norwegian

25% OF ALL FULBRIGHT SCHOLARS AT PLU SINCE 2005 HAVE LIVED IN HONG HALL

HONG IS A HUB FOR CAMPUS ACTIVITIES THAT FOCUSES ON LANGUAGE, CULTURE, & INTERNATIONAL ISSUES

DIRECT ACCESS TO THE LANGUAGE RESOURCE CENTER & THE DIGITAL HUMANITIES LAB: IN-HALL TUTORS, MEDIA CENTER, & COMPUTER LAB

OUR MISSION STATEMENT

The Hong International Hall community creates a supportive home and an encouraging environment for both domestic and international students that challenges residents and the campus to become increasingly proficient in languages and conversant with international issues. Hong International Hall promotes global awareness through intentional multilingual conversations and cultural engagement to enhance the overall academic and living experience of a PLU student.

Application Required

☒ YES ☐ NO

Linked Course(s)*

☒ YES ☐ NO

*First Year students co-enroll in a First Year Experience Program (FYEP) writing 101 course on the topic of language, culture, & global engagement.

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LEARNING COMMUNITIES [LCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU]
Fall 2019 Linked Course 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.

Disease Prevention | Alissa Underhill | FYEP 101 Section 27 | TR 11:50-1:35

This course will begin with an emphasis on research skills focusing on how to locate the most relevant and useful sources. Then, using principles of health science research and data analysis, students will practice careful, skeptical reading as they draft and revise reviews of research reports on recent research on disease prevention. Building on their own work and that of their classmates, students will write scholarly scientific essays discussing some aspect of this research and its implications.

Does Everything Need to Change? Writing about Hope, Panic, and Climate Change. | Aldis Purs | FYEP 101 Section 23 | MWF 9:15-10:20

Does Everything Need to Change? Writing about Hope, Panic, and Climate Change. | Aldis Purs | FYEP 101 Section 26 | MWF 8:00-9:05

The title of this course comes from excerpts from speeches by Greta Thunberg, the sixteen-year old Swedish environmental activist. Thunberg has shocked politicians and diplomats with her damning denunciations of international inactivity in the face of a global, environmental catastrophe, climate change, which may already be upon us. We will use the issue of climate change (an issue that may become the defining crisis of your and future generations) to learn how to read, think, and write successfully in academic and professional contexts. We will use the contentious issue of climate change, and what to do about it, to hone our reading and critical thinking skills. We will examine a host of sources (from across the spectrum of climate change belief and denial) to learn how authors build and develop their ideas. We will look at the sources they use, the logic they employ, and the tricks, shortcuts, and distortions that may get the better of their arguments. With sharpened critical reading, we will build our own arguments in oral and written assignments, in the classroom and outside of it. We will learn how to present and defend our positions and how to listen, respect, and constructively criticize the positions of our classmates. Finally we will use better reading and better thinking to develop our academic writing skills. We will write about subjects within climate change in different genres of academic and professional writing, from book reviews to policy papers, from press releases to the new field of creative non-fiction, from opinion pieces and editorials to social media conventions and more. We will learn about climate change, but we will not be scientists. We will use the subject to learn how writing works. You will need this skill set in your professional careers, in civic responsibility, and in personal interaction with the world around you. Critical reading, thinking, and writing are all processes that require practice and commitment. This course will be intensive in reading, writing, thinking, listening, and speaking. You will be expected to read on schedule, participate in class, and produce multiple drafts of all written assignments. The process of learning to edit your thoughts and words is a crucial element to successful writing. We will also engage in frequent peer review (your classmates are your peers), collaborative work, and a formal, final written project. This class will help you become a better writer, a skill you will always use, and help you develop an informed, polished, and elegantly defensible view on climate change.

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.

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Application Required

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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Linked Course(s)*

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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*First-Year students co-enroll in a First Year Experience Program (FYEP) Writing 101 on the topic of wellness

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LEARNING COMMUNITIES [LCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU]
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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.

GMOS: The New Green Revolution? | Neva Laurie-Berry | FYEP 101 Section 28 | MWF 11:15-12:20

In the 1960s, Mexico, India, and other countries were saved from projected starvation by dramatic increases in crop yields. Rice yields in India tripled, and wheat yields in Mexico more than doubled. These agricultural innovations were dubbed the Green Revolution, and Norman Borlaug, the “Father of the Green Revolution”, was awarded a Nobel Peace Prize for his work on high-yielding crops. Since their introduction in the 1990s, genetically engineered crops – often called GMOs – have been hailed as the new Green Revolution. Decreased threats from insects, weeds, and disease give GMOs average yields 22% higher than non-GMO crops. Proponents of GMOs see this as proof that genetic engineering is a modern Green Revolution, the solution to today’s global food insecurity. The 2018 Global Hunger Index describes worldwide undernutrition as “serious”, with 12.3% of the global population undernourished. As in Borlaug’s day, changes in agricultural practices are needed to address this global threat. Critics challenge the idea that GMOs are the right solution. Most current uses of GMO technology are driven by corporate profitability, and many of the countries that face the greatest pressure from food insecurity have a history of colonization that breeds distrust of Western agricultural corporations seeking to control their food production. In this class, we will read, write, and talk about questions like: What are the causes underlying modern food insecurity? Can GMOs play a role in reducing global hunger? How does the current approach to using GMO technology need to change to make this possible?

