<table>
<thead>
<tr>
<th>Section/Course Number</th>
<th>Topic Title</th>
<th>Faculty Member</th>
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<tr>
<td>1001/76000</td>
<td>Zen and the Art of Everyday Life</td>
<td>Morgan-Russell</td>
<td>T 9:30am-10:45am/ 10WK</td>
<td>Humanities and Arts</td>
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<tr>
<td>1002/76782</td>
<td>Reading Harry Potter in the New America</td>
<td>Diehl</td>
<td>F 9:30am-10:45am/10WK</td>
<td>Humanities and Arts</td>
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<tr>
<td>1003/76783</td>
<td>The Art and Science of Origami</td>
<td>Snyder</td>
<td>W 2:30pm-4:20pm/8 WK</td>
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<tr>
<td>1005/76787</td>
<td>“Wild Mind and A Disciplined Eye”: Creativity, Risk, and Problem Solving</td>
<td>Matuga</td>
<td>T 8:30am-9:20am</td>
<td>Natural Science</td>
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<td>1006/76809</td>
<td>Don’t Stress Out; Chill Out</td>
<td>Amanda McGuire Rzicznek</td>
<td>T 2:30pm-3:20pm</td>
<td>Teacher Prep</td>
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<tr>
<td>1007/76823</td>
<td>Critical Thinking About Disabilities</td>
<td>Brackenbury</td>
<td>R 2:30pm-3:20pm</td>
<td>Natural Science, Social Science, Teacher Prep</td>
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<td>1008/76844</td>
<td>Data Science in a World of Big Science</td>
<td>Albert</td>
<td>R 9:30am-10:20am</td>
<td>Natural Science</td>
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<tr>
<td>1009/76845</td>
<td>The Refugee Crisis</td>
<td>Jones</td>
<td>T 11:30am-12:20pm</td>
<td>Social Science</td>
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<td>Course Code</td>
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<tr>
<td>1010/76851</td>
<td>What’s your Opinion? Researching, Writing, and Publishing Your Own Op-Ed</td>
<td>Schulz</td>
<td>R 11:30am-12:20pm</td>
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<tr>
<td>1011/</td>
<td>What is an American?: Exploring the Early Nationalist Idealism</td>
<td>Craig</td>
<td>T 8:30am-10:20am</td>
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<tr>
<td>1012/76873</td>
<td>Popular Music and Politics Around the World</td>
<td>Piroth</td>
<td>M 2:30pm-3:20pm</td>
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<tr>
<td>1013/76880</td>
<td>Hunting viruses Bacterial viruses and the fundamentals of life</td>
<td>Larsen</td>
<td>T 9:30-10:45am/10WK</td>
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<tr>
<td>1014/76883</td>
<td>Hamilton, History, and Contemporary Culture</td>
<td>Schocket</td>
<td>T 1:00pm-1:50pm</td>
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<tr>
<td>1015/76886</td>
<td>Honest Dialogue after the end of “Facts”: Institutions and Inequalities</td>
<td>Rosati</td>
<td>W 10:30am-11:20am</td>
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BGSU 1910H Course Descriptions:

Section 1001: Zen and the Art of Everyday Life
Dr. Simon Morgan-Russell
Tuesdays, 9:30am-10:45am; 10 Weeks
This seminar will examine a variety of contemplative practices through the lens of Zen Buddhism – its historical development in China and Japan, and its influence on the arts and on the practice of everyday life. We will examine literature, poetry and haiku, music, and calligraphy, amongst other things, and also explore Zen as a daily practice or “Way” for everyday living itself.

Zen has been described as a “special transmission outside [the] scriptures, not founded on words or letters”; our goal in this seminar is not only to try to understand Zen on an intellectual level, but also to practice it as an expression of fully realized human life. The course has a strong practical component as we will trace Zen practice through the arts as well as everyday activities such as eating, breathing, or walking. Each class session will begin with a brief period of sitting meditation (in Japanese, zazen), and students will have other opportunities to connect with mindfulness or meditation practices on campus. Through written and verbal engagement with the practical and theoretical components of the course, students will be asked to identify their own response to contemplative practice. The seminar is not discipline-specific, but might be of interest to students who desire to cultivate a reflective, mindful approach to their lives and work.

