

Fall 2020 Registration Choices – First Year Students

Curriculum:

All first year students are enrolled in the following: Modeling and Simulation of the Physical World (ModSim); Quantitative Engineering Analysis 1a (QEA); Design Nature (DesNat); and an Arts, Humanities and Social Science (AHS) topic.

In addition to the above, all students are enrolled in OIE 1000: Olin First Year Introduction (OFYI). This course introduces students to resources and skills that facilitate a successful transition into Olin. This course will cultivate communication and critical thinking skills, self-reflection, teamwork, and interpersonal relationships with peers, faculty, and staff. This course is required and comprises 1 credit hour of work.

Is there anything else I can take?

Yes! There are two options, of which you may choose no more than one.

- For those who are musically inclined there is a course called *The Olin Conductorless Orchestra*.
- You can add a Passionate Pursuit for 1 credit.

You can also enroll in zero-credit co-curriculars led by faculty or staff; information comes out via email and they open for registration on Wednesday, September 9th)

What Now?

Normally, registration takes place online in two groups per class. The groups are first established randomly and then rotate each semester. For your first semester, Olin does the registration for you in ModSim, DesNat, QEA1a, and OFYI. Because first year students have few choices to make, Olin can attempt to maximize the “happiness factor” and register students using a prioritization of their interests in each AHS foundation topic.

After you have binge watched the “Olinflix” series about our Learning Continuum, Curriculum and the AHS foundation topics, and the Registrar, you should be ready to make your AHS choice. The Olin registration request form will be accessible by this link: [REGISTRATION](#) beginning Wednesday, August 26th at 12noon EST and must be submitted by Friday, August 28th at 12noon EST. We will also email you this information. It comes from registrar@olin.edu so keep a watch for it on Wednesday, the 26th. The email will have the subject line: “AHS course interest survey – important”. You will be notified the week of August 31st of the results.

You must complete the survey no later than 12noon EST on August 28th.

If you do not return your form by the deadline, you will be placed in any available course.

Wait, wait, I have questions. Can I speak with someone about which AHS Foundation class to take?

Yes! There will be information sessions during the week of August 24th for you to attend and ask questions of different faculty members to get advice and clarification about this decision. You can also reach out individually to your assigned advisor if you would like.

So, when do I find out what my schedule will look like?

All AHS Foundation courses will meet Tuesdays and Thursdays 2-3:30pm.

You will be able to view your full schedule via the Olin Portal (MyStAR tab on my.olin.edu). If you have questions please feel free to email registrar@olin.edu. **Note:** Meeting time abbreviations at Olin – M = Monday; T=Tuesday; W=Wednesday; R=Thursday; F=Friday; e.g. TR means the course meets Tuesdays and Thursdays.

AHS FOUNDATION COURSE DESCRIPTIONS

AHSE 1100:01: History of Technology: A Cultural and Contextual Approach – FULLY REMOTE

Instructor: Rob Martello

Credits: 4 AHSE

Throughout this semester we will use different history of technology narratives to explore larger themes. Our narrative case studies will range from bronze age societal studies to cutting edge computing and Internet technologies, and throughout the semester we will compare and contrast these narratives in search of larger trends. We will also identify and investigate broader issues such as large technological systems; paradigms and scientific revolutions; technologies and political values; ethical theories; and the environmental and sustainability implications of technologies. Throughout the semester we will engage these narratives and broader issues through targeted writing activities, debates, individual and group presentations, at least one field trip, movie and media studies, and numerous in-class discussions. Students will have a high degree of autonomy, and will set and evaluate their own learning objectives, determine the topic for final projects, and design and facilitate in-class activities throughout the semester.

AHSE1155-01: Arts, Humanities, Social Science Foundation

Identity from the Mind & the Brain: Who Am I and How Do I Know – FULLY REMOTE

Instructor: Adler

Credits: 4 AHS

Hours: 4-0-8

Perhaps the most fundamental question any developing individual asks himself/herself is: Who am I? The ways we answer this question have evolved over the course of history as the dominant ways of knowing (epistemologies) have shifted. Indeed, the question of how we come to know ourselves has captivated Western scholars since the days of Descartes, but a look at the last fifty to sixty years has also seen enormous changes. Many people invoke psychological and philosophical perspectives in describing their identity, focusing on their personality, their developmental history, and their place in society. But the explosion of neurobiological research has introduced a new and viable outlook: explaining identity at the chemical and electrical level of the brain. There is good reason to think that these different perspectives on identity are mutually exclusive and this tension will underlie everything we discuss in this interdisciplinary course. Indeed, when it comes to a topic as fundamental to human existence as identity, it is absolutely essential to wonder not only "who am I?" but to also ask "how do I know?" In this course, we will approach the question of identity from multiple perspectives, including psychology, postmodern philosophy, and neuroscience. In the process, we will critically examine not only the conception of identity that each perspective supports, but also the assumptions and limitations of each epistemology. This course focuses more on the science of psychology and neuroscience, while AHSE 1150: What Is "I"? is more focused on philosophy and artificial intelligence.

