



Submit Registration Preference form online by 5/31/22

Complete the Registration Preference form ([gustavus.edu/firstyear/checklist](http://gustavus.edu/firstyear/checklist)) to indicate your preferences for your First-Term Seminar (FTS) course. In this seminar, you will discuss values related to the course topic, develop critical thinking, speaking, and writing skills, and enhance your understanding of academic and campus life. You will be enrolled in one of your top five FTS preferences. The information you supply on your Registration Preference form will be used to assemble the rest of your fall class schedule around your FTS seminar.

**TIME.** Students in this seminar investigate the conceptions of time – personal time, cultural time, historical time, geological time, and cosmological time. The ways in which we perceive and use time are deeply personal, rooted in our values, our culture, our families, and our professions. This framework also influences how we perceive the passage of time and the value of time in our day-to-day lives. This course will explore these dimensions of time through personal reflection, readings, and class discussion. In addition, we engage with time when we study the past – human history, pre-history, geologic history, and cosmological events. This course will explore these dimensions of time as well – from the Big Bang to dinosaurs to the origin of humans and human history.

FTS-100-007 Julie Bartley T R 8:00AM–9:50AM

**REPRODUCTIVE TECHNOLOGY: SAVING GRACE AND BRAVE NEW WORLD?** Technologies to support or prevent reproduction are varied and commonly used. Who uses these technologies and what are the consequences of their use? You will examine the biological basis of several reproductive technologies including contraception, genome-editing, in vitro fertilization, and prenatal genetic testing. You will also use popular and academic accounts of reproductive technologies to analyze the scientific and social contexts in which these technologies have been developed and used. Finally, you will explore the risks and promises of various technologies; who is affected by and excluded from their use; and the perspectives, assumptions and beliefs of these stakeholders through role-play and class discussion.

FTS-100-009 Margaret Bloch Qazi M T W F 9:00AM–9:50AM

**VITAL SPEECHES.** This seminar represents the intersection of current events and speech analysis. Students will learn to write critiques of important public speeches, while also developing and sharing their own views on contemporary issues. All of the speech texts will have appeared during the past year in *Vital Speeches of the Day*, a magazine containing speeches by globally recognized public and private sector leaders with diverse perspectives. The texts will be organized around three main themes (1) Speeches that Affirm Propositions of Value, (2) Speeches that Intensify Social Cohesion, and (3) Speeches that Create Concern for Problems.

FTS-100-017 Mark Braun T R 1:30PM–2:50PM

**LIVING WELL.** This seminar will investigate the question: what is it to live a good life? We will draw on work in philosophy and other scholarly fields, as well as on fiction and film, to explore the importance of work, of family and friends, of morality, and of education to the well-lived life. Throughout the course, students will be asked to reflect on their own values and on the nature of the life they would like to live.

FTS-100-024 Joshua Brown M W F 10:30AM–11:20AM

**GOOD ART, BAD ART.** This seminar investigates the success and failure of art. Through creative exercises, readings, and visits to museums and galleries we will grapple with the timeless question of what makes an artwork “good” versus “bad.” As students, you will be charged with investigating both historic and contemporary examples of notoriously refuted and beloved artworks. As a class, we will attempt to define and even create examples of “good” and “bad” art. Developing and honing a critical eye and voice will be essential as we ask ourselves: Does art have inherent value? Who determines what makes an artwork “good?” What role does a community versus an individual play in delineating the line between success and failure in the art world?

FTS-100-035 Betsy Byers M T W F 9:00AM–9:50AM

**MIRRORS & WINDOWS: REPRESENTATION IN CHILDREN’S LITERATURE.** In this course we’ll start with a metaphor that is often used to describe why representation matters in children’s literature: books serve as “mirrors” that allow readers to see themselves in stories, as well as “windows” that allow them to discover something new about the world. Using a critical reader response framework, we’ll explore questions such as: How does who I am as a reader shape how I respond to representations in stories? How do stories work to invite readers to understand the world in particular ways? How do readers accept or push back on those invitations? Why does the question of who is represented in children’s literature and how they are represented matter? We will examine our own responses to books and how different public and scholarly communities review, critique, and lift up books that reflect the diversity of our communities.

