All students must complete a First Year Seminar in the fall or spring of their first year. In no instance will the cap for a FY Seminar exceed 20 students.

**ART 150 (Art) Blasphemy & Devotion: Religion and Spirituality in the Works of Van Gogh, Warhol, Kahlo, and other Modern and Contemporary Artists and Architects (Hage)**
Modern and contemporary artists and architects have engaged the many intersections between art and religions, and unprecedented globalization has helped spur dialogs among a wide range of creeds and has called attention to artists’ (sometimes controversial) visual responses to religion worldwide. This course also considers debates raised in recent exhibitions and scholarly texts. Artists studied include VanGogh, Warhol and Kahlo. Although some emphasis is placed on the relationship between art and Catholicism, students also analyze creative responses to many faiths, including other forms of Christianity, Judaism, Hinduism, Buddhism, and Islam.

**ASC 150 (Actuarial Science) Forecasting the Future- the Mathematics of Risk (STAFF)**
This first-year seminar course provides an introduction to the techniques actuaries use to forecast the future and quantify risk. Selected topics include time series analysis and statistical correlation, credibility theory, pricing insurance products and risk load, portfolio theory and asset allocation management. Students are also required to make a presentation on a topic of current interest in actuarial science. The course is taught in a computer classroom and students make extensive use of Microsoft Excel in the development of mathematical models.

**CSC 150 (Computer Science) Joy of Computing (Krueger)**
This First Year Seminar course for major and non-majors will introduce the basics of computer programming using Python. Through programming practice the students will gain an appreciation of computer programs and algorithm development. This course will also review current technologies such as Cybersecurity, Internet and Artificial Intelligence. We will look at how these technologies affect society and how we can respond to take advantage of opportunities they may provide. Through in-class exercises and out-of-class assignments, the course leads students to learn how to embrace technology thoughtfully and understand how they can be prepared for the changes technology causes on society and many careers.

**CSC 150 (Computer Science) Computational Thinking Through 3D Animation (Wei)**
This course introduces students to algorithmic and computational thinking through formulating problems and finding their solutions using 3D animation software. Students will design and create 3D worlds, movies, games, and other multimedia. Through individual and group projects, students will learn to express problems and solutions in algorithmic and computational terms and match the computational tool to the solution.

**ENG 150 (English) Coming of Age in the City (Lockridge)**
This course will examine the experience of coming of age in the multicultural city. We will read texts and watch films that attempt to provide a glimpse of the multicultural world beyond the
quotidian experience of majority culture. All texts/films will be fictional and will feature young men and women coming to understand their place in multicultural, urban centers around the world including: the US, the Caribbean, France, the UK, and Rhodesia. You may find that their unique circumstances mirror your own or even some of the ones you have experienced in texts; you may also find that they do not. This course invites you then to consider literature and film as ways to understand yourself, your place in the world, and the people you encounter, but may never know.

**ENG 150 (English) Apocalyptic Literature & Film (Patterson)**
The idea of the apocalypse has haunted humanity since the beginning of time. Nearly every culture has an apocalypse myth and in recent years our own culture has witnessed a heightened interest in the “end of the world.” From Christian rapture narratives to Mayan calendars, apocalypticism is central to popular culture. Not surprisingly, many of the apocalyptic and post-apocalyptic narratives in popular culture feature dystopian worlds. In this course we will explore dystopian, apocalyptic, and post-apocalyptic films and literary texts in an effort to examine in what way these stories shape and influence our own moment in history.

**FBE 150 (Family Busn & Entrepreneurship) Social Entrepreneurship (Kury)**
This course introduces students to the field of social entrepreneurship. Social entrepreneurship is the use of entrepreneurial business skills for the explicit pursuit of creating innovative solutions to social problems. In both non-profit and for-profit ventures, organizations engaged in social entrepreneurship act as agents of social-change, creating large-scale social change in their communities or around the world with a heightened sense of accountability to the constituencies they serve and the outcomes created by their efforts. Topics covered will include assessment of opportunities, different business models used in the social sector, acquiring resources required for a new social venture, and measuring social impact.