AHSE1199-01: Arts, Humanities, Social Science Foundation

Democracy and Media – FULLY REMOTE

Instructors: Graeff

Credits: 4 AHS

Hours: 4-0-8

Every day, you have the opportunity to choose democracy. When we think of democracy, we usually think of a form of government: a representational democracy like the United States. But, the experience of participating in a representational democracy is not always democratic. Conversely, companies and colleges like Olin are not organized as democracies, and yet the people that work and study there have many opportunities to practice democracy. Democracy is something you, and those around you, can choose to create and practice. To achieve this, we must acknowledge that democracy is contextual and mediated. Dimensions such as gender, race, class,

ideology, norms, economics, and institutional power all affect the political standing of citizens and issues. Media, too, has long shaped the experience of democracy: debate, writing, voting, and petitioning are ancient technologies. The design and use of contemporary information and communication technology dramatically shape how democracy plays out. This course will ask you to confront this tangle of interests, identity, technology, and power. You will ask yourselves: What is my role and responsibility as a citizen? as an engineer? as a member of the Olin community? And you will find ways to make the spaces you live and work in more democratic. You will practice using your voice and influence to make change through public narrative, collective action, and media.

AHSE1199-02: Arts, Humanities, Social Science Foundation

Infrastructure Studies – FULLY REMOTE

Instructor: Debbie Chachra

Credits: 4 AHS

We live our lives embedded in systems that help take care of many of our basic needs, as well as some that are not so basic: warmth (or cooling), clean water, hygiene, and communications. At the same time, these systems provide the technological context for our engineering work. But we rarely notice infrastructure until something goes wrong. In this course, we'll investigate the systems that surround us, including water, sewage, electricity, telecommunications, transport, and more. We'll start thinking more broadly about infrastructure, asking questions like "what makes a system 'infrastructure', and why?". To do this, we'll draw from a wide range of fields and materials, from scholarly essays to videogames. And we'll consider our collective future: how might we make infrastructural systems more sustainable, resilient, and equitable? By the end of the semester, you will have a new awareness and understanding of these systems that underpin our lives and engineering work, and you will have the opportunity to document and share your own exploration of these systems.

AHSE1199-03: Arts, Humanities, Social Science Foundation

Singular Voices, Dual Lives: Nabokov, Leonardo, Bach, Borodin – FULLY REMOTE

Instructor: Dabby

Credits: 4 AHS

Hours: 3-0-9

To what extent have artists exhibited extraordinary knowledge and ability in science and engineering? Do these necessarily infuse their art, and if so, how? Artists in the fields of literature, art, and music include Vladimir Nabokov (writer and lepidopterist), Leonardo da Vinci (artist and engineer), Alexander Borodin (composer and chemist), and J. S. Bach (composer, performer, and acoustician). Each achieved a self-sufficiency enabling the articulation and activation of work that reveals an inimitable signature; in short, an entrepreneurial streak runs through their lives, fueled by their individual voices and the remarkable ingenuity resulting from their dual professions. In-class and out-of-class activities focus on student scholarly and creative work, with special attention paid to original source documents, e.g., Leonardo's Notebooks. Students will have the opportunity to realize projects in the arts and sciences, thus experiencing firsthand the satisfaction and challenges faced by Bach, Borodin, Nabokov, and Leonardo in their desire for knowledge, discovery, and creative expression.

ADDITIONAL COURSE OPTIONS

AHSE0112-01: The Olin Conductorless Orchestra: Building a Community of Practice – FULLY REMOTE

Instructor: Dabby

Credit: 1 AHS

New course description for Fall 2020 only: A community of practice has a social character whereby people work in tandem toward a goal. Yet they are united by more than membership in a group. They are united by the power of shared activity to create shared knowledge and shared ways of knowing. Here, the shared activity is music, a performing art that brings creative expression to life. During Fall 2020, OCO students will have the opportunity to perform live for one another, create a community of practice, explore solo/ensemble methods, and offer constructive evaluation. Moreover, as new tools become available for synchronous performance, OCO musicians will test them out, thereby expanding rehearsal and performance possibilities. (A student can apply up to 4 OCO credits to the 28 required credits in AHSE, or can petition to apply up to 4 OCO credits to the AHS concentration. Any additional credits, i.e., more than 4, earned by a student enrolling in OCO will show up as additional AHS credits, but will not count toward satisfying the requisite 28 credits in AHSE.)

HOW DO I REGISTER FOR A PASSIONATE PURSUIT?

Complete information, including links to forms, may be found on the Olin website at

<http://www.olin.edu/registrar/my-forms/passionate-pursuits/>. The deadline for submitting the form (signed by your advisor and a sponsor) is Thursday, September 12.

HOW DO I REGISTER FOR A CO-CURRICULAR?

See the email from the Registrar's Office with all the details.