

# ALS 199: U-Engage

Fall 2018 Course Offerings

A focal point of OSU's First-Year Experience initiative, U-Engage courses are designed to help you have a successful academic transition. In a small classroom community you will investigate an academic topic of interest with your instructor, and other first-year students. You will also gain a deeper understanding of campus resources, numerous ways to get involved at OSU, and discover strategies and habits to achieve personal success and wellness. Explore and choose from one of the following topics:

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## **How to OSU: Your Journey Starts Here**

I just unpacked. Now what? The first term of college is filled with many questions "Should I get involved? Where should I start? How do I find where I fit here? Did I pick the right major and is it too late to change my mind? How am I going to pay for this? How can I make sure that I have enough time to go on new adventures AND stay on top of my classwork?" We will discuss and reflect on your experiences while identifying tools and OSU resources that will help you achieve your personal goals. You will engage in opportunities that will allow you to explore your own interests and needs while determining how to get started on a journey toward your ideal vision of success. At OSU, you can personalize your college experience, find people who can help you, and start answering all your questions. This class requires you to come fully present and have a willingness to engage in conversations and consider new perspectives. It will also require you to engage in experiential learning activities to connect better with the OSU community.

- MW 1000-1050, Shannon Shivers, CRN 13446 (section 008)
- WF 1500-1550, Tiah Edmunson-Morton, CRN 13660 (section 028)
- MW 1600-1650, Bethany Ulman, CRN 15002 (section 034)
- WF 0900-0950, Nova Fergusson, CRN 19602 (section 010)
- WF 1200-1250, Leslee Mayers, CRN 19603 (section 017)

## **Attention all PHHS Majors starting OSU this fall**

The College of Public Health and Human Sciences will be offering courses this fall specifically designed to help students majoring in Human Development and Family Sciences, Kinesiology, Nutrition, and Public Health be more successful at Oregon State University. These classes will help you discover the tech tools, tips, and tricks for getting settled in and finding your path for success and engagement as a new college student on the Corvallis Campus. For more information about these course sections, make sure you chat with your academic advisor. These sections will also be open to UESP students who are exploring a major within the College of Public Health and Human Sciences.

- TR 0900-0950, Slade Thackeray, CRN 13460 (section 006)
- WF 1100-1150, Larry Gilley, CRN, 13467 (section 014)
- TR 1400-1450, Jennifer Beamer, CRN 13466 (section 023)
- WF 1300-1350, Monica Olvera, CRN 13661 (section 027)
- R 1600-1750, Karen Swanger, CRN 14738 (section 035)

**Learning Through Play** Hannah Rempel, **TR 0900-0950**, CRN 13469 (section 003)

Most people would much rather play a game than sit in class. Games motivate people to learn in new ways; games are engaging; and games encourage learners to try something new without fearing failure. Educators know this and have created many educational games (some admittedly more fun than others). But can all games teach us something? Join this class and learn how different games can encourage learning. We'll explore which types of games help us learn best, we'll research what learning scientists know about games, and we'll test games to see how well they stack up to our fun and learning criteria. Based on what we learn, we'll even create some games of our own. And yes, we'll play games along the way!

**Find yourself in the Oregon Legislature: Why is my Tuition So High and What Can I Do About It?** Jock Mills, **MW 0900-0950**, CRN 13462 (section 004)

In this class, you will explore the political opportunities open to students on campus and in the state legislature. You will interact with elected student leaders, a state legislator, state agency staff, and political advocates involved in higher education policy and finance. You will work with others in the class in a simulation in which you prepare for a legislative hearing on a bill that would regulate how universities consider tuition increases. Ultimately, you will write a constituent newsletter explaining your position on the bill. By the end of the course, you'll understand how Oregon's legislative process works, how you can get involved, and how to apply political and economic analyses to higher education policy and finance issues.

**Coming of Age Through Humorous Narratives: Welcome to Adulthood** Clint Edwards, **W 1600-1750**, CRN 19601 (section 005)

Growing up is full of contradictions: love and loss, success and failure, discovery and boredom. Great authors have been laughing about their coming-of-age for years. In this class, we will explore the humorous side of the coming-of-age narrative by reading and discussing memoirists such as David Sedaris, Steve Almond, and Diana Joseph. We will deconstruct the elements of their stories. Then we will draft and create our own humorous coming-of-age stories. Most importantly, we will learn to laugh at the crazy transition between adolescence and adulthood, something many OSU students are in the throes of right now. This class will interest anyone willing to laugh at life.