Section 1002: Reading Harry Potter in the New America
Dr. Heath Diehl
Friday, 9:30am-10:45am; 10 Weeks
In this section of BGSU 1910, enrolled students will read/re-read all seven books of the Harry Potter series, as well as select pieces of popular commentary or/and academic criticism, and will engage with their faculty member in discussions about how the books speak to the lived experiences of Americans in the twenty-first century. Some parallels that might be examined include (but are not limited to):

- The corruption within The Ministry of Magic and the wizarding educational systems and similarities to/differences with threats that currently face higher education (e.g., loosening of Title IX, challenges to academic freedom, demands for trigger warnings and safe spaces, etc.)
- Voldemort’s platform of racial purity and similarities to/differences with the many social and political schisms that currently divide Americans along lines of race/ethnicity, class, gender, sex, sexual orientation, etc.
- The rise of the Dark Lord and his followers throughout the final books of the series and similarities to/differences with the emergence of various oppressive governmental figures or/and regimes both at home and abroad
- The Death Eaters and similarities to/differences with various terrorist groups
- Azkaban and similarities to/differences with conditions in the American prison systems (both private and public)
At the heart of these discussions will be the question: What lessons does the *Harry Potter* series have to teach twenty-first-century Americans about being both more responsible community members and better “neighbors” in a politically divisive world?

As a capstone for the course, students will collaboratively research, select, and undertake one literacy project (e.g., book drive, dictionary project, Books for Babies, Reading Buddies, school supply drive, Newspapers in Education, Mini- Library/Bookmobile Project, etc.) that benefits a specific local or global community.

**Section 1003: The Art and Science of Origami**

Rob Synder  
**Wednesday, 2:30pm-4:20pm; 8 Weeks**

Origami is the art of paper folding (from the Japanese ori, meaning “to fold”, and kami, “paper”). The modern rules of origami are simple—one square of paper, no cutting, no gluing. But from this simple formula people have created beautiful and complex works of art, and applied the folding and collapsing techniques to solve problems and develop innovations in the fields of science, architecture, fashion, medicine, and more.

In this 8-week course, students will learn to fold a variety of origami models from squares (no experience necessary), and learn all of the practicalities of folding (selecting the right paper, choosing a folding technique, reading diagrams, etc.). Students will also explore (through readings, videos, discussions, and written reflection) the application of the principles of origami to various fields of study, from art and education to science, math, and technology. At the conclusion of this course, students will have the skills to fold a variety of origami models for fun and relaxation, and new ideas about the ways in which these newly-acquired origami skills can be applied to other areas of interest, both academic and personal.

**Section 1004: Come Dream with me: What if Business Ethics were the Ethics of a Good Person?**

Dr. Neil Browne  
**Thursday, 9:30am-10:20am**

What do we mean when we say “be ethical”? Does our mind have any necessary role to play when we think about being ethical? Are lists of “should’s” a mockery of our abilities as thinking organisms? Does context matter when asking “Should I do X or Y?” Why is there a category of ethics called “business ethics”? What are the effects on trust and community of knowing that businesses try to earn profits and obtain those profits from the rest of us? What is the basic vocabulary we use to discuss ethics? What is the relationship between the published core values of individual corporations and ethics? How can knowledge of business ethics make each of us a better consumer and citizen?

Students in this course will conduct interviews, read Jackall’s *Moral Mazes: The World of Corporate Managers*, and watch videos addressing the many significant questions arising from the differences in how we think about acting ethically as a thoughtful human being and acting ethically as a businessperson. In the process students will acquire alternative ways of thinking about what it means to be a good person.
Section 1005: “Wild Mind and a Disciplined Eye”: Creativity, Risk, and Problem Solving
Dr. Julie Matuga
Tuesday, 8:30am-9:20am
Future success in any profession will largely depend upon how well you respond to unstructured problems and novel situations. Dorothy Parker (author, poet, satirist) defined creativity as having a “wild mind” and “disciplined eye”. This course explores the important role of creativity, risk, and problem solving through a series of activities, experiments, and projects. What is creativity? How do we develop creativity? What role do risk and problem solving play in creative activity? How do we become more creative, open to risk, and effective problem solvers? Each student will explore and document their exploration of these questions by creating a personal blog.