FTS-100-037 Valerie Walker M T W R F 1:30PM–2:20PM

**ETHICS FOR EVERYDAY LIFE.** When we make a decision, how do we know that we are doing the right thing? Do individuals just make up their own morality based on their subjective preferences? Is morality relative to culture? Are there objective rights and wrongs? Is selfishness a virtue? Do we owe anything to a stranger? Is morality based in religion, the greatest good for the greatest number, or the categorical imperative? Should we follow the Golden Rule? In answering these questions and more we will consider different theories about morality such as ethical subjectivism, cultural relativism, moral objectivity, ethical egoism, utilitarianism, deontology, rights ethics, virtue ethics, natural law theory, and moral development. We will also apply ethics to contemporary issues such as euthanasia, abortion, violent vs. nonviolent resistance, capital punishment, affirmative action, dropping the atomic

bomb, world hunger, and human experimentation, among others. Students will consider their own view of morality and how that guides their own moral development.

FTS-100-045 Lori Carsen Kelly M T W F 10:30AM–11:20AM

**NERO: EMPEROR, ARTIST, AND ANTI-CHRIST.** This course looks at the many-sided figure of Rome's fifth emperor, the cultural life that he fostered and its legacy in later eras. Students in this course will consider (1) the genesis of Nero's reputation as a tyrant and Christianity's first imperial persecutor; (2) Nero's role as Emperor, especially in provoking the Jewish War that would eventually end in the destruction of the Temple at Jerusalem; finally (3), the literary and philosophical responses to Nero's increasingly authoritarian rule, both in his own day and later tradition.

FTS-100-052 Seán Easton M T W F 8:00AM–8:50AM

**WHY MULTI MATTERS: MULTILINGUAL & MULTI-LITERATE IN THE 21ST CENTURY.** Why does being Multi(cultural) matter in the world today? We might call ourselves multilingual or multicultural, but why are such terms important? How is being multi an asset and why is it sometimes looked down upon? This semester, we'll investigate what it means to be "multi" in U.S. culture, focusing on Minnesota with its diverse cultures including First Peoples, Hmong, Latinx, and Somali. We examine migration and race in the USA. NOTE: This section is reserved for students who identify as multilingual (grew up using another language in addition to English).

FTS-100-053 Thia Cooper M W R F 1:30PM–2:20PM

**A PLACE CALLED HOME: BUILDING INTEGRATED COMMUNITIES.** What brings people together? Ask yourself: In which communities do you feel a sense of belonging? In which do you feel you do not belong or are excluded? Were you ever made uncomfortable by how cafeteria tables were arranged at school, separated by color, place of origin or status? Through the study of various community building strategies, we will learn how to foster inclusive and equitable societies, both at a micro level (our classroom, our campus) and macro level (the Midwest, our country, the world). In this class expect to learn about intersectionality, identity politics, racial construction, and privilege as we discuss U.S. racial minorities, multiculturalism and migration.

FTS-100-080 Angelique Dwyer M T R F 9:00AM–9:50AM

**USE YOUR WORDS: THINKING, TALKING AND WRITING ABOUT ECONOMICS.** This seminar investigates many of the most critical economic and social issues of our time. These issues include the impact on the economy of a pandemic crisis, Climate Change, Health Care, Income and Wealth Inequality, the Cost of Higher Education and whether a Global Financial Crisis can happen again. We will also discuss additional issues they are revealed by current events or as they are suggested by class members. We will critically explore these issues using the "Big Ideas" of economics which include the reality of trade-offs and opportunity cost, how incentives influence choices, the power of trade, the importance of social institutions, how markets are often, but not always, useful for organizing economic activity, and how markets sometimes fail and require some help from government.

FTS-100-087 Paul Estenson M T W F 8:00AM–8:50AM

**ONE THIRD OF YOUR LIFE: THE SCIENCE AND VALUE OF SLEEP.** We spend one-third of our lives in a state of mind (and body) that we are only just beginning to understand. This seminar will introduce students to the science and value of sleep through the investigation of the neurobiology of sleep, the role of sleep in optimizing the cognitive, emotional and motor performance of the individual, and the variety of costs suffered by a sleep deprived society. A number of important questions will be addressed including: What is the function of sleep and dreams? What is happening in our brain when we sleep and when we experience dreaming? How does sleep change across the human lifespan? How can we apply what we know about the science of sleep to improve the treatment of sleep disorders such as insomnia and narcolepsy? How might an insufficient quantity and quality of sleep contribute to the development of diseases such as Alzheimers, cancer and type 2 diabetes?

