

## **SUBJECT: Academic Skills Center**

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### **ACSC 104 Efficient Reading (1-2)**

A diagnostic battery of vocabulary and reading. Study of college vocabulary; reading improvement in speed and comprehension through lectures and exercises. A-F grading only.

### **ACSC 106 Math Skills (4)**

The course will be problem-oriented - solving problems dealing with the real world and acquiring the skills needed to solve these problems. Permission of Academic Advising Director is required. Course offered for S/U grading only.

### **ACSC 115 Efficient Writing (1-2)**

This course will provide the opportunity to write clearly and concisely, using standard English. Students will build vocabulary, explore grammatical conventions and reinforce critical thinking skills. Course offered for A-F grading only

### **ACSC 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **ACSC 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

## **SUBJECT: Accounting & Finance**

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### **ACFN 111 Principles I (4)**

This course introduces procedures and practices in the accounting cycle, following generally accepted accounting principles. Topics also include preparation and analysis of financial statements, as well as an introduction to investing decisions. Fall and spring.

### **ACFN 112 Principles II (4)**

Introduction to the principles and tools used in managerial accounting, with a focus on standard costs, variances, profit planning, and capital budgeting. Introduction to technology used in preparing and analyzing financial information. Fall and spring.

### **ACFN 210 Business Communication (2)**

Writing skills necessary for producing effective business correspondence in multiple modes and forms, reports, and other written documents in professional contexts. Verbal communication skills necessary to deliver successful presentations in professional contexts. Prerequisite: ACFN 112. Fall and spring.

### **ACFN 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **ACFN 310 Fundamentals of Managerial Finance (4)**

This course is the foundation course in Finance and the prerequisite for all other Finance courses. Topics covered include the time value of money, the financial markets, the concepts of risk and valuation, the types of financing and their relative mix, financial leverage, the cost of capital, and the criteria for evaluating the attractiveness of investment opportunities. Prerequisites: ACFN 111 and ECON 111. Fall and spring.

### **ACFN 315 Theory of Investments (4)**

The primary focus of this course is the concepts of Modern Portfolio Theory. Through efficient diversification, it is possible to minimize the risk consequences of investing and maximize return. Topics covered will include models of capital market equilibrium, the concepts of risk and return in the fixed income and equity markets, and an introduction to technical analysis and behavioral finance. Prerequisites: ACFN 310 and one of MATH 119 or MATH 125. Fall.

### **ACFN 318 Finance in Corporations (4)**

This course introduces the fundamental theories in financial management. It is the prerequisite for Advanced Corporate Finance. Topics covered time value of money, capital budgeting decision making, cost of capital, risk analysis and real options, capital structure, financial forecasting, and corporate valuation. Prerequisites: ACFN 310. Spring only.

### **ACFN 320 International Finance (4)**

This course examines the international dimensions of Finance. The course builds on the principles of Finance discussed in ACFN 310 and provides a conceptual framework for the key financial decisions of a multinational. Topics covered will include the balance of payments, the determination of exchange rates, forecasting future exchange rates, methods of hedging exchange rate risk, the international financial markets, the cost of capital for a multinational, multinational capital budgeting, and international cash management. Prerequisite: ACFN 310. Spring.

### **ACFN 325 Intermediate Accounting I (4)**

Principles and procedures underlying the preparation of financial statements under U.S. GAAP. Time value of money concepts and their application to financial statements. Accounting issues related to the recognition and valuation of cash, receivables, investments, current liabilities, and long-term liabilities. Valuation of the elements in a corporation's stockholders' equity. Computation of earnings per share in simple and complex capital structures. Statement of Cash Flows preparation and evaluation. Financial statement analysis. Prerequisites: ACFN 112. Fall

and spring.

#### **ACFN 326 Intermediate Accounting II (4)**

Financial reporting preparation requirements and disclosures under U.S. GAAP. Recognition and valuation of inventories, intangible assets, and property, plant and equipment. Accounting issues related to revenue recognition. Accounting for leases, income taxes, changes in accounting estimates and principles, and error analysis and correction. Overview of pension plan financial statements. Prerequisite: ACFN 325. Fall and spring.

#### **ACFN 330 Governmental and Not-for-Profit Accounting (2)**

Principles of accounting and reporting for governmental units and not-for-profit institutions and organizations. Prerequisite: ACFN 325. Spring, every other year.

#### **ACFN 330A Governmental and Not-for-Profit Accounting-Web course (3)**

Principles of accounting and reporting for governmental units and not-for-profit institutions and organizations. Prerequisite: ACFN 325. Summer. Online course

#### **ACFN 331 Cost Accounting (4)**

This course further studies the recording, communicating, and interpretation of cost information for controlling routine operations and long-range planning in order to make informed management decisions. Topics explore job order and process costing, standard costs and variances, variable costing, flexible budgets, capital budgeting, cost analysis for special purposes, and performance measurement. Cases are used to study applications of topics. Prerequisite: ACFN 112. Spring.

#### **ACFN 333 Financial Modeling & Analysis (4)**

This course involves using technology to prepare robust financial models in order to make complex financial decisions for businesses. The course has a focus on how to analyze real-world information and present it in a professional manner. Topics covered will include financial forecasting, capital budgeting, the cost of capital, capital structure, and entity and business valuations. Prerequisite: ACFN 310. Fall and spring.

#### **ACFN 335 Business Law (2)**

Law and the judicial process in commerce. Legal regulation of business and its relationships to society. Principles and issues in contract law, sales and commercial transactions, torts and product liability, agency and employment law, banking, negotiable instruments, and other topics of contemporary interest to those preparing for a career in business. Prerequisite: Sophomore standing. Fall.

#### **ACFN 338 Advanced Accounting (4)**

Accounting for equity method investments, business combinations and consolidated statements, segment and interim reporting, foreign currency translation and transactions, and other topics. Prerequisite: 326. Fall and spring.

#### **ACFN 340 Accounting Information Systems (4)**

Information systems analysis, design, implementation and control, including the ability to analyze data in a variety of programs commonly used in the business community and the controls required to ensure accuracy and reliability of system data. Prerequisite: ACFN 111. Fall.

#### **ACFN 341 Introduction to Income Taxation (2)**

An overview of federal income taxation of individuals and businesses. Accounting issues related to income taxes. Prerequisite: ACFN 112. Fall and spring.

#### **ACFN 342 Advanced Individual Income Taxation (2)**

Advanced topics related to Federal income taxation of individuals. Topics include taxation of self-employed individuals, capital gains and rental properties, as well as advanced issues related to income, deductions and credits.

Prerequisite: ACFN 341. Fall.

### **ACFN 343 Business Taxation Topics (2)**

Advanced tax topics relating to businesses, with a focus on tax policy. Computation of tax, tax accruals, tax considerations on the formation and operation of domestic and multinational businesses. Prerequisite: ACFN 341. Spring.

### **ACFN 344 Tax Research and Communication (2)**

Research tax issues related to individuals and businesses and learn how to communicate such research. Working and negotiating with the Internal Revenue Service. Preparation of letters and memoranda to clients and the Internal Revenue Service. Prerequisite: ACFN 341. Spring, every other year.

### **ACFN 353 Fraud Examination (2)**

Understanding of occupational fraud, including asset misappropriation and corruption; how occupational fraud is committed and actions that can be taken to deter and detect occupational fraud. Process to investigate fraud allegations. Prerequisites: ACFN 325. Fall.

### **ACFN 355 Auditing (4)**

Theory and practice of financial statement auditing. Focus on the nature of auditing, standards, reporting, the audit environment, risk assessment and planning, controls, audit testing, sample evaluation, and ethics. Prerequisites: ACFN 326 and junior standing. Fall and Spring.

### **ACFN 360 Financial Derivatives (4)**

This course is designed to enhance students' understanding of financial derivatives including options, futures, forwards, and swaps, and their use in the fields of investments and corporate financial management. Prerequisites: ACFN 315, MATH 118 or 119, and MATH 124. Offered every other year.

### **ACFN 361 Security Analysis and Portfolio Management (4)**

This course is designed to expand upon the knowledge and understanding of the basic concepts learned in Investments (ACFN 315). Students will learn several valuation methodologies related to prospective companies and other assets for investment purposes. Additionally, students will learn asset analysis methodologies within the context of a portfolio of assets. This course will cover analyses of stocks, fixed-income securities, derivatives, and other types of assets as may be required. Prerequisites: ACFN 315, MATH 118 or 119, and MATH 124. Offered every other year.

### **ACFN 362 Current Issues in Finance (4)**

In this topics course, students will study themes which may vary each time the course is offered and will focus in depth on one or more of the traditional areas of finance or may consider topics outside the areas covered in other finance courses. Subject matter may include ethical and regulatory issues. This course covers contemporary issues not covered in depth in other finance courses. Prerequisites: MATH 124 & ACFN 310. Offered every other year.

### **ACFN 363 Advanced Corporate Finance (4)**

This course discusses advanced topics in financial management. The course develops a deeper understanding of fundamental theories introduced in ACFN 310 and ACFN 318 and apply theories to solve corporate finance problems. Prerequisite: ACFN 318.

### **ACFN 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

**ACFN 395 Finance Capstone (4)**

This course integrates accounting and finance knowledge gained throughout the finance concentration. This is a case-based course where students perform research in various areas of finance, prepare individual and group projects and presentations, and develop solutions to business issues. Prerequisite: Senior standing in the major, ACFN 315 or 318. Spring.

**ACFN 396 Accounting Capstone (4)**

This course integrates knowledge gained throughout the accounting major. Students perform accounting, auditing and tax research and study; prepare individual and group projects and presentations; and conduct a research project which is presented to the department. Prerequisite: Senior standing in the major, ACFN 338 & two of ACFN 332, 340, 341, 355. Spring.

**ACFN 397 Internship (1-16)**

Practical off-campus experience with a solid academic component for seniors directed by officers of employing firms or institutions. S/U grading only.

## **SUBJECT: Art**

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### **ART 108 Introduction to Western Art History (4)**

This course is an introduction to art history through the analysis of major monuments/trends from prehistoric to the French Revolution (1848). This survey of the Western canon may include architecture, sculpture, painting, and other art forms. As a course covering an extraordinary amount of areas and periods, it will be impossible to be truly comprehensive; the focus will be on art created by or for the dominant cultural centers of the particular time. Each lecture will focus on a number of issues, which will be introduced through specific examples of art. Any object in this survey may be examined from several points of view: as an independent work of art, as an example of a particular style developed within a chronological framework, or as a type which illustrates features associated with a particular style developed within a chronological framework, or as a type which illustrates features associated with a certain locale, country, religious, political, or social context. Art may be compared across cultures as well, either because it arose in response to similar needs or because of interactions between cultures. This course will consider intersections of class, gender, sexuality, religion, and culture. Art majors: It is recommended that Art majors take Art 108 prior to Art 300. Fall and Spring.

### **ART 118 Design: 2D/4D (4)**

Students will explore and apply the elements and principles of two-dimensional and four-dimensional design as well as elements of color design while working with the themes and media chosen by the professor. Fall and Spring. For Art Majors and minors, Studio Art Minors, Book Art Minors, and Art History Minors only.

### **ART 119 Design: 3D/Drawing (4)**

Students will explore and apply the elements and principles of three-dimensional design and drawing as well as elements of color design. Students will address the elements and principles of design in part through media and themes chosen by the professor. Fall and Spring. Notes: Each of the above courses is offered every semester. Art majors and art minors are required to take both ART 118 (4) and ART 119 (4) ideally as first year students. Either course can be taken first. For Art majors and minors, Studio Art minors, Art History Minors and pre-dentistry students only.

### **ART 200 Environmental Art and Architecture (4)**

This course focuses on a range of issues addressing art, architecture and their relationship to a sustainable environment. Through an analysis of critical theory, students will gain an understanding of the language and critical issues of art, architecture and their impact upon the environment. Through a hands-on approach, students will apply these concepts to make ceramic artwork in the SJU Pottery Studio. By using all native materials, designing through a programmatic structure of indigenous systems, in a sustainable framework the student will parallel architectural and design schematics presented in theory and research to an applied reality. Students will critically analyze readings, will discuss examples of art and architecture and will meet with artists in order to expand their understanding of the relationship between art, architecture and the environment. Spring. Offered for A-F grading only.

### **ART 208 Topics in Non-Western Art (4)**

This course is an introduction to art history through the analysis of major monuments/trends from prehistoric to the contemporary. This survey of the art outside of the Western canon may include architecture, sculpture, painting, and other art forms. As a course covering an extraordinary amount of areas and periods, it will be impossible to be truly comprehensive; the focus will be on art created by or for the dominant cultural centers of the particular time. Each lecture will focus on a number of issues, which will be introduced through specific examples of art. Any object in this survey may be examined from several points of view: as an independent work of art, as an example of a particular style developed within a chronological framework, or as a type which illustrates features associated with a particular style developed within a chronological framework, or as a type which illustrates features associated with a certain locale, country, religious, political, or social context. Art may be compared across cultures as well, either because it arose in response to similar needs or because of interactions between cultures. This class will help students develop a greater understanding of diversity while recognizing that individual values are shaped by one's unique background. Check the current class schedule for more information on geographical areas covered during a specific semester. Fall and spring.

### **ART 214 Introduction to Drawing (4)**

An introduction to drawing with an emphasis on techniques, concepts, and the process of visualization. Fall and spring.

#### **ART 215 Introduction to Painting (4)**

An examination of painting as object and process. Exploration of techniques, methods and materials in oil media. Fall and spring. Prerequisite: 214 or 118 is highly recommended.

#### **ART 216 Introduction to Sculpture (4)**

Technical and conceptual principles of sculpture; renewable media: clay, wood, plaster, and mixed media.

#### **ART 217 Introduction to Photography (4)**

An introduction to the digital and analog processes of photography. Students will gain facility with digital image-making and the use of Adobe software to organize and edit photographs. Students will also develop film and print in a traditional darkroom. In addition to learning multiple processes of photography, principles of composition and visual communication will be explored. No Prerequisites. Fall and spring

#### **ART 218 Introduction to Computer Art (4)**

Introduction to the Macintosh platform, digital imaging, and the principles of two-dimensional design. Understanding the computer as a tool for creative expression. Fall and Spring.

#### **ART 219 Introduction to Ceramics (4)**

An introductory course that addresses the development of necessary skills to hand build and throw the basic ceramic forms, and prepare work for kiln firing. Students gain a general appreciation of the fine arts. This intensive course is for students with little or no experience in ceramics. Fall and spring.

#### **ART 221 Art History of Greece - Abroad (4)**

The course examines the art of ancient Greece from the Geometric Period (ca. 900 B.C.) to the end of the Hellenistic period (about 31/27 B.C.). The concerns of this course are manifold. The focus will be on functions, trends, and styles in sculpture and painting, with some address to architecture. We shall be concerned with the part art played in the everyday life of the ancient Greek. We shall also focus on the personalities of the artists, when known, and discuss the relationship of painting and architecture with sculpture: who commissioned the works and why, what the ancients thought about their art, and what the art adds to our knowledge of ancient Greek life and culture in general.

#### **ART 222 Art History of Rome - Abroad (4)**

This course provides students with the necessary background, context and methodology to understand Renaissance art and the transition from one period to the other. You will learn to recognize, interpret and analyze a work of art produced in Italy between the fifteenth and the sixteenth century and place it both within its artistic and historical context and within the individual artist's career. In addition, the course will widen your cultural horizons and increase your capacity to absorb and elaborate sophisticated intellectual and artistic issues. The course consists in an introductory survey of the visual arts produced in Rome during a period that marks the passage from the Middle Ages to Modernity through the rediscovery of Classical Antiquity, the transformation of Christian Europe in the wake of Luther's Reformation, and the passage from feudalism to absolutism. These great changes are reflected in the artistic trends of the time: the Renaissance with its quest for balance and harmony and Mannerism with its emphasis on the artist's persona. On-site classes will enable you to acquire a concrete idea of Rome as a city that was home to the major artists of the so-called High Renaissance. The framework provided during the lectures in class will give intellectual order to the experience of seeing historical masterpieces in their setting. Fundamental to the course is the on-site examination of masterworks by Michelangelo, Raphael and others in the city's famous museums, palaces and churches.

#### **ART 223 Art History of Britain - Abroad (4)**

Introduction to the art and architecture of Britain. On-site teaching emphasized, complemented by slide lectures and required readings.

### **ART 224 Introduction to Printmaking (4)**

Introduction to the processes of relief and intaglio printmaking. In relief, the drawing and cutting techniques of the wood block. In intaglio, processes including drypoint, line etching, soft ground, and aquatint with emphasis on printing techniques. Offered irregularly.

### **ART 227 Handmade Photography (4)**

Students will explore alternative approaches to photography from the 19th, 20th, and 21st centuries, which emphasize making images by hand. This will include crafting photographs without a camera, building cameras, making photographic paper, printing on non-traditional surfaces, and manipulating imagery. Every other Fall.

### **ART 230 Art Moves I: Art History Neolithic-1400 (4)**

This course is an introduction to art history from ca. Neolithic Period-1400. The course content includes art from around the world with a focus on art made to discover or illuminate a truth (or to subvert or obscure truth, in some cases). This course considers the design and creation of objects, ideas, and technologies across space and through time. Each class period will focus on a number of issues, which will be introduced through specific examples of art. Any object may be examined from several points of view: as an independent work of art, as an example of a particular style developed within a chronological framework, or as a type which illustrates features associated with a certain locale, country, religious, political, or social context. Prerequisites: None. Offered in the Spring.

### **ART 233 Topics in Studio Arts: 2D (2-4)**

A series of special interest courses offered periodically on topics such as: artists books, the printed book, historical photographic processes, etc.

### **ART 233A Digital Photography Workshop (2)**

Students will explore digital photography while focusing on a single photographic theme or genre (e.g. Landscape, Still-life, Portraiture, Pinhole, Abstraction, etc). The use of camera controls, compositional principles, visual communication techniques and Adobe Lightroom will be emphasized in the creation of visually powerful images. A culminating project will be a series of pictures that work together to form a cohesive body of artwork. May be repeated once for a total of 4 credits.

### **ART 233B Introduction to Relief Printmaking (2)**

Students will learn how to design, carve, engrave, and print images from wood and linoleum blocks using a variety of printing techniques. Can be taken on its own or in combination with Introduction to Intaglio Printmaking.

### **ART 233C Introduction to Intaglio Printmaking (2)**

Students will learn how to design, etch, engrave, and print images from metal plates using a variety of printing techniques. Can be taken on its own or in combination with Introduction to Relief Printmaking.

### **ART 233D Introduction to Artist's Books (4)**

Students will develop visual narratives using various 2-D media such as drawing, painting and printmaking processes. Students will investigate the bookform as a format as they work towards arriving at a marriage of form and content. The artist book is a unique format that encourages different attitudes between artist and viewer. It contains ideas in the familiarity and intimacy of the bookform while providing opportunities for development of sequential imagery and narratives. Students may combine text and image in their projects and will work towards finding the most appropriate bookform for their content. Visual presentations, demos, field trips, discussion and hands on studio practice are all components of this class. Offered periodically.

### **ART 233E Ceramics: Handbuilding (4)**

Ceramics Hand building: is a hands-on experiential learning course which focuses upon skills required to create basic to advanced hand built ceramic art. Students will develop an understanding of form and surface design, kiln firings, and basic theory surrounding the production of hand built ceramic work as they gain an appreciation of the fine arts. Beginner through Advanced students are encouraged to enroll in this intensive course. Offered periodically.

### **ART 233F Printmaking (2)**

Students will learn how to design, carve, engrave, etch, and print images using a variety of intaglio and relief surfaces and techniques. Fall.

### **ART 233G Computer Art: Visual Narrative (4)**

Students will use the computer to create visual narratives through the sequencing of images. Students will first work with still, printed images to create a visual narrative. As the semester progresses, students will work with the moving or animated image in order to create multimedia artwork. These pieces will be both linear and non-linear (interactive). Students will learn to create and understand the formal and conceptual relationships between images and between image and text. This course serves as a prerequisite for Computer Art II (Art 318). Offered periodically.

### **ART 233I The Anatomy of Portraiture (2)**

A hands-on introductory course to the art of portraiture as well as a study of what lies beneath the faces we see. Through the analysis of skeletal forms, medical illustration and visual presentations of art-historical portrait representations, students will gain insight and perspective into the ways we perceive others. By using drawing techniques in a variety of dry media, students will also acquire skills in creating portraits from live models and photographic sources. Offered periodically.

### **ART 233K Digital Installation I (4)**

Multi-monitor projects, live feeds, interactive environments, political interventions, meditative spaces: video installation offers artists a rich and multi-layered vocabulary with which to address a host of issues in contemporary culture. In public life, video is 'installed' everywhere as a permanent fixture - in the high-tech spectacle of Nike-town and the surveillance and security systems of parking garages, shopping malls, and prisons. This class combines studio practice, site visits, screenings, readings, and critiques of student work to examine the diverse languages and practices of video within an installation context. Students experiment with monitors, projectors, and other media while addressing concerns of site and scale, issues of narrative, identity, reception and audience, and private/public space. Prerequisite ART 218 or 262. Offered periodically.

### **ART 233L Introduction to Papermaking (2)**

An introduction to making paper by hand. Students will make paper from a variety of fibers, including: old clothing, local plants, and/or other everyday materials. Paper will be explored as an artform and as the foundation for other art media. The history and science of papermaking will also be examined. May take twice for up to 4 credits. No Prerequisites.

### **ART 233M Digital Photography (4)**

Digital Photography and Photographic Lighting: In this course students will explore digital photography and various photographic lighting techniques. This course takes a practical, aesthetic and thematic approach to photography as an art form and as a means of communication. No prior photographic experience required. Offered periodically.

### **ART 233N Introduction to Animation (4)**

Traditional animation methods will be explored together with digital and experimental techniques. A variety of materials will be utilized: paper and pencil, chalk, clay, toy figures, trash, and roommates – anything and everything. Participants will be able to create conventional narrative animations as well as abstract and experimental animation and art installation. Viewing of animation films, analysis, and discussion will accompany each new technique. Prerequisite: imagination, patience, and attention to details. Every third semester.

### **ART 233O Documentary Film Production (4)**

This special-topic course will focus on the concept and practice of documentary filmmaking. We will examine diverse styles of non-fiction films and learn techniques in the various stages of filmmaking; interview and research, lighting, capturing sound and image, lighting, and editing. Projects assigned in class will address current issues in our community to inform, persuade, and inspire the viewers. Every third semester.

### **ART 233P Fundamentals of Photography (4)**

This class is an overview of the history and main approaches to making photographs, including alternative, darkroom, and digital methods. Students will gain facility with using cameras and photographic materials to create impactful images utilizing compositional principles and strategies of visual communication.

### **ART 233Q Fictional Narrative Cinema (4)**

Fictional Narrative is an immensely powerful tool for creating and sharing emotion, values, and meaning itself between humans, across space and time. We all use narrative to communicate whether we realize it or not. This course is an opportunity to think deeply about fictional narrative and practice using the tools of making movies - tools which include cameras, lights and sound equipment, but more importantly encompass our ability to write, perform, direct performance, and understand dramatic interaction in a functional and compelling way. Everyone in the class will work in the roles of writer, director, actor, cinematographer and editor, on a rotating basis, as we complete a number of small collaborative, creative scene exercises, as well as larger individual and group projects.

### **ART 233R Water Based Painting (4)**

The class will primarily be an exploration of expressive and technical possibilities related to water based media. Projects will focus on various techniques and will place emphasis on composition, color and the development and recognition of each student's unique artistic language. Students will learn about and experiment in watercolor techniques working in both representation and abstraction. Research, visual presentations and class demos will form a component of this course. Critiques will provide the forum for discussion and evaluation of projects.

### **ART 233S Digital Media: Movement (4)**

Students will create visual narratives using time based digital media, including: 1. Basic web design, and 2. Explorations of how digital photography can be used to create moving images. No prerequisites.

### **ART 233T Animation: Traditional Techniques (2)**

This class is an introduction to the traditional, hand-drawn and hand-made animation. We will explore the basic animation techniques, examine the history of animation, and apply the principles of animation to projects from conception to stages of designing, storyboarding, and animating.

### **ART 233U Animation: Digital Techniques (2)**

This class will explore the techniques of computer-assisted and computer-generated animation. In both 2D and 3D computer animation, students will be introduced to the professional software Photoshop, After Effects, and Blender. Short animation projects will be assigned to put into practice the new techniques and to bring to life the stories.

### **ART 233V Introduction to Biological Illustration (2-4)**

This course teaches biological illustration as a way of thinking, seeing, and communicating. No science or art experience necessary. Students learn basic traditional and digital drawing techniques through introductory projects that teach close study of natural subjects. Then students design and complete an independent project that illustrates a concept or topic of personal interest for a hypothetical or actual textbook page, poster, or other educational resource. Through projects, readings, discussions, and professional examples, students learn how to solve scientific visual communication problems, while understanding how their choices relate to truths conveyed through other forms of illustration, art, and design.

### **ART 233W Mixed Media Installation (4)**

This is an introductory course to mixed/multi media installation. Working with a choice of media (including found, everyday or recycled materials), students will create site specific art installations. In addition, students will examine and discuss examples of mixed media installation works. No prior art experience necessary.

### **ART 234 Topics in Studio Arts: 3D (2-4)**

A series of special interest courses offered periodically on topics such as: industrial design, architecture, ceramic and mixed media sculpture, installation/site specific art, etc.

### **ART 234A Ceramics: Throwing (4)**

Special Topics in Throwing: is a hands-on experiential learning course which focuses upon skills required to create basic to advanced wheel thrown ceramic art. Students will develop the skills to throw a series of tableware forms from the hump, trim on a potter's chuck and make custom tools as they develop an understanding of form and surface design, kiln firings, and basic theory surrounding the production of wheel thrown ceramic work as they gain an appreciation of the fine arts. Beginning through Advanced students are encouraged to enroll in this intensive course. Offered periodically.

### **ART 239 Introduction to Graphic Design and Letterpress Printing (4)**

A hands-on introduction to designing and letterpress printing cards, posters/broadsides, and books, using metal, wood, and polymer type. Students will learn how to move fluidly between designing digitally and traditionally. Demonstrations and assignments will assist those new to art, as well as experienced artists, with thinking and working like a graphic designer, printer, and book artist. Students will have the opportunity to work individually and collaboratively, using their own creative writing and images and/or the work of other writers and artists. Readings, visiting artists, and field trips to campus and Twin Cities design, letterpress, and book arts sites will encourage the study of historical and contemporary relationships between text, image, and sequential movement. Spring.

### **ART 240 Topics in Art History (4)**

A special interest course offered periodically on subjects or themes such as American Art, World Art, etc.

### **ART 240A Asian Art Now (2)**

We will explore contemporary art made by Asian and Asian American artists using the four themes in our textbook as our outline: tradition, politics, pop/consumerism, and urban/nature. Students will explore notions of "Asia" and gain basic skills in formal and contextual analysis. Class will be interactive and discussion-based with regular written responses. There is a required field trip to Minneapolis.