Section 1006: Don’t Stress Out; Chill Out
Amanda Rzicznek
Tuesday, 2:30pm-3:20pm
Many of us are highly motivated and work-driven, but the cost of being so productive is stress. In this 15-weeks section of 1910 Honors, we will investigate the causes of stress using critical thinking, reading, and writing skills. We will use evidence from reputable sources, such as medical doctor Herbert Benson as well as new anchors Dan Harris and Anderson Cooper, to assess our stress levels. Then we will explore healthy strategies for mindfully dealing with stress, such as practicing meditation, yoga, breathing, and other focusing techniques. Finally, we will practice written reflection regarding our journey to help us become more present in our lives.

Section 1007: Critical Thinking about Disabilities
Dr. Tim Brackenbury
Thursday, 2:30pm-3:45pm
We live in a culture that supports people with disabilities, but there are limited resources to help them. How do we determine what services and accommodations to provide people with disabilities? How do we include people with disabilities in decision making? This class will explore issues like these through the lens of Critical Thinking. Students will engage with adults with disabilities, parents of children with disabilities, and community groups to address current controversies.

Section 1008: Data Science in a World of Big Data
Dr. James Albert
Thursday, 9:30am-10:20am
The purpose of this seminar is to introduce how “big data” is transforming how we currently live, and then to provide an introduction to how data scientists work with a variety of different types of data. There will be discussions of material from the book Big Data: A Revolution That Will Transform How We Live, Work, and Think by by Mayer-Schönberger and Cukier. There may be several invited speakers on different applications.
of “big data”. Also we will introduce some data explorations using the R software in the Data Science classroom in Library 140. The students would be given an opportunity to learn and present some aspect of “big data”.

Section 1009: The Refugee Crisis
Jay Jones
Tuesday, 11:30pm-12:20pm
This course will engage students with one of the key global ethical and political issues of our time—the refugee crisis that has been ongoing since 2015. What are the roots of the current crisis? How have similar crises been handled in the past? What approaches are various state and non-state actors currently utilizing? These questions and more will guide our investigation into this topic as we also explore what it means to be Americans and global citizens in the 21st century. During the course, we will read and discuss select non-fiction and fiction texts on the topic as well as conduct an off-campus event with US Together, a refugee-aid organization with an office in Toledo.

Mike Schulz
Thursday, 11:30am-12:20pm
The course will focus on students researching an issue that is being covered by a local or regional newspaper, with the ultimate goal of students writing, and submitting for publication, their own editorial on the issue. The course would begin with students researching a current, ongoing issue, something local, something from their hometown area, something in a specific region that is of interest to them, or an issue related to their desired major. The course will begin with analysis of editorials and op-ed sections of newspapers to familiarize students with the genre and its place in the history of public discourse. The research process will involve teaching students how to use the university library and various databases along with web resources to access information about their issue, maybe even a road trip, in order to engage directly in the discourse about the issue. There will be some preliminary assignments related to summarizing, analyzing, and responding to their research and then a final assignment requiring students to write their own editorial on the issue and sending it to a news source for publication. I would also like to have a guest speaker, an editor or reporter, talk to the class to give students some perspective on how to research an ongoing issue and what it takes for editorials to be published. Presenting and/or sharing their editorials would also be part of the course in some fashion, as time would allow. I'd like students to leave the course with a greater sense of belonging and investment in a community as well as practical research and writing skills that would translate to a variety of courses. The opportunity to gain a publication credit as a first year undergraduate student would also be a practical resume builder for students.
Section 1011: What is an American?: Exploring the Early Nationalist Idealism  
Dean Raymond Craig  
Tuesday, 8:30-10:20am

American Exceptionalism (“we are different from every other nation—and better”) is a current and historical phenomenon that has its roots in the early broadsides, treatises, and political documents from the revolution through the Civil War. This seminar will explore the origins and necessity of American Exceptionalism primarily in the Early Nationalist period, and we will work in primary historical artifacts from 1800 to 1830, to understand how certain ideas were useful to their time and to understand how they are being applied in our time.