**FIN 150 (Finance) Finance through the Movies (Curran)**
This first year seminar is designed to introduce students to the field of finance through the lens of movies. Students will gain an understanding of a breadth of topics including corporate form of business entity, corporate governance, and role of a corporation in a society. We will also cover stock trading and role of information in stock trading. Finally, we will discuss value creation through mergers and divestures.

*Note: We will be watching “R” rated movies in the class. Please understand that these movies may contain uncomfortable and offensive material. Some of the movies may contain violence, profane language, drug use and/or sexual content. Even if one is comfortable with the material in home or theater setting, they still may find uncomfortable in a classroom setting.*

**HIS 150 (History) Reacting to the Past (Hyson)**
Using an innovative and exciting role-playing method, students in this seminar will “become” political, intellectual, and religious leaders in three famous gatherings held at critical moments in history: the Athenian assembly in 403 B.C., the Grand Secretariat of Ming China in 1587, and the French National Assembly in 1791. Acting in the roles of these historical figures, students
will discuss some of the central questions in political and social thought: Who should hold power in government, and why? What are the respective rights and responsibilities of "citizens," "subjects," and "rulers"? How do we balance the needs of individuals with the demands of the broader community? By reading primary and secondary sources, writing persuasive arguments, and conducting intensive “in-character” debates, students will develop a more active, engaged, and empathetic understanding of both historic events and historical practice.

**IBU 150 (International Business) Cultural Diversity and International Business (Song)**

This course is an introduction to international business and its many dimensions through the lens of cultural diversity. The course develops the understanding that cultural diversity is a crucial component of sustained and productive cross-border interactions in general and international business in particular. It discusses the power of diversity whereby the whole can be made greater than the sum of the parts. Through in-class exercises and out-of-class assignments, the course leads students to reflect that their framework for looking at the world around them, i.e., their worldview, may be very different from that of other cultures. A necessary condition for engaging in international business is to be aware of cultural differences and be able to adapt to environments that are different from those one is used to. This course develops in students not only the knowledge to better understand the reasons behind these cultural differences, but also the ability to more easily and effectively adapt to them. The main objective of the course is to provide students with a broad context enabling them to develop the capacity for critical thinking as well as the skills necessary to understand what success means in today’s culturally diverse global business environment. It is not enough to be economically successful. In fact, being economically successful is indeed undesirable in the absence of social responsibility and concern for the health of the planet.

**LEO 150 (Ldrshp/Ethics & Org Sustainab) Serious Comedy & Social Justice (KenWeidner)**

Comedy has long been a vehicle by which performers and audiences can engage uncomfortable truths and issues of social injustice. Comedy is increasingly important to individuals’ identity; recent research has shown that comedy is essential to how people view themselves and others. Comedy (including satire and parody) is also a growing business, as evidenced by the popularity of Comedy Central, movies, television programs, YouTube, and other platforms. In this course, we will explore important issues of social justice (e.g., globalization, racism, gender equity, poverty) as presented in comedy across a variety of sources both contemporary (e.g., South Park, The Daily Show, The Colbert Report, The Simpsons) and classic (e.g., All in the Family, The Smothers Brothers, M*A*S*H). First Year Seminar only

**LIN 150 (Linguistics) Language, Linguistics and the Real World (Ewald)**

It is of particular interest and benefit to students pursuing various specialties including, but not limited to, Second Language Studies; English; Communication Studies; Speech Therapy; Autism Studies; certain specialties within Education, Sociology and Psychology; and Linguistics. It fulfills the GEP FYS requirement as well as counts toward the Linguistics major/minor. This course is geared toward helping students become consciously aware of the role of language in their daily lives (i.e., in the “Real World”). They will learn to recognize linguistic features of
language(s) and will explore current research findings in linguistics. They will also be encouraged to be “linguists” themselves in the sense that they will document and analyze language-related issues present in daily communicative interactions.