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.

LEARNING COMMUNITIES [LCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU]
Fall 2019 Linked Course Sections

STEM House residents and commuters who opt into this learning community will also co-enroll in an introductory course to one of the science disciplines. As much as possible, we are trying to register them for the following sections so there is a critical mass of STEM House students enrolled:

Human Anatomy and Physiology I (BIOL 205 Lecture Section 2) | Michelle Behrens | MWF 12:30 pm

The first half of a two-course sequence. Topics include matter, cells, tissues, and the anatomy and physiology of four systems: skeletal, muscular, nervous, and endocrine. Laboratory includes cat dissection and experiments in muscle physiology and reflexes. Not intended for biology majors. Prerequisite: PLU Math placement in MATH 140 or higher; or completion of MATH 115 with a C or higher.

Molecules, Cells, and Organisms (BIOL 225 Lecture Section 1) | Shannon Seidel | MWF 8 am

An introduction to the concepts and study of the molecular, cellular, and organismal levels of biological organization. Cell structure and function, energy transformation, the central dogma of molecular biology, plant and animal anatomy and physiology, response to environmental changes, plant and animal reproduction, and development. Includes laboratory. Prerequisite: Math placement in MATH 140 or higher; or completion of MATH 115 with a C or higher. One year of high school chemistry is recommended.

General Chemistry I (CHEM 115 Lecture Section 4) Jon Freeman | MWF 9:15 am

Topics explored include the structure of matter, nomenclature, atomic and molecular theory, periodic relationships, states of matter, quantitative relationships, and thermochemistry. The course includes laboratory experiences. Prerequisite: one year of high school chemistry. Corequisite: MATH 140 or math placement in MATH 151 or higher.

Introduction to Computer Science (CSCI 144 Lecture Section 1) | Jeff Caley | MWF 1:45 pm

An introduction to computer science including problem solving, algorithm design, object-oriented programming, numerical and non-numerical applications, and use of data files. Ethical and social impacts of computing. Prerequisite: four years of high school mathematics or MATH 140 or equivalent.

Calculus II (MATH 152 Section 2) | Daniel Heath | MWF 11:15 am

Continuation of MATH 151. Techniques and applications of integrals, improper integrals, ordinary differential equations and power series, with applications. Prerequisite: MATH 151.

General Physics I (PHYS 153 Section 1) | William Greenwood | TR 11:50 am

A calculus-level survey of the general fields of physics, including classical mechanics, wave motion, and thermodynamics. Concurrent registration in (or previous completion of) MATH 152 is strongly recommended. Prerequisite: MATH 151 with a C- or higher. Prerequisite or corequisite: PHYS 163.

STEM House

A Community for Curiosity and Innovation

The STEM House is for students interested in engaging in conversations and activities about Science, Technology, Engineering, and/or Mathematics. This house is great for students who are interested in majoring or minoring in a STEM-related field and/or love the sciences.

Application
Required



YES



NO

Linked
Course(s)*



YES



NO

*First-Year students co-enroll in a First Year Experience Program (FYEP) Writing 101 on the topic of sciences and an introductory course in the Division of Natural Sciences (eg. BIOL 225, CHEM 115, etc.)

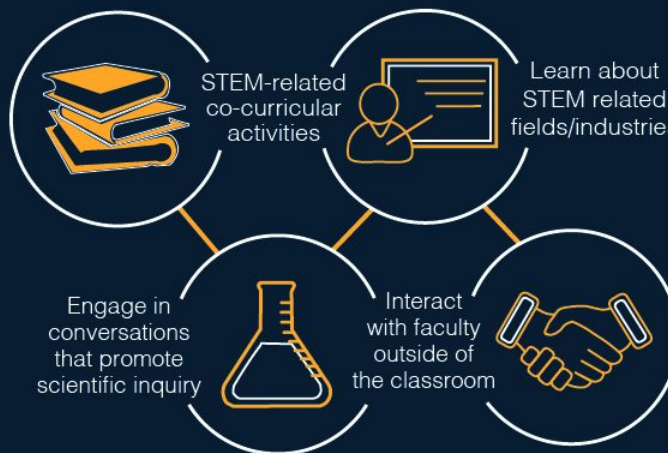
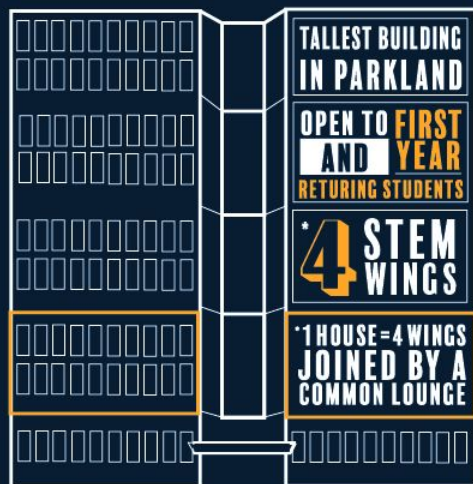
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LEARNING COMMUNITIES [LCs] AT PACIFIC LUTHERAN UNIVERSITY [PLU] Fall 2019 Linked Course Sections

