

Fall 2014 ISEM 301 Great Issues Seminars – Synopsis/Descriptions

Sections 1, 2 and 6 - “Disabilities in the Media” - Janine Darragh (College of Education)

In this seminar, students will examine and reflect upon their own beliefs/perceptions (and possibly misperceptions) regarding people with disabilities. They also will not only learn tools by which to examine representations of people with disabilities in children’s picture books, young adult novels, television and film, but they also will learn language by which to speak about various disability groups, so as to be culturally responsive and aware of this underrepresented group that makes up such a large percentage of our diverse world.

Sections 3, 4 and 5 - “Future of Agriculture: Promise or Peril” - Erik Anderson (College of Agricultural and Life Sciences)

Modern agriculture has achieved remarkable gains in productivity and efficiency through the application of science and technology. But not all agricultural developments have been perceived favorably by the public. Some agricultural practices have been linked to environmental problems while others have raised concerns about possible harmful effects on human health. Future agricultural systems hold great promise for meeting global needs for food, fiber, and fuel. The innovations also bring additional potential threats to the world. This seminar will explore key advances in agriculture and will offer a critical examination of the associated economic, ecological, ethical, and human health challenges that may result from emerging agricultural systems. Topics will include the globalization of food and fiber, the use of genetically modified organisms, environmental impacts, and human health effects of agriculture and food systems.

Section 7 - “Teaching to Learn: Money Skills” - Karin Hatheway-Dial and Karen Richel (College of Business and Economics, and the College of Agricultural and Life Sciences)

Society is strengthened when its citizens are financially literate. Understanding personal bookkeeping, budgeting and financial strategy can bolster society’s citizens on both a personal and professional level. This class will help direct a face-to-face simulation called “That’s Life” by playing the vendor part of the live simulation and selling day to day goods and services to participants. The participants are inmates from a local correctional facility. Both students and volunteers who have participated in the “That’s Life” Simulation often say that the simulation has left an indelible mark for life.

The main objective of this course is for students to learn and teach personal budgeting to others (adult and juvenile offenders). Students through learning to take ownership of their own personal finances will be able relate their own financial circumstances to other cultural populations.

Sections 8 (Honors Section) and 18 - “Competition, Values and You” - Sharon Stall (College of Education)

This course applies sociology, history, literature, film, political sciences, physical education, and cultural studies to explore the central role of competition and its effect on social and moral values in America, especially as it exists in sport and athletics. This seminar examines the relationship of competition in sports as it relates to and affects gender, race, class, ethnicity, consumerism, media, and other topics.

Section 9 - “Politics and Economic Policy” - Jon Miller (College of Business and Economics)

Many of the great issues of the day involve economics and politics, e.g., the deficit and the debt, taxes, equality and inequality, entitlements, immigration, protectionism, and money and financial markets, among many others. In this course, we examine the disciplinary interplay of economics and politics in the creation and implementation of economic policy. We discuss the views of stylized Liberals and Conservatives, learn about the political and economic components of great economic policy issues, and try to identify where our own political views lie on a Liberal - Conservative continuum.

Sections 10 and 11 - “Global Leadership Talent Needed” - Jan Rauk (College of Business and Economics)

In this seminar we will explore today’s workplace “megatrends” that influence global market trends. In so doing, we will learn about different styles and types of Global Leadership, and why they are essential for success in business community today. As we look at global leadership, we will review the ten top behaviors that global leaders should possess including: cultural self-awareness, invite the unexpected, results through relationships, frame-shifting, expand ownership, develop future leaders, adapt and add value, core value/ flexibility, influence across boundaries, and third-way solutions. Students will be presented with multi-disciplinary perspective and be expected to attend “international” events sponsored and presented on campus.

Sections 12 and 13 - “Information and Society” - Greg Donohoe (College of Engineering)

In this seminar, students will explore the role of information in the shaping of society in the Information Age. As detailed in James Gleick’s *The Information: A History, A Theory, A Flood*, the ability of our society to generate, store, and communicate information has mushroomed, and has changed almost every aspect of our lives, for better or for worse. This class will explore three aspects of this phenomenon.

Science and Technology of Information. The history of information. Development of the technologies that made the Information Age possible. Where this is this technology headed, and the Information Age with it?

Democratization of Information. Throughout history, governments have used the control of information to control their populations. Conversely, the availability of information has been key to democratic movements, from Thomas Paine’s pamphlets, to the role of social media in the Arab Spring uprisings. The Khan Academy makes high-quality online education available free to

millions. How has developing information technology influenced the course of human events, and what does the future hold?

Information Sharing and Privacy. Information sharing via social media (Facebook, Linked In), e-commerce, data search, and online services such as registering for classes and paying taxes, have enriched our lives in countless ways. We can get what we need immediately, anywhere, any time. But every transaction is quietly being logged by someone, and various entities are creating profiles of us, our activities, and our friends, to use for their own purposes. Should this access be controlled? What are the implications?

Sections 14, 15 and 16 – “Health Design and Environment” – Minyoung Seo Ceruti (College of Art and Architecture)

Long-term care organization in many countries is experiencing current and future trends of flexibility and adaptability, especially in relation to the quality of care to accommodate changing needs over time. The continuum of care seeks the search for ideal environments (e.g., social, physical, and organizational) that support age-related changes in the individual, maintain heterogeneity of older adults, and provide some low-cost care. Students will understand the increased need for flexibility and its implications for associated disciplines. Also students in this interdisciplinary course will be exploring innovations about the question, “when old and frail persons in our society have to be removed from where they want to reside until the end of their life, how you would create supportive environments for the most vulnerable people?”

Section 17 - “What is an Educated Person?” – Rodney Frey (College of Letters, Arts and Social Sciences)

Initiated by a university-wide, keynote address by one of the University of Idaho’s [Distinguished Professors](#), this seminar will explore the question, “what is an educated person?” Through the academic disciplinary lenses of business/economics, and anthropology/sociology students will consider the varied skills and learning competencies needed on the day they walk across the commencement stage and receive their baccalaureate diploma. Among the questions explored are, what are employers seeking in a graduate? What does a civil democratic society require of its citizenry? What do students themselves desire from their education? These various interwoven questions will be framed within a consideration of the University of Idaho’s Learning Outcomes.

Section 19 – “The Dust Bowl: An American Ecological Disaster” – John Hammel and Katherine Aiken (College of Agricultural and Life Sciences and College of Letters, Arts and Social Sciences)

The Dust Bowl region of the southern Great Plains was devastated by a decade of drought and horrific wind erosion in the 1930’s while the US was battling a severe economic depression. This environmental disaster degraded more than 150 million farmland acres and caused an exodus of over 2 million people from the Plains states, many to the western US. This drought period, which lasted from the early 1930’s through the early 1940’s, is considered to be the severest historically in the Great Plains. Importantly, the combination of poor agricultural practices, harsh drought, and economic hardship created the worst ecological catastrophe ever to occur in the

US. The Dust Bowl period in US history will be examined through America's agriculture, its economic and social fabric, and its art and literature.