**MCC 150 (Modern and Classical Cultures) Learning Across Cultures (Daniel)**
This course, taught in English, will introduce students to theories of learning and of intercultural communication. It will also encourage students to apply intercultural models and analytical techniques to their experiences of learning during their secondary educations and in classes at this University. The primary goals of the course are to enable students to learn more effectively, to think critically about the cultural dimensions of secondary and post-secondary education in the U.S. and elsewhere, and to apply frameworks that may be helpful in understanding, coping with, and adapting to unfamiliar educational experiences. This course will offer additional support for students whose first language is not English and introduce U.S. and overseas students to cultures and to educational systems and processes that are different from their own. Highly recommended for students considering study abroad.

**PHL 150 (Philosophy) 6 Impossible Things Breakfast (Brokes)**
To be added

**PHL 150 (Philosophy) Drugs, Freed., & Law (Boettcher)**
We normally experience ourselves as agents who are free to control our actions. And yet we recognize that all events in the world are caused and that even our own ‘choices’ may be caused by forces beyond our control. If so, how can we be morally responsible for our actions? This is the classic problem of free will and determinism. This course will examine historical and contemporary philosophical approaches to this problem with special attention paid to the free will questions raised by substance use disorder and addiction. Additional topics may include: theoretical conceptions of political freedom, drug law and policy, origins of and reflections on the U.S. opioid crisis, and/or mass incarceration.

**PMK 150 (Pharmaceutical Marketing) Smart Healthcare Consumer (Trombetta)**
Becoming a smart healthcare consumer enables understanding of what having healthcare benefits means from the patient’s perspective as well as from the way healthcare delivery works in the U.S. It will also provide insights about healthcare delivery from the perspectives of all stakeholders, who either directly provide care to patients, such as doctors, nurses or hospitals, or indirectly participate in healthcare delivery, such as those who influence, regulate, adjudicate and/or pay for it. Class time will be dedicated to enhancing knowledge using research techniques from the business reference librarian to learn about medical innovation and the influence for-profit medicine has on it as well as time-tested basics of effectively treating patients. Learning will be enhanced by weekly service commitments at local not-for-profit healthcare delivery organizations in one section.

**POL 150 (Political Science) Women, Girls and Global Politics (Baglione)**
Although women and girls comprise roughly half the earth’s population, traditional analyses of world politics have ignored their roles in politics and the effects of international and national
politics on females. This course seeks to remedy this absence by focusing on pressing contemporary issues, including political empowerment and democratization, post-conflict peace building, economic opportunities (and their absence), and gender-based violence. Not for major credit. This is a Gender Studies course.

**RMI 150 (Risk Management & Insurance) Natural Disasters & Coastal Recovery (STAFF)**
The goal of this course is to empower students to use primary and secondary sources to investigate community recovery from natural disasters. The research will highlight the economics and social impact of insurance. Specifically, students will compare and contrast community recovery from different types of natural disasters while evaluating the successes and/or struggle of insurance products in aiding community recovery from natural disasters.

**SOC 150 (Sociology) What’s in a Neighborhood (S. Clampet-Lundquist)**
A central tenet in sociology is the importance of examining the individual in her/his larger context, such as the neighborhood. Students taking this First Year Seminar will hear the stories of young people who have grown up in different types of communities, learn about how neighborhood inequality gets passed down from generation to generation, understand how inequality is built into local institutions such as schools, and explore ways to reduce neighborhood inequality.

**THE 150 (Theology) Ignatius and the City (Joyce)**
This course reviews the theology and spirituality of Ignatius of Loyola and how his early followers in the Society of Jesus established a particular missiology. It includes a thorough study of the network of ministries created by the first generation of Jesuits in Rome with particular emphasis on: the urban context, the use of the arts and architecture, ministry to the economically under-represented. An examination of how that missiology has been used in and around the City of Philadelphia in the 18th, 19th and 20th centuries will be part of the course. An analysis of how a Jesuit urban strategy was or was not maintained by later Jesuits will be included.