### **ART 240D Arts of China (4)**

This course is an introduction to the arts of China from prehistory to the present. Representative works from major historical periods will be studied, including jades, bronzes, ceramics, painting, sculpture and architecture. An emphasis will be placed on understanding the cultural, political, and/or religious significance of the works in addition to the styles and methods employed in their creation. No previous knowledge of art history or China is required.

### **ART 240H Art History from 1400-1850 (4)**

This course is an introduction to art history through the analysis of major monuments/trends in Asia, Europe, and Colonial America from ca. 1400-1850. As a course covering an extraordinary area and amount of time, it will be impossible to be truly comprehensive; the focus will be on art created by or for the dominant cultural centers of the particular time. Each class period will focus on a number of issues, which will be introduced through specific examples of art. Any object in this survey may be examined from several points of view: as an independent work of art, as an example of a particular style developed within a chronological framework, or as a type which illustrates features associated with a particular style developed within a chronological framework, or as a type which illustrates features associated with a certain locale, country, religious, political, or social context. Art will be compared across cultures as well, either because it arose in response to similar needs or because of interactions between cultures. This course will consider intersections of class, gender, sexuality, religion, and culture.

### **ART 240I Italian Renaissance Art (4)**

This course is designed as a survey of art and architecture of Italy from approximately 1350-1550. This includes the art historical time periods known as the Early Renaissance and High Renaissance. In order to understand the Renaissance, we will also study late Gothic art which preceded it, and Mannerist art which followed it. We will discuss the creation of art in a variety of media, including architecture, sculpture, painting, drawings, prints, and book arts. Works of art will be studied in terms of style, technique, iconography (subject matter), function, and social/historical context. Students will be expected to demonstrate what they have learned about key works of art and the circumstances in which they were created through a variety of writing assignments.

### **ART 243 Special Topics in Art (4)**

NO COURSE DESCRIPTION

**ART 243A Introduction to Graphic Design (4)**

NO COURSE DESCRIPTION

**ART 248 Sophomore Topics (2)**

A practical seminar for those intending to major in art. Content includes formative portfolio review, help in the process of applying to the major, long-range planning, and experience in the safe operation of power tools and other shop equipment. Fall of Sophomore year.

**ART 250A History of Art in France - Abroad (Taught in French) (4)**

This survey of French painters examines movements and individual artists, emphasizing Impressionists and artists of the School of Paris, many of whom lived and painted on the Riviera. Students visit local museums containing their works. (Taught in French)

**ART 250B History of Art in France - Abroad (Taught in English) (4)**

This survey of French painters examines movements and individual artists, emphasizing Impressionists and artists of the School of Paris, many of whom lived and painted on the Riviera. Students visit local museums containing their works. (Taught in English)

**ART 260 Art Moves: Art History 1400-1850 (4)**

This course is an introduction to art history from ca. 1400-1850. Although the course content focuses on art from Asia, Europe and North America, it is examined through the lens of global connections and how these connections transformed art around the world in this period. This course considers the movement of objects, ideas and technologies across space and through time. Each class period will focus on a number of issues, which will be introduced through specific examples of art. Any object may be examined from several points of view; as an independent work of art, as an example of a particular style developed within a chronological framework, or as a type which illustrates features associated with a certain locale, country, religious, political or social context.

**ART 262 Introduction to Video (4)**

Visual storytelling is taught through the use of digital camera, sound, light, and editing with explorations in the narrative, documentary, and experimental approach to video production. Fall and Spring.

**ART 271 Individual Learning Project (1-4)**

Supervised reading or research and/or creative work at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

**ART 280A Art & Culture in Scotland - Abroad (2)**

Through immersion in Scottish landscape and culture, students will come to understand the connections between our attachments to place and its effect on art and artists, specifically Scottish artists. They will experience aspects of traditional and contemporary arts practice in Scotland including poetry, song, visual art and performance. Travel through the Scottish Highlands and Islands will offer first-hand the opportunity to experience the connections between the landscape, the art and culture. Being based in Edinburgh during Fringe Festival will give students access to cutting edge contemporary art and performance. Journal work and written reflection will be requirements of this course. Required readings will be given prior to departure and during the trip. Offered periodically.

**ART 300 Modern and Contemporary Art (4)**

This course will introduce students to many principal movements and theories of art from around the world, 1850 to the present (with emphasis on US, Asia, and Europe). Students will learn to observe and describe formal elements of artworks as well as understand some of the basic context that shaped the artworks, including technological, philosophical, political, and social changes (especially regarding gender). This is a discussion- and writing-intensive course. Open to non-art majors with a prerequisite of Learning Foundations/Explorations and CSDI. Offered in the

Spring.

### **ART 309 Topics in Art History (2-4)**

A series of special interest courses offered periodically on subjects or themes such as Japanese Ceramics, Icons, or Ritual Art.

### **ART 309B Latin American Art & Culture (4)**

The study of artistic phenomena is a useful tool for an in-depth study of a culture. This course aims to promote the understanding of Latin American artistic forms from the pre-Columbian world to the popular expressions of the Twentieth Century, seeking, in its iconography and morphology, signs of cultural identity of the nations found on in Central America and the South American continent. This course will count toward the culture requirement in the Hispanic Studies major. This course will count toward the LLAS minor. Prerequisite HISP 312, 313 or concurrent enrollment in HIPS 316. Offered periodically.

### **ART 309D East Asian Gardens (4)**

In the areas now called China and Japan, people have been creating gardens for thousands of years. Today reinterpretations of some of these early ideas appear in diverse sites ranging from the reconstructed UNESCO gardens in Suzhou to the garden installation at the Minneapolis Institute of Art. These gardens can serve many functions: they can be a work of art, a setting in which to create, a living space, a natural pharmacy, a status symbol, an element of soft power in diplomatic relations, a symbol of identity to name a few. This course will look at the theme of Truth in these gardens and their representations: the connections between landscapes and gardens in art, the garden as a site of aesthetic/cultural production, the complicated relationship of nature and artifice, gardens as repositories of memory, and the idea of authenticity. What truths are revealed and which are obscured in the forms of the gardens and in their manifold representations? Students will apply what they learn to create a design on paper and write a narrative and rationale for their design. As an upper level art history course, it has some independent research and heavy reading and writing components; it is recommended for juniors and seniors. Prerequisite: FYS 101, HONR 101 or FYS 201; or INTG 100 (or 200), THEO 100 (or HONR 240A), and CI. Offered periodically (usually once every two years in the spring).

### **ART 309F Photography in China (4)**

By the 1840s, the medium of photography had arrived in China. Nearly two centuries later, it is still a powerful and popular medium. This writing and discussion intensive course explores some of the major themes addressed by photographers in China over this long history: the photograph as art, science, document, propaganda, popular culture, memory, identity. It focuses on the history of photography in China, the visual analysis of images, and a discussion of how a viewer's context plays a role in understanding the works. Although the primary topic is the history of photography as art in China by Chinese artists, the course includes a brief history of photography as art in the west and also examines western photographers who focus on China as a subject. Students will investigate both primary texts (the photographs, writings by photographers and artists, etc.), and secondary texts (scholarly articles and books about the photographs, artists, etc.). Prerequisite First Year Seminar.

### **ART 314 Intermediate/Advanced Drawing (4)**

An exploration to Life drawing: portrait, figure, landscape and various environments, emphasis on experimentation and integration with other studio experiences. Course may be repeated once for a total of 8 credits. Fall and Spring. Prerequisite: 214.

### **ART 315 Intermediate/Advanced Painting (4)**

Advanced individual or group projects under the guidance of the instructor. Course may be repeated once for a total of 8 credits. Every third semester. Prerequisite: 215

### **ART 316 Intermediate/Advanced Sculpture (4)**

Technical and conceptual principles of sculpture; renewable media: clay, wood, plaster and mixed media.

### **ART 317 Intermediate/Advanced Photography (4)**

Advanced photographic processes, creative explorations and professional techniques. Course may be repeated once for a total of 8 credits. Every third semester. Prerequisite: 217

#### **ART 318 Intermediate/Advanced Computer Art (4)**

Investigations of varied software to learn the usage of interactive multi media and animation in the production of electronic art. Course may be repeated once for a total of 8 credits. Every third semester. Prerequisite: 218. Course is offered for A-F grading only.

#### **ART 319 Intermediate/Advanced Ceramics (4)**

This is a hands-on course which focuses upon skills required to create intermediate to advanced ceramic art. Students will develop an understanding of form and surface design, kiln firings, and basic theory surrounding the production of ceramic work as they gain an appreciation of the fine arts. Intermediate through Advanced students are encouraged to enroll in this intensive course. Offered periodically. Course may be repeated once for a total of 8 credits. Offered every second semester. Prerequisite: 219 or permission of the instructor.

#### **ART 324 Intermediate/Advanced Printmaking (4)**

The processes of relief and intaglio printmaking. In relief the student learns the technique of drawing and cutting the wood block. In intaglio the student develops skills in the use of drypoint, line etching, soft ground and aquatint with emphasis on printing techniques. It also explores the process of creating a monoprint and making paper. Course may be repeated once for a total of 8 credits. Offered periodically. Prerequisite: 224 or 225

#### **ART 333 Topics in Studio Art (2-4)**

A series of upper division special interest courses offered periodically on topics such as: installation art, color photography, computer design, industrial design, ceramic sculpture, etc. Prerequisite: varies with topic.

#### **ART 333A Computer Art: Portrait (2)**

Using advanced digital art making skills, students will create portraits. Through visual and textual research, students will examine conceptual questions surrounding the portrait, representation and identity. Prerequisite: Art 218, Art 317, or Art 362

#### **ART 333B Digital Video Installation II (4)**

Multi-monitor projects, live feeds, interactive environments, political interventions, meditative spaces: video installation offers artists a rich and multi-layered vocabulary with which to address a host of issues in contemporary culture. In public life, video is 'installed' everywhere as a permanent fixture - in the high-tech spectacle of Nike-town and the surveillance and security systems of parking garages, shopping malls, and prisons. This class combines studio practice, site visits, screenings, readings, and critiques of student work to examine the diverse languages and practices of video within an installation context. Students experiment with monitors, projectors, and other media while addressing concerns of site and scale, issues of narrative, identity, reception and audience, and private/public space. Offered periodically.

#### **ART 333C Mixed Media Installation (4)**

This course takes a mixed/multi media, thematic approach to art making in which students explore the various possibilities of installation art as a vital contemporary art form. Critical readings, field trips and artists' talks will provide various examples for exploring this genre while studio projects emphasize the development of content. Prerequisites of any 200 level studio art course or permission of the instructor. Offered periodically.

#### **ART 333D Computer Art: Visual Narrative (2)**

Using advanced digital art making skills, students will create visual narratives, through the use of still images, moving images, and/or image and text. Prerequisite: Art 218, Art 317 or Art 362

#### **ART 333E Intermediate & Advanced Drawing (2)**

An exploration to Life drawing: portrait, figure, landscape and various environments, emphasis on experimentation

and integration with other studio experiences. Course may be repeated once for a total of 8 credits. Fall and Spring. Prerequisite: 214.

#### **ART 344 Critical Theory (4)**

This course examines in depth the major themes within modern and contemporary art theory and practice. Students will encounter and analyze the works of seminal artists, art critics, and theorists since 1985 through reading, writings, visiting, discussing and role playing. This course will consider the role of truth in art: many of the artworks will engage in appropriation and sampling and interrogate notions of authenticity ; works by the Guerrilla Girls focus on telling the truth about gender (and racial) bias in the art world; other works will show how artifice can be used to reveal larger truths. Prerequisite successful completion of art 300 or CS (CSD: Systems) or permission of the instructor.

#### **ART 351 Senior Studio Thesis (4)**

A seminar in which students learn how to develop and present their major thesis. Discuss topic selection, content, and working processes. They will learn to explore and discuss professional practices. Fall. Prerequisite: All 100 and 200 level requirements for the major.

#### **ART 352 Senior Studio Thesis Part II (2)**

This course will prepare senior art majors for their Senior Thesis Exhibition. Students will create a focused and cohesive body of artwork based upon the outcomes of ART 351 (fall). Artworks produced will be displayed in the department's exhibition requirement, the Senior Thesis Exhibition. Students will also complete a professional artist portfolio.

#### **ART 355 Senior Thesis Exhibit (1)**

Final exhibition of body of artwork by senior art majors. Prerequisite: 351. Course is offered for S/U grading only.

#### **ART 362 Intermediate/Advanced Video (4)**

Advanced camera, lighting, sound, and editing techniques. To complement Adobe Premiere Pro, advanced software in audio and special effects are introduced, namely Audition and After Effects. Offered every third semester. Course may be repeated once for a total of 8 credits. Prerequisite: 262 or 233O.

#### **ART 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

#### **ART 372 Open Studio (1-12)**

An opportunity for the most advanced students to function as professionals. Prerequisites: completion of all major requirements (Required Courses: 113, 114, 211, 248, 351; three studios chosen from the 200 and 300 studio courses and art history 101, 4 credits of non-western art history and 300), 300-level course(s) in intended studio concentration and approval of department chair. Fall and spring.

#### **ART 379A Museum Ethics and History (4)**

This class will examine the formation of museums and issues that arise from the museum's core activities: collecting and display. You will study the museum's role in society and in the shaping of knowledge. Readings will come from the textbook as well as case studies and current events. Through discussion of the readings, writing, presentations, and role play you will examine past and present practices of museums and develop your own informed interpretations. This course will look at a variety of museum types including but not limited to art, history, and science museums.

#### **ART 397 Internship (1-16)**

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply learned skills under direct supervision in an approved setting. Prerequisites: approval of the department chair and a faculty

moderator, completion of the pre-internship seminar requirement.

## **SUBJECT: Asian Studies**

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### **ASIA 200 Introduction to Asian Studies (4)**

This course introduces Asian Studies majors and minors to the range of disciplines within the field of Asian Studies through four units taught by four different Asian Studies faculty. In addition to examining a variety of themes focusing on Japan, China, and South Asia, students will also engage in career-preparation and experiential activities. At the beginning of the course, students will write a focus statement describing their planned Asian Studies concentration topic (thematic, geographical or chronological). The coursework will culminate in a final paper that explores an issue based on each student's concentration topic. Course offered for A-F grading only.

### **ASIA 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of the Director of Asian Studies required. Consult program for applicability towards major requirements. Not available to first-year students.

### **ASIA 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of the Director of Asian Studies and completion and/or concurrent registration of 12 credits within the program required. Consult program for applicability towards major requirements. Not available to first-year students.

### **ASIA 397 Internship (1-16)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page. Internships are offered for S/U grading only

### **ASIA 399 Asian Studies Capstone (4)**

In this Asian Studies capstone, students will write a paper that showcases their understanding of the Asian Studies field by focusing in-depth on one topic selected in consultation with the course instructor and others. Senior ASIA majors only. Offered for A-F grading only.

## **SUBJECT: Astronomy**

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### **ASTR 111 Solar System (4)**

The sun and its satellites. Historical development of basic concepts. Present space exploration.

### **ASTR 112 Stellar Universe (4)**

Properties of stars and their grouping. Milky Way Galaxy. Universe of galaxies. Cosmologies.

### **ASTR 213 Night Sky Astronomical Observatory (1)**

Constellations. Survey of deep sky objects using binoculars and telescope.

### **ASTR 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Not available to first-year students.

## **SUBJECT: Biochemistry**

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### **BCHM 317 Biochemistry I (4)**

Lecture and laboratory study of the chemical characteristics of biological molecules with emphasis on bioenergetics, enzymes, metabolic pathways and integration, biological signals and membrane receptors. (Enroll in BIOL 317, which gets changed to BCHM 317 by registrar.) Prerequisites: BIOL 201, and CHEM 125 (or HONR 210E), 250, 255, 201, 202, and 205 or instructor's consent. Fall or Spring.

### **BCHM 351 Laboratory Research (1-4)**

Optional elective laboratory research done under the supervision of a faculty advisor. Emphasis on planning, conducting, and evaluating laboratory research. Students review the literature, write a final paper and give an oral presentation at the end of their senior year. Although students may register for the course in the Fall and/or Spring semesters of their senior year, they must select an advisor and sign a research contract in the beginning of their senior year. Fall or Spring. Senior year. Course offered for A-F grading only.

### **BCHM 371 Independent Study (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **BCHM 375 Biochemistry Capstone (2)**

Literature research done under the supervision of a faculty instructor. Required for all biochemistry majors. Students attend regular class meetings focusing on their literature research progress, literature review, and preparation of a final paper and oral presentation given at the end of their senior year. (Prerequisite or co-requisite - BCHM 317 or BCHM 322): Spring senior year. Those students graduating in December should take the course in the Spring before their graduation. Those students graduating in December should take the course in the Spring before their graduation. Course offered for A-F grading only.

### **BCHM 397 Internship (1-16)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

## **SUBJECT: Biology**

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### **BIOL 101 Foundations of Biology (4)**

An introduction to the fundamental principles underlying the biological world and the means by which biologists investigate it. Students will explore the scope of biology within the context of a specific biological system, with the goal of being able to think like a biologist about the natural world. Lab will take students outdoors to engage in scientific inquiry around the SJU campus. Fall.

### **BIOL 106 Plants and Humans (4)**

An introduction to plant science featuring horticultural techniques and plants that have impacted society. Intended for non-majors. Lecture and laboratory.

### **BIOL 107 Field Biology (4)**

An introduction to the natural history of plants and animals with an emphasis on the ecosystems of Central Minnesota. The laboratory is field-oriented, concentrating on developing an understanding of basic ecological interactions. Intended for non-majors. Lecture and laboratory.

### **BIOL 108 Microbes and Human Affairs (4)**

An examination of the role microorganisms play in various aspects of human affairs. Consideration will be given to both the beneficial activities and the harmful effects of microbes. The laboratory emphasizes the morphological diversity and physiological activities of microorganisms. Intended for non-majors. Lecture and laboratory.

### **BIOL 109 Environmental Science (4)**

A survey of the scientific basis of human interactions with nature. Topics include global environmental problems, analysis of local and regional issues, population biology and conservation of ecological systems. Intended for non-majors. Lecture and laboratory.

### **BIOL 110 Life Science (4)**

Exploration of fundamental principles and processes of biology through their application to biological topics of interest to the liberal arts student. The concepts and topics examined will help students to interpret and understand important scientific events affecting society. Intended for non-majors. Lecture and laboratory.

### **BIOL 112 Human Biology (4)**

Human biology has as its goal an understanding of the biology of the human organism. Emphasis is on genetics, embryology, endocrinology, physiology, anatomy and environmental factors that influence and affect humans. Intended for non-majors. Lecture and laboratory. Fall and/or spring.

### **BIOL 180 Summer Courses (2)**

Biology courses offered specifically during the summer term. Courses are offered for S/U grading only.

### **BIOL 201 Intermediate Cell Biology and Genetics (4)**

This course builds on the material covered in BIOL 101, and includes biological molecules, cell structure, cell signaling, metabolism, and classical and molecular genetics. Laboratories provide the students with opportunities to investigate these topics at a cellular and molecular level. Intended for science majors. Prerequisite BIOL 101 and Corequisite or prerequisite CHEM 125 or HONR 210E.

### **BIOL 202 Evolution in Action (4)**

This course builds on the material covered in BIOL 101 and 201 by examining evolutionary processes, and some of the tools used to understand these processes, in the context of important biological themes. Laboratories provide opportunities to investigate these topics while building on the skills acquired in BIOL 101 and 201. Prerequisite BIOL 101 and 201.

### **BIOL 212 Microbiology (4)**

Survey of microorganisms emphasizing those that cause disease. Topics include morphology and physiology of microorganisms, sterilization, disinfection, and specific diseases and their causative agents. Laboratory work emphasizes aseptic technique. Intended for pre-nursing students. Prerequisite: BIOL 101. Spring. Course offered for A-F grading only.

### **BIOL 216 Human Physiology (4)**

This course is specifically designed to introduce nutrition and dietetics students to basic principles of human physiology from cellular processes, to the workings of organ systems, to homeostasis. The course will use a case study, problem-based learning approach to teach basic physiology from applied examples that students will likely be exposed to in their future clinical practice. A-F grading only. Prerequisites: BIOL 101.

### **BIOL 221 Introduction to Organismal Biology (4)**

An introduction to the major challenges faced by multicellular organisms such as gas exchange, transport, movement, response to the environment, resource acquisition, homeostasis, and reproduction. Laboratories provide opportunities to study form and function of both plants and animals. Intended for science majors. Prerequisites: BIOL 121 or consent of department chair. A-F grading only. Spring.

### **BIOL 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Does not count toward major requirements. Not available to first-year students.

### **BIOL 277A Plants and Society (4)**

An introduction to plant sciences and their role in human society, with a focus on food security, conservation, climate change, and Ojibwe and Dakota plant sciences. Labs will explore using the scientific method to answer justice-related questions regarding plant cultivation and conservation. Intended for nonmajors. Prerequisites: Learning Foundations, CSD:I, and Theological Explorations

### **BIOL 300 Protist Diversity (2)**

Protists are eukaryotic organisms that are not plants, animals, or fungi. They include algae, protozoans, slime molds, and countless diverse microbes. Protists play many important ecological roles, such as human parasites, primary producers, beneficial mutualists, plant pathogens. As the ancestors of all other eukaryotes, they experimented with cell structure, sex, multicellularity, and complex life cycles. Special attention given to their morphology, evolution, ecology, and importance to humans. Prerequisite: BIOL 202. Spring.

### **BIOL 302 Fungal Diversity (2)**

A survey of the various groups of organisms belonging to the kingdom Fungi. These organisms are important decomposers, plant pathogens, human parasites, and as mutualist with plants and algae. Special attention is given to their morphology, phylogeny, ecology, and importance to humans. Laboratories include examination of living and prepared specimens as well as experimental work with fungi. Prerequisite: BIOL 202. Spring.

### **BIOL 304 The Evolution of Terrestrial Plants (2)**

An overview of the evolution of the major groups of terrestrial plants from their green algal ancestors. We will follow the changes that took place as these organisms have become better adapted to living on dry land, from mosses to ferns, conifers, and flowering plants. Special attention is given to their morphology, phylogeny, ecology and importance to humans. Laboratories entail the examination of living and prepared specimens. Prerequisite: BIOL 202. Spring.

### **BIOL 305 Invertebrate Zoology (4)**

Classification, evolution, structure, life cycles and ecology of representative invertebrate animals. Laboratories include a study of representative species from major taxa. Prerequisite: BIOL 201. Spring.

### **BIOL 307 Biology of Microorganisms (4)**

This course begins with introduction and comparison using structural, molecular, and physiological characteristics of the representative microbial groups. Special topics that students will research include host-parasite relationships, microbial genomics and synthetic microbiology, and the environmental impact of microorganisms. Laboratory will stress research design and student-based projects. Students will design experiments using microbiology techniques including different culturing methods, microscopy, and identification techniques. Prerequisites: BIOL 201 and CHEM 125 (or HONR 210E) and 250 or instructor's consent. Fall.

### **BIOL 308 Plant Systematics (4)**

A study of the principles of identifying and classifying flowering plants, with a focus on plant species that are found on campus, exemplify conservation concerns, or are of special interest to human health and society. Labs will involve identifying plants on campus in order to answer conservation questions, analyzing data, and preparing herbarium specimens. Prerequisite: BIOL 101, or instructor permission.

### **BIOL 309 Biology of Insects (4)**

Examination of the morphology, systematics, behavior, ecology, evolution and economic importance of major groups. Laboratory and field studies of local insects. Prerequisite: BIOL 222 or 202. Fall.

### **BIOL 311 Cell Biology (4)**

A study of the organization and function of plant and animal cells, emphasizing the experimental basis of current concepts in cell biology. Laboratory work includes light and electron microscopy, cell culture, cytochemistry and other techniques of cellular investigation. Prerequisites: BIOL 201 and CHEM 125 (or HONR 210), 250, 201 and 202. Fall.

### **BIOL 315 Virology (4)**

Structure and chemical composition of viruses. Host-virus interactions with emphasis on bacterial and animal viruses, subviral particles and viral evolution. Laboratory focuses on techniques for culturing and characterizing bacterial viruses. Prerequisite: BIOL 201. Fall.

### **BIOL 316 General Genetics (4)**

The principles and applications of gene transmission are a primary focus of this course. Gene and genome structure and function are also discussed in detail. The laboratory serves to introduce students to techniques and analytical approaches that are routinely used by practicing geneticists. Prerequisite: BIOL 201. Fall and spring.

### **BIOL 317 Biochemistry (4)**

Lecture and laboratory study of the chemical characteristics of biological molecules with emphasis on bioenergetics, enzymes, metabolic pathways and integration, biological signals and membrane receptors. Prerequisites: BIOL 201, and CHEM 125 (or HONR 210E), 250, 255, 201, 202, and 205 or instructor's consent. Fall and spring.

### **BIOL 318 Molecular Genetics (4)**

Lecture and laboratory study of the structure of DNA and RNA, the regulation of gene expression, and the organization and function of genomes in eukaryotes and prokaryotes. Laboratory techniques and applications include DNA and RNA manipulations, recombinant DNA technology, and analysis of nucleic acid and protein sequence. Prerequisites: BIOL 201, and CHEM 125 (or HONR 210E), 250, 201, and 202 or instructor's consent. Spring.

### **BIOL 319 Immunology (4)**

A study of the initiation and the biological/chemical aspects of the immune response. Emphasis is placed on the innate response, B and T cell development, T cell receptor and antibody protein and gene structure, and the adaptive response to an infection. Attention will be given to hypersensitivities (allergies), autoimmunity and tumor and transplant immunology. Prerequisites: BIOL 221 or 201 and CHEM 125 (or HONR 210E) and 250 or instructor's consent. Spring.

**BIOL 320 Neurobiology (4)**

A reading, writing, and discussion-based investigation of neurobiological principles such as neuronal and circuit structure and function, cellular excitability, synaptic transmission, and the neurobiological basis of disease. Students will produce a critical analysis of a current neurobiological issue of their choice. Current experimental techniques are used to generate, analyze, and interpret data in laboratory and in class discussions. Prerequisite: BIOL 101 and 201, with a grade of C or better in all courses. Fall.

**BIOL 322 Developmental Biology (4)**

Mechanisms by which a fertilized egg becomes a mature organism are explored at both the molecular and cell-tissue level. These patterns and principles of development are considered for a variety of animal species. Laboratories include observation of normal development and experimental manipulations of the normal processes. Prerequisite: 201. Fall.

**BIOL 323 Animal Physiology (4)**

Structure, function and physiological adaptations in a variety of animals including humans. Metabolism, cardiovascular physiology, nerve and muscle function, salt and water balance, excretion, temperature regulation and endocrinology. Prerequisite: BIOL 201 or instructor's consent. Spring.