RESIDENCE HALLS

and their themed
Learning Communities

	Traditional Residence Hall**	First Year Wing	New Transfer/Returner Wing	Mixed Year Wing	Themed Learning Community	Upper Division Housing	Apartment / Suite Style Hall (with private bathrooms)	Single Gender Hall	Gendered Wings (with gendered bathrooms)	Mixed Gender Wings (with gendered bathrooms)	Gender-Inclusive Wings (with all-gender bathrooms)	LC Application Required**	Linked FYEP Course***
HARSTAD HALL	●	●	●	●	●	●	●	●	●	●	●	●	●
Women's Empowerment & Gender Equity Community	●	●	●	●	●	●	●	●	●	●	●	●	●
First-Year Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
NT/R Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
HINDERLIE HALL	●	●	●	●	●	●	●	●	●	●	●	●	●
Hinderlie Community for Creative Expression	●	●	●	●	●	●	●	●	●	●	●	●	●
First-Year Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
NT/R Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
Gender Inclusive Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
HONG HALL	●	●	●	●	●	●	●	●	●	●	●	●	●
Global Engagement Community	●	●	●	●	●	●	●	●	●	●	●	●	●
Spanish Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
French Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
German Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
Norwegian Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
Chinese Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
IHON Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
ORDAL HALL	●	●	●	●	●	●	●	●	●	●	●	●	●
Lavender Community	●	●	●	●	●	●	●	●	●	●	●	●	●
First-Year Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
NT/R Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
PFLUEGER HALL	●	●	●	●	●	●	●	●	●	●	●	●	●
First-Year Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
NT/R Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
TINGELSTAD HALL	●	●	●	●	●	●	●	●	●	●	●	●	●
STEM House	●	●	●	●	●	●	●	●	●	●	●	●	●
Wellness House	●	●	●	●	●	●	●	●	●	●	●	●	●
First-Year House	●	●	●	●	●	●	●	●	●	●	●	●	●
NT/R House	●	●	●	●	●	●	●	●	●	●	●	●	●
Gender Inclusive Wing	●	●	●	●	●	●	●	●	●	●	●	●	●
STUEN HALL	●	●	●	●	●	●	●	●	●	●	●	●	●
Diversity, Justice, and Sustainability (DJS) Community	●	●	●	●	●	●	●	●	●	●	●	●	●
First in the Family Floor	●	●	●	●	●	●	●	●	●	●	●	●	●
Students of Color Floor	●	●	●	●	●	●	●	●	●	●	●	●	●
Environmental and Social Justice Floor	●	●	●	●	●	●	●	●	●	●	●	●	●
First-Year Wing****	●	●	●	●	●	●	●	●	●	●	●	●	●
NT/R Wing****	●	●	●	●	●	●	●	●	●	●	●	●	●
KREIDLER HALL	●	●	●	●	●	●	●	●	●	●	●	●	●
Kreidler Community	●	●	●	●	●	●	●	●	●	●	●	●	●
SOUTH HALL	●	●	●	●	●	●	●	●	●	●	●	●	●
Upper Division Student Housing	●	●	●	●	●	●	●	●	●	●	●	●	●

- Residence Hall
- Learning Community within that Residence Hall
- Wing within that Learning Community
- Offers this option somewhere within the Hall or LC

NT/R:
New Transfer/Returner

FYEP:
First Year Experience Program

IHON:
International Honors Program

Opt-in:
Participating in FYEP linked course is optional

LC:
Learning Community

* Traditional residence halls all have shared living spaces and bathrooms

** Applications required for themed Learning Communities and for Gender Inclusive Wings

LC applications are completed in addition to Master Housing and Meal Agreement (completed by all) and single room applications (completed by those interested/eligible)

*** Linked Courses only apply to First Year students

**** Each floor of the DJS community has both First Year Wings & New Transfer/Returner Wings



At least one single occupant, all-gender restroom can be found in each hall

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For full titles, see the labels at the top of the poster