**Creating Happiness** Michelle Ribeiro, **TR 0900-0950**, CRN 13461 (section 007)

Happiness and the pursuit are a constant source of conversation and intrigue. Whether it's a late night conversation with friends about the meaning of life or a country trying to measure the standard of living for its citizens, happiness comes into play. What makes people happy? How do people who are happy act and think differently? Can happiness be measured and is it felt the same way by everyone? In this course, we will use the fields of positive psychology and mindfulness to explore these questions. We will also engage in a community building opportunity by providing a wellness fair to a local elementary school. The class will encourage you to learn more about yourself, discuss opportunities that come with the transition to college and develop the tools you will need to find and maintain happiness at OSU and beyond.

**Food for the World** Sabry Elias, **TR 1000-1050**, CRN 13470 (section 009)

Global economic and social changes have significant effect on food sustainability around the world. Education is an essential tool for improving food security systems worldwide. In this class, you will learn: How serious is the hunger problem in the world? What are the root-causes of world hunger? What are some creative ideas for securing food for the world? What are the departments at OSU that prepare students to take an active part in building secure food systems? You will also develop knowledge from direct experiences outside the traditional academic setting through field trips to a food bank and to an Organic community farm in OR. In addition, part of the course will be designated to acquaint you with many of the resources that are available on the OSU campus to help you succeed in your academic journey in the university.

### **Rethinking Volunteerism: Exploring Your Inner Changemaker through Food+**

Emily Bowling & Eric Stengrevics,  
**T 1400-1550**, CRN 14012 (section 011)

We have the capacity and power to create social change. All of us affect and are affected by our food systems. Our course will explore aspects of our local food system to introduce topics of food policy, organic farming, farmworker rights, local food security, and more. We will use the central theme of food to build community within our class, connect to the local community, and explore pathways for creating social change. What impact do you want to have on our food system? What avenues are available to you to work for change? What are the social issues and values you care about most? Join us to begin charting your OSU experience and changemaker journey. Note: This course requires field work/community service outside of class.

### **What Am I Doing Here? Being First in the Family at College**

Janet Nishihara & Kim McAloney,  
**MW 1100-1150**, CRN 13445 (section 012)

For those of us whose parents did not attend college, navigating the experience can be exciting and daunting. It can seem like everyone around you knows what they are doing and that they all have a clear plan for how to succeed in college. This class will explore advice from first generation college students who have been where you are and is taught by instructors who themselves were first generation college students. We'll discuss advice that others have shared, hear from campus guest speakers who were first generation when they started college, all with the goal of helping you find your path to success in college. You will also find community and be equipped with tools to navigate college.

### **What Are You Eating?**

Dale Weber, **TR 1100-1150**, CRN 13465 (section 013)

Most of us take the food that we eat each day for granted, but do you really know where your food comes from, and the steps that it takes from production to landing on your plate? Is it possible for college students to maintain a healthy diet without "breaking the bank" or spending hours preparing meals? In other words, what are you eating and what does it mean to your well-being? This class will combine group discussions, guest lectures from nutritionists and others, team cooperative learning, and the synthesis and presentation of information related to food and food production. In addition, efforts will be made to acquaint you with the many resources that are available to students on the OSU campus.

### **Movies & Media that Depict College Life**

Richard Nafshun, **MW 1200-1250**, CRN 13447  
(section 015)

We will spend half our time investigating the "Freshman Experience" and we will spend the other half investigating movies and media that depict college life. We will bring clips in for discussion and ask, "is college reality accurately captured in the media?"

### **Keep Calm and College On**

Gail Bagget, **TR 1200-1250**, CRN 13468 (section 016)

It is said that peace is not the absence of chaos, strife or hard work but finding a place of balance or calm in the midst of turmoil and change. As the job market becomes more competitive, the pressure to succeed is increasing and more people are experiencing mounting levels of stress which can upset this balance. While stress is not always bad, chronic stress affects both your mental and physical health. What is stress, where does it come from, and can it be managed? Have we created a society that values being stressed out? In this experiential learning class, students will explore stress and methods of maintaining balance in a variety of ways including beginner's level yoga.