**BIOL 325 Human Anatomy and Physiology I (4)**

Integrated study of cells, tissues, organs, and systems of the human body, with emphasis placed on structure-function relationships. Major concepts stressed are how function at the cellular level governs events observable at the tissue, organ, or systemic tier, and physiological mechanisms necessary for homeostasis. Topics covered include excitable tissue, skeletal system, nervous system, muscular system, endocrine system. Laboratory component involves dissection exercises, study of human models, and inquiry-based investigations of muscle physiology and nervous system function. Prerequisite: BIOL 201 or instructor's consent. Fall.

**BIOL 326 Human Anatomy and Physiology II (4)**

Integrated study of cells, tissues, organs, and systems of the human body, with emphasis placed on structure-function relationships. Major concepts stressed are how function at the cellular level governs events observable at the tissue, organ, or systemic tier, and physiological mechanism necessary for homeostasis. Topics covered include the cardiovascular system, respiratory system, digestive system, urinary system, reproductive system and water, electrolyte and acid-base balance. Laboratory component involves dissection exercises, study of human models, inquiry-based investigations of cardiovascular, respiratory, and urinary system physiology, and a group independent research project. Prerequisite: BIOL 325 or instructor's consent. Spring.

**BIOL 327 Plant Physiology (4)**

A study of how plants function and grow. Topics include metabolism, water relations, growth and development, gas exchange and responses to the environment. Laboratory provides a hands-on opportunity to work with plants and learn basic physiological techniques. Prerequisite: BIOL 201. Spring.

**BIOL 329 Histology and Technique (4)**

Investigation of tissue characteristics, development, and interrelationships. Extensive laboratory experience in applicable microtechnique. Prerequisite: BIOL 221 or 201. Spring.

**BIOL 330 Comparative Anatomy of Vertebrates (4)**

This course studies vertebrate anatomy in developmental and evolutionary contexts. We examine each of the body's major organ systems within the framework of vertebrate phylogeny so as to begin to understand how and why vertebrate structure has changed over time. Structures are illustrated and compared through dissection of representative vertebrates in the laboratory portion of the course. Prerequisite: BIOL 202. Fall.

**BIOL 332 Natural History of Terrestrial Vertebrates (4)**

Amphibians, reptiles (including birds), and mammals comprise the Tetrapoda, or terrestrial-vertebrate group. In this course we examine tetrapod anatomy, physiology, behavior, and evolution. Laboratories emphasize identification of, and field experience with, the tetrapods of central Minnesota. Prerequisite: BIOL 202 or instructor's consent. Spring.

#### **BIOL 334 General Ecology (4)**

An exploration of the historical, theoretical and empirical development of the science of ecology. Topics include dynamics of populations, interactions among species, and the organization and function of ecosystems. We devote special attention to the interplay between theoretical and empirical studies, with emphasis upon current research whenever possible. In the laboratory, students are expected to work in teams to design and implement a research project and present their findings in a public forum. Prerequisites: BIOL 202 or ENVR 275. Recommended: MATH 124. Fall.

#### **BIOL 336 Behavioral Ecology (4)**

A study of animal behavior with emphasis on the ways in which the ecological circumstances surrounding animals help shape their behavior. Laboratory experience in the observation and analysis of behavior in living organisms. Prerequisite: BIOL 121 or 202 or ENVR 175. Spring.

#### **BIOL 337 Aquatic Ecology (4)**

An exploration of the ecology of lakes, streams, wetlands and other aquatic ecosystems. Lakes are common features of our landscape and play key roles as habitats and resources. Topics include the formation of lakes, how they change over the year, ecological interactions in lakes and streams, and lake management. Laboratories take place on campus lakes, on shore, and in the lab. Prerequisites: BIOL 201 or ENVR 175.

#### **BIOL 339 Evolution (4)**

This course provides a historical and societal context for evolutionary theory, surveys the evidence for evolution, and emphasizes the processes of genetic change. The laboratory focuses on collaborative group projects and deepening students' appreciation for key components of the scientific process including: methodological troubleshooting, interacting with scientific literature, and technical writing. Prerequisite: BIOL 202 or consent of instructor. Spring.

#### **BIOL 341 Natural History of Tropical Carbonate Ecosystems (2)**

This course provides students with an introduction to the unique ecology and geology of tropical marine carbonate ecosystems, with an emphasis on those of the Bahamas. Topics covered include the evolution of reefs and reef-building organisms, geological history of the Bahamas, and the natural history of modern reef, mangal, and seagrass ecosystems. Environmental challenges facing these ecosystems will also be considered. The course requires participation in a field trip to San Salvador Island, Bahamas, or another tropical carbonate system. As part of the field trip, students will participate in a research project that involves monitoring of the ecological status of a tropical carbonate ecosystem. Prerequisite: BIOL 222 or 202 or ENVR 275. Cross-listed with ENVR 341. Course offered for A-F grading only. Spring AB mod.

#### **BIOL 347 Journal Club (1)**

Preparation of a paper and a seminar presentation on a topic of current biological interest. Source materials will be the current research literature. Restricted to juniors or seniors only.

#### **BIOL 348 Biology Seminar Series (1)**

This course consists of attendance at department sponsored seminars and seminar preparation sessions. At the preparation sessions students will familiarize themselves with the seminar topic through appropriate readings and discussion with faculty. Restricted to juniors or seniors. S/U grading only. Fall and Spring.

#### **BIOL 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Credits in 371 cannot be applied towards major requirements.

### **BIOL 372 Biological Research (1-4)**

Original research conducted under the supervision of a staff member. Students will design their own project in consultation with their moderator. Permission of department chair required. Credits in 372 may be applied towards major requirements.

### **BIOL 373 Special Topics in Biology (1-4)**

Readings and discussions in either broad or specific areas of biology not covered in departmental courses. Topics may be either student- or faculty-originated.

### **BIOL 373A Exploring Medicine (1-2)**

The mission of this course is to provide an innovative educational experience for students interested in the health professions so they can make a more informed decision regarding their pursuit of a career in health care. Credits in 373A cannot be applied towards major requirements.

### **BIOL 373B Exploring Medicine II (1-2)**

NO COURSE DESCRIPTION

### **BIOL 373F Bioinformatics (4)**

This course provides an introduction to the field of bioinformatics. Topics will include sequences of DNA, RNA and proteins, comparing sequences, predicting sequences, predicting species; computational techniques such as substitution matrices, sequence databases, dynamic programming and bioinformatics tools. The course will have a seminar format. Prerequisite BIOL 121 or 201.

### **BIOL 373G Ecology & Evolution of the Amazon Rainforest, the Galapagos Islands and Coastal Ecosystems of Ecuador (4)**

This course allows students to explore the following disciplines: evolutionary biology, terrestrial ecology, history of science, geology, oceanography and conservation biology. Thus, these islands represent an ideal place to study the interaction of multiple scientific disciplines in one of the most intellectually stimulating places on Earth (not to mention one of the most beautiful). The object of this program is to provide students with a hands-on field experience in conjunction with traditional classroom work. The ultimate goal: to obtain both an academic and an experiential understanding of an iconic ecosystem. Prerequisites: BIOL 221 and 222 or 202, plus the ability to work well in groups, and a degree of physical fitness that allows for extensive snorkeling in cold water and hiking a minimum of five miles over rough terrain. Course offered for A-F grading only. Summer.

### **BIOL 373H The Omics of Medicine (2)**

How will proteomics, genomics impact the study and practice of medicine? This course will use primary literature, real data, and hands-on student research projects to study the impact of modern day "omics" on the field of medicine. Discussions and topics include the role of proteomics and genomics in preventive medicine, diagnostics, and treatments. In addition, students will research the role of "omics" in understanding the evolution of infectious disease in terms of a pathogen's virulence (ability to cause disease) and the growing resistance to antibiotics. Independent group projects will be a component of the bench work to encourage and develop not only research skills but to also better understand its role in medicine. Prerequisites: BIOL 121 or 201. BIOL 317 or 318 is highly recommended. Spring AB mod.

### **BIOL 373J Biological Illustration (1)**

This course is a hands-on introduction to biological illustration theory and techniques. The class meets weekly. In the first five weeks students are introduced to some of the basic techniques of biological illustration. Students will be encouraged to work with techniques that fit well with their main interest area(s) in biology. Then, students will be required to apply this knowledge by designing and completing an independent project. This project will involve preparing a set of materials that illustrate a concept or topic of interest, and that can be used to help others understand the topic. Each student will be asked to work on an independent project that incorporates their illustrations in a real setting, whether preparing a poster for a research presentation, teaching a lesson, preparing a resource that others could use to teach a lesson, preparing an educational brochure for the Arboretum or a nature center, preparing posters for an elementary school science class, or other similar project. A student who successfully

completes this course should have a basic understanding of the techniques and purposes of biological illustration and be able to use his or her knowledge to successfully convey significant biological information to a target audience. Course offered for S/U grading only. Spring AB mod.

#### **BIOL 373L Mathematical Modelling in Biology (4)**

Traditional approaches to mathematical modelling in biology have relied primarily on differential equations models. However, new approaches have and are being developed that rely instead on discrete methods, such as those coming from graph theory, polynomial manipulation and elementary linear algebra. For example, gene regulatory networks have been successfully modelled using Boolean logic. The spread of tick-borne diseases and methods of control have been well described using agent-based models. Graph theoretic models have been used to explore aspects of neuronal network connectivity. This course will survey a variety of discrete modelling approaches, including Boolean models, polynomial dynamical systems, graph theory, agent based modelling, and hidden Markov models. Emphasis will be on examples and applications, which will be drawn from various areas of biology, including problems in gene regulation, population dynamics and neuroscience. The necessary mathematical background will be included in the course. Prerequisite: MATH 119 or permission of instructor.

#### **BIOL 373M Biocontrol: Reintroduction of Wolves into Yellowstone (2)**

This course will use primary and popular literature to examine human impact on biological systems. We begin the course with a discussion of the reintroduction of wolves into Yellowstone. We will discuss why the decision was made to bring the wolves back, what researchers predicted the impact would be, and what the data and results suggest. Three major components to this study will be discussed: 1) the role of effective research methods and mechanics from molecular to field work will critiqued. 2) We will examine the molecular, organismal, population, and ecosystem impact of biocontrol. 3) We will discuss the role of societal issues on biocontrol. Although our discussion will begin within the context of wolf reintroduction, we will also use other examples to define and discuss biocontrol. For example, the impact and removal of invasive species in particular ecosystems will also be highlighted. Prerequisites: BIOL 222 or 202. Spring CD mod.

#### **BIOL 373N Statistics in Biology & Medicine (4)**

This course explores the principles of experimental design and common inferential statistical techniques used in the biological and medical sciences. Emphasis is placed on the applications of these methods and practical considerations associated with their proper use. An additional focus of the course is using the R statistical computing environment for methodological implementation and generation of high quality scientific figures. Students who do not have access to a laptop should notify the instructor, so that computer access can be arranged. Prerequisites: BIOL 221 or 101.

#### **BIOL 373O Exploring Neurobehavioral and Social Aspects of Medicine (1-2)**

Exploring Medicine is a course designed for students interested in the health professions, specifically students seeking a career as a medical doctor, doctor of osteopathy, physician assistant, or nurse practitioner. Students will study various systems of the body and learn the pathophysiology and treatment of a variety of human diseases and conditions. The purpose of this course is to help students see the relevance of their basic sciences, to be better prepared for the MCAT, to help students prepare for medical school, and help them to be a step ahead in their decision to pursue a career in medicine.

#### **BIOL 373P The Art of Healing: A Practical & Benedictine Approach to Caring for Others (1)**

Drawing from two decades of medical practice & centuries of literary, philosophical & scientific wisdom, this course hopes to speak to the transcendent art of healing.

In a hurried world of pragmatism and efficiency, we still want our work to be meaningful. Now is the time to ignite the deeper sense of vocation in those aspiring to a career in health care (MD, RN, PA, NP, PT, OT, Pharm, etc.) or in those simply interested in finding enduring meaning in the career they will pursue.

Offered for A-F grading only. Prerequisite BIOL 101.

#### **BIOL 373Q Ecology and Evolution of the Serengeti Ecosystem (4)**

Students will study the ecologically and evolutionarily complex Serengeti Ecosystem of Tanzania. Using traditional classroom methods and field-based activities, we will explore the following disciplines: Evolutionary Biology, Terrestrial Ecology, History of Science, Nutrient Cycling, Animal Physiology, Wildlife Conflicts, Geology, Climate and

Conservation Biology. Thus, the Serengeti Ecosystem represents an ideal place to study the interaction of multiple disciplines in one of the most intellectually stimulating places on Earth (not to mention one of the most beautiful). The object of this program is to provide students with both an in-class learning opportunity (C/D modules) and a hands-on field experience to the Serengeti (May) – with an ultimate goal for students to obtain both academic and an intellectual understanding of one of the most unique ecosystems on earth. Prerequisites: Biology 101, 201 and 202.

### **BIOL 374 Biological Techniques (1-2)**

Independent work to develop expertise in special techniques such as electron microscopy, chromosome preparation, tissue culture, and the preparation of specimens of plants, insects or vertebrates. S/U grading only; does not count toward the biology major.

### **BIOL 375 Natural History of Maple Syrup (1)**

A springtime ritual throughout NE United States, including St. John's, is the production of maple syrup from the sap of the sugar maple tree. This course provides an introduction to the history of the process, methods for producing syrup, and the biological and chemical principles underlying the production of sap and syrup. Prerequisite: BIOL 201 or 221 or instructor consent. Spring C mod.

### **BIOL 380 Senior Capstone (2)**

Starting in Fall 2018, the Biology Department will offer a 2-credit capstone experience that must be taken in the senior year. In order to complete the Biology capstone requirements, students will complete a capstone project in which they will 1) execute an empirical research study that culminates in the writing of a scientific paper. 2) write a grant proposal that justifies and details a proposed research study or 3) write a review paper that investigates a novel thesis and/or synthesizes novel connections. All projects will culminate in an oral presentation of the project in a public venue. Prerequisite: BIOL 202 and MATH 124. Fall and Spring.

### **BIOL 380A Pathophysiology and Epidemiology of Diseases Transmitted by Insect Vectors (2)**

Student projects will focus on the transmission, pathophysiology, and treatment of human infectious diseases transmitted by insect vectors. Student teams will pick a particular disease and research the various aspects listed above. The bloodier and more bizarre, the better! Different levels of biology (i.e., cellular, organismal, ecological) should be addressed, allowing students with different backgrounds to contribute to each project. Prerequisite BIOL 202 & MATH 124

### **BIOL 380B A World of Unintended Consequences (2)**

From hunting, gathering, and the ability to control fire, through domestication of plants and animals, long-distance voyages, industry, to the editing of genomes, humans have been interacting with the rest of the biosphere to varying degrees for thousands, perhaps millions, of years. Few, if any, locations on Earth are free from the influence of humanity, and many of the challenges our ecosystems and societies face result from unintended consequences of human activity. In this course, students will analyze biological legacies of past actions or predict biological outcomes of choices that currently face humanity. They will then make recommendations for addressing the biological and societal impacts (extant or anticipated) they document. Prerequisite BIOL 202 & MATH 124

### **BIOL 380C The Magic of Microorganisms (2)**

Bacterial systems present a multitude of questions of biological interest given their competition for resources, adaptability to distinct environments, and propensity to evolve new biochemical capabilities. Students in this course isolate, identify and characterize bacterial samples from sites in and around CSB/SJU of personal interest or in conjunction with other studies currently underway. These projects will include some combination of library, laboratory and written work that hopefully ties together many of the levels of current biological inquiry. Prerequisites: BIOL 202 (307 & 317 strongly recommended) & MATH 124 or consent of instructor.

### **BIOL 380D Biological Extremophiles (2)**

Life is amazing. Some organisms can tolerate extreme desiccation, radiation, heat, cold, acidity, alkalinity, pressure or salinity. How do they do it? The focus of this course will be the organisms capable of surviving extreme environmental conditions. Students will select a phenomenon to study, prepare a review paper about the topic, and then present their results in a public forum. Prerequisites: BIOL 202 & MATH 124

**BIOL 380E Climate Change (2)**

During the coming decades, Earth's changing climate is likely to generate a diversity of disruptions ranging in severity from exasperating to existential. In this capstone, student teams will produce a research paper that explains the biological foundations for a projected consequence of climate change that interests them, and will also explain and evaluate adjustments that society might make to mitigate climate-associated challenges. Each team's research will be presented on Scholarship and Creativity Day. Prerequisite BIOL 202 & MATH 124

**BIOL 380F Genome Editing with CRISPR/Cas9 (2)**

CRISPR/Cas9 is one of the most exciting advancements in modern biology. Students will learn about what CRISPR/Cas9 is, what it can be used for, and design/carry-out their own projects using CRISPR/Cas9 technology. Students will learn bioinformatics, and a number of wet-bench skills including molecular biology and biochemistry techniques to carry out their project. These projects will include some combination of library, laboratory, and written work that hopefully ties together many of the levels of current biological inquiry. Additionally, students will discuss the ethics implications of the variety of CRISPR/Cas9 applications and new developments in this rapidly evolving field. Prerequisite BIOL 202 & MATH 124.

**BIOL 380G Feeding 10 Billion (2)**

By the end of this century the population of this planet is projected to exceed 10 billion people. How will we feed them? The solutions to this problem may depend on our understanding of biology from molecular biology (as in genetic engineering) to ecology (as in agronomy). Prerequisite BIOL 202 & MATH 124

**BIOL 397 Internship (1-16)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

## **SUBJECT: Chemistry**

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### **CHEM 105 Chemistry and Society (4)**

Fundamentals of chemistry are studied with the aim of gaining an understanding of the importance of chemistry for humanity and society. Topics of historical interest and current relevance are explored. Laboratory emphasis is on the principles of scientific inquiry, including the collection, analysis and interpretation of data. Intended primarily for non-science majors. Fall and spring.

### **CHEM 121 Skills in Chemistry (0-2)**

This course will help students develop the visualization, problem solving, and critical thinking skills necessary for success in CHEM 125. Students will work in small groups in a student-centered learning environment that will provide support as they address some of the challenging concepts in chemical structure and properties. The course content will be coordinated closely with the first half of CHEM 125 and will be scheduled to run parallel to it. The course is intended for students who have been identified as likely benefiting from this experience. Prereq MATH proficiency. Must also register for CHEM 125. Course offered for S/U grading only.

### **CHEM 125 Introduction to Chemical Structure and Properties (4)**

An introductory chemistry course in which students study how the structure of atoms, ions, and molecules determine their physical and chemical properties. Starting with atoms and their electron configurations, students build a progressive and linked understand of bonding, ionic and molecular geometry, and physical and chemical properties that emerge from structure. Intended as a first course for students majoring in the natural sciences. Prerequisite: Must complete both CHEM 125 & 201 in order to earn the NS designation

### **CHEM 125A Introduction to Chemical Structure and Properties-FoCuS (4)**

An introductory chemistry course in which students study how the structure of atoms, ions, and molecules determine their physical and chemical properties. Starting with atoms and their electron configurations, students build a progressive and linked understand of bonding, ionic and molecular geometry, and physical and chemical properties that emerge from structure. Intended as a first course for students majoring in the natural sciences.

### **CHEM 201 Purification and Separation Lab I (0-1)**

An introductory laboratory course in basic purification techniques and analysis in chemistry. Emphasis is on mastery of technique and analysis of experimental data. Students usually co-enroll in CHEM 125 and 201. However, students may withdraw from either one during the semester and take that course in a subsequent semester. Students who take CHEM 121 and CHEM 125 in the same semester should take CHEM 201 lab in the following semester. Course offered for A-F grading only. Students must complete both CHEM 125 and CHEM 201 in order to earn the NS designation. If a student only completes CHEM 125 they will not earn the NS designation for the Common Curriculum. If a student only completes CHEM 201 they will not earn the NS designation for the Common Curriculum.

### **CHEM 201A Purification and Separation Lab I-FoCuS (0-1)**

An introductory laboratory course in basic purification techniques and analysis in chemistry. Emphasis is on mastery of technique and analysis of experimental data. Students usually co-enroll in CHEM 125 and 201. However, students may withdraw from either one during the semester and take that course in a subsequent semester. Students who take CHEM 121 and CHEM 125 in the same semester should take CHEM 201 lab in the following semester. Course offered for A-F grading only. Students must complete both CHEM 125 and CHEM 201 in order to earn the NS designation. If a student only completes CHEM 125 they will not earn the NS designation for the Common Curriculum. If a student only completes CHEM 201 they will not earn the NS designation for the Common Curriculum.

### **CHEM 202 Purification and Chromatography Lab II (0-1)**

A laboratory course in the use of chromatography as a tool to purify and analyze chemistry mixtures. Emphasis is on mastery of techniques and analysis of experimental data. Prerequisite: CHEM 201. Course offered for A-F grading only.

### **CHEM 202A Purification and Chromatography Lab II-FoCuS (0-1)**

A laboratory course in the use of chromatography as a tool to purify and analyze chemistry mixtures. Emphasis is on mastery of techniques and analysis of experimental data. Prerequisite: CHEM 201A. Course offered for A-F grading only.

### **CHEM 203 Synthesis Lab (0-1)**

A laboratory course in synthetic techniques. Students will learn a variety of techniques for synthesis including air sensitive, biochemical and organic reactions. Students will continue to develop independence, literature searching, project design, data interpretation and writing skills. Prerequisites: CHEM 202 and 250 or department permission. A-F grading only.

### **CHEM 203A Synthesis Lab-FoCuS (0-1)**

A laboratory course in synthetic techniques. Students will learn a variety of techniques for synthesis including air sensitive, biochemical and organic reactions. Students will continue to develop independence, literature searching, project design, data interpretation and writing skills. Prerequisites: CHEM 202A and 250A or department permission. A-F grading only

### **CHEM 205 Chemical Measurement Lab (0-1)**

A laboratory introduction to the science of chemical measurement. Using classical techniques (quantitative analysis, spectroscopic techniques) students will learn to measure important physical and chemical properties, quantitate and minimize measurement errors, and obtain accurate calibrations. Laboratory experiments will focus on student development of precision and accuracy, data analysis and reporting as well as scientific writing. Prerequisite: CHEM 201. A-F grading only.

### **CHEM 215 Problem Solving Seminar I (0-1)**

This course is to expose sophomore students to a sampling of fundamental and applied research problems, develop problem solving and communications skills (written and oral) skills, and prepare them for advanced laboratory research projects. Resources and methods for searching the chemical literature, proper referencing, protocols, and technology enhanced presentation skills will be emphasized. The assigned problems will engage students in hands-on activities and provide a supportive environment to develop their confidence in understanding, operating, and manipulating instruments, and computational methods. At the end of the semester, students will present their results through written reports and oral presentations. Prerequisite: CHEM 125 (or HONR 210E), CHEM 250, CHEM 201, CHEM 202 or departmental permission.

### **CHEM 215A Problem Solving Seminar I-FoCuS (0-1)**

This is the first course in a year-long sequence and is required for all students participating in the NSF sponsored FoCuS program in their sophomore year. This course is to expose the students to a sampling of fundamental and applied research problems, develop problem solving and communications skills (written and oral) skills, and prepare them for advanced laboratory research projects. Resources and methods for searching the chemical literature, proper referencing, protocols, and technology enhanced presentation skills will be emphasized. The assigned problems will engage students in hands-on activities and provide a supportive environment to develop their confidence in understanding, operating, and manipulating instruments, and computational methods. At the end of the semester, students will present their results through written reports and oral presentations. Prerequisite: CHEM 125A, CHEM 250A, CHEM 201A, CHEM 202A

### **CHEM 216 Problem Solving Seminar II (0-1)**

This is the second course in a year-long sequence and is open to other students with instructor approval only. The course description parallels that of CHEM 215. Prerequisite: CHEM 125, CHEM 250, CHEM 201, CHEM 202, CHEM 215

### **CHEM 216A Problem Solving Seminar II-FoCuS (0-1)**

This is the second course in a year-long sequence and is required for all students participating in the NSF sponsored FoCuS program in their sophomore year. This course is open to other students with instructor approval only. The course description parallels that of CHEM 215. Prerequisite: CHEM 125A, CHEM 250A, CHEM 201A, CHEM 202A,

**CHEM 250 Reactions of Nucleophiles and Electrophiles (Reactivity 1) (4)**

An understanding of chemical reactivity is developed based on principles of Lewis acidity and basicity. The formation, stability and reactivity of coordination complexes serves as an introduction to electrophilicity, nucleophilicity, and steric and electronic effects. Investigations of carbonyl reactivity (addition and substitution) using analogous principles are used to develop pattern recognition skills in understanding chemical processes. Some emphasis is placed on energetics as a basis of understanding reactivity. Together, these topics lead to an understanding of simple biochemical pathways. Applications of the material are drawn from organic, biological and inorganic chemistry. Prerequisite: CHEM 125 or HONR 210E.

**CHEM 250A Reactions of Nucleophiles and Electrophiles (Reactivity 1)-FoCuS (4)**

An understanding of chemical reactivity is developed based on principles of Lewis acidity and basicity. The formation, stability and reactivity of coordination complexes serves as an introduction to electrophilicity, nucleophilicity, and steric and electronic effects. Investigations of carbonyl reactivity (addition and substitution) using analogous principles are used to develop pattern recognition skills in understanding chemical processes. Some emphasis is placed on energetics as a basis of understanding reactivity. Together, these topics lead to an understanding of simple biochemical pathways. Applications of the material are drawn from organic, biological and inorganic chemistry. Prerequisite: CHEM 125A

**CHEM 251 Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2) (4)**

An understanding of chemical reactivity, initiated in Reactivity I, is further developed based on principles of Lewis acidity and basicity. Alternative mechanisms of ligand substitution in coordination complexes are considered in terms of steric and electronic effects. An understanding of kinetic evidence is developed in order to determine which mechanism has occurred in a particular case. Organic nucleophilic substitution pathways are studied using analogous principles. Electrophilic addition and substitution in pi systems (alkenes and aromatics) are used to extend these principles to new systems and complete an overview of polar reactions. Applications of the material are drawn from organic, biological and inorganic chemistry. Prerequisite: CHEM 250

**CHEM 251A Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2)-FoCuS (4)**

An understanding of chemical reactivity, initiated in Reactivity I, is further developed based on principles of Lewis acidity and basicity. Alternative mechanisms of ligand substitution in coordination complexes are considered in terms of steric and electronic effects. An understanding of kinetic evidence is developed in order to determine which mechanism has occurred in a particular case. Organic nucleophilic substitution pathways are studied using analogous principles. Electrophilic addition and substitution in pi systems (alkenes and aromatics) are used to extend these principles to new systems and complete an overview of polar reactions. Applications of the material are drawn from organic, biological and inorganic chemistry. Prerequisite: CHEM 250A

**CHEM 255 Macroscopic Chemical Analysis (4)**

Fundamentals of Macroscopic Chemical Analysis explores thermodynamic approaches to chemical equilibrium. Emphasis on free energy as the driving force for chemical reactions will be explored through the quantitative analysis of chemical equilibria in simple as well as complex systems. Statistical methods will be developed for the assessment of data. Chemical systems in equilibrium as well as in dynamic situations will be studied. Prereq: CHEM 125 or HONR 210E.

