**1) New Course: FYI 102: Practical Genealogy**

 **(Bengston)**

4 credits

 Who are my family? Who are my ancestors? Genealogy and family history help to answer such

 questions. We will pay particular attention to sources and the reliability of sources. Each student will

 research, narrate, present, and write some of their own family history. We will also do some

 collaborative work on former Augustana students. A personal computer or laptop is required. No previous experience is necessary.

**2) New Course: FYI 102: Reason and Relativism**

 **(Bloser)**

 4 credits

 Questions of moral and ethical value are unavoidable. They come up when we make every-

 day decisions such as whether to keep a promise we made to a friend, and are even more pressing when

 we are forced to consider issues such as what career to pursue, or who to vote for. And yet our views on

 such issues are shaped by ethical commitments that we owe, at least in part, to external influences: how

 we were raised, who we are friends with, and more broadly, the culture of which we are a part.

**3) New Course: FYI 102: When Do I Clap?**

 **(Chetel)**

 4 credits

Have you ever wondered why the audience doesn’t clap at the conclusion of an exciting and climactic

 piece of classical music? Why do the orchestra members dress like they are prepared to serve

 dinner in a fancy restaurant? How does the history of a culture impact and inform the musical practices of performing and experiencing music? We will examine questions of race, class, and gender in both

 western and non-western traditions of musical presentation to unpack the historical, cultural, and

 technological underpinnings for what we see in concert halls, opera houses, and fourth grade piano

 recitals across the world. Students will be asked to apply these principals to an examination of a musical

 performance, performer, composer, or tradition—in a western, non-western, or popular setting—of their choosing.

**4) New Course: FYI 102: Star Trek Prime Dir.**

 **(Farmer)**

4 credits

In the Star Trek universe, the Prime Directive is a guiding principle of Starfleet. The rule prohibits

 members of Starfleet from interfering with the development of alien civilizations and perhaps

 influencing their cultures and worlds. Using the Prime Directive and Star Trek: The Next Generation

 as a set of case studies, stories, and texts, we explore brave new worlds as we wrestle with issues

 of ethics, social justice, and philosophy. Discussions of such issues in the Star Trek universe will

 encourage students to boldly go and form connections to similar topics in our own worlds.

**5) New Course: FYI 102: Educating Glaucon**

 **(Farooqi)**

4 credits

There is a particularly poignant passage in the film Sugar Cane Alley where Medouze, the village elder,

 instructs the young Jose to never forget his African heritage even as they struggle to construct their

 lives in the sugar cane fields of 1930s Martinique. All of the themes of this course are present in this

 movie and we examine them systematically and through the critical lens of post colonialism. We ask

 ourselves the following questions:

 • What are the identities of the characters?

 • How are they constructed?

 • Are there multiple identities and who constructs them.

 • How do colonialism, conquest, revolutions, and other ruptures in history help to shape identities and

 differences?

 • Who made this movie and for whom?

 The answers to these and other such questions take us on a journey of critical observation and

 reflection. Our guides will be critics of society who help us to construct a new lens and then use that

 lens to examine and re-examine the construction of “self” and “other.” The process will involve

 readings in philosophy and critical theory, as well as close examination of the theory and reality of

 market economics. We will dip into history at critical junctures to examination the deliberate

 construction of identity as in the case of Andalusian Spain after the “reconquest” as well as the

 modern dilemma of refugees as they seek meaning in their new lives.

**6) New Course: FYI 102: Transhumanism**

 **(Gould)**

4 credits

What makes us human? Historically, this question had been approached by contrasting us with what

 we’re not: non-human animals, angels, God, machines, etc. In many cultures, human beings were

 conceived as representing the height of God’s creation, at the top of the hierarchy of physically

 embodied beings. Yet science fiction authors in the mid-twentieth century speculated about the many

 varieties of forms human beings might take with implants or genetic enhancements, suggesting that

 there might be further untapped potential in the not-to-distant future. Recent developments in actual

 medical and computing technologies have raised pressing ontological and ethical questions about the

 scope of the human mind and our obligations to future generations. Some transhumanists have

 urged that we ought to pursue technological enhancements, even if this results in a very different

 trajectory for humanity than it would otherwise take. In this course, we will examine these and related

 questions about human and transhuman nature, identity, and morality.