FTS-100-089 Mike Ferragamo M T W R 11:30AM–12:20PM

**IDENTITY AND ACTION.** The questions guiding this class will focus on discovering and exploring those deep convictions which lie behind identity and action. We will look at how our convictions about what is morally true are formed; we will consider how we hold and are shaped by these underlying convictions; and we will ask how we "know," and why we trust, that some things matter—why we believe, often deeply, that particular choices are morally "right" while others are not. We will consider what gets in the way of our acting with integrity, according to those convictions that define us. Finally, we will consider how we can remain true to who we are even as we welcome different belief systems that appear to challenge our own.

FTS-100-119 Mary Gaebler M T W F 1:30PM–2:20PM

**ANCIENT AND MODERN ODYSSEYS: LOVE, LOSS, AND TRANSFORMATIONS OF IDENTITY.** Who are you? How are your identity and values shaped by your connection to people and place? This course focuses on the theme of journeys and identity transformation. Using Homer's *Odyssey* as a jumping off point, students will engage with ancient Greek and Roman as well as modern literary and artistic work for self-reflection, exploration of values, and personal development as they journey through college. Students will create a vibrant and collaborative cohort by engaging in class discussion, writing about personal experiences, crafting presentations, and reflecting critically on individual and communal values.

FTS-100-148 Yurie Hong M T W F 9:00AM–9:50AM

**CLIMATE CHANGE AND ENERGY USE.** Currently, the United States, and most of the world meets the majority of its energy needs through fossil fuels (oil, coal, natural gas). There is growing concern about climate change and other environmental effects from burning fossil fuels. Conventional supplies of these fuels are rapidly diminishing, and at the same time there has been extraordinary growth due to utilization of unconventional sources such as tar sands and hydraulic fracturing (fracking). Some are calling on expansion of these sources to try to achieve energy independence, while other voices want to greatly limit production to mitigate climate change. We will investigate the evidence that indicates that climate change is happening, and the current and long-term implications. We will also explore the feasibility of minimizing climate change impact through energy conservation and by shifting from fossil fuels to alternative energy sources such as nuclear, solar or wind energy.

FTS-100-151 Tom Huber M T W F 9:00AM–9:50AM

**DO THE RIGHT THING: MLK AND MALCOLM X.** "Taking Spike Lee's acclaimed 1989 film *Do the Right Thing* as its jumping off point, this course explores the lives, contexts, and legacies of the two most important Black leaders in the post-WW II United States: Dr. Martin Luther King, Jr., and Malcolm X. It reveals the two leaders as far more complicated, interesting, significant, and alike than the media, many textbooks, and much commentary then and now suggest. Among the questions explored are what made both men radical and reviled in their day, how did they reflect and shape their historical contexts, how were their lives, thought, and activism both different and similar, how have they been understood and remembered (accurately and not), and what is their significance to our own times? We will explore these questions through written texts, films, and other images.

FTS-100-176 Gregory Kaster M T W F 1:30PM-2:20PM

**#COLLEGE.** Long before you submitted your application essay or took your first campus tour, you probably had some pretty good ideas about what college life would be like. Most of that knowledge came to you through the media: TV shows, social media posts, news articles, even those glossy college "viewbooks." But the media can offer mixed messages: Is college ivy-covered buildings and dusty old libraries, or is it late-night pizza and tail-gating at football games? Is it the pathway to a prosperous career or a slippery slope to endless student debt? In this seminar, we will dive into media messages about college to analyze how they shape the way college students think and act. Experts from across campus will help us separate facts from myths—and give the inside scoop on how to survive and thrive in your first semester and beyond. NOTE: This is a special FTS section reserved for students who have identified themselves as first-generation (parents/legal guardians have not completed a 4-year college degree) and will be taught by a professor who is also a first-generation college student. First-gen students interested in exploring the opportunities and challenges of college life alongside students with similar first-gen backgrounds should consider registering for this FTS.

FTS-100-192 Martin Lang M W 2:30PM-4:20PM

**BEAUTY AND JUSTICE.** Is beauty the handmaiden of the privileged; does it distract us from greater social causes or does the experience of beauty prompt us towards ethical fairness and a greater concern for justice in society? How do various positions on beauty affect our perceptual, moral and emotional lives? By engaging in a variety of arguments and primary source readings from a range of perspectives the class will study how themes and attitudes about beauty in politics, humanities, the sciences and in our culture as a whole have evolved.