**CHEM 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

**CHEM 304 Analytical Method Development and Validation Laboratory (1)**

Analytical Method Development and Validation is an advanced laboratory that builds on the techniques, skills, and concepts developed in the foundation level laboratory courses. Students will complete projects that involve experimental design and optimization of GC and LC instrumental techniques. Students will develop methods for separating mixtures of compounds, quantify amounts of a specific compound in a mixture, and analytically validate a

method. Additional topics will include topics such as sample preparation and instrumental response. Students will further their understanding of how to communicate laboratory results in industrial settings. Prerequisites CHEM 202, 205 and 255.

#### **CHEM 305 Integrated Laboratory (4)**

Integrated Laboratory builds on the Foundation technique-based laboratories with the goal of allowing students to develop an understanding that chemistry is not five separate disciplines, but is an integrated approach to chemical problems. The laboratory will have one recitation and two laboratory session each cycle. The laboratory experiments are project-based where the projects will include synthesis, method development for analysis, data reduction and computational components. Students will develop the skills needed to conduct an individual laboratory research project. Offered Fall and Spring. Prerequisites: Four Foundation Labs (201, 202, 203, 205), CHEM 251. Co-requisites: Chem 315 or 255.

#### **CHEM 306 Advanced Laboratory Topics (1)**

Advanced Laboratory Topics courses will extend techniques, skills and concepts developed in the foundation level laboratories (CHEM 201, 202, 203, 205). Each laboratory course will consist of projects for students to develop mastery of chemical laboratory skills in a specific discipline. Students will further their understanding of how to communicate laboratory results.

#### **CHEM 306A Advanced Electronics & Instrumentation Lab (1)**

Prerequisite CHEM 205 & 255

#### **CHEM 306B Advanced Biochemical Techniques Lab (1)**

Prerequisite CHEM 205 & 255

#### **CHEM 306C Advanced Lab Topic: Synthesis (1)**

Prerequisite: CHEM 205 & 255

#### **CHEM 306D Advanced Lab Topic: Materials (1)**

Prerequisite CHEM 205 & 255

#### **CHEM 306E Advanced Lab Topic: Protein Engineering (1)**

In this research-based biochemistry lab experience, students will work towards redesigning malate dehydrogenase (MDH) to be able to detect conformational changes upon its binding to other proteins in the citric acid cycle. The semester long experiment will begin with analyzing the published crystal structure of MDH to make a hypothesis about where mutations can be made that will incorporate a fluorophore, while not negatively impacting the activity of the enzyme. Students will then design primers for their mutations, perform the mutagenesis, transform the resultant mutant plasmid, and over-express the mutant MDH protein. After protein purification and quantitation, the specific activity, Michaelis-Menten kinetic parameters, and fluorescent properties of both wild-type and the mutated MDH will be spectroscopically determined and compared. Analyzing class data will allow us to reach some conclusions, refine our initial hypotheses, and determine next steps. Data will be shared with other undergraduate labs across the country studying different aspects of MDH.

#### **CHEM 315 Advanced Reactions (Reactivity 3) (4)**

An understanding of chemical reactivity, developed in Reactivity 1 and 2, is extended through the study of redox, radical, photochemical and pericyclic reactions. Molecular orbital theory is exploited to explain a number of reactions. With a firm understanding of an array of reactions in hand, a number of applications, including biochemical pathways such as oxidative phosphorylation and photosynthesis, are examined in detail. The roles of enzyme catalysis, enzyme cofactors and regulatory pathways are also explored. Prerequisite: CHEM 251.

#### **CHEM 316 Catalysts & Initiators (0-1)**

This course will engage students in service leadership in chemistry. Students will design and implement a service or

leadership project in the context of the chemistry department and/or the broader community. This course is typically taken in the third year. Course offered for S/U grading only.

#### **CHEM 318 Microscopic Chemical Analysis (4)**

Exploration of chemical systems from a quantum mechanical perspective. Spectroscopy will be emphasized as one of the techniques that link theory with data. Statistical methods will be developed for the assessment of instrumentation as well as a fundamental understanding of spectroscopic and chromatographic techniques used in the analysis and exploration of chemical properties. Prerequisite: CHEM 255; Prerequisite or Corequisite: MATH 120; PHYS 106 or 200.

#### **CHEM 321 Topics in Computational Chemistry (1-4)**

The Chemistry Department offers a series of topics courses, 321-326. These courses, offered for variable credit, cover the major areas in chemistry and are used to extend or supplement topics introduced in previous chemistry courses.

#### **CHEM 322 Topics in Analytical Chemistry (1-4)**

The Chemistry Department offers a series of topics courses, 321-326. These courses, offered for variable credit, cover the major areas in chemistry and are used to extend or supplement topics introduced in previous chemistry courses.

#### **CHEM 322A Topics in Analytical Chemistry - Forensics (2)**

Forensic chemistry is the application of chemistry and toxicology in a legal setting. This course covers various criminalistic detection and analysis techniques involving DNA, fiber, hair, body fluids, pigments, fingerprints, footprints, toxic substances and illegal drugs. The proper handling of evidence, careful observation, and logical interpretation of crime scene evidence will also be stressed. Prerequisite: 250, Corequisite or Prerequisite 255 & 205

#### **CHEM 322B Topic: Food Analysis (2)**

NO COURSE DESCRIPTION

#### **CHEM 323 Topics in Biochemistry (1-4)**

The Chemistry Department offers a series of topics courses, 321-326. These courses, offered for variable credit, cover the major areas in chemistry and are used to extend or supplement topics introduced in previous chemistry courses.

#### **CHEM 323A Food Toxicology (2)**

Have you ever wondered why cherry pits made the list of the most dangerous foods in the world, what the latest lettuce recall is all about, what the causative agent of bovine spongiform encephalopathy (BSE or mad cow disease) is, why peanut allergies are so severe for many people, or whether it's a good idea to eat the deviled eggs Grandpa made for the family picnic that have been sitting out in the sun all day? We will explore these topics and more as we focus on understanding naturally occurring toxins in food, synthetic toxins in food, toxins introduced into food in its preparation, processing, and preservation as well as how the body reacts to and rids itself of these toxins. In the first part of the course, we will immerse ourselves in basic principles of toxicology to be able to understand primary literature in the latter part of the course. Students will also design and complete a project based on their interest related to food toxicity. Prerequisites: CHEM 250

#### **CHEM 323B Topics in Biochemistry: Fermentation (4)**

This course will cover the use of fermentation processes in the production of foods, beverages, and chemical products. We will build on topics involving structure and reactivity of important biomolecules. The course will then cover a variety of biochemical pathways and investigate the types of organisms typically used in fermentation. This material will then be applied to the processes involved in making fermented foods (such as cheese, yogurt, bread and pickles) and beverages (beer, wine, spirits and kombucha). Topics may also include the use of fermentation in pharmaceutical and chemical industries including tours of MN companies. A study abroad component after the semester will include tours of several industries, reflections on the different cultural contexts for brewing and industry.

Prerequisite: CHEM 125 & 250. Offered for A-F grading only.

### **CHEM 323C The Biochemistry of SARS-CoV-2 (COVID-19) (2)**

In the winter of 2020, COVID-19 took the world by surprise. This course will focus on the biochemical aspects of what we now know about the virus and what we have still yet to learn. We will begin by immersing ourselves in background material on viruses and SARS-CoV-2 in particular, and use the primary literature to explore the vaccines that have been approved and those that look promising as well as the drug targets that have been identified and those that have been used to design therapeutics. Students will also design and complete a project based on their interest in COVID-19.

### **CHEM 324 Topics in Inorganic Chemistry (1-4)**

The Chemistry Department offers a series of topics courses, 321-326. These courses, offered for variable credit, cover the major areas in chemistry and are used to extend or supplement topics introduced in previous chemistry courses.

### **CHEM 324A Electrochemistry, Batteries and Sensors (2)**

Reactions in which electrons are transferred provide unique opportunities for chemists to analyze redox-active species and store energy. This course will explore electroanalytical techniques such as cyclic voltammetry, which can be used to study electron transfer kinetics, detect species of only transient stability or probe the mechanism of a chemical reaction. In addition, we will explore batteries and fuel cells in current use as well those that may be part of our energy future. Finally, we will see how electrochemistry allows the development of qualitative and quantitative sensors, such the glucose sensor in insulin pumps, ion-selective electrodes and oxygen sensors in cars. Learning goals: after completion of the course, successful students. 1. Will gain an understanding of electrochemical techniques in which current or voltage are applied to gain qualitative or quantitative information about a sample. 2. Will understand situations in which a current or voltage is generated, such as batteries and fuel cells. 3. Will be able to understand applications in which electrochemically active species are detected and quantified, such as sensors. Prerequisite: CHEM 315 (Reactivity 3) or departmental permission. This course will count for the Environmental and Industrial/Materials concentrations.

### **CHEM 325 Topics in Organic Chemistry (1-4)**

The Chemistry Department offers a series of topics courses, 321-326. These courses, offered for variable credit, cover the major areas in chemistry and are used to extend or supplement topics introduced in previous chemistry courses.

### **CHEM 326 Topics in Physical Chemistry (1-4)**

The Chemistry Department offers a series of topics courses, 321-326. These courses, offered for variable credit, cover the major areas in chemistry and are used to extend or supplement topics introduced in previous chemistry courses.

### **CHEM 330 Chemistry Lab Research (2)**

Independent laboratory research will be completed under the supervision of a faculty advisor. In this course, students will apply foundation level laboratory skills in the research setting, learn trouble-shooting, data analysis and other research skills, discuss the results of research activities with a faculty mentor and use primary literature to develop new approaches to answering a research question. Prerequisites CHEM 203 and/or CHEM 205.

### **CHEM 343 Climate & Habitat Change (2)**

Along with the positive advances that result from chemistry, copious amounts of toxic and corrosive chemicals have also been produced and dispersed into the environment. The course will address selections from different areas of environmental study that impact our climate and habitat. Specific topics could include; global warming, ozone depletion, pollution, energy production and usage, and toxic waste disposal. Approaches for remediation will be discussed. Prerequisites: CHEM 250 and 255 or departmental permission.

### **CHEM 344 Topics in Environmental Chemistry (2)**

This course will explore chemical aspects of environmental issues.

### **CHEM 344A Environmental Chemistry: Atmosphere (2)**

The behavior of chemicals in earth's natural systems is critical to the study of environmental chemistry. Recently, copious amounts of toxic and corrosive chemicals have been produced and dispersed into the environment. This course will address the source and fate of compounds found both in natural and polluted air. The reactivity of compounds and their effect on the natural cycle in the atmosphere will also be explored. Specific topics could include CFCs, dioxins, pesticides, polycyclic aromatic hydrocarbons (PAHs), ozone, and particulate matter.

Prerequisite or Corequisite: CHEM 343 or departmental permission.

### **CHEM 344B Environmental Chemistry: Lithosphere and Hydrosphere (2)**

The behavior of chemicals in earth's natural systems is critical to the study of environmental chemistry. Recently, copious amounts of toxic and corrosive chemicals have been produced and dispersed into the environment. This course will address the source and fate of compounds found both in natural and polluted soil and water. The reactivity of compounds and their effect on the natural cycle in the lithosphere and hydrosphere will also be explored. Specific topics could include water treatment processes, pharmaceuticals and personal care products, dioxins, pesticides, polybrominated biphenyl ethers (PBDEs), and DOM. Prerequisite: CHEM 250 & 255 or departmental permission

### **CHEM 345 Industrial Engineering Processes (2)**

This course is intended to teach students the underlying principles in the operation and process development of a product for industrial scale mass production. Topics for this course will include; testing/trials, production design, and resource management. Prerequisite: CHEM 255 or departmental permission.

### **CHEM 346 Nanomaterials (2)**

This course will focus on the fundamental principles in nanomaterials. Topics may include; structural materials, conductors, semiconductors, sensors, or polymers. The students will be presented with current synthetic techniques for the production of bulk and nanostructured materials along with analytical methodologies to physically characterize materials. Prerequisites: CHEM 255 or departmental permission. NOTE: The in-depth courses do not require a completion of all the foundation courses indicated by the specified prerequisite course(s).

### **CHEM 347 Chemical Biology (2)**

Chemical biology will cover topics of current interest in chemical biology and will survey the way in which small molecules are used to investigate and manipulate biological systems wither for a biological or chemical purpose. Specific topics may include; protein design, development of unnatural biological molecules, peptide-carbohydrate interactions, combinatorial synthesis/libraries, molecular recognition, chemical genetics, biosynthesis, and methods of drug discovery. Prerequisite: CHEM 251 or departmental permission. Recommended: BIOL 121 and CHEM 315

### **CHEM 348 Topics in Molecular Design (2)**

Molecular design is an important application of chemical reactivity. In this course, students will learn about current methods useful in synthesis and see these methods applied in the synthesis of complex molecules in organic or inorganic systems.

### **CHEM 348A Molecular Design-Organic (2)**

Molecular design and catalysts are important applications of chemical reactivity concepts. In this course, students will learn about some current methods useful in synthesis and see these methods applied in the synthesis of complex molecules. Topics may include; organo-transition metal reactions, catalytic methods of enantioselective synthesis and retrosynthetic analysis. Students will demonstrate basic proficiency in these areas and also carry out detailed analyses of total syntheses from the current literature. Pre- OR co-requisite CHEM 315 or departmental permission.

### **CHEM 348B Molecular Design-Inorganic (2)**

The design and synthesis of compounds containing transition metals is an important area of modern chemistry. In this course, students will learn the general principles of inorganic syntheses. Case studies from the chemical

literature will then be examined in areas such as the synthesis of homogenous and heterogeneous catalysts, models for active sites in metalloenzymes, and solid state compounds. Pre- OR Co-requisite: CHEM 315 or departmental permission.

### **CHEM 349 Chemistry in Experience and Practice (0-1)**

Students will participate in and write reflections about structured activities designed to explore jobs, graduate education, research, ethical issues, and general career planning in chemistry. Students should enroll in their sophomore or junior year. Required for Chemistry majors. Offered for A-F grading only.

### **CHEM 352 Signal Transduction (2)**

Living cells and organisms must respond to their environment, which allows them to adapt to a variety of external conditions. We will use the language of chemistry (thermodynamics, kinetics, analysis, reactivity, and modeling) as well as the languages of biology and mathematics, to explore systems of regulation within and between cells, and how signaling and regulation within complex biological systems leads to biological function, behavior, homeostasis, adaptation, and emergence of new traits. Special attention will be given to the development of learning and memory. Prerequisites: CHEM 251, 315, BIOL 121 or departmental permission.

### **CHEM 353 Xenobiotic Metabolism (2)**

This course will explore biological mechanisms of activation and detoxification of xenobiotics. Topics will include; oxidation/reduction mechanisms (e.g. Cytochrome P450, Flavin Mono-Oxygenase), transferase reactions (e.g. Glutathione S-Transferase, Glycosyltransferases, Acetyltransferases), adduct formation, and repair mechanisms. Prerequisite: CHEM 315 or departmental permission. Recommended: BIOL 121

### **CHEM 354 Sustainable Energy (2)**

The world's energy demands are increasing and drawbacks associated with fossil fuels have spurred the search for energy alternatives. This course will examine alternative options such as solar energy, nuclear energy, hydrogen economy and fuel cells, ethanol production from switchgrass or algae versus corn, other biofuels, and batteries. In addition, methods for making fossil fuels more sustainable will be discussed. Emphasis will be on the chemistry and thermodynamics of these processes with a focus not only the final energy production but the actual energy costs and environmental impacts of a given technology. Prerequisites: CHEM 250 and 255 or departmental permission.

### **CHEM 355 Analysis of Biomaterials (2)**

This course provides an overview of principles of bioanalytic methods and the application of modern instrumental techniques to biological systems. Particular focus will be placed on fundamental principles and analytical measurements of biomolecules, immunoassays, separations, biological mass spectrometry, microscopy, and imaging. Emerging technologies such as nanotechnology-enabled biosensors, microfluidic devices, and lab-on-chip may also be addressed. Error analysis, statistical treatment of data, and validation of bioanalytical methods and devices are included. Prerequisite: CHEM 205 and 255 or departmental permission. Recommended: BIOL 121

### **CHEM 356 Instrumental Design and Technology (2)**

This course will study the modern techniques of instrumental analysis focusing on electronics, optics, physical design and limitations of instrumentation in analytical chemistry. Upon completion of this course students will understand the theory of instrumentation for optical spectroscopy, chromatography, and mass spectroscopy. Additionally, students will be able to select an instrument based on experimental goals and sample types. The course will also examine the development of new technologies for instrumentation used in security devices, in the human body for medical devices, as well as in space and underwater exploration. Prerequisite: CHEM 205, 255 or departmental permission.

### **CHEM 357 Separation Science (2)**

This course provides a systematic study of the modern techniques for analytical separations in terms of underlying principles, instrumentation, data interpretation, and practical applications. Emphasis will be placed on gas and liquid chromatography, electrophoresis, two dimensional separations, and hyphenated techniques. Topics will be explored through a combination of scientific readings, case studies, and independent projects. Prerequisites: CHEM 205, 255 or departmental permission.

### **CHEM 358 Biomacromolecules (2)**

Students will explore how the unique 3D structures of proteins, RNA, nucleic acids, and glycans arise and confer on those molecules, their role in catalysis, regulation, recognition, and informational storage. Students will develop an enhanced structural, thermodynamic, and dynamic understandings of biomacromolecules and their biological functions, and how in vivo and in vitro alternations in structure confers on them new biological properties.

Prerequisites: CHEM 251, 255 Recommended: BIOL 121 or departmental permission.

### **CHEM 359 Symmetry & Spectroscopy (2)**

Symmetry, group theory, and molecular orbital theory will be used to explore and explain the behavior of chemical systems on the molecular and atomic scale. The emphasis will be to develop orbital theory in order to gain an understanding of observed spectroscopic behavior such as Raman, IR, and UV. Additionally, symmetry and orbital theory will be used to explain chemical reactivity using models such as Woodward-Hoffman rules and photochemical selection rules. Prerequisite: CHEM 359 or departmental permission.

### **CHEM 360 Junior/Senior Capstone Research (2)**

CHEM 360 (2) is a writing intensive capstone course required for all chemistry majors in their senior year. In this course students will complete a literature review, prepare a final paper, and make an oral presentation in a public setting on a chemistry topic. Note: COLG 398 (All College Thesis) fulfills this capstone requirement.

### **CHEM 361 Mechanistic Determination (2)**

This course will study how chemists determine organic, inorganic, and biochemical reactions. Emphasis will be on methods for monitoring reaction rates and using experimental data to propose reaction mechanisms. Techniques discussed could include kinetics, isotopic labeling studies, isolation of reaction intermediates, site-directed mutagenesis, computational models, and/or synthesis of compounds for model studies. Co or prerequisite: CHEM 315 or departmental permission

### **CHEM 362 Polymers (2)**

This course explores various aspects of the chemistry of macromolecules. Topics may include synthetic approaches; chemical composition, molar mass and structure relationships to properties/property relationships; applications of soft materials, thermodynamic and kinetic considerations in property control, and physical characterization of pure polymers, solutions, and blends. Prerequisites: CHEM 255 and 315 or departmental permission.

### **CHEM 363 Structural Elucidation (2)**

The major emphasis of this course will be on molecular structure determination. This skill is essential for chemists in many areas, such as medicinal chemistry, process chemistry, natural products chemistry, polymer chemistry, forensic chemistry, and many other sub-specialties of analytical chemistry. This course will prepare students with an up-to-date presentation of the tools used for the advanced analysis and structure elucidation of organic molecules using a variety of spectroscopic data including mass spectrometry, IR spectroscopy, fluorimetry, x-ray spectroscopy, etc. The specific techniques may vary depending on instructor choice. However, as NMR has proven to be one of the most powerful tools available, this course will provide students with an understanding of the basic principles of NMR and the students will explore the use of different techniques such as decoupling, relaxation time measurements, nOe, and interpretation of 1D and 2D NMR spectra. Prerequisite: CHEM 203 or 203A.

### **CHEM 364 Medicinal Chemistry (2)**

This course will explore the fundamental aspects and current methodologies involved in the drug discovery process. The fundamental aspects include the physical, chemical, and pharmaceutical properties of drugs. The methodologies include lead discovery strategies, structure activity relationships, structure-based and mechanism-based design methods, computational drug design methods, combinatorial chemistry techniques, and drug delivery considerations. Application to current topics such as chemotherapy of cancer, or viral or microbial diseases will be examined. Prerequisite: CHEM 315 or departmental permission; Recommended BIOL 121

### **CHEM 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

**CHEM 390 Science Ethics: How Science and Policy Shape How We Live in the World (4)**

This course will explore the idea of an ethical scientific process and its effect on our society. Topics may include: air pollution, persistent pollutants, disposal of waste, vaccines, energy production, work hazards, factory farms (antibiotic resistance), pesticides, GMOs, geoengineering, climate change (water, land, and food access; infectious diseases; impact of extreme weather), and pharmaceutical industry practices. Students will apply current ethical philosophies to examine their own place in the scientific world through readings, discussion, and case studies.

**CHEM 397 Internship (4-16)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

## **SUBJECT: Chinese**

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### **CHIN 111 Elementary Chinese I (4)**

Introduction to the basic elements of the Chinese language. Practice in listening, speaking, reading, and writing, including work with grammar, pronunciation, and culture.

### **CHIN 112 Elementary Chinese II (4)**

Introduction to the basic elements of the Chinese language. Practice in listening, speaking, reading, and writing, including work with grammar, pronunciation, and culture.

### **CHIN 202 Reading Group in Chinese (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

### **CHIN 211 Intermediate Chinese I (4)**

Review and continued study of grammar together with additional training in listening, speaking, reading, and writing. 211 and 212 emphasize Chinese culture and civilization. Satisfactory completion of CHIN 211 fulfills the global language proficiency requirement.

### **CHIN 212 Intermediate Chinese II (4)**

Review and continued study of grammar together with additional training in listening, speaking, reading, and writing. 211 and 212 emphasize Chinese culture and civilization. Satisfactory completion of CHIN 212 fulfills the global language proficiency requirement.

### **CHIN 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Not available to first-year students.

### **CHIN 279A Dream of Red Utopia (4)**

The Chinese Cultural Revolution encompasses a number of shifts in perception and narratives around politics and society in China during the years 1966-1976. One story was told of a Cultural Revolution that would result in a perfect society where everyone had what they needed, class struggle was ended, and men and women were all free and equal. Every aspect of society had to be the best – industry, agriculture, science. In this revolution, leaders like Mao Zedong declared that art and literature were weapons to free the masses and they were to be used to share the message of the Communist Party and to document and promote Party successes. Other stories claimed that this red utopia was just a dream: that numbers and reports were inflated. that there was not enough for everyone, that not everyone was free and equal. After the Cultural Revolution, other stories revealed evidence of editing, omitting, and fabricating evidence.

This course will focus on examining a variety of texts that reflect the changing perception of truth, including but not limited to: memoirs, creative writing, reportage, photographs, posters, paintings. By taking this co-taught course, students will have the opportunity to gain a deeper understanding of the Chinese Cultural Revolution as a social, political, and cultural movement from multiple perspectives. Students will analyze important texts of history, art, and literature.

### **CHIN 302 Reading Group in Chinese (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

### **CHIN 311 Advanced Chinese: Conversation, Composition, and Literature I (4)**

Designed to help students solidify and further their communicative and writing ability in Chinese through contact with various written styles of modern Chinese language. Advanced Chinese also provides an introduction to contemporary Chinese literature. 311 and 312 may be taken in either order.

### **CHIN 312 Advanced Chinese: Conversation, Composition, and Literature II (4)**

Designed to help students solidify and further their communicative and writing ability in Chinese through contact with various written styles of modern Chinese. Advanced Chinese also provides a basic introduction to contemporary Chinese literature and culture. 311 and 312 may be taken in either order.

### **CHIN 320 Chinese Literature in Translation (4)**

Reading and analysis of classic literary works in English translation from selected periods, such as legends and poetry of the Tang Dynasty, plays of the Yuan Dynasty, novels of the Ming and Qing Dynasty, and representative works of contemporary literature. Examination of the development and adaptation of different literary genres in the process of social transformations such as migration and immigration. Taught in English.

### **CHIN 321 Topics in Chinese Literature (4)**

A study of special topics in the area of Chinese literature in translation. Topics include: Chinese Women in Literature, Chinese poetry. Taught in English.

### **CHIN 321A Chinese Women in Literature (4)**

This course aims to engage students with literature by and about Chinese women and the gender, class, and cultural issues that are intertwined with this intriguing topic. We will read ancient and contemporary Chinese women's writings, including poems, short novels, and autobiographies. Notable female authors include Ban Zhao and Qingzhao Li from ancient China and Bingxin and Huiyin Lin from modern China. We will also discuss who the female writers were and the reasons they took up the pen, a practice often discouraged by the traditional patriarchal society. Furthermore, we will read portrayals of women's lives that were confined to the inner quarters of the household and the expectations imposed upon them by the society and customs of their times. Readings include tomb inscriptions for honorable ladies, biographies of deceased concubines, essays on the proper conduct of women, chapters of novels focusing on the domestic life, and diaries of foreign missionaries. Taught in English.

### **CHIN 321B Chinese Folklore, Myths and Legends (4)**

In this class, we read the English translations of popular Chinese folklore. These include the tale of Mulan, the story of the Cowherd and the Weaver Goddess, and the legend of Caiji. We analyze how the stories evolved throughout history and how they were told differently in mainstream and vernacular cultures. We also examine a number of adaptations of these stories in film, story-telling and writings by Chinese American authors, and compare the differences in terms of language, theme and function. Taught in English.

### **CHIN 330 Topics in Chinese Culture (4)**

A study of specific elements or issues in Chinese culture. Topics include: Aesthetics in Chinese culture, Christian missions in China, and Being Chinese American. Taught in English.

### **CHIN 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

## **SUBJECT: Classics**

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### **CLAS 221 Golden Age of Athens (4)**

All works read in English. Great works of Greek literature, history, and philosophy from the 5th and early 4th centuries B.C., one of the most remarkable periods of intellectual, artistic, and political activity. Authors read include Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, and Plato.

### **CLAS 223 Classical Mythology (4)**

From gods and heroes to witches, monsters, and legendary rulers, the imagination of the ancient Mediterranean was populated with a dynamic cast of characters and the myths that told their stories. In this class, we will explore Greek and Roman mythology through ancient art and literature as well as selected modern art, literature, and film that take classical myths as their inspiration. As we go, we'll become familiar with some of the most significant and influential mythology of the classical world, and we will learn how to apply strategies like close reading, comparative analysis, and critical theory to these myths to help us ask: What is a myth? What do myths mean, and why are they important? And what do ancient mythology and the modern day have to say to each other?