Each week, we will read an essay or essay-length selection from critical thinkers in and around the early nationalist period (Madison, Hamilton, Adams, Jefferson, Webster, Emerson, Thoreau and others), examine articulations of exceptionalism in American landscape art that reflects this concept of America. You will be asked to participate in every class discussion and to produce an essay applying the “originalist” concept to a critique of today’s conception of America.

Section 1012: Popular Music and Politics Around the World  
Scott Piroth  
Monday, 2:30pm-3:20pm

Popular music can be a powerful tool for political mobilization and the creation and maintenance of political identities. This course will explore the relationship between popular music and politics from a variety of perspectives in an international context. It will investigate how popular music has been used in struggles by minority groups resisting cultural assimilation, such as the role that Catalan music has played in resisting Spanish hegemony. At the same time, the globalization of popular music creates a mélange of musical styles but also threatens traditional genres. The course will consider how political elites try to promote and protect local popular music using policies such as quotas on radio content. In addition, the course will examine how international conflicts play out in popular music, such as in the annual Eurovision contest.

Course readings and discussions will provide a framework for studying these relationships, but much of the course will consist of students identifying and interpreting examples of the interactions between popular music and politics and presenting their findings to the class. Bowling Green’s annual Black Swamp Arts Festival will also be incorporated into the course, and students will have the opportunity to participate behind the scenes in the staging of the music for this event.

Section 1013: Hunting Viruses: Bacterial Viruses and the Fundamentals of Life  
Dr. Ray Larsen  
Tuesday, 9:30am-10:45am

This course will use the “simple” model of bacterial viruses to explore the basic processes of living systems. Beyond the advantage of historical context, bacterial viruses are readily adapted to active learning strategies. They are straightforward to work with, as the students in this course will learn on opening weekend when they first isolate phage from a variety of campus locations. Weekly exercises with those initial isolates
(supplemented with ongoing studies from my laboratory) will highlight key features of living systems including: energy, growth, reproduction, evolution, and environmental responses. Together, these experiences will establish a foundation upon which information from future coursework and life experiences can be integrated into a conceptual framework that supports the growth of molecular fluency and informed citizenship.
Section 1014: Hamilton, History and Contemporary Culture  
Dr. Andrew Schocket  
Tuesday, 1:00pm-1:50pm

The Broadway hit *Hamilton: An American Musical* has become a major cultural phenomenon: its cast album has gone multi-platinum, its actors have become stars, its touring company has lifted theater ticket sales across the country, it has been the subject of countless internet memes and mash-ups, and its creator, Lin-Manuel Miranda, won the Pulitzer Prize, a MacArthur "genius" grant, and has been the toast of late-night talk shows. How much of *Hamilton* is history, and how much is embellishment? Why is it so popular, and what can we learn about American culture from the *Hamilton* craze?

In this class, students will get their shot to consider this compelling and fun work of history, music, and drama. In addition to investigating and discussing the show’s interpretation of history, its place in Broadway, its use of hip-hop, students will get to tell their own stories through mash-ups and raps invoking the American past and present.

Section 1015: Honest Dialogue after the end of “facts”: Institutions and Inequality  
Dr. Clayton Rosati  
W 10:30am-11:20am

This first year seminar will engage with some key introductory readings about “facts,” mediated publics and public spheres, and democracy to build a theoretical foundation for the semester’s projects. This seminar will work in conjunction with Institute for the Study of Culture and Society's (ICS) programs on Institutions and Inequality in Spring 2017 and the following academic year (2017-18). Reports about political polarization and “fake news” are unavoidable presently. And, as incoming freshmen, they are just reaching political awareness at a moment when the foundations for political decision-making seem to be crumbling. The underlying concept of the seminar is to develop ways to build honest dialogue about difficult topics in an era where "facts" seem so hard to pin down. The students would work in conjunction with planning and executing ICS forums to build this kind of dialogue. The ICS will be planning three speaker events in Spring 2017 (http://www.bgsu.edu/arts-and-sciences/institute-for-the-study-of-culture-and-society/lectureseries.html). In the coming months they will also begin planning for the following academic year.