FTS-100-208 Kristen Lowe T R 12:30PM-2:20PM

**DISCOVERING ARTS IN COMMUNITY.** Arts are all around us and can offer us experiences through dance, theater, visual arts, and music. As observers and audience members, we will explore and experience the arts community at Gustavus and connect what we discover to communities we love. Students will have opportunities to visit rehearsals/classes and attend performances/presentations, choosing from a wide variety of offerings on campus. In this seminar, students will discuss values related to the course topic, develop critical thinking, speaking, and writing skills, and enhance their understanding of academic and campus life.

FTS-100-227 Karrin Meffert-Nelson M W R F 8:00AM-8:50AM

**THE WAR ON DRUGS IN FILM AND LITERATURE.** This course explores the issue of drug trafficking by contrasting its different representations in cinema, television, academic research, official policy making, and journalism. This course will enable students to trace transnational and global issues, such as migratory trends, international military intervention, criminalization and decriminalization of specific agricultural and chemical goods, etc. Students will also participate in a group dynamic where they will play the role of a drug lord, political leader, journalist, or specific constituencies affected by this problem.

FTS-100-228 Carlos Mejia M T W F 10:30AM-11:20AM

**POP MUSIC, U.S.A.** This course examines American culture through the study of popular music. Students will develop the skills necessary to express, both orally and in writing, a critical understanding of American pop culture. Writings designed to elevate consideration of mindset, career, and purpose are also included, providing insight into the personal choices we make within the daily torrent of societal pressure. With popular culture providing a contrasting edifice for our thinking, we will work to come near our goal of leading a self-examined life.

FTS-100-239 Scott Moore T R 10:30AM-11:50AM

FTS-100-242 Scott Moore T R 12:00PM-1:20PM

**SCANDINAVIAN FOLK AND FAIRY TALES.** Scandinavian folk and fairy tales have been translated and shared around the world for hundreds of years. Writers like Denmark's Hans Christian Andersen's fairy tales have been banned in some political regimes and settings, but also borrowed and reproduced (with substantial alterations) in others. These translated variations have shaped the minds and lives of people across the globe. But what are the changes that have been made to these tales on stage, on screen, online, on the page, and what cultural and human values lie more deeply at the earliest versions of this region's folk and fairy tale traditions? Throughout the semester, we will investigate the varying versions of Nordic folk and fairy tales by reading fairy tales and folk tales from across the Nordic world. Our focus will center on the fairy tale, legend, and fabliaux genres, and employ different theories and approaches, including disability studies, feminist, Indigenous, psychoanalytic, and queer studies, among others, to help us gain greater understanding of these tales and their narrative functions. By the semester's end we will investigate the folk and fairy tales of our own lives, and close our semester together with a final group project that explores intersections of folk and fairy tale traditions from across the globe.

FTS-100-240 Kjerstin Moody T R 2:30PM-4:20PM

**THE GOOD LIFE.** Ask most people if they want to live a good life, and they will answer with a resounding, "yes!" Push them a little further to elaborate on what's included in that life and they will offer some descriptions and highlight certain features. Compare individuals' conceptions of a good life and there will be some similarities and dissimilarities. Start to compare across time periods and cultural epochs and those similarities and dissimilarities are really fascinating. In this course, we will cruise around China in 500 BCE over to ancient Greece in 300 BCE and end up in the United States in the 20th century! Think of this course as one big platter of philosophical samples about the good life.

FTS-100-250 Peg O'Connor T R 8:30AM-9:50AM

**ECONOMIC LITERACY.** Economic Literacy will apply basic concepts of economics to current public and social issues such as globalization, immigration, climate change, economic growth and inequality. Monitoring current economic issues will be a priority, so course content will adapt as events and interest warrant. The Nobel Conference topic will also play a prominent role in the class. We will read, discuss, and write about books, articles, and blogs written by economists for a broader audience. The principal objective is to learn how to look at decision problems using economic theory: that is, to think like an economist. As we will see, this way of thinking can be applied to many situations beyond the scope of what is usually considered economics.

FTS-100-255 Jeffrey Owen M W R F 9:00AM-9:50AM

**FILM ADAPTATION.** This course explores the art of film adaptation: the process of transforming written works such as novels, plays, and non-fiction prose into visual language for the screen. We will begin by studying how literary fiction has been adapted, then focus on film-to-film and anime-to-film adaptations. Adaptations are essentially translations across time, place, and culture. As such, particular attention will be paid to cross-cultural and trans-historical adaptations by Asian, American, and British filmmakers and performers. Through secondary readings, students will become familiar with the complex and diverse practices and theories of adaptation. The course also introduces students to key films in international cinema.