### **CLAS 279A Scientific Etymology (4)**

Language is power. Nowhere is that truer than in the language of science, which is based on Greek and Latin. In this course, students dramatically increase their understanding and command of scientific terminology through learning its Greek and Latin roots. Students in biology, chemistry, nursing, nutrition, and other science programs will save themselves numerous hours of study by taking this class—and hundreds of hours if they plan on graduate entrance exams and study. And all students, regardless of major, will improve their scientific literacy, ability to navigate their health histories and healthcare, and fluency with English in general, which also owes a major debt to Greek and Latin. What is more, this class will help you experience the study of language as an enjoyable adventure in exploration, rather than a burdensome task. Languages do not materialize out of nothing. They are based on thousands of root words that have moved through time and now join in a variety of combinations that give meaning. Every day your words carry a legacy of human history that stretches back millennia. Greek and Latin are alive and well, and in this class, you will study words that enable you to understand the present and past and to advocate for yourself, your family, your friends, and your fellow citizens.

### **CLAS 379A Grand Strategy (4)**

Vision and decision, across 5000 years of human history: this is the subject of Grand Strategy. In this course, we will consider a vast array of case studies, starting from the depths of ancient history and moving into the present moment. Along the way, we will witness the spectacular successes and failures of some of the most famous leaders of all time. We will ask a series of interrelated questions that will enable us to understand past human behavior and to best prepare ourselves for how to grapple with crises now, political and personal (and broadly defined). What resources did leaders have? How did they use them? To what effect? How should we explain success or failure? What can we learn from later creative reflections on these movers and shakers in society? How should we apply the past to the present? Is there a reliable recipe for success? As we grapple with such questions and seek truth, students will have opportunities to apply what we learn in a modern context. They will collaborate on responses to global crises and consider how this course can help them to lead lives of positive impact and deep meaning. If you want big history, big questions, and (possibly) big answers, join us.

### **CLAS 399 Senior Capstone (2)**

All Classics: Ancient Mediterranean Studies majors and Classics: Classical Languages majors must present a senior project in a public forum. In consultation with a faculty advisor, students choose a project appropriate to their previous course of study and/or their individual goals. Students completing 398 on a topic relevant to their Classics major do not need to complete CLAS 399.

## **SUBJECT: Communication**

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### **COMM 102 Public Speaking and the Public Sphere (4)**

This course introduces students to the basic skills needed to present information to an audience clearly, effectively, and eloquently. The class will study, analyze, and construct public speeches from a rhetorical perspective. Students will ground their study of speechmaking in fundamental questions about the habits and skills of civic participation and the ethics of speech.

### **COMM 103 Media and Society (4)**

This course will explore the functions and effects of mediated communication in society and on the individual. Students will learn about the role of mediated communication in creating and dispersing knowledge and will introduce students to some theoretical concepts needed to critically analyze mediated messages in advanced courses. Reserved for first year and sophomores. Others contact instructor to register

### **COMM 105 Introduction to Human Communication (4)**

This course provides students with a general overview of communication theory and research, particularly as it relates to their everyday interactions. The course covers theories related to interpersonal, gender, group, organizational, and intercultural contexts.

### **COMM 110 #herstory (4)**

This course asks students to consider how intersectional identities dictate access to power, shape cultural expectations, and impact our lives. We will develop this narrative through an examination of the structural barriers that have kept many understudies/underrepresented voices out. We will do this primarily by adding women and women of color back into our understanding of key moments throughout history and their perspectives to our current lived experience. Students will learn key terms associated with the study of intersectional notions of gender, will situate those terms within gendered social movements and celebrate key women's voices throughout history.

### **COMM 200 Public Speaking Basics (2)**

This course is intended for education majors who need to fulfill the state requirements in oral communication. (Communication majors or minors should take COMM 102 - Public Speaking and the Public Sphere.) Through the study of theory and through applications, students will learn to understand the basic concepts of practical public speaking situations, including the development and delivery of informative and persuasive speeches.

### **COMM 201 Rhetoric, Culture, and Criticism (4)**

This course will introduce students to the basic theories and practices needed to understand and critique rhetorical action. The class will give students exposure to diverse theories of the relationship between language and power and provide opportunity for practice making judgments about specific moments of public expression: speeches, music, essays, and visual images. The intent of this class is to provide students with a deeper understanding of the academic study of rhetoric and with a skill that will help them make greater sense of how public messages matter in their lives today.

### **COMM 205 Interpersonal Communication (4)**

Gives students a practical and theoretical understanding of one-on-one communication. Topics may include relationship development, perception, self- image, language, nonverbal communication, listening, conflict, gender roles, family communication, culture, communication competence, and the impact of technology on communication. In addition, this class uses the lens of the Truth theme to explore many of these topics.

### **COMM 220 Debate & Democracy (2)**

Public debate is essential in a democratic society. In this course, students will participate in debates on public issues to empower them to be skillful, informed, and ethical advocates. Students will work collaboratively to research and evaluate sources and evidence, assess the truthfulness and quality of claims by applying analytical and reasoning skills to public issues, listen thoughtfully to opposing viewpoints and learn to formulate creative counterarguments, develop presentation skills by constructing, questioning, and refuting arguments delivered to audiences, and explore

the role of debate in promoting democratic political and social change. Students will participate in interactive classroom debates on contemporary issues, but no previous debate training is required.

#### **COMM 225 Argumentation and Advocacy (4)**

This course equips students with the skills and theory necessary to interpret, analyze, research, and construct arguments about matters of public concern. By learning about, practicing, and participating in argument, students understand, evaluate, and appreciate the communicative practices that constitute shared civic life.

#### **COMM 240 Digital Video Communication (4)**

Point, shoot, edit, post does not guarantee effective digital video communication any more than scribbling thoughts or talking “off the cuff” means you’ve created effective written or spoken messages. In this class, students will learn the principles of effective digital video communication so they might be able to identify important aesthetic concepts and analyze the effectiveness of messages. Students will construct their own digital video messages by learning to conceptualize, script/storyboard, and pitch messages to a client.

#### **COMM 245 Introduction to Media Writing (4)**

Students will learn to collect and analyze information to be used in message design; to construct clear and accurate messages that are appropriate to the purpose, audience, context, and media platform, under deadline pressure, and will be introduced to different types of media writing, including journalistic storytelling, blogging, brand communication, and public relations. Prerequisite: Successful completion of INTG 100 or INTG 200 .

#### **COMM 247 Advanced Media Writing (4)**

Students will extend their knowledge and ability to write clear, accurate messages for different mediated contexts, audiences, purposes and platforms by creating messages for one or more clients. Prerequisite: Communication 245 or permission of instructor.

#### **COMM 248 Media & Children (4)**

This course examines mediated communication in the lives of youth (ages 0 to 18) and presents students with research pertinent to understanding the role of media in cognitive, social, and emotional development. Students will evaluate the validity of claims about media’s effects upon youth and about youth’s effects upon media and society, and will gain a deepened appreciation for each stakeholder in the process including (but not limited to) youth, parents, teachers, researchers, designers, developers, producers, writers, etc. Through a focus on movement, students will analyze how mediated messages have influenced the human experience by communicating movement of beliefs, norms, and expectations over time. The class may include an optional experiential-learning component.

#### **COMM 250 Effective Listening (4)**

Introduces students to basic principles and theories of listening. Approaches listening as a critical component in the communication process. Readings, discussion, and exercises facilitate understanding of effective listening and development of individual listening skills. Topics include intrapersonal (mindfulness) discriminative, comprehensive, empathic/compassionate, critical and appreciative listening.

#### **COMM 251 Communication and Conflict (4)**

Introduces students to principles and theories of conflict. Examines causes of conflict and a variety of approaches to managing conflict. Emphasizes conflict in various interpersonal contexts.

#### **COMM 252 Listening Basics (2)**

This course is intended for all students interested in learning listening theory to advance critical listening and thinking. Additionally, this course is intended for secondary and elementary education students seeking certification in the Communication/ Language Arts. Focuses upon the central role of listening in the communication process. Introduces students to the basic principles and various purposes of listening. Uses readings, discussion and exercises to heighten awareness of barriers to effective listening and to develop students’ listening skills. Topics include cultural attitudes toward listening, costs of ineffective listening, intrapersonal listening, listening in various

contexts, and ethical responsibilities of listening.

### **COMM 253 Nonverbal Communication (2)**

Provides students with a general overview of the theoretical and practical application of primary areas of nonverbal communication research. The course examines theoretical and empirical studies in selected areas of nonverbal communication such as personal appearance, touch, space, body language, gestures, eye contact, use of time, facial expressions, olfaction, and body adornment/alteration.

### **COMM 265 Group Communication (4)**

Gives students a practical and theoretical understanding of how groups communicate. Includes such topics as group dynamics, leadership, feedback, decision-making, power, norms and roles, conflict, groupthink and communication theory. This class has a Justice designation, and students will examine the impact that group communication can have on Justice as well as create projects that explore questions of Justice in everyday situations and conflicts.

### **COMM 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. The proposed project must be grounded in previous relevant coursework in the discipline. ILPs may not substitute for a regularly offered course and must be student-designed. Permission of department chair required. Consult department for applicability toward major or minor requirements. Not available to first-year students.

### **COMM 277A Listening for Justice (4)**

What role does listening play in Social Justice transformation? We are currently redefining our government, relationships with each other, and our connection to the global community. This course invites students to be brave even when listening becomes uncomfortable. Readings, discussion, and exercises facilitate understanding of effective listening and development of individual listening skills. Students will study and practice an awareness of self-listening and Benedictine perspective to determine how the mission applies to our current culture. Students learn to respond rather than react to social situations with mindfulness, empathy, and cultivated compassion. Compassion is action.

### **COMM 278A Rhetoric of Social Change (4)**

Social movements and social protest have played a pivotal role in challenging power and shaping culture, society, and politics. This course examines the role of language, music, images, and other symbolic actions in bringing about social change. The course also teaches students the art of rhetorical criticism – the intentional, methodical study of how rhetoric works and impacts communities from the local to the global. The course is writing intensive and students will develop research in the course that can be developed and shared in other venues.

### **COMM 282 Special Topics in Message Design (4)**

A study of a special topic in message design not ordinarily treated in standard courses. May be repeated as the topics change. Prerequisites vary according to the topic. See description in registration bulletin.

### **COMM 282A Public Relations (4)**

A theoretical approach to the principles of the field of public relations in non-profit, corporate and agency applications. This course will cover the building blocks of the profession.

### **COMM 286 Introduction to Film Studies (4)**

This course offers an introduction to film as a medium of communication and representation. Topics may include a survey of the development of film and the movie industry, techniques of acting, directing, cinematography, narrative style, and film theory. The vocabulary of cinema and representative films of the first one hundred years of filmmaking will be covered. Fall or spring. Cross listed with ENGL 286.

### **COMM 303 Social Movements (4)**

This course examines how rhetoric enables groups of people to come together in order to influence public policies.

Students will study a variety of historical movements to understand how public arguments can represent social groups and motivate collective action. Prerequisite: 201 or permission of instructor.

#### **COMM 304 Political Communication (4)**

This class examines how political symbols and discourse mobilize society, stimulate social action and create national identity. The course will explore how political language reinforces, interprets, challenges and manipulates popular beliefs, attitudes and values. Topics may include presidential rhetoric, campaign discourse and legislative appeals. Prerequisite: 201 or 278A or permission of instructor.

#### **COMM 305 Gender, Voice, and Power (4)**

This course asks students to consider how intersectional identities dictate access to power, shape cultural expectations, and impact our lives. We will develop this narrative through an examination of the structural barriers that have kept many understudies/underrepresented voices out. We will trace the origins, changes, and dynamics of those structural barriers by studying key gender ideologies from the 1600s through today (always asking which ideologies have changed and which have remained a part of our systems of power). Students analyze the persuasive styles of a variety of women and men throughout history as they negotiated gendered and racialized social, religious, and political spaces. Students will apply both theory and historical precedent to our current cultural conversations about race and gender as it relates to public voice, law, and social order. Contemporary issues that might be discussed are things like the bias that exists for women and racial/ethnic minorities when seeking political roles, the challenges faced in the workplace, the cultural expectations of gendered relationship, rape culture, inequality in Hollywood, strategies in gender activism, etc. This course centers around conversations of justice, equality, and access.

#### **COMM 310 Black Civil Rights Rhetoric (4)**

The course explores how public expressions about race have impacted the history of United States democracy. More specifically, students will study the political issues, moral complexities, and rhetorical strategies of speeches, essays, and public art by people of African descent who have argued about the nature and scope of "America." Prerequisite: COMM 201, 278A or 102

#### **COMM 311 Rhetoric and Religion (4)**

This course will examine the complex relationship between religion and politics and the role that discourse and symbols play in that relationship. The course will explore both how the United States uses public discourse to navigate the proper role between church and state, as well as the ways in which public figures and movements draw upon religion for moral authority. The course will cover such topics as the founding discussions about the role of religion in public life and contemporary debates about the church/state relationship.

#### **COMM 312 Rhetorical Dimensions of Sports (4)**

This course will explore the ways in which sports are used as a part of public discourse and debate. The course will use rhetorical theories and concepts to examine how athletes, games, competitions and controversies are incorporated into larger social discussions about gender, race and national identity. Prerequisite: 201, 278A or permission of the instructor.

#### **COMM 330 Apology and Crisis Communication (4)**

An advanced course in rhetoric studying the genres of apology, image repair, and crisis communication. Students will analyze speeches and statements of apology and self-defense and assess the effectiveness, ethics, and meaning of such appeals in several case studies. In addition to other requirements, students will generate a critical essay for public presentation. A-F grading only.

#### **COMM 331 Capstone: Rhetoric and Citizenship (4)**

The Communication discipline has been built around educating students on the practice and performance of eloquent, productive, and ethical citizenship. Drawing from a vast array of interdisciplinary scholarship and public argument, this course engages this notion of citizenship and its role in civic life. This Capstone course will examine these ideas through debates about the rights of citizenship itself. We will look at the legality of citizenship rights such as suffrage and marriage. We will also look at citizenship through the lens of belonging and identity, in categories

such as gender, race, class, sexuality, and ethnicity. This will be done through examining both historical and contemporary examples of people enacting their rights as citizens through social movements, social media, public campaigns, etc. Overall, we will try to understand what duties and obligations we might have as citizens and how we can directly engage our community. Prerequisite: 102, 103, 105, one course in each of the learning goals, and COMM 201 or 278A. JN or SR standing required. Offered for A-F grading only.

#### **COMM 333 Capstone: Rhetorical Criticism (4)**

In this course students will deepen the understanding of rhetorical behavior learned in lower division coursework in rhetoric and strengthen their ability to generate insights into particular rhetorical moments. The focus of this course is to enable students to produce well researched, articulate, and sophisticated judgments about public expression. Prerequisites: 102, 103, 105, one course in each of the learning goals, and 201 or 278A. JN or SR standing required. Offered for A-F grading only.

#### **COMM 334 Capstone: Rhetorical Theory (4)**

The Sophist Gorgias noted that, "speech is a powerful lord" and likened language use to magic or spell-casting. Indeed, many thinkers have observed that public performance of language is a powerful activity: for some, this power is "truth creating," for others rhetoric is powerful because it can move people to action, and still others just think it's pretty. The study of this activity, rhetoric, has been a fundamental element of both philosophy and education in the Western tradition. In this course we will study how prominent thinkers from ancient Greece to modern times have conceptualized the nature of rhetorical behavior, and we will explore the utility of a rhetorical perspective for understanding our contemporary world. Prerequisites: 102, 103, 105, one course in each of the learning goals, and COMM 201, 278A or 255 or permission of instructor. JN or SR standing required. Offered for A-F grading only.

#### **COMM 335 Political Campaign Communication (4)**

This course examines and analyzes the use of communication strategies by political candidates in campaigns for elected office. Students will study a variety of political campaign communication formats and tactics, including advertising, debates, direct voter contact, and the use of social media and new communication technologies in political campaigns. Students will also study the role of communication in shaping political attitudes and the impact of campaign discourse on voter participation. The primary goal of the course is to understand how communication and media shape public understanding of candidates, issues and events, in American political campaigns, and the implications this has for citizens in a participatory democracy. This course has an experiential learning component that requires students to volunteer for a local political campaign of their choice. Prerequisite: JN or SR standing.

#### **COMM 336 Introduction to Strategic Communication Campaign Theory (4)**

This course provides a framework for students to understand the appropriate use of theory and components of strategic communication campaigns, as relevant to marketing, public relations, public service, health campaigns and much more. Students will learn to be more discerning producers and consumers of persuasive messages.

#### **COMM 338 Strategic Social Media Marketing and Communication (4)**

Strategic online branding, engagement, and experiences need more than your personal social media accounts require. In this course, you'll learn strategies for creating an effective, ethical social media campaign or plan through research, analysis, and hands-on experience.

#### **COMM 341 News and Democracy (4)**

The role of the news industry in a democracy is to inform and socialize the citizenry for participation within the democracy. What are the consequences for the nature of that information when the news industry is profit-driven? How do decisions about the "bottom line" influence decisions about an event's newsworthiness? This course will examine issues of ownership, the influence of advertising/public relations, and factors within the routines of production that help determine the content of news.

#### **COMM 342 New Media: Communication in an On-Line Era (4)**

The use of new media and social media in our society, locally and globally, has altered traditional boundaries that once defined communication, identity, and relationships. This course examines how new forms of mediated communication affect interpersonal and mass communication, social identities, our understanding of privacy, and

reality. Participants will investigate theoretical questions raised by on-line communication and social media and analyze how messages communicate movement of ideas, beliefs, and communication over time.

#### **COMM 346 Capstone: Strategic Communication Campaigns (4)**

This course provides an opportunity for majors to apply what they have learned about strategic communication campaigns, persuasive theory, oral and written communication, message analysis, and community, by creating strategic communication campaigns for a client. Prerequisites: 102, 103, 105, 336, at least one course in each department learning goal area (message design, analysis of communication, and communication & community), and JN or SR standing. A-F grading only.

#### **COMM 347 Capstone: Media Effects (4)**

This course provides advanced study in the effects of media on young adults by exploring major theories and practices of conducting media effects research. By analyzing and discussing quantitative research, we will strive toward a deeper understanding of media portrayals and representations on how to assess impacts on diverse audiences. A wide range of topics will be covered including media and mental health (racial, ethnic, gender, and sex) stereotypes, violent and sexual content, popular music and videos, video games, news programming, and new and social media platforms. This capstone will include a final presentation. Prerequisite: 102, 103, 105, at least one course in each department learning goal area (message design, analysis of communication, and communication & community), and JN or SR standing. A-F grading only.

#### **COMM 350 Intercultural Communication (4)**

Examines the relationship between communication and culture. Communication theory is used to identify and explore barriers and opportunities in communicating with individuals from different cultures and co-cultures. Skills necessary for communication across cultures are identified and developed. Note: Some sections of this course may carry an experiential learning component. See registration booklet for details.

#### **COMM 350A Intercultural Communication (4)**

Examines the relationship between communication and culture. Communication theory is used to identify and explore barriers and opportunities in communicating with individuals from different cultures and co-cultures. Skills necessary for communication across cultures are identified and developed. Special attention is placed on communicating cross culturally within the U.S.A., including across race, socio-economic class, etc. In addition, the course also explores communicating internationally. Note: Most semesters of this course have a required experiential learning component and a course fee. See registration booklet for details.

#### **COMM 351 Gender and Communication. (4)**

Examines the impact of socialization on gender identity and the influence of gender roles on communication. Looks at the connections between communication and gender, racial identity, sexuality and other social identity factors in a variety of relational and social contexts. Introduces students to current theories of gender communication that highlight evolving understandings of gender identity. This course satisfies requirements for the GEND major/minor.

#### **COMM 352 Health Communication (4)**

Provides students with a broad introduction to the study and application of health communication theories, principles, and practices. Examines how narratives, media, interpersonal communication, group communication, intercultural communication, gender communication, organizational communication and promotional campaigns function within health contexts. The relevance of communication to health is examined as a means for improving communication in the health care setting, improving personal health, and influencing public health.

#### **COMM 353A Intercultural Health Communication (4)**

This course examines the ways in which fatness has come to be socially constructed as a means for discrimination and oppression in American culture. We will explore fat stigma within a variety of contexts including health, employment, education, interpersonal relationships, and fashion, as well as how that stigma intersects with gender, race, class, age, ability, and sexual orientation. We will also study fat activism enacted to counter systemic weight bias. Prerequisite JN or SR standing

### **COMM 358 Family Communication (4)**

This advanced relational communication course is based on the following assumptions: there are many ways to be a family, communication serves to constitute as well as reflect family relationships, and well-functioning families work at managing their communication patterns because developing and maintaining relationships takes effort. The course explores movement in families by using a variety of theoretical perspectives to understand family development and communication processes. Students ultimately learn to apply qualitative and quantitative primary research findings to analyze lived family communication experiences.

### **COMM 360 Capstone: Language, Gender and Culture (4)**

This course examines the relationship between language, gender, and culture in a variety of contexts and cultures. The mutual influences of language and culture, and their role in the creation of gendered roles and identities within and across cultures will be explored. This course satisfies requirements for the GEND major/minor. Prerequisites: 102, 103, 105, at least one course in each department learning goal area (message design, analysis of communication, and communication & community), at least one of: 205, 350, or 351, and JN or SR standing. A-F grading only.

### **COMM 361 Fat Studies (4)**

This course examines the ways in which fatness has come to be socially constructed as a means for discrimination and oppression in American culture. We will explore fat stigma within a variety of contexts including employment, education, interpersonal relationships, and fashion, as well as how that stigma intersects with gender, race, class, age, ability, and sexual orientation. We will also study fat activism enacted to counter systemic weight bias. Prerequisite JN or SR standing

### **COMM 367 Organizational Communication (4)**

Theories and concepts of organizational communication are discussed. Includes such topics as communication approaches to organizational theory, power, corporate culture, conflict, organizational metaphors, organizational processes, management styles and organizational change. Some sections of this course may carry an experiential learning requirement. See registration booklet for details. Prerequisite: 105.

### **COMM 368 Capstone: Love, Sex & Commitment (4)**

An advanced relational communication course focusing on the intersections of love, sexuality, commitment, and communication in close relationships. Students review current research findings from a variety of perspectives (e.g., socio-psychological, cultural, evolutionary) and conduct original research. This course satisfies requirements for the GEND major/minor. Prerequisites: 102, 103, 105, at least one course in each department learning goal area (message design, analysis of communication, and communication & community), and JN or SR standing. A-F grading only.

### **COMM 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. The proposed project must be grounded in previous relevant coursework in the discipline. ILPs may not substitute for a regularly offered course and must be student-designed. Permission of department chair and completion of 12 credits within the department required. Four credits maximum will count toward the major. ILP credits may not be applied to fulfill the four 300-level courses in Communication for the major. Not available to first-year students.

### **COMM 378A ENVIRONMENTAL RHETORIC(HM) (4)**

This course examines how people use communication to articulate viewpoints about the natural environment in the public sphere. Students study an array of environmental discourse, including speeches, advocacy campaigns, advertisements, image events, environmental reporting and news, film and media, to see how these messages convey meaning and shape audience attitudes and behavior about the environment. This course satisfies requirements for the ENVR major. Prerequisite: SO, JN or SR standing.

### **COMM 379A Freedom of Speech (4)**

This course explores the historical development of laws and cultural assumptions that regulate the freedom of expression in the United States. Whether or not a citizen has a right to speak freely is a determining factor in the

health of human progress and democracy. Students will study the communicative behaviors that have inspired free speech controversies and analyze the arguments made in favor of and in opposition to laws regulating speech. As a Thematic Focus – Truth course, students are asked to consider how the right of free expression has been integral to the discovery of knowledge and progress. The creation of and dissemination of knowledge is power. We cover topics such as free speech and democracy, the freedom of the press, sedition, protest, obscenity, threatening speech, intellectual property, and the regulation of speech in cyberspace. JN/SR standing recommended but not required.

#### **COMM 379B Rhetoric of Advertising (4)**

This course analyzes the persuasive features of advertisements and examines how commercial messages generate social meaning. Students will use rhetorical theory to render deep readings of product advertisements as political, social and ideological messages. Students will also discuss the ethical and social consequences of advertising in society.

#### **COMM 380 Special Topics in Communication (4)**

An advanced course focusing on a specific topic in communication. Topics may include communication ethics, visual communication, video game studies, etc. May be repeated as the topic changes. Prerequisites vary with the topic.

#### **COMM 382 Special Topics in Message Design (4)**

A study of a special topic in message design not ordinarily treated in standard courses. May be repeated as the topics change. Prerequisites vary according to the topic.

#### **COMM 384 Special Topics in Communication Analysis (4)**

A study of a special topic in communication analysis not ordinarily treated in standard courses. May be repeated as the topics change. Prerequisites vary according to the topic.

#### **COMM 384B Rhetoric and Popular Music (4)**

This course assumes that we use music as a soundtrack for our lives, to encode memories, to express the way we feel, to annoy or influence others. So we will not study the history of popular music nor will we practice its appreciation; rather, we will study the rhetoric of popular music, or how people use music to do stuff. In particular, we will explore how music helps people shape and maintain their identities.

#### **COMM 384C Women, Rhetoric and Politics (4)**

The elections of 2008, 2012, and 2016 have seen an unprecedented amount of female candidates for office, leading to an explosion of literature and public conversation about women in political roles. Although we did not elect the first female Speaker of the House until 2006, women have been involved in campaign politics since the beginning of the nation. This specialty course will provide an introduction to the complex issues of identity, rhetorical power, and cultural norms surrounding gender in U.S. political culture. We will take a look at the roles that women have played historically and today in shaping national political discourse. The course will include discussions about the role of “politics” in our society, the gendered implications of political party culture, public political personae, media framing of women in politics, and the role of women in U.S. Political culture as both voters and candidates.

#### **COMM 386 Studies in Film (4)**

This course will read film through one or more theoretical/critical aspects. Psychoanalytical, feminist, cultural studies, and reader-response theories are among possible approaches offered. A selection of films will be viewed for illustrative and interpretive purposes. Cross-listed with ENGL 386.

#### **COMM 387 Special Topics in Communication and Community (4)**

A study of a special topic in communication and community not ordinarily treated in standard courses. May be repeated as the topics change. Prerequisites vary according to the topic.

#### **COMM 387A Harlem Renaissance (4)**

This course studies the art of the Harlem Renaissance from a rhetorical perspective. This means that we will analyze a diverse body of texts from the 1920s and 20s – literature and poetry, film, the blues, painting and photography – to gain insight into the social truths they establish and contest. Ultimately, our study of this period will help us discuss fundamental questions about the relationship between public expression and public life, art and language, politics and identity. Prerequisite: COMM 201, 278A or permission of instructor.

#### **COMM 387B Rhetoric of Human Rights (4)**

Human rights have been called the dominant moral vocabulary in today's global politics. Indeed, since the end of the Cold War, human rights have served as a rallying cry to countless international campaigns and domestic reforms, while inspiring a startling array of academic studies. This course seeks to understand human rights from a rhetorical perspective by exploring the power of human rights as an instrument of political persuasion. Prerequisite: COMM 201, 278A or permission of instructor.