**Cultural Competence in a Globalized World** Amarah Khan, MW 1300-1350, CRN 13464 (section 018)

This course provides a basic introduction to existing knowledge regarding cultural literacy, intelligence, and awareness. The course raises the question: is cultural competence attainable or is it a myth? An important aspect of the discussion is to challenge the term 'Cultural Competence' itself and explore more holistic concepts such as cultural intelligence and cultural literacy. Through cross-cultural engagement and in-person interaction with locally based identity groups, students will be equipped with the skill set to engage in lifelong learning around cultural awareness. As a class, we will understand the nature of globalization occurring around us. The focus will be on applying cross-cultural communication as a pathway towards global mindedness so that students can be better prepared for the intellectual and societal challenges facing an increasingly diverse campus/world.

**Is a Better World Possible? Utopian Thinking in Reality and Fiction** Philipp Kneis, TR 1300-1350, CRN 19604 (section 019)

The class will analyze examples from history, political theory, literature, film and television to investigate different ideas about creating a better or even perfect world. The search for the ideal state has occupied political philosophy since antiquity. From Plato's Atlantis story through More's utopia and beyond, philosophers, writers and filmmakers have pondered how to create a perfect state with perfect citizens which will stand the test of time. Each week will combine theoretical reflections from antiquity through post-modernity with a selection of examples from more or less contemporary fiction that will ideally already be known to the audience. We will be looking at Plato's Atlantis story, Thomas More's Utopia, Thoreau's Walden, JRR Tolkien's Lord of the Rings, and franchises like Star Trek, Star Wars, and other examples.

**Inspired by the Sea** G. Renee Albertson, F 1400-1550, CRN 13448 (section 020)

The ocean provides a significant portion of our food, affects our water supply, and shapes who we are. For centuries, people have settled on the coast, inspired by the beauty and the productivity of the ocean. As stewards of the environment, we understand the health of the ocean is essential. Many people have chosen to integrate the sea into their lives. Students will learn about what motivated these people to choose a life touched by the sea. By participating in experiential learning opportunities, students will address a contemporary problem associated with the marine environment while learning about how artists, writers, tour operators and scientists have used their inspiration of the sea to help solve marine centric issues to make their coastal community a better place. While learning about these professions and lifestyles linked to the health of the ocean, students will discover how the sea inspires them.

**Changing the Game: Title IX, Gender and Athletics in American Universities** Jesse Nelson, TR 1600-1650, CRN 19605 (section 021)

"How do you measure equality? Does gender equality require 'sameness?' How do you gauge whether your school is making progress at redressing inequality?" This course will draw you into the past while you engage in a highly interactive simulation game that explores the impact that Title IX has had on American universities and university athletics. We will also use this time to explore some of the challenging questions that remain unanswered today. Throughout the term, our class will discuss how issues of equality and equity shape the communities in which we live. We will also explore the many possibilities and support systems for your own path here at OSU. This class will require active-learning, discussion, and engagement throughout the term.

**Creating Wikipedia: Access, Language, and Representation** Laurie Bridges, TR 1100-1150, CRN 16278 (section 026)

It's the 5th most visited website in the world and accessible in over 280 languages. However, many voices are underrepresented. As just one example, Wikipedia entries on women represent less than 30 percent of biographical content. In this class students will become Wikipedia editors, learn about bias in Wikipedia, and join the worldwide effort to increase the diversity of entries by creating new or substantially editing and adding to existing entries. We will finish the term by promoting and hosting a Wikipedia Edit-a-thon that is open to the local community.

**Pickets and Protests:  
Student Activism and US Universities**

Emma Larkins & Natalie Rooney, **M 1600-1750**,  
CRN 13463 (section 029)

College and universities across the globe have experienced a resurgence of student activism demanding changes on their campuses around gun violence, rising tuition, chilly environments for students of color, national politics, sexual violence, and more. Students around the nation are marching, boycotting, sitting-in, walking out, and sharing their experiences to push their campuses (and nation) towards change. In this course, students will explore the history of activism on college campuses throughout the United States as well as examine local efforts within the Oregon State University community and the impact of these efforts. Students will have an opportunity to delve into student movements at a campus or around a topic of their interest and envision how students can continue to share their experiences and create more inclusive, welcoming campuses.