**7) New Course: FYI 102: Convivencia in Spain**

 **(Havard-Rockwell)**

4 credits

 Three main religious groups cohabitated on the Iberian Peninsula during the medieval period:

 Christians, Jews, and Muslims. Depending on which group controlled the region during a given century,

 they experienced periods of relative peace, of intolerance, and of open conflict. This course will

 examine the “convivencia” (living together) -- a hotly debated concept among scholars -- of Christians,

 Jews, and Muslims in Medieval Spain through readings from the historical record, from the period’s

 literary tradition, and from contemporary scholarship that offer retrospective insights. To what extent did intolerance and persecution prevail among different religious groups (especially as the medieval period drew to a close), and to what extent does the example of Medieval Spain offer an ideal(ized) model of religious coexistence?

**8) New Course**: **FYI 102: Educating Glaucon**

 **(Kramer)**

 4 credits

 In this course we will examine two of Plato’s most important dialogues, the Symposium and the

 Republic, both of which have as their core concern the importance of education. By way of introduction

 To Socrates and the tensions surrounding education in classical Greece, we will begin by reading

 Aristophanes’ comedy the Clouds, which mocks Socrates and the “new education” he was made a

 symbol of, and also Plato’s Apology, which is in effect Socrates’ reply to the Aristophanes’ Clouds.

**9) New Course: FYI 102: Subversive Fairy Tale**

 **(Marklevits)**

 4 credits

Cannibalism, rape, dismemberment, serial killings, incest—fairy tales in their earlier versions are not the tales you think you know courtesy of Disney. In this class, we’ll think about and investigate “difference” in a number of ways. Through our reading, writing, and your own investigations, we’ll consider two main sets of questions:

 1) What differences among versions of a fairy tale send the most important messages about gender

 and/or sexuality? Why is it important to read multiple versions of a particular fairy tale?

 2) How do early and more recent versions of fairy tales represent differences related to gender and

 sexuality? In what ways do fairy tales uphold and/or challenge traditional ideas about gender and

 sexuality? Why do these representations matter? We’ll use a few critical concepts to analyze several

 versions of a handful of fairy tales and also engage with additional criticism and commentary. This

 collective work will set the groundwork for you to pose and investigate your own questions about the

 messages fairy tales send about gender and sexuality and why those messages matter.

**10) New Course: FYI 102: Deaf Studies**

 **(Perreau)**

4 credits

The purpose of this 4-credit course is to develop a student’s skills in reading, writing, inquiry, and

 speaking as part of the First Year Sequence. We will explore the question of difference common among all FYI courses by examining Deaf culture compared to the hearing world. We will develop an understanding of the historical, social, educational, and legal aspects of the Deaf community.

**11) New Course: FYI 102: Thinking Differently**

 **(Wengronowitz)**

4 credits

 As a continuation of your academic first-year experience, in FYI 102 we will reflect on the question “How is difference constructed and what differences matter?” FYI 102 will help accustom you to the distinctive qualities of a liberal arts education by helping you make new connections across

 multiple fields, and by practicing your active reading, communication, and information literacy skills. You will accomplish these goals through scholarly research and writing. We will explore cases of environmental injustice, most prominently climate change, in order to think through differences like race, class, gender, age, geography, and political and cultural identities.

**12) New Course: COMM 210A-01: Presidential Rhetoric – Narratives (PL)**

 **(Kunde)**

4 credits

This course investigates the genre of presidential rhetoric in different contexts and what it all means to be constituted as citizens through that rhetoric.

**13) New Course: RELG 284/384: Buddhism and Film (PH, G)**

 **(Salgado)**

4 credits

Engaging with written texts, films and contemplative practice, this course explores how Buddhist religious traditions address ethical and existential issues including questions about suffering, karma, life and death. Students will learn about different schools of Buddhism such as Theravada, Zen and Tibetan Buddhism, the controversy about the ordination of nuns, and issues pertaining to the representation of Buddhism through film. In this course, students will be expected to engage in mindfulness meditational practices.

**END**