#### **COMM 387D Media, Law and Society (4)**

Malcolm X once said, "The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses." New media technologies offer the potential for great civic engagement and social learning. They also, however, provide a space of potential harm to information sharing, public cognizance, and privacy. Using media has become an inherent part of everyday life, and as such, understanding both its potentials and limitations is integral to enacting citizenship. This course seeks to educate students on the regulations, principles, and ethical obligations involved in media use and dissemination. We will relate our rights under the First Amendment to issues such as privacy, defamation, obscenity, hate speech, intellectual property, and communication online. In doing so, we will attempt to understand how laws and politics work within those ever-changing laws. This course includes a strong emphasis on public ethics, because virtually all of the issues discussed involve such questions as "What is publicly ethical communication?" "What are the boundaries of socially acceptable speech?" and "What values do we expect the freedom of speech to protect?" Finally, students are asked to examine their own personal communication experiences and attempt to understand how ethical communication should be practiced.

#### **COMM 387E Monsters (4)**

What is a Monster? This course uses monsters – real and imaginary – to explore rhetorical issues and ways of thinking. Throughout the semester we will consider three interrelated questions: What is a monster?; Where do monsters come from?; and, How should we confront our monsters? These questions are all inherently rhetorical and as we consider them, we will grapple with the implied ethical questions of representation – what is at stake in how Otherness is represented? In how difference is deployed? In how fear or passivity is martialled?

#### **COMM 387F Political Campaign Discourse (4)**

This course analyzes political campaign discourse throughout United States history. We will examine the use of communication strategies by political candidates in campaigns for elected office and highlight significant political moments in history. Students will study a variety of political campaign communication formats and tactics, including advertising, speeches, conventions, debates, and the use of social media and new communication technologies. Students will also study the role of communication in shaping political attitudes, behaviors, expectations, and identities. The primary goal of the course is to understand how communication and media shape public understanding of candidates, issues, and events in American political campaigns, and the implications this has for citizens in a participatory democracy. Prerequisite JN or SR standing.

#### **COMM 387G Rhetoric of Health and Medicine (4)**

More and more, we are encouraged by public discourse and advertising to see the world through the lens of health. We are told to worry about the health of the democracy, the health of our relationships, and the health of our teeth, nails, and hair. "Health," in other words, has become a driving force and concern in our lives. Some might even argue that our collective anxiety about health has become a collective obsession that makes our lives worse, not better. In this course, we will examine these calls to "health" from a rhetorical perspective, which means that we will think about how language and other symbols are both instrumental and creative. When we say that rhetoric is instrumental, we mean that we use rhetorical strategies as tools when we navigate health/medical encounters, such as using emotion to convince a doctor to prescribe a desired treatment. We will also come to understand rhetoric's creative function by studying how it works both to create us as particular types of patients ("good patients do not ask too many questions!") and to encourage us to see our bodies in particular ways. Specifically, we will examine how

neuroscientific, reproductive, and psychiatric discourses call us into being particular types of patients/bodies and the ideological consequences of these constructions.

#### **COMM 387H Media, Culture, and Power (4)**

This course will examine the social, political, and economic motivations and consequences of the “reality” found in media content, such as film, television, and advertising. We will explore the “constructed reality” of media content to uncover the ways in which particular views of reality reflected in that content might help to maintain a status quo understanding of the world that benefits some members of society more than others. In the spirit of social justice and in hopes of creating a just and equitable world, students will learn to unmask existing power dynamics in media content. Through this process, students will develop a hearty resilience to ideologically troubling mediated messages and an appreciation for ones that forge a more inclusive, equitable, and just public discourse. Students will study and practice five different critical approaches to analyzing media texts (rhetorical, cultural, psychoanalytic, feminist, and queer). After reading, discussing, and trying out the five approaches over the course of the semester, students will select one approach for their final analysis project. In an effort to actively make the world a more just and equitable place, students will then publicize the findings of their analysis projects through a mass medium. Prerequisite: SO, JN or SR standing.

#### **COMM 392 Communication Practicum (1)**

Under the supervision of an approved faculty moderator, a student who participates in a practical communication-related activity may receive credit. Evidence of work completed (e.g. portfolio, audio tapes) letters of evaluation by supervisors, regular conferences with the faculty moderator, a structured self-evaluation, and a minimum number of hours (30 per term) and projects completed are required. Students present a proposal to a faculty moderator and obtain approval prior to registering for this credit. Course is repeatable for total of 4 credits. It may not be applied toward completion of the communication major or minor.

#### **COMM 395 Capstone: Research Paper (4)**

Student proposed research project not ordinarily available in standard courses. Prerequisites: 102, 103, 105, 201 or 278A, at least one course in each department learning goal area (message design, analysis of communication, and communication & community), and JN or SR standing. A-F grading only. Additional prerequisites may vary according to topic.

#### **COMM 397 Internship (1-16)**

Practical work experience for juniors and seniors. Experience is arranged by the student with the advice and approval of the internship director and the departmental faculty moderator prior to registering for the course. Credit will be earned by demonstrating knowledge gained as a result of the work experience. Additionally, students must demonstrate the ability to apply this knowledge to past communication department concepts and courses. Departmental moderator supervises and evaluates the experience. Internship credits may not be applied toward completion of the minor. Faculty in the department are limited to a maximum of three internship supervisions each term. Consequently it is not guaranteed that all students who desire to complete an internship for credit will be accommodated. Prerequisite: JN or SR standing, and completion of Legal and Professional Issues Seminar. No student will be permitted to register for an internship without completing this seminar. Fall, Spring, and Summer.

## **SUBJECT: Computer Science**

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### **CSCI 105 Special Topics (4)**

NO COURSE DESCRIPTION

### **CSCI 105A COMPUTER SCIENCE A-LEVEL (NS) (4)**

NO COURSE DESCRIPTION

### **CSCI 105B GENERAL COMPUTER SCIEN A-LEVEL (4)**

NO COURSE DESCRIPTION

### **CSCI 130 Concepts of Computing: Science and Applications (4)**

Introduces fundamental concepts of computer science that underlie all computing application, motivated by computational problems in business. Students will study the basic architecture of computers, the structure of programming, and the design of spreadsheets and databases. Through regularly scheduled labs they will gain hands-on experience with applications to business problems. Intended for students with an interest in computing in business. Prerequisites: Math 115 or four years of college preparatory mathematics or permission from the chair of the department.

### **CSCI 140 Concepts of Computing: Science and Mathematics (4)**

Introduces fundamental concepts of computer science that underlie all computing applications, motivated by computational problems in science and mathematics. Topics include programming, modeling and simulation applied to a wide range of scientific problems along with an introduction to fundamental structures of computing. Intended for students with an interest in computing in science. Prerequisites: MATH 115 or four years of college preparatory mathematics or permission from the chair of the department.

### **CSCI 150 Introduction to Computing in the Liberal Arts and Sciences (4)**

Introduces fundamental concepts of computer science that underlie all computing applications, motivated by computational problems in the arts, humanities, and sciences. Topics include programming, modeling and simulation applied to a wide range of problems along with an introduction to fundamental structures of computing.

### **CSCI 160 Problem Solving, Programming, and Computers (4)**

Introduces fundamental concepts of computer science that underlie all computing applications, motivated by computational problems in media, communication and the arts. Topics include programming, modeling and simulation applied to a wide range of visual, aural and textual problems along with an introduction to fundamental structures of computing. Prerequisite: 130 or 140 or 150.

### **CSCI 200 Abstraction, Data Structures, and Large Software Systems (4)**

A study of the data structures used in problem-solving and programming from an object-oriented perspective. Topics include the implementation and application of linear, hierarchical, network and associative data structures along with the use of standard program libraries to supply those structures. Prerequisite: 160 (or 161) and MATH 118 or 119 or 120.

### **CSCI 217 Topics in Computer Science (0-2)**

Selected computer science topics such as enrichment courses in particular programming languages. Prerequisite: Consent of instructor.

### **CSCI 217A Programming Contest Team (0-1)**

NO COURSE DESCRIPTION

### **CSCI 217B Robotics Programming Contest (0-1)**

NO COURSE DESCRIPTION

### **CSCI 217D Volunteering and Outreach (0)**

Computer science and/or computational thinking outreach opportunities in the local community. Programs are generally offered on a semester-long basis. Prerequisite: Consent of Instructor

### **CSCI 230 Software Development (4)**

Provides an intensive, implementation-oriented introduction to the software-development techniques used to create medium-scale interactive applications, focusing on standard techniques and skills for software design such as the Unified Modeling Language (UML) and design pattern, and for software coding such as class design by contract (DBC), package design, code documentation, debugging, testing, version controlling, and refactoring. Prerequisites: 160 (or 161) and MATH 118 or 119 or 120.

### **CSCI 239 Discrete Computational Structures (4)**

Offers an intensive introduction to discrete mathematical structures as they are used in computer science. Topics include functions, relations, sets, propositional and predicate logic, proof techniques, elementary combinatorics, discrete probability and functional programming. Prerequisites: 130 or 140 or 150 and MATH 118 or 119 or 120.

### **CSCI 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **CSCI 310 Computer Organization (4)**

Introduction to computer systems and architecture. Topics include digital systems, circuit design, machine level data representation, introduction to the von Neumann architecture, processor design, machine and assembly languages, memory systems, organization of operating systems, concurrency, and scheduling. Prerequisite: 160 (or 161), and either 239 or MATH 239.

### **CSCI 312 Data Communications and Networks (4)**

Introduction to the concepts, terminology and approaches used in data communication systems. Topics include protocol stacks as models and implementations, signal encoding, media for transmission, analysis of network architectures, addressing and routing, error and flow control, connection management and security. Prerequisite: 200 (or 162) or 230.

### **CSCI 317 Topics in Computer Science (1-4)**

Selected computer science topics such as distributed processing systems, graphics or artificial intelligence. Prerequisite: consent of instructor. May be repeated for credit.

### **CSCI 317D Bioinformatics (4)**

This course provides an introduction to the field of bioinformatics. Topics will include sequences of DNA, RNA and proteins, comparing sequences, predicting sequences, predicting species; computational techniques such as substitution matrices, sequence databases, dynamic programming and bioinformatics tools. The course will have a seminar format. Prerequisite CSCI 200 (or 162).

### **CSCI 317G Network Programming (4)**

This course covers the basic concepts involved in writing programs that can be run using standard TCP/IP networks for displaying data, retrieving data from the network, acting on data from the network, etc. Emphasis will be placed on client-server programs. Generally, the tools will be Java based with use of HTML5, JavaScript, JDBC, JSP, and so on. One of the projects will be using the students' knowledge to construct a local cloud. Prerequisite: 200 (or 162) or 230.

### **CSCI 317H Artificial Intelligence (4)**

This course will introduce students to the basic principles in artificial intelligence research. It will cover representation schemes, problem solving paradigms, learning methods, and search strategies in artificial intelligence. Areas of application such as knowledge representation, learning in intelligent-system engineering, and expert systems will be explored. Students will develop intelligent systems by assembling solutions to concrete computational problems. Prerequisite: 200 (or 162) and either 239 or MATH 239.

### **CSCI 317I Computer Security (4)**

This course will cover important topics in computer security. The first part of the course will be an intensive introduction to encryption. Students will analyze 1-time pads, Pseudo-random functions, symmetric-key algorithms, and public-key encryption systems with an emphasis on real security. The second part of the course will cover testing systems for security by using various tools for breaking into systems and how to protect against those tools. Additionally, there will be discussions of human-generated problems in otherwise secure systems such as poor password choice or non-protected system files. Prerequisite: 200 (or 162) or 230.

### **CSCI 317J Agile and Efficient Software Development (4)**

In this course we will cover modern approaches to creating software, with particular emphasis on effective and efficient small team approaches. We will also consider fundamental design and implementation principles that lead to efficient execution on modern computer platforms. We will cover basic database concepts in order to effectively use online data sources for modeling, simulation and analysis. Special topics will include the use of Jupyter notebooks, C++ and departmental advanced computing systems. Each student will develop software products as part of a small team using iterative, agile software methodologies. Prerequisite CSCI 200 (or 162) and 230.

### **CSCI 317K Natural Language Processing (4)**

Prerequisite CSCI 200 or 162

### **CSCI 318 Topics in Software Development (1-4)**

Selected computer science topics requiring a major software development project. Prerequisite: consent of instructor. May be repeated for credit.

### **CSCI 321 Computer Graphics (4)**

This course will survey programming techniques for producing three-dimensional computer graphics. Topics will include event-driven programming, geometric objects and transformations, viewing, shading, and animation. Prerequisites: 200 (or 162) or 230 and either 239 or MATH 239.

### **CSCI 330 Software Engineering (4)**

This course examines advanced concepts in software design and development, including various software architectures, test-driven development, and current research topics in software engineering; requires a semester-long group project. Prerequisite: 200 & 230.

### **CSCI 331 Database Systems (4)**

Introduction to physical file organization and data organization techniques, including an examination of data models, file security, data integrity and query languages. Discussion will focus on examples which illustrate various data models. Prerequisite: 200 (or 162) and 230.

### **CSCI 332 Machine Learning from Big Data (4)**

Introduction to supervised as well as unsupervised machine learning and data mining algorithms. Students will study, analyze and implement various algorithms designed to efficiently extract useful knowledge from large volumes of real-world data. Prerequisites: 200 (or 162) and either 239 or MATH 239.

### **CSCI 338 Algorithms and Concurrency (4)**

Introduction to formal methods for the design and analysis of complex algorithms, with an emphasis on developing

students' problem-solving abilities. Focuses on computational resources and ways of conserving both time and memory. Prerequisites: 200 (or 162) and either 239 or MATH 239.

### **CSCI 339 Theoretical Foundations of Computer Science (4)**

Introduction to the theoretical structures of programming languages and computers. Topics include regular expressions, formal grammars, abstract automata and computability. Prerequisites: 160 (or 161) and either 239 or MATH 239.

### **CSCI 340 Organization of Programming Languages (4)**

A survey of the design, implementation, and analysis of programs and programming languages of various paradigms (including imperative, functional, and logic languages). The course covers topics related to language design, compilers, safety and vulnerability, program verification, and program analysis. Prerequisite: 200 (or 162) and either CSCI 239 or MATH 239; 230 and 339 recommended but not required..

### **CSCI 341 Compiler Theory (4)**

Introduction to the design and construction techniques of modern language compilers, including both parsing and code generation. Prerequisite: 200 (or 162).

### **CSCI 350 Operating Systems (4)**

The fundamentals of the software that drives the computer, including single-user, multi-user and multi-tasking systems. Topics include basic structure of operating systems, synchronization (various models of concurrency, including processes and threads), local and distributed file systems, memory management, process resource management, and virtualization. The course also covers topics in systems programming in a traditional Linux operating system. Prerequisite: 200 (or 162); 310 recommended but not required.

### **CSCI 351 Principles of Parallel Computing (4)**

Presents the theoretical foundations of parallel computing and an overview of several parallel computing models. Exposes students to current parallel programming models and systems through projects. Teaches students the ability to determine the most appropriate model for a given task. Prerequisite: 200 (or 162) and either 239 or MATH 239; 310 recommended but not required.

### **CSCI 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **CSCI 372 Senior Research (0-4)**

Individualized experimental, theoretical or applied projects for seniors. Each student intensively explores a topic, writes a major research paper, and makes a formal presentation to the department. Prerequisite: Consent of department chair. May be repeated for up to 4 credits.

### **CSCI 373 Senior Research in Computer Science (4)**

Directed research in computer science organized around a selected topic and conducted in a seminar format. Includes consideration of computer science research methodology and analysis of current research in the seminar topic. Each student intensively explores a topic, writes a major research paper and makes a formal presentation to the department. Prerequisite: 200 (or 162) or 230 and JN/SR CSCI or NMCP major.

### **CSCI 377A Ethical Issues in Computing (4)**

Examines a variety of philosophical and ethical questions that arise within the development and use of computer technology. Students will become familiar with several models of ethical reasoning and will apply these approaches to questions in a variety of areas of computer science, including artificial intelligence, nanotechnology, data mining, software development, and cyberspace. Prerequisite: 200

**CSCI 397 Internship (1-8)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page. Cannot be counted toward the major or minor but can be used for elective credits toward graduation.

## **SUBJECT: Courses of the College**

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### **COLG 101Z TOPICS IN MUSIC (FA) (0-4)**

NO COURSE DESCRIPTION

### **COLG 102 Introduction to the Benedictine Tradition (1)**

An introduction to the Benedictine history, thought, and practices at the lower-division level.

### **COLG 103 Topics in the Benedictine Tradition (1-2)**

An exploration of one or more specific elements of the Benedictine tradition in the context of Benedictine communities today; taught at the lower-division level. Offered on campus or abroad.

### **COLG 105 Special Topics (0-4)**

In-depth study of an issue, perspective, or methodology at the lower-division level. Course may be repeated for credit when topics vary.

### **COLG 105C Reading Group (0-1)**

Course offered for S/U grading only

### **COLG 105D Career Planning (1)**

This course is a practical seminar intended to increase student understanding of themselves in relationship to their academic and career goals. The course explores the importance of experiential learning opportunities and the professional preparation required to actively pursue these opportunities. Content includes major and career exploration, career tool (e.g., resume, letters, interviewing) development, and the leveraging of career resources including human networks, technology, and others.

### **COLG 105G Study Skills/Academic Transit (0-1)**

Course offered for S/U grading only

### **COLG 105I Reading Group: Somali Community (0-1)**

We will discuss the book, *New Beginnings*, which is a series of interviews of members of the St. Cloud Somali community about their experiences in Somalia and as refugees in the St. Cloud community. The book is edited by Sr. MaryJane Berger and the interviews were conducted by her students in 2004. We will read the stories and look at the St. Cloud Somali community today as well. Course offered for S/U grading only.

### **COLG 105J Reading Group: Muslim Journeys (0-1)**

This is a reading course offered as an option to CSB/SJU student participants in the Let's Talk About It: Muslim Journeys reading and discussion program being offered in spring 2014. We will read and discuss five books from the Muslim Journeys Bookshelf "Connected Histories" theme: • *When Asia Was the World: Traveling Merchants, Scholars, Warriors, and Monks who Created the "Riches of the East"* (Stewart Gordon) • *The House of Wisdom: How Arabic Science Saved Ancient Knowledge and Gave Us the Renaissance* (Jim Al-Khalili) • *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain* (María Rosa Menocal) • *Leo Africanus* (Amin Maalouf) • *In an Antique Land* (Amitav Ghosh). We will discuss the five "Connected Histories" books in concert with supplemental readings, film clips, and guest presentations from the local Muslim community. Students will be active participants in the discussion of the books, and will write a short response paper to each book and a final reflection paper on what they have learned about Islamic history and the Muslim world through these books. Offered for S/U Grading only.

### **COLG 105L Hot Topics in Food and Nutrition (1)**

This course meets weekly to discuss current topics in the nutrition field. Controversial foods, laws, or resources will be emphasized. Students will engage in frequent discussion and present to the class on varying aspects/viewpoints

of current controversial nutrition topics.

### **COLG 105N Somalis in Minnesota (2)**

This course is an introduction to the Somali community in Minnesota, with a focus on Central Minnesota. We will do a brief overview of the history of Somalia and of Somalis in Minnesota. We explore Somali involvement in economic and political life, education, business and health care. We will also learn about Somali values, beliefs and norms, and how Islamic beliefs and practices are interpreted by Somalis. We will watch documentaries, have field trips, and read two short books: Somalis in Minnesota, Ahmed Ishmail Yusuf (Minnesota Historical Society, 2012, 85 pp.), and the new book by CSB grad Hudda Ibrahim, From Somalia to Snow: Somalis in Central Minnesota (Beaver's Pond Press, 2017, 120 pp.).

### **COLG 105O Talking Circles and Restorative Justice (2)**

In this course we will study Talking Circles and Restorative Justice. Talking Circles are a way of bringing people together to discuss issues and build relationships. They are used in schools, communities, organizations and various programs, such as restorative justice programs. Part of the course will be training in how to facilitate Talking Circles and to discuss how they can be used for various purposes, including community building and restorative justice programs. Restorative justice is an approach to offences and crime that brings together the individual(s) who committed the offence, the victims, and others affected by the offense to discuss the harm done and how to repair that harm and "put things right." Restorative justice is used in the criminal justice system in Minnesota and in schools and communities around the state (and elsewhere). We will study concepts of restorative justice and how sessions are conducted, as well as studies of the effectiveness of restorative justice. Texts for the course are The Little Book of Circle Processes by Kay Pranis, and A Restorative Justice Reader, second edition, edited by Gerry Johnstone.

### **COLG 105P College Success (1)**

The purpose of COLG 100 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

### **COLG 105Q Global Activism, Youth, and Social Movements (1)**

This interactive one-credit course introduces students to youth-led social movements in Africa and beyond, drawing lessons from the 1976 student protests and the 2015 - 2017 Fees Must Fall protests in South Africa, the Arab Spring in North Africa, and Black Lives Matter in the United States. While discussing conflict theories and conflict resolution approaches, the course focuses on the unique roles for young people in creating social change.

This course is taught by Dr. Siyabulela Mandela, who recently earned a Ph.D. in International Relations and Conflict Management. Dr. Mandela has deep connections to social justice movements across the world like his late grandfather, the late former President of South Africa and Nobel Peace Prize winner, Nelson Mandela.

### **COLG 105R GRAND ILLUMINATION (0-1)**

This reading group aligns with the Grand Illuminations series, which focuses on spirited public conversations that wrestle with the complexities of putting together a good and meaningful life. Participants engage in the public events, do short readings before and after the conversations, and conclude the course by joining in a group discussion based on the public conversations.

### **COLG 106 Topics in Tutoring in Academics (0-4)**

NO COURSE DESCRIPTION

### **COLG 106A Tutor for Writing (1)**

The course is required for students that have a work award or ILP and are new to the Writing Center. Students learn about the theory and practice of tutoring writing. Strategies for engaging students in one-on-one and group tutoring at all stages of the writing process are emphasized. Completion of FYS and approval of instructor required for enrollment.

### **COLG 115 Introductory STEM Topics I (0-1)**

First year students intending to become STEM majors (biochemistry, biology, chemistry, computer science, mathematics, or physics) will form a cohesive and supportive peer group as they are introduced to STEM careers, research, internship opportunities and develop practical and leadership skills. The instructor for this course will serve as their advisor. Topics will include applying for summer research positions, an introduction to scientific literature, developing resilience as they face challenges in becoming independent learners, and balancing leadership, service and academic commitments. Offered for S/U grading only. Fall.

### **COLG 116 Introductory STEM Topics II (0-1)**

A continuation of Introductory STEM Topics 1. First year students intending to become STEM majors (biochemistry, biology, chemistry, computer science, mathematics, or physics) will form a cohesive and supportive peer group as they are introduced to STEM careers, research, internship opportunities and develop practical and leadership skills. The instructor for this course will serve as their advisor. Topics will include summer internship applications, an introduction to scientific literature, industry tours, and alumni networking. Students will develop resilience as they face challenges in becoming independent learners, and balancing leadership, service and academic commitments. Prerequisite: 115. Course offered for S/U grading only. Spring.

### **COLG 121 Medical Terminology (1)**

This introductory course is designed to provide a foundation for using medical terminology. Students will become familiar with the structure of the medical language in order to learn medical terms and abbreviations.

### **COLG 125 Cultural Academic Orientation (1)**

Social and academic life on a United States campus and socio-academic realities of the College of Saint Benedict/Saint John's University and the surrounding area. Focus on cultural adjustment cycle, and strategies that help students integrate themselves in U.S. campus life. Topics that will also be covered are immigration laws, health services, library services, course registration and advising, plagiarism, security, sexual violence and harassment issues, racism and xenophobia. S/U grading only. Fall and Spring. Recommended for all entering new and transfer undergraduate international students. Permission of instructor required.

### **COLG 128 Personal Finance (2)**

This course will give students a fundamental understanding of several important money management concepts use in daily life in college and far beyond. Topics will includes general financial planning, budgeting, paying for college, income taxes, financial institutions, credit, loans (including student loans), insurance, saving and investments, and retirement planning.

### **COLG 130 EMT Basics (4)**

This course covers basic minimal emergency care required to work on an ambulance or a first responder squad. The course offers basic to more advanced techniques of pre-hospital emergency care. Prerequisite: CPR for the Professional Rescuer. Course offered for S/U grading only.

### **COLG 140 Healthy Lifestyles: Introduction to Health Professionals (1)**

An interdisciplinary course designed for students with an interest in health. Course participants function as a learning community and study the effect of health on their learning. Emphasis is on inter-relating physiological, psychological, social and spiritual aspects of health. Concepts include health assessment, prevention of illness and injury, and promotion of a healthy lifestyle using psychosocial theories and quantitative and qualitative research. The impact of the social and physical environment on lifestyle and access to health services is included. General concepts of professional legal and ethical parameters are also included. Prerequisites: Nursing and Dietetics majors have priority enrollment. Course offered for A-F grading only.

### **COLG 180 Summer Topics Courses (1-3)**

A series of topics courses offered during the summer term.

### **COLG 201 Benedictine Heritage and Practice (2)**

Benedict as portrayed by Gregory the Great and in subsequent literature and art, the spread of Benedictine monasticism worldwide, historical reforms of Benedictine monasticism; the history of Metten and Eichstatt and those monasteries' role in founding Saint John's Abbey and Saint Benedict's Monastery; the early histories of Saint John's and Saint Benedict's, key historical figures in women's and men's monasticism; and key themes in applying monastic practices to one's life in college and beyond: Awareness of God, Community, Living, Dignity of Work, Hospitality, Justice, Listening, Moderation, Peace, Respect for Persons, Stewardship, and Care for the Environment.

**COLG 202 Topics: Comparative study in the Benedictine Tradition (2)**

A study of applications of Benedictine thought and practice in multiple cultural, societal, or historical contexts.

**COLG 203 Topics in Leadership (1)**

A study of aspects of effective leadership. Offered for S/U grading only.

**COLG 203A Leadership Lessons with John Gagliardi (1)**

A study of the qualities necessary for effective leadership, inspired by the legendary football coach John Gagliardi. Course offered for S/U grading only.

**COLG 204 Introduction to Private Equity Investments (1)**

A study of the lifecycle of private equity investments – including acquiring capital, analyzing opportunities (sourcing the deal), selecting an investment, managing the investment, and exiting the investment. Offered for S/U grading only.

**COLG 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of Director of Academic Advising required. Not available to first-year students.

**COLG 280 Summer Topics Courses (1-4)**

A series of topics courses offered during the summer term.

**COLG 302 Topics in the Integration of Benedictine Thought and Practices (1-2)**

Students explore aspects of the Benedictine tradition in the context of their academic research, involvement in a campus or community project, or anticipated future role in society.