FTS-100-258 So Young Park T R 10:30AM-11:50AM  
and F 9:00AM-9:50AM

**PUNKS, SKATERS, QUEERS: REPRESENTING AMERICAN SUBCULTURES.** This seminar explores how some subcultures respond to mainstream culture in the US. We will study Patti Smith's memoir of 70s New York Just Kids, Penelope Spheeris's documentary on Los Angeles punk, The Decline of Western Civilization, Cynthia Cruz's poetry collection The Glimmering Room, and Gus Van Sant's movie Paranoid Park as representations of subcultures and as alternatives to traditional mappings of American values. In this seminar, students will discuss values related to the course topic, develop critical thinking, speaking and writing skills, and enhance their understanding of academic and campus life.

FTS-100-267 Robert Kendrick T R 1:00PM-2:50PM

**FAST FOOD & POLITICS.** This seminar explores government policies affecting the fast food industry and efforts by the fast food industry to influence government. Topics may include the minimum wage, workplace safety, immigration, public health, and environmental protection.

FTS-100-294 Kate Knutson M T W R F 9:00AM-9:50AM

FTS-100-295 Kate Knutson M T W R F 10:30AM-11:20AM

**READING AND WRITING PLACE.** What place do you care about most? How could you persuade others to care about it, too? In this FTS, we read and write about the concept of place, the places we value, and how these places are part of larger, global conversations about sustainability. Students will investigate a local place and read contemporary writing by diverse environmental advocates. Ultimately, the course raises questions like these: How do certain landscapes capture our minds and imaginations? How do the places that care about shape our attitudes toward the environment that we all share? Be ready: we will go outside, rain or shine.

FTS-100-303 Rebecca Fremo M T R F 1:30PM-2:20PM

**FOOD TELEVISION AND THE PLEASURES OF**

**CONSUMPTION.** This course seeks to improve student understanding of critical media studies and of mass media techniques and methods. The popularity of food-based reality television programming has blurred already problematic distinctions between factual and fictional media artifacts and raised a number of interesting critical questions. Reality-based texts are both entertaining and persuasive – employing sophisticated editing techniques and “evidence” from the world – and sometimes even engaging in advocacy reporting.

This course examines the ethical issues that arise in reality programs as well as the styles, strategies and structures that are used to influence audiences. Course readings and discussions focus on the ways in which reality television programs articulate expectations for citizenship, construct gender, delineate class boundaries and structure audience expectations of material affluence. Assignments require students to reflect upon the underlying value propositions that are embedded in reality television programs and to examine the format's inherent contradictions. By comparing, for example, the glorification of material consumption on a program like “Extreme Couponing,” with the pathological representation of the same behavior on “Hoarders,” students engage in criticism of mass media processes and influence.

FTS-100-317 Phillip Voight M W 10:30AM-12:20PM

**TOO BIG TO FAIL?** A modern world with money and financial assets make it easier to accumulate wealth. However, in 2008, the U.S. economy experienced a severe financial crisis, which quickly spread to the global economy. The U.S. government conducted unconventional policies to stimulate the economy, igniting debate over appropriate policies to be conducted. In this course, we will introduce the U.S. financial crisis of 2007-2008, and then assess costs and benefits of policy implemented from a variety of perspectives. We choose “Too Big to Fail” policy as an example to explore incentives, policy dilemmas, and ethical issues.

FTS-100-327 Shu-Ling Wang M W R F 11:30AM-12:20PM

**YOUTH SPORT IN AMERICAN SOCIETY.** Coaches, athletes, and parents often describe youth sport as a positive activity–engaging athletes in health promoting physical activity, and helping athletes develop perseverance, teamwork, and discipline. The research on youth sport, however, suggests the relationship between participation and positive physical and psychosocial outcomes is not so clear. In this course we will critically evaluate if youth sport is a health promoting and prosocial activity and if so for whom? and under what conditions? Students will consider issues of access, racism, sexism, and classism in youth sport, and evaluate what is valued in youth sport.

FTS-100-557 Hayley Russell M T W R F 11:30AM-12:20PM

**MY TOP 5 CHOICES IN ORDER OF PREFERENCE:**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_