**Of Beings and Bots: Real Life Lessons from Science Fiction**

Chris Lenn, Scott Vignos, **M 1600-1750**,  
CRN 13471 (section 031)

Is it possible that works of science fiction can illuminate truths about the real world around us? And if they can, how should we consider their lessons? This course will ask you to consider critical social questions through modern and classic science fiction with curiosity and open-mindedness. As a student, you'll be encouraged to consider how the lessons of science fiction apply to who you are, the world around you, and what it means to be an active and engaged student at Oregon State.

**Money Matters**

Courtney Garcia & Jon Bickler, **TR 1600-1650**, CRN 13662, (section 033)

This course is designed to develop your knowledge about money matters and build skills to navigate through your OSU finances and your personal finances. Through discussion and research, students will develop a working knowledge about money matters, including such topics as how much of a paycheck actually ends up in your wallet, personal budgeting, savings, and the power of interest earnings. Each student will build a flexible budget template, assess their spending habits, calculate tuition and the full cost of college, and learn how to review their own credit report. Through individual and group exercises, students will also explore cultural and personal perceptions about money, as well as the myths and realities of credit and debt. This course will help you understand your different identities, build your financial literacy and meet your goals. Activities will help familiarize you with OSU by visiting campus locations, and exploring available OSU resources.

**A Brief History (and Geography) of Humankind** Demian Hommel, **TR 1000-1050**, CRN 16381 (section 038)

Where did the Neandrathals go? Did we interbreed with them, or commit genocide, or both? Why was agriculture such a fundamental change in our collective history? How did various religions arise, and what are their similarities and differences? Why is modern life so different from the thousands of years before? We'll use the book, Yuval Noah Harari's "Sapiens, A Brief History of Humankind" as a platform to look at the historical and geographical expressions of humanity, using broad brush strokes, but also trying to relate it to our own lives.

**Lunar Forces, Marine Zombies, Edible Sea Vampires  
and Other Curiosities of the Sea**

Itchung Cheung, **F 1000-1150**, CRN 16373,  
(section 039)

Open to students in the arts and sciences, this class explores the interdisciplinary field of marine science and current marine research associated with Oregon State University's Hatfield Marine Science Center. Students will learn about exciting marine research such as ocean renewable energy, fisheries management and aquaculture, marine mammal conservation, marine protected areas, seafood science, science education and experiential learning opportunities. This U-Engage section should be interesting to anyone who wants to know more about the interdisciplinary field of marine science, learn about current research at the Hatfield Marine Science Center and also understand some of the social, historical and environmental issues connected to human involvement in the marine environment. The course includes a field trip to the Oregon coast and Hatfield Marine Science Center.

**Beyond Borders: How to Be a Globally Minded Local**Elizabeth Mills & Kevin Bailey, **F 1000-1150**,  
CRN 18491 (section 041)

Ever heard the phrase, 'think globally, and act locally?' In this class we will explore exactly what that means by examining our values and attitudes about the world and how they were shaped. We explore what diversity, social justice, and sustainability mean within an international context. This course promotes knowledge and attitudes that prepare students to be global ready citizens and effective members of diverse communities. We will explore how getting out of your comfort zone and learning abroad can be a part of your time at OSU.

**Closing the Gap- When Science Meets the Media**Rohlman Diana, **WF 1400-1450**, CRN 17337  
(section 047)

There is a growing gap between what scientists say, and what the public believes. While 88% of scientists believe genetically-modified foods are generally safe to eat, only 37% of the general public believes the same. Why don't we believe our scientists? Is it because media gets the science wrong? Or is it because scientists do a poor job of explaining the science? In this class, students will evaluate various information sources and explore common misconceptions that have arisen due to poor science communication. Students will develop their ability to effectively communicate science through written and verbal mediums with various hands-on activities, improvisational techniques, and written exercises. This is a discussion-based class, using current examples of science communication (articles, blogs, and videos) to structure discussions.