**COLG 305 Concepts: Health Care Policy, Economics and Management (2)**

Within the context of a liberal learning environment and Catholic and Benedictine values, learners will develop the basic knowledge and skills to function effectively as a member of an inter-professional health care team. Concepts and context (e.g., social values, politics, economics) that are foundational to effective management, cost-containment and policy development/reform will be applied to the analysis of contemporary health care issues. Learners will be actively involved in influencing policies that shape health and/or health care. Prerequisites: Senior standing in the nursing major or permission of instructor. Fall.

**COLG 320 Principles of Arts Management (4)**

This course is designed to provide an overview of the structure in which non-profit arts organizations are based. Topics of inquiry include, but are not limited to, organizational concept, mission, organizational structure, budgets and financial planning, marketing, and development (fundraising, grant writing, board relations). Class assignments include: assigned readings, from both the required text and supplemental readings as provided by your instructor, analysis and discussion of case studies from both printed and on-line resources, class discussions with guest professionals from the regional arts community, topical research to support unit assignments, attendance and participation at field trips to professional arts organizations, mid-term conference, final class presentation, final portfolio project.

### **COLG 365 Social Justice Teachings: Theology and Economics in Dialogue (1-2)**

COLG 365 is an introduction to the topic of social justice, in general, and Catholic social justice teachings in particular. What does social justice mean, within both historic and contemporary constructs? How does the Catholic Church define social justice both in theory and in practice? What role do theology and economics play in social justice? This course will use encyclicals and other texts to examine the various interpretations of social justice. The objective of this course is to encourage students to examine their own ideas about social justice and be able to thoughtfully articulate their own ethical framework. Offered for S/U grading only.

### **COLG 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **COLG 380 Summer Topics (0)**

An international field-based study of the cultural dimensions of Sweden and American school practices and how they affect teaching and learning. Students engage in a study of theories and practices that foster meaningful learning experiences for culturally diverse student populations. Students apply their knowledge of culture and schooling to classroom practices. Students will learn, and engage in, Swedish classroom practice for school comparison.

### **COLG 385 Study Abroad Seminar (4)**

Selected topics pertaining to the study abroad program site, with a significant emphasis on the local culture(s). Course content will include other site specific fields (history, art, economics, politics, biology, geology, music, etc.), depending upon the expertise of the program director. Excursions, field trips, volunteering and or interactions with local institutions and people will also be a part of the course experience. A-F grading only

### **COLG 385B Study Abroad Seminar (4)**

Selected topics pertaining to the study abroad program site, with a significant emphasis on the local culture(s). Course content will include other site specific fields (history, art, economics, politics, biology, geology, music, etc.), depending upon the expertise of the program director. Excursions, field trips, volunteering and or interactions with local institutions and people will also be a part of the course experience. Offered for A-F Grading only.

### **COLG 396 Distinguished Thesis Proposal Essay, Research or Creative Project (0-1)**

Student will work closely with a faculty advisor from the student's major department to develop a proposal for a thesis. The proposal will include: title, selection of committee members, statement of purpose and value to discipline, preliminary outline of project, bibliography and summary. Note that this is a self-directed process. Junior standing is required to enroll in Thesis Proposal. In rare cases, COLG 396 may be taken concurrently with COLG 398, but this must be approved by the department chair. Offered for S/U grading only.

### **COLG 397 Internship (1-16)**

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Prerequisites: approval the Director of Academic Advising and a faculty moderator; completion of the pre-internship seminar.

### **COLG 398 Distinguished Thesis Proposal (1-4)**

Student will work closely with a faculty advisor from the student's major department writing a thesis, often in an area closely related to the advisor's own research or creative work. This research will typically take place over the course of one academic year or longer, and includes a prerequisite for a proposal (396). Student will form a committee comprised of 1 advisor and 2 readers. The thesis culminates in a 60 minute defense. Senior standing is required to enroll in All College Thesis. May be split between semesters. Offered for A-F grading only.

## **SUBJECT: Cultural and Social Difference**

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### **CSD 100 Cultural and Social Difference: Identity (4)**

In this course, students will learn why gender, race, or ethnicity, in isolation is insufficient to conceptualize either individual or social identity. Students will learn to think critically about their own gendered, racial, and ethnic identities as well as identify the social and cultural factors that shape and contribute to each.

The way in which gender, race and ethnicity intersect will be given prominent attention in this class. The course will examine the ways in which gender, racial, and ethnic identities are dynamic and experienced differently, depending on how they combine in any one person. The course will also explore how these and other identities dynamically connect to system of power, or how efforts to achieve justice in any one of these areas must take the others into account. Offered for A-F grading only.

### **CSD 300 Cultural and Social Difference: Systems (4)**

In this course, students will demonstrate an understanding of how constructions of race, gender, and ethnicity shape cultural rules and biases and how these constructions vary across time, cultures, and societies. In addition, students will critically analyze the ways in which these forms of identity raise questions of justice with regard to access and participation in communal life. This class may address gender, race, and ethnicity in any context, including the contemporary United States, other nations or cultures, and/or various points in history.

## **SUBJECT: Data Analytics**

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### **DATA 162 Data Analysis and Visualization (2)**

Grounded in the liberal arts, students will learn how data can be used to understand the world through multiple disciplinary lenses (e.g., business, economics, history, music, political science, et cetera). Students will learn introductory data organization and visualization skills. Students will pose interesting questions about real-world data, learn the computational tools needed to organize and visualize data related to the question, draw meaningful conclusions from such analyses, and communicate their findings. Prerequisites: 1 college-level statistics course recommended

### **DATA 272 Intermediate Data Analysis and Visualization (2)**

This course provides students an opportunity to gain greater proficiency in computer programming, data management, and visualization. The emphasis will be on leveraging the skills acquired in earlier courses and providing students with the opportunity to more fully develop their abilities to organize, visualize, and analyze real-world data as well as communicate findings.

### **DATA 314 Data Analysis Project (2)**

This course will provide an integrative experience where students use computing, statistics, and disciplinary skills to explore a particular data-related project. The final project should demonstrate satisfaction of the learning goals of the minor. Students complete a standalone activity distinct from their major under the supervision of a faculty member outside of their major.

## **SUBJECT: Doctrinal Theology**

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### **DOCT 401 Introduction to Systematics (3)**

This course provides an introduction to the methods and content of systematic theology, particularly as they play out in three key sub-fields of this discipline: Creation, Revelation, and Eschatology. The class is intended to orient those who are newer to theological study and to help guide students in on-going reflection on major questions in the world of systematics. The semester will begin with an examination of the question "What is theology?" as well as an exploration of theological methods. The subsequent weekends will consider the topics of creation, revelation and eschatology employing a variety of methodological tools.

### **DOCT 406 Christology (3)**

Understandings of the person, presence and mission of Christ in scripture, in doctrine and dogma, and in contemporary theology.

### **DOCT 407 Trinity, Faith and Revelation (3)**

This course explores the emergence and development of the doctrine of the Trinity. The doctrine of the Trinity represents the Christian way of naming the mystery of God, how this mystery is shared in history, and the pastoral/practical consequences that follow as a result of this sharing. The course surveys the biblical, philosophical, sociological, and theological landscape that has contributed to this doctrine from early Christianity to contemporary times.

### **DOCT 408 Ecclesiology (3)**

This course examines the nature and structure of the Roman Catholic Church from its apostolic origins to the present. Various models used in understanding the Church will be studied (e.g. the Church as communion, the Church as sacrament, etc.) The local and universal nature of the Church, and issues related to magisterium, authority, evangelization, ministry, and missiology will be discussed.

### **DOCT 411 Christian Anthropology (3)**

This course undertakes a Christian exploration to the question: What does it mean to be human? As a theological discipline, Christian theological anthropology draws from a wide range of sources. These sources include the doctrine of creation, the doctrine of sin and grace, the doctrine of the Trinity, Christology, ecclesiology, and eschatology. This course examines these sources and underscores the historical evolution of Christian theological anthropology.

### **DOCT 413 Theology of Lay and Ordained Ministry (3)**

Students study the biblical foundations, historical development, systematic theology, and canonical structures of ordained and lay ministry in the Church. Cross-listed with PTHM 413.

### **DOCT 414 Eschatology (3)**

Eschatological dimensions of the Christian experience.

### **DOCT 419 Mariology (3)**

Scriptural, Christological and ecclesiological bases of the Church's view of Mary. The development of Marian devotions and their place in the history of spirituality and in contemporary spiritual life.

### **DOCT 424 Theology of Sacrament and Worship (3)**

The roots of Christian worship in symbol, language, and social dynamics. Theological reflection on the sacramental life in the Church. Contemporary approaches to a theology of sacrament especially in relation to Trinitarian, theology, Christology, Pneumatology, Christian anthropology, and ecclesiology. Cross-listed with LTGY 424.

### **DOCT 426 Documents of Vatican II (3)**

The Second Vatican Council has impacted virtually every area of Catholic life and thought. The council invited and guided the church to know itself and its relation to the world more deeply, and the implications of this enhanced understanding continue to unfold today. This course approaches the Second Vatican Council as a historical and theological event. It examines the development of Vatican II, its final documents and the council's interpretation. Emphasis will be given to seeing the council as a whole and the way that each particular document -- and all the documents together -- are an expression of the council's general aims and overarching goals. Additionally, students will be asked to think independently about the connections between particular documents and how the council's teachings inform contemporary issues.

**DOCT 468 Topics in Doctrinal Theology (1-6)**

Various topics offered. See schedule each semester for offerings.

**DOCT 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

## **SUBJECT: Economics**

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### **ECON 111 Introduction to Economics (4)**

Includes both microeconomics and macroeconomics. The price system as a mechanism for directing resource allocation. Demand, supply and market equilibrium in perfectly competitive markets. Development and application of criteria for efficiency and equity. Measures of the performance of the macroeconomy. Circular flow, aggregate demand, aggregate supply and equilibrium within the context of an international economy. Nature and impact of monetary and fiscal policies upon output, price level and employment. Fall and spring.

### **ECON 111A Introduction to Economics (4)**

Includes both microeconomics and macroeconomics. The price system as a mechanism for directing resource allocation. Demand, supply and market equilibrium in perfectly competitive markets. Development and application of criteria for efficiency and equity. Measures of the performance of the macroeconomy. Circular flow, aggregate demand, aggregate supply and equilibrium within the context of an international economy. Nature and impact of monetary and fiscal policies upon output, price level and employment. Fall and spring.

### **ECON 202 Readings in Economics (0-1)**

Readings and discussions in specific areas of economics. Topics may be tied to on-campus lectures/presentations given by invited speakers. Approval of department chair and/or faculty moderator required. This course can be repeated for credit with the permission of the department chair. Prerequisite: 111. Offered for S/U grading only.

### **ECON 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Prerequisite: 111 or permission of the department chair. Consult department for applicability towards major requirements. Not available to first-year students.

### **ECON 280 Summer Topics (1-4)**

A series of topics courses offered infrequently during the summer term.

### **ECON 302 Readings in Economics (0-1)**

Readings and discussions in specific areas of economics. Topics may be tied to on-campus lectures/presentations given by invited speakers. Approval of department chair and/or faculty moderator required. This course can be repeated for credit with the permission of the department chair. Prerequisite: 111. Offered for S/U grading only.

### **ECON 314 Economics of Financial Institutions and Markets (4)**

Description and economic analysis of the financial sector. Emphasis on the function, structure and regulation of financial markets; the behavior of financial institutions; the behavior of interest rates; and international finance. Prerequisite: 111.

### **ECON 315 American Economic History (4)**

Examination of the growth and development of the American economy from the 17th –century colonization to the present. Application of basic tools of economic analysis to explore the effects of the natural environment, public policies, changes in technology, and social and cultural forces on historical economic events, institutions and processes of economic growth and development. Prerequisite: 111 or Sophomore standing.

### **ECON 316 Asian Economies (4)**

Examines the rise of East, Southeast and South Asia as an important economic, cultural, and geopolitical region. Concentrates primarily on the post-World War II growth performance of Japan, the "Asian Tigers" in Southeast Asia, China and India. The course studies how these countries transformed themselves from pre-industrial societies into global industrial powerhouses, the relationship of these economies with the United States, and uses the gender lens to critically evaluate economic development in these countries. Prerequisite: 111.

### **ECON 317 International Economics (4)**

Uses elementary techniques to examine the reasons for and consequences of international trade. Explores the gains from trade, impact of trade on factor markets, the problems of labor and capital mobility and current commercial policy disputes (such as tariffs, quotas and other trade restrictions). Also examines financial aspects of trade, including the balance of payments and exchange rates. Prerequisite: 111.

### **ECON 318 Natural Resource and Environmental Economics (4)**

Examination of the economics of natural resources and the environment with special focus on environmental policy formulation. Topics include inter-temporal efficiency criteria, cost/benefit analysis, and sustainability issues. Prerequisite: 111.

### **ECON 320 Market Structures and Firm Strategy (4)**

Examines the pricing, output, and welfare implications of different market structures such as perfect competition, monopoly, oligopoly, and monopolistic competition. Topics frequently include the structure of production and costs, industrial regulation, pricing and advertising strategy, and the sources of firm dominance in an industry. Students apply theories to specific cases of industrial development such as the computer, airline, automobile, telecommunications, and beverage industries. Prerequisite: 111.

### **ECON 323 Economics of the Public Sector (4)**

Examination of the economic rationale for the government sector; issues of economic efficiency and equity. Evaluation of government expenditures. The nature and incidence of taxation. Federal government debt. Prerequisite: 111.

### **ECON 325 Political Economy of Gender and Race (4)**

Comparison of the dreams of Americans with the current situation facing American workers. Examination of economic and noneconomic explanations behind changes in workforce participation, earnings, occupational patterns, income distribution and poverty, with particular focus on the categories of race and gender. Prerequisite: 111 or SO standing

### **ECON 326 History of Economic Thought (4)**

Examination of the development of economic thought. Schools and views considered include the ancients, scholastics, mercantilism, classical political economy, Marxian, neoclassical economics, and institutionalism. Prerequisite: 111.

### **ECON 327 Economic Thought and Religious Values (4)**

An examination of how economic life has been viewed from the perspective of religion, particularly Western Christianity: from roots in the Hebrew and Christian scriptures, through the early church, middle ages and the Protestant Reformation, up to contemporary debates about free markets, Marxism, feminism and the social teaching of the Roman Catholic Church today. Prerequisite: 111 or sophomore standing and THEO 111.

### **ECON 328 Economics, Philosophy and Method (4)**

An inquiry into the philosophy of social science and the methodology of economics. A survey of philosophical debates concerning what makes a "good" explanation in natural science and social science, and an examination of the debates within the history of economics concerning the requirements for good explanations of economic events. Prerequisite: ECON 111 or Sophomore standing.

### **ECON 329 Topics in Economics (1-4)**

Analysis of Emerging, historical, contemporary, or applied areas in economics. Consult course schedule for current offerings. May be repeated for credit with different topics. Prerequisite: 111.

### **ECON 329A Behavioral Economic Ideas (2)**

Examines social influences and psychological constraints affect household choices. Questions asked include the

following: Why is having more choice sometimes detrimental to good decision-making? How do common decision rules and behaviors lead consumers and managers astray? How can better systems and incentives help people improve choices? How can the introduction of market norms undermine social norms? Why do most people lie, cheat, and steal just a “little bit”? Course will explore how behavioral economic findings can be applied in policy, business, and finance. Prerequisite ECON 111 or PSYC 111 or Sophomore Standing.

### **ECON 329B Behavioral Economic Analysis (2)**

Focuses on how cognitive limits, social forces, and psychology interact to affect human decision making under conditions of uncertainty and over time. Traditional economic theories will be compared with behavioral economic models. The course will also explore behavioral games with applications to bargaining and questions of fairness. Applications will include considerations of risky behavior, insurance pricing and choice, savings and investment behaviors, eating/exercise behaviors, and the extent of cooperation in groups. Prerequisite ECON 111 or co-requisite ECON 329A.

### **ECON 329C Economics of Climate Change (2)**

Examines the economic effects of climate change. Some important questions explored include the following: Which communities and countries are most affected by climate change? How does climate change affect agricultural production, our food supply, livelihoods, air quality, human health, and ecosystems? What are the different methods of measuring the economic cost of climate change? How do international climate negotiations like the Kyoto Protocol, the Paris Agreement or the UNFCCC meetings try to mitigate and prevent the effects of climate change? It also considers policy options that will help different communities and groups to adapt to climate change, and explores economic models and impacts of policies intended to affect the rate or nature of climate change. Prerequisite(s): ECON 111 or permission of the instructor

### **ECON 329D International Economic History (4)**

A survey of trends in the international economy since the industrial revolution. Primary emphasis on the role of trade in industrialization and growth. Other topics include the spread of the industrial revolution from Britain; the role of domestic and international financial markets in growth; the nature and causes of international business cycles; the international nature of the Great Depression; and economic growth since World War II. Prerequisites: ECON 111 or Sophomore Cohort Standing.

### **ECON 332 Microeconomic Theory (4)**

Development of the theory of microeconomics. Demand theory and analysis of consumer behavior. Theory of the firm, analysis of production, costs and market structure in determination of supply. Factor markets. Introduction to theory of welfare economics. Prerequisites: 111 and either MATH 118 or 119. Fall and spring.

### **ECON 333 Macroeconomic Theory (4)**

Development of the theory of macroeconomics. Determination and analysis of macroeconomic activity using IS-LM, aggregate demand and aggregate supply models within the context of an international economy. Microeconomic foundations of macro-behavior. Evaluation of monetary and fiscal policies directed to problems of unemployment, inflation, growth and macroeconomic stability from classical and contemporary approaches. Prerequisite: 111 and either MATH 118 or 119. Fall and spring.

### **ECON 334 Introductory Econometric Analysis (4)**

Engaging in analysis and drawing inferences from economic data are an important tool for students interested economics, business, policy, and financial analysis. Students in this course will formulate hypotheses based on economic theory that can be tested with data. Students will become proficient in regression analysis and related statistical inference using appropriate software. They will understand issues related to proper variable and functional form selection, and they will be able identify and correct for violations of the Classical Model of regression analysis (e.g., multicollinearity, heteroskedasticity, and autocorrelation). They may be exposed to more advanced topics in econometrics.

### **ECON 350 Topics in Econometrics and Data Analysis (4)**

Students will examine more advanced techniques in econometrics and data analysis. Topics may include time-

series analysis, panel data analysis, limited dependent variable analysis, simultaneous equations and instrumental variable approaches. Other advanced econometric and data analytic methods may be introduced depending on instructor. Students will be introduced to more advanced uses of software in data analysis and management.

#### **ECON 353 Labor Economics and Policy Analysis (4)**

Labor force participation, wage determination, and income distribution. Collective bargaining, bargaining power, and labor legislation. Economics of the family, poverty, and discrimination. Evaluation of labor market policy. Prerequisite: 334.

#### **ECON 359 Advanced Topics in Economics (4)**

Analysis of contemporary or historical topics or applied areas in economics. Consult course schedule for current offerings. May be repeated for credit with different topics. Prerequisite: 332 (or 333) and 334.

#### **ECON 359C Environmental Economics and Policy (4)**

This course will study the economics of public policy toward natural resources and the environment. It will start by developing the concepts of externalities, public goods, property rights, market failure, and cost-benefit analysis and will then consider additional problems such as information, uncertainty, and risk analysis. These concepts be used to evaluate environmental policy towards actual policy problems such as air pollution, water pollution, solid waste management, and hazardous materials. The course will also cover public policy towards nonrenewable resources, such as fossil fuels, and renewable resources, such as forests and fisheries. Prerequisite: 332 & 334 or written perm of instructor.

#### **ECON 359E Economics of Disasters (4)**

Examines the economic concepts and relevant policy issues concerning the impact of natural disasters including hurricanes, earthquakes, droughts, and climate change. Topics include the history of natural disasters and their economic impact, economic vulnerability to disasters, the role of insurance, disaster impact on poverty and inequality, and post-disaster growth and reconstruction. Emphasizes the analysis of existing research, and the evaluation of both pre- and post-disaster policy. Prerequisite: 332, 333 & 334

#### **ECON 359G International Finance Theory and Policy (4)**

International finance as a field of economics arises because of special problems associated with the economic interaction between sovereign states. This course will introduce the main concepts and theories of international finance and illustrate them with real world applications. Students will be equipped with tools and methods to study and analyze international economic issues and problems. The course addresses a wide range of issues, including the balance of payments, exchange rate determination, international policy coordination, economic integration and monetary unification and international investment and banking (international capital markets). Prerequisites: 333 and 334.

#### **ECON 359H Education Economics & Policy (4)**

This course will explore a range of theoretical, empirical, and policy dimensions of education. The course will examine the theory of human capital development as a foundation for understanding benefits and costs of education. The theory and estimation of education production and cost functions will be studied. The course will further consider the returns from education both at the individual level and in terms its economic growth effects. The course will also review the labor markets for teachers, the role of taxation in education finance, and the methods of financing elementary, secondary, and tertiary education in the United States. Special topics will include the achievement gap and the role of technology in education. Prerequisite: ECON 333 and 334 or written permission of the instructor.

#### **ECON 359I Introduction to Game Theory Applications in Economics (4)**

This is an introductory course to game theory and its applications in economics. The course will cover the main topics of non-cooperative game theory in a mathematically rigorous way. Game theory is the mathematical study of behavior in strategic settings: situations in which an individual must think about other individuals' perspectives and choices to determine one's own optimal choice(s). The course covers a set of analytical tools essential to understanding and consequently predicting behavior in multi-person decision settings. The course trains students to analyze strategic interactions between individual economic agents and to solve various types of games. In addition

to learning the substance of game theory and improving students' mathematical skills and logical thinking, Prerequisite ECON 332 (or 333) & 334

#### **ECON 362 Economic Development (4)**

Examines and analysis of issues of economic development in developing and developed countries. The course focuses on understanding key concepts in evaluating economic development of economies and understanding the process of development as a broad notion of wellbeing of individuals within economies. The course uses the gender lens to understand heterogeneities in the experience of economic development within and across societies.

Prerequisite: 334.

#### **ECON 363 Economic Growth (4)**

Investigation and analysis of the theoretical and empirical causes, processes, and consequences of economic growth. Particular attention is given to the roles of history, capital accumulation, education, and research and development in economic growth to explain why some countries experience growth and others do not. Prerequisite: 333 and 334.

#### **ECON 364 Dynamic Macroeconomics (4)**

Development and application of dynamic models to macroeconomic phenomena. Models will include the Solow growth model, overlapping generations models, and real business cycle models. Emphasis will be on the general equilibrium nature of macroeconomics and the need to consider macroeconomic theory and policy in a dynamic, rather than a static, context. Prerequisite: 333 and 334.

#### **ECON 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Prerequisite: completion of 12 credits within the department, including 334, and permission of the department chair. Consult department for applicability towards major requirements. Not available to first-year students.

#### **ECON 373 International Theory and Policy Analysis (4)**

General equilibrium analysis of reasons for trade and the gains from trade. Impact of international trade on income distribution. Trade and commercial policy. Politics of trade. International trade agreements and trade wars. Exchange rates and balance of payments. Prerequisite: 333 and 334.

#### **ECON 374 Monetary Theory and Policy Analysis (4)**

Theoretical analysis and empirical investigation of the effect of money on macroeconomic activity from classical and contemporary approaches. Theories of money demand and the money supply process. Issues in the formulation, execution and impact of monetary policy. Prerequisite: 333 and 334.

#### **ECON 376 Industrial Organization and Public Policy (4)**

Theoretical and empirical analysis of the behavior of and policies for business and industry. Theories of production, costs, and market power are studied along with related estimation methods. Applied game theory is used to study strategy and policy in imperfectly competitive markets. Models and strategies of businesses that compete on product quality and location are considered. Special topics may include pricing strategy, information economics, intellectual property and innovation, and network industries. Prerequisite: 332 and 334.

#### **ECON 380 Welfare Economics and Public Policy Analysis (4)**

Application of the new welfare economics to analysis of government policy. Efficiency and equity criteria are developed and applied to analysis of expenditures and tax policy with special focus on the federal government. Evaluation of specific government programs. Examination of taxation theory and burden of the public debt. Prerequisite: 332 and 334.

#### **ECON 384 Advanced Research in Economics (4)**

A directed research experience in economics. Application of economics research methodology and analysis in

various sub-disciplines of economics. Each student intensively explores a topic and makes a formal presentation to the department. Prerequisite: 332, 333, 334 and one course numbered 350 or higher. Fall and spring.

**ECON 397 Internship (1-4)**

Practical off-campus experience. Must have a substantial academic component. Directed by officers of employing firms or institutions. Prerequisites: 20 credits in economics, senior standing and permission of the department chair. These credits will not apply to the requirements for a major or minor.

**ECON 398 Honors Senior Essay, Research or Creative Project (1-4)**

Required for graduation with "Distinction in Economics." Prerequisite: COLG 396 and approval of the department chair and director of the Honors Thesis program. For further information see COLG 398.

## **SUBJECT: Education**

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### **EDUC 111 Introduction to Teaching and Learning in a Diverse World (4)**

Participants will examine trends in education, the philosophical foundations and the history of P-12 education. Additionally, they review the social problems and tension points in American education. Participants also examine the effects of their own culture on their education and begin an exploration of teachers' awareness of diversity issues in education as well as their sensitivities toward working with diverse student populations in various settings. A service learning component is required for the course and a teacher shadow experience is required for acceptance to the Education Program. Offered for A-F grading only.

### **EDUC 150 Fundamentals of Music (2)**

An introductory course in which participants are actively involved in learning the elements of music (form, expression, rhythm, melody, texture, harmony) through reading, writing, composing, analyzing and performing. Piano and recorder study will be emphasized. Offered for A-F grading only. Prerequisite: EDUC 111

### **EDUC 151 Principles of Art (2)**

Course participants gain an understanding of how culture, gender, socio-economic status, and personality influences the art created by a diverse group of artists. In addition, they acquire a visual arts vocabulary needed for critiquing and interacting intelligently and sensitively with a variety of artistic styles and art forms. Using artistic reproductions and quality children's picture books, as well as field experiences to local/state art galleries that would enhance a K-6 art curriculum, are all part of this course. Prerequisite: Elementary Education majors are given preference. Elementary Education majors must register in conjunction with EDUC 315. Offered for A-F grading only.

### **EDUC 203 Human Growth & Development (4)**

Education 203 is a survey course that provides an introduction and overview of human development (conception through young adulthood) with an emphasis on topics of particular importance for humane and compassionate practice and for effective educational decision-making. Course content is correlated to the Minnesota Standards of Effective Practice for Teachers (SEPs). And will include the following topics: Theories, stages and principles of development, dispositional considerations, the intersectionality between domains of development, considerations of diversity, critical evaluation of applied theories, and applied practice. Prerequisite: EDUC 111. Offered for A-F grading only.

### **EDUC 212 Clinical Experience: Elementary Education (1-2)**

(Diversity Immersion Week and Local Field Experience) Daily participation and observation in a classroom where work as a teacher aide, tutor and classroom assistant is required. Assignments focus on understanding multicultural perspectives, knowledge about diverse cultural/religious/family groups, and strategies to use when educating students in culturally diverse K-8 classrooms. Prerequisite: 111. Offered for A-F grading only.

### **EDUC 213 Clinical Experience for K-12/5-12 Majors (1-2)**

(Diversity Immersion Week) Observation and field experience in a K-12 or a secondary/junior high/middle school setting where work as a teacher aide, tutor and classroom assistant is required. Assignments focus on understanding multicultural perspectives, knowledge about diverse cultural/religious/family groups, and strategies to use when educating students in culturally diverse 5-12 or K-12 classrooms. Prerequisite: 111. Offered for A-F grading only.

### **EDUC 214 Embedded Children's Literature in the United Kingdom (4)**

Course participants will read and analyze literature written for children by authors from across the globe, with an emphasis on the United Kingdom. Students will explore cross-cultural comparisons of the social, political, and cultural forces that shape writing and publishing for young readers. The embedded study abroad course will focus on distinguishing characteristics of genres, critical analysis of literary elements, and developmental considerations for young readers with instructional emphasis on writing and discussion processes.

### **EDUC 215 Literature for Children and Adolescents K-8 (4)**

This course explores aspects of the human experience through reading, discussing, and analysis of literature and

poetry written for children. Students will encounter themes related to justice within children's literature. Topics include cultural representation, accuracy, and authenticity, distinguishing characteristics of a variety of genres, the dynamic interaction of literary elements, approaches to critical analysis, problems of censorship, and developmental considerations for young audiences. Emphasis is placed on writing and discussion processes. Literature for the course is selected to represent a variety of diverse cultures. Co-requisite: Students intending to major in elementary education must take this course during sophomore block. Non-education students are welcome with permission from the instructor.

### **EDUC 216 Exploring Justice through Young Adult Literature (2)**

This course explores aspects of the human experience and concepts of justice through discussion and analysis of young adult literature (YAL). YAL is an exploding field of literature written specifically for young adults (ages 12-18) that addresses often edgy or taboo contemporary social issues. Participants will explore themes of identity and community as well as concepts of justice including environmental, social, political, economic, and educational justice. The course is designed for students of all majors and minors interested in exploring concepts of justice and aspects of the human experience through literature. Offered for A-F grading only. No prerequisite

### **EDUC 268 Multidisciplinary Science for Mid-level Educators (4)**

This course is designed to give students a broad experience in the content of the natural science appropriate for the mid-level science education (grades 5-8). This course will help students develop an understanding and appreciation of the nature of science, the evolution of science, how we see science, the role of science in society, and the prospects of science in the future using the inquiry process. This course emphasizes content in the domains of earth and space science, and physical science. Prerequisites: BIOL 101, CHEM 125 and PHYS 105 or Permission of instructor. Offered for A-F grading only.

### **EDUC 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **EDUC 280A Education and Healing in 21st Century Bosnia and Herzegovina (2)**

Participants in this study trip will explore the impact of education, formal and informal, on healing and/or maintaining contemporary cultural tensions among the diverse populations of people living in Bosnia and Herzegovina (BiH). Interviews with representatives from NGOs, religious organizations, political groups, and public school teachers and students will enhance participants' understanding of education in BiH. Site visits, course readings, and group discussion will also support learning. While our investigation of culture will be grounded in BiH's contemporary educational systems, students will also have opportunities to recognize that educational systems reflect historical and political realities.

### **EDUC 280B Children's Literature in the United Kingdom (4)**

This course focuses on children's literature as a field of study and as an important component in the lives of children. Students will read and discuss several examples of speculative/fantasy British children's literature and consider the literary quality and cultural implications of each. Students will read picture books, poetry and novels written for children and adolescents by British authors in the 19th, 20th and 21st centuries.

### **EDUC 300 Structures of English for the ESL Teacher (4)**

The course addresses both the structures of the English language in a format that allows pre-service teachers to not only understand how the language works, but also how these structures can be taught effectively. The course will cover an introduction to linguistics, including English grammar rules, phonology, morphology, orthography, vocabulary, semantics and pragmatics. This course will also cover word and sentence-level pronunciation rules in North American English. Students will observe and analyze speech and writing samples of English language learners, and design activities and lessons that target the development of specific structures of English in a contextualized, communicative way. Offered for A-F grading only.

### **EDUC 301 Teaching Literacy to English Language Learners (2)**

This course provides pre-service teachers with an overview of the challenges ELLs face in classrooms with regards

to literacy. The course explores the importance of using a variety of instructional approaches to meet the needs of ELLs, and stresses the need to include teaching materials that support second language literacy development in both the ESL and mainstream classroom. This course includes an in-depth exploration of the differences between first and second language literacy development, and the effects that limited English proficiency has on student academic success. Offered for A-F grading only.

### **EDUC 302 Assessing English language Learners (2)**

This course addresses the importance of using appropriate methods of assessment when measuring achievement and making decisions about English Language Learners. Some of the issues that will be explored include purposes for assessing, types of assessments, limitations of traditional assessments, creating validity and reliability in assessments, administering tests, interpreting test results, and sharing results with learners, colleagues and parents. Students will design language and academic content assessments for use with English Language Learners. Offered for A-F grading only.

### **EDUC 303 Theoretical Foundations of ESL (4)**

This course is designed to build on candidates' knowledge of English structures by bringing together theories of first and second language acquisition with methods and approaches to language instruction. This writing-intensive course covers the topics of first and second language acquisition, biological and sociological factors in human learning and language acquisition, sociocultural issues related to language, motivation and policy making, as well as accepted approaches and methods to language pedagogy used in variety of ESL contexts. Participants will research and report on the latest findings in the field of language acquisition, and analyze and critique the major pedagogical approaches in the field of ESL. Prerequisites: completion or simultaneous enrollment in ENGL 387 or EDUC 300. Offered for A-F grading only.

### **EDUC 304 ESL Methods and Materials (4)**

This course is designed to provide students with an overview of practical issues pertaining to teaching ESL today, including course and lesson planning, second language teaching methods, strategies instruction, as well as hands-on experiences working with elementary, high school and post-secondary learners. Topics covered include: information on learners of various ages and ability levels, communicative-based approaches to teaching ESL, creating and adapting lesson plans, working with technology and creating and analyzing ESL teaching materials. A variety of clinical experiences will prepare participants to work with ESL students in any setting. Prerequisites: completion or simultaneous enrollment in ENGL 387 or EDUC 300, or permission of instructor. Offered for A-f grading only.

### **EDUC 305 Human Exceptionalities: School, Home, and Community (1)**

This course provides an introduction and overview of human exceptionalities with an emphasis on considerations in education. Course content is correlated to the Minnesota Standards of Effective Practice for Teachers (SEPs). It will include the following topics: history and laws of special education; knowledge of exceptionalities (particularly those specified under IDEA); the human experience of exceptionalities; effective and ethical practice with special needs students in the least restrictive environment; collaborating with parents and professionals; the process of pre-referral, referral, 504 plans, IEPs and attending IEP meetings; considering, developing, and applying accommodations, adaptations, differentiation, and accessibility; response to intervention; and technologies that support students with exceptionalities. Prerequisite: EDUC 203 or permission of instructor.

### **EDUC 309 Teaching Native Americans' Histories and Cultures (2)**

Minnesota's teachers of social studies share an important responsibility for accurately and honestly teaching the histories and cultures of North America's Indigenous people. Unfortunately, many pre-collegiate students have few opportunities to consider the complex stories, including: diverse perspectives, values, beliefs, triumphs, challenges, and traditions of Native Americans across the United States generally, and within Minnesota specifically. This course is designed to enhance preservice social studies teachers' ability to question, and when appropriate, correct myths that they may have learned. Specifically, participants will construct knowledge of Native American histories and cultures while evaluating their inclusion in K-12 curriculum materials, selecting resources that can be used to integrate Native perspectives, and developing learning experiences that accurately represent Native American historical and contemporary experiences. Prerequisite: EDUC 111

### **EDUC 313 Teaching Physical Education K-6 (1)**

Participants study techniques for organizing, planning and teaching activities for the K-6 physical education program. Clinical observations and peer and classroom teaching experience are required. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

### **EDUC 315 Art Pedagogy in Grades K-6 (2)**

Course participants will learn to teach K-6 students the four essential components of a quality art program: art aesthetics, criticism, history/heritage and production. Participants engage in a field experience in grades K-6 to observe and to implement developmentally appropriate art lesson. In addition, participants create an art resource file which includes art lessons/art works completed both in and outside of class. This resource package must include a variety of art concepts, grade levels and art media. There is a heavy emphasis on addressing the concepts, issues and trends in multicultural education as it relates to the creation of a culturally diverse art curriculum. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

### **EDUC 318 Social Studies Pedagogy in Grades K-6 (4)**

In this course, participants consider key historical and social studies concepts and methods of inquiry as they prepare meaningful social studies experiences for children in the elementary classroom. The Minnesota Academic Standards in History and Social Studies and the NCSS Curriculum Standards for Social Studies are used when creating developmentally appropriate lessons that accommodate elementary students' diverse needs. Students also learn to select and utilize a variety of instructional methods and resources. This course includes a weeklong practicum. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

### **EDUC 320 ESL Practicum Lab (1)**

This course is designed to provide students with hands-on experiences in teaching English as a second language to late-adolescent learners with emerging academic English skills. An important component of this course is hands-on experience working with English Language Learners (ELL). To gain experience in diagnostic assessments and teaching, you will be teaching international students here at CSB/SJU. The practicum lab consists of classroom teaching, individual assessments and tutoring. You will plan and teach a lesson to a group of English Language Learners on our campus, and debrief this experience with your instructor and your peers.

### **EDUC 321 Music Pedagogy K-6 (3)**

Through active involvement, music majors learn to teach K-6 students the important elements of music: form, expression, rhythm, melody, texture and harmony, in view of the National Arts (music) Standards and MN-Academic Standards. They study the teaching methods currently in use in the U.S., including the methods of Orff, Kodaly and Dalcroze. Students compose, arrange and improvise. They are exposed to non-western music through videos, recordings and class performance. Observations and teaching experiences are required in the K-6 classroom. K-6 music idea files are required. The unique contribution of music toward meeting the special needs of children is frequently addressed. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

### **EDUC 322 Music Pedagogy 7-12 (4)**

Music majors are actively involved in learning how to teach 7-12 general music and instrumental and choral performance groups. Arrangements of choral and/or instrumental compositions for appropriate for this level are required. Non-western music reports are required. Participants become familiar with the National Arts (music) Standards and MN Music Content Standards and Standards of Effective Practice for this level. Observations and teaching experience in all areas (instrumental and choral) are required as well as one teaching experience at the mid-level and secondary level. Each student must pass a guitar and piano proficiency test. The unique contribution of music toward meeting the special needs of adolescent students is frequently addressed. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

### **EDUC 323 Elementary Science Content (4)**

The purpose of this course is to provide pre-service teachers with content specific knowledge, methods, and theoretical basis necessary for success in the elementary science education classroom. The course content emphasizes: teaching for conceptual understanding, problem solving, reasoning and sense making, inquiry, modeling, representations, science as a coherent and connected subject, and technology integration. The course is

also designed to help pre-service teachers develop an understanding of how to use national and state science standards in lesson planning, instruction, and assessment, and become aware of various teaching resources that are available to enrich the science instruction. Prerequisite: EDUC 111 and Sophomore standing

#### **EDUC 325 Mathematics Pedagogy K-6 (4)**

Course participants explore and apply the central concepts, tools of inquiry and structure of mathematics education. Aspects of the MN Academic Standards and the National Council of Teachers of Mathematics Standards are addressed. Participants create and implement developmentally appropriate lessons which follow the outcome/assessment/curriculum/instruction in an elementary school classroom. These lessons also include accommodation for learners with diverse backgrounds and learning modes. Prerequisites: MATH 121, 180 and (310 or 379A); and acceptance into the Education program. Offered for A-F grading only.

#### **EDUC 333 Music Pedagogy K-6 (2)**

Through active involvement, course participants learn to teach K-6 students the important elements of music: form, expression, rhythm, melody, texture and harmony, in view of the National Arts (music) Standards and the Minnesota Academic Standards. They study the teaching methods currently in use in the U.S., with special emphasis on the methods of Orff, Kodaly and Dalcroze. They compose and improvise simple pieces. They are exposed to non-western music through videos, recordings and class performance. Two clinical observations and one teaching experience are required. Music resource card files are required. The unique contribution of music toward meeting the special needs of children will be frequently addressed. Prerequisites: 150 and acceptance into the Education program. Offered for A-F grading only.

#### **EDUC 334 Science Pedagogy K-6 (4)**

Participants study the central concepts and structures of science and plan and implement age-appropriate instruction based on the Constructivist model of learning. The identification of misconceptions and ways to address them through hands-on activities are included. Science process skills and the nature of science constitute a thread running throughout the course, as well as the incorporation of multicultural and special needs issues. Aspects of the MN Academic Standards and the National Science Teaching Standards are implemented in long and short term instructional planning. Clinical observations and a teaching experience are required. Prerequisite: EDUC 310 & 323 & Acceptance into the Education program. Corequisite: EDUC 325. Offered for A-F grading only.

#### **EDUC 340 Art Education/Methods and Materials K-12 (4)**

Art majors learn to teach K-12 students the four essential components of a quality art program: art aesthetics, criticism, history/heritage and production. Participants engage in a field experience in grades K-12 to observe and to implement developmentally appropriate art lessons. In addition, participants create an art resource file which includes art lessons/art works completed both in and outside of class. This resource package must include a variety of art concepts, grade levels and art media. There is a heavy emphasis on addressing the concepts, issues and trends in multicultural education as they relate to the creation of a culturally diverse art curriculum. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

#### **EDUC 341 World Language Pedagogy K-12 (4)**

This course is designed to meet the needs of pre-service teachers in K-12 world/second language education by providing an overview of child and adolescent development with corresponding implications for teaching world language K-12. Specific theories, methods and techniques for teaching second language and culture in K-12 settings will be examined and demonstrated with particular emphasis on national and professional standards for program content, teacher performance, and student proficiency assessment. Students will participate in age appropriate, communicative-oriented materials development and peer teaching scenarios. A field experience is required. Prerequisites: EDUC 310, language courses through 312 & acceptance into the Education Department. Offered for A-F grading only.

#### **EDUC 347 Reading, Writing and Language Growth K-6 (4)**

Course participants explore and apply the central concepts, tools of inquiry and structure of the various language arts processes. Focus is on teaching elementary-age students to read and write narrative, expository and poetic works in the English language. Participants learn instructional practices that support learning outcomes and goals for elementary students' literacy development. Formal and authentic assessment procedures are addressed.

Participants explore cultural, family, development influences on literacy acquisition and demonstrate their understanding of literacy in a field-based performance which considers knowledge of subject matter, diversity, community, and curriculum goals. Prerequisite: Acceptance into the Education program. Offered for A-F grading only.

### **EDUC 349 Introduction to Teaching and Learning in an Online Environment (1-2)**

The course has been organized into seven online modules that introduce participants to the world of online teaching and learning. As an introductory course our focus will be on adapting what we know about best classroom practices in a face-to-face setting to the unique needs of the online environment. Online community and relationship building, curriculum, teaching strategies, selecting the most appropriate digital tools, classroom management, and responding to students' diverse learning needs are among the topics that we will explore. The class includes opportunities to work with and observe teachers who teach classes online. Prerequisite: successful completion of one pedagogy course.

### **EDUC 352 Teaching Reading in the Middle/Secondary Classroom (1-2)**

The purpose of this course is to assist pre-teachers in developing instructional strategies for integrating reading into middle and secondary (5-12) content area classrooms and interdisciplinary curriculum. Participants will investigate the Common Core Literacy Standards for 6-12 content areas as embedded within the Minnesota Academic Standards in English Language Arts K-12. They will study basic concepts of reading instruction (including phonics, phonemic awareness, vocabulary, fluency, and comprehension) and apply a variety of strategies for teaching vocabulary and comprehension of informational text through their content area. In addition, participants will evaluate reading materials for text complexity and modify them based on the needs of students. This course will address Minnesota Standards of Effective Practice for Teachers as well as the following content area reading standards: 5-12 Teachers of Mathematics, Science, Social Studies, and Communication Arts and Literature; K-12 World Languages and Cultures, Visual Arts, and Vocal and Instrumental Music. Offered for A-F grading only. Prerequisite: EDUC 310

### **EDUC 355 Pedagogy in Grades 9-12 (4)**

Participants learn and apply the principles of effective long and short term planning of developmentally appropriate lessons for students in grades 9-12. In addition, participants develop a variety of authentic assessment strategies for their particular disciplinary area, including aspects of the MN Standards and appropriate National Standards. A field experience is required with this course. Prerequisite: Acceptance in the Education program. Offered for English, Social Science, Mathematics, Science, and Theology. (EDUC 355 for Theology majors covers grades 5-12.) Offered for A-F grading only.

### **EDUC 355A English Pedagogy in Grades 9-12 (4)**

Offered for A-F grading only.

### **EDUC 355B Social Science Pedagogy in Grades 9-12 (4)**

Offered for A-F grading only.

### **EDUC 355C Mathematics Pedagogy in Grades 9-12 (4)**

Offered for A-F grading only.

### **EDUC 355D Science Pedagogy in Grades 9-12 (4)**

Offered for A-F grading only.

### **EDUC 355E Theology Pedagogy in Grades 9-12 (4)**

Offered for A-F grading only.

### **EDUC 356 World Languages in the Elementary School (K-8) (4)**

This course is designed to meet the needs of the world languages teacher in the elementary classroom. Course focus is on current theories of second language acquisition, communicative methods and techniques for teaching

second language and culture in a variety of K-8 settings. These topics will be examined and demonstrated with particular emphasis on national and professional standards for program content, teacher performance, and student proficiency assessment. Students will also learn about the principles of foreign language immersion. A field experience requires observations and teaching in a K-8 setting, with the option to do so in a language immersion classroom. Prerequisites: World Language courses through 312 and acceptance into the Education program for Elementary majors. Offered for A-F grading only.

### **EDUC 357 Finland Forward – Linking Science and Movement with Educational Success (2)**

The goal of this course is to explore how schooling shapes and perpetuates cultures by examining schools in Finland. Finland is known to have one of the best education systems in the world. The transformation of the Finns' education system began some 40 years ago as the key propellant of the country's economic recovery plan. In this course, students will explore the interdisciplinary approach to the educational systems and be looking at what is taught as part of the national curriculum that was recently adopted. Students will work with teachers, university faculty, and educational decision makers in the country and observe students in schools. This course will review the research related to the practices of physical activity and wellness that are incorporated throughout the school day and learn how sustainability of the resources are an integral part of the educational system.

### **EDUC 358 Mid Level Literacy and Pedagogy in Language Arts, Mathematics, Science or Social Studies (4)**

The participants in this course will gain an understanding of the importance of literacy instruction in the middle school curriculum. The class will review developmental stages of students in the middle grades as well as the philosophical foundation for middle school. Developmentally appropriate practices in middle level content areas are explored. Both Minnesota and National Standards are examined and used in planning lessons that are appropriate for the student. Curricular materials and resources are reviewed for use in teaching. A field/teaching experience at the middle school is integrated into the course. Prerequisite: Acceptance into the Education program. At least 8 credits in specialty content area are required prior to registration for this course. Offered for A-F grading only.

### **EDUC 358A Mid Level Literacy and Pedagogy in Social Science (4)**

Offered for A-F grading only.

### **EDUC 358B Mid Level Literacy and Pedagogy in Language Arts (4)**

Offered for A-F grading only.

### **EDUC 358C Mid Level Literacy and Pedagogy in Science (2-4)**

Offered for A-F grading only.

### **EDUC 358D Mid Level Literacy and Pedagogy in Mathematics (4)**

Offered for A-F grading only.

### **EDUC 359 Issues in Education K-12 (1)**

In this capstone course, participants explore school related issues from the perspective of the "Teacher as a Decision Maker" conceptual model. Topics include both current and on-going educational issues such as classroom management, student discipline, parental involvement and diversity. Other matters are also addressed such as the Minnesota Code of Ethics for Teachers, licensure requirements and procedures as well as other legal issues relating to teaching. All participants will have an opportunity to develop a formal management plan integrating their beliefs about teaching and learning, knowledge of the setting in which they will complete their students teaching, and techniques of classroom management they have observed or acquired from their readings and discussion. Prerequisite: Taken the semester immediately before student teaching. Offered for A-F grading only.

### **EDUC 359A Issues in Education K-6 or K-8 (1-2)**

In this capstone course, participants explore school related issues from the perspective of the "Teacher as a Reflective Decision Maker" conceptual model. Topics include both current and on-going educational issues such as classroom management, student discipline, parental involvement and diversity. Other matters are also addressed such as the Minnesota Code of Ethics for Teachers, licensure requirements and procedures as well as other legal

issues relating to teaching. All participants will have an opportunity to develop a formal management plan integrating their beliefs about teaching and learning, knowledge of the setting in which they will complete their students teaching, and techniques of classroom management they have observed or acquired from their readings and discussion. Prerequisite: Taken the semester immediately before student teaching. Offered for A-F grading only.

### **EDUC 359B Issues in Education 5-12, 9-12 or K-12 (1-2)**

In this capstone course, participants explore school related issues from the perspective of the "Teacher as a Reflective Decision Maker" conceptual model. Topics include both current and on-going educational issues such as classroom management, student discipline, parental involvement and diversity. Other matters are also addressed such as the Minnesota Code of Ethics for Teachers, licensure requirements and procedures as well as other legal issues relating to teaching. All participants will have an opportunity to develop a formal management plan integrating their beliefs about teaching and learning, knowledge of the setting in which they will complete their students teaching, and techniques of classroom management they have observed or acquired from their readings and discussion. Prerequisite: Taken the semester immediately before student teaching. Offered for A-F grading only.

### **EDUC 360 Student Teaching K-6 (8-16)**

Participants use classroom observation, information about student, and a strong knowledge base as sources for their teaching in K-6 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching. Offered for S/U grading only.

### **EDUC 360A Student Teaching K-6 (1-16)**

Participants use classroom observation, information about student, and a strong knowledge base as sources for their teaching in K-6 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching. Offered for S/U grading only.

### **EDUC 361 Student Teaching K-8 (8-16)**

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in K-8 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus teaching assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching. Offered for S/U grading only.

### **EDUC 361A Student Teaching K-8 (4-8)**

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in K-8 school settings. Furthermore, they implement aspects of the "Teacher as a Reflective Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus teaching assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching. Offered for S/U grading only.

### **EDUC 362 Student Teaching 5-12 (8-16)**

Participants use classroom observation, information about students, and strong knowledge base as sources for their

teaching in 5-12 school settings. Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only.

### **EDUC 362A Student Teaching 5-12 (1-7)**

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in 5-12 school settings. Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only.

### **EDUC 363 Student Teaching K-12 (4-16)**

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in K-12 major subject area (music, art or world languages). Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only.

### **EDUC 363A Student Teaching K-12 (1-16)**

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in K-12 major subject area (music, art or world languages). Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only.

### **EDUC 364 Student Teaching 5-8 (4-8)**

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in 5-8 school settings. Furthermore, they implement aspects of the “Teacher as Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to students, to become reflective practitioners, and to actively seek out opportunities to grow professionally. Full-time, off-campus teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. S/U grading only

### **EDUC 365 Student Teaching 9-12 (8-16)**

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in 9-12 school settings. Furthermore, they implement aspects of the “Teacher as a Reflective Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching. Offered for S/U grading only Intended for Biology, Chemistry or Physics Majors with a Secondary Education Minor.

Prereq successful completion of all EDUC courses/requirements and major requirements.

### **EDUC 368 International Teaching Externship (ITE) (1)**

International Teaching Externship (ITE) is a post-student teaching international/multicultural experience in which CSB/SJU teacher candidates work with international teaching professionals as volunteer teacher aides, teaching assistants, or team-teachers in globally diverse K-12 classrooms. The four to six week externship begins soon after the successful completion of the Minnesota-based student teaching experience. Since this is not a student teaching experience, externship students are able to teach in a more collaborative, collegial environment while living in other countries, experiencing other cultures, and engaging in diverse educational systems. Offered for S/U grading only.

### **EDUC 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **EDUC 379A Educational Psychology: Science versus Myths (4)**

This course challenges students to consider their beliefs and experiences related to learning, assessment, and behavior; grapple with myths and misconceptions about education and psychology; and actively compare such beliefs and myths with theory and research-based practices in educational psychology. Students will consider several questions related to examining the truth theme, such as: What are the most effective strategies for teaching and learning? How can we infuse equity and culturally responsive pedagogies into our practices? What motivates students to engage in meaningful learning? What influences our behavior, and how do we promote positive behaviors in students? In what ways can assessment become meaningful? How can we interpret, collect, and use data and statistics in meaningful ways to improve learning and behavior? In this survey course, students will actively learn, apply, and integrate theory to inform their practices as future educators, practitioners, policy makers, learners, and citizens. Prerequisite: Sophomore standing, Learning Foundations, CSD:I, Theological Explorations. Offered for A-F grading only

### **EDUC 390 Ethics in Human Relations (4)**

This course examines some prominent ethical views of both Western and Eastern philosophical thinking. Participants explore various ethical perspectives and visions and consider their application in the demanding and ever-changing arenas of classroom, school, community, and world. The focus of ethical analysis in this course will revolve around issues of oppression, discrimination, poverty, violence and educational leadership. While students will grapple with ethical concerns existing in educational issues, this will require that they engage with ethical perspectives relevant to the larger world. Prerequisites: Junior standing and acceptance to the teacher education program. Offered for A-F grading only.

### **EDUC 396 Education Field Experience (1-16)**

Education Field Experience is reserved for Education majors or minors who decided during their student teaching experience that they no longer wish to pursue a teaching license at this point in time. Offered for S/U grading only.

### **EDUC 397 Internship (1-8)**

Practical off-campus experience related to education. Experience is arranged by the student with the advice and approval of the internship director and department chair prior to registering for the course. Departmental moderator supervises and evaluates the experience. Offered for S/U grading only.

### **EDUC 397A Internship (4-8)**

Practical off-campus experience related to education. Experience is arranged by the student with the advice and approval of the internship director and department chair prior to registering for the course. Departmental moderator supervises and evaluates the experience. Offered for S/U grading only.

### **EDUC 399 Research (1-8)**

Education research conducted under the supervision of a staff member. Students will design their own project in

consultation with their moderator or work on a faculty-student research project. Permission of instructor required.

## **SUBJECT: English**

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### **ENGL 110 Introduction to Literature (4)**

Course offered through Upward Bound summer program.

### **ENGL 111 Introduction to Narrative Practice (4)**

Introduction to Narrative Practice develops creative-writing skills in service of students' professional pursuits. Applying skills from creative-writing to their future careers allows students to develop their own imaginative lives, explore questions of identity, amplify underrepresented voices in their professional fields, and to develop programming utilizing creative-writing and close-reading to benefit their future colleagues, clients, and patients. This course employs community-based experiential learning to meaningfully connect narrative practices to systems change outside of the classroom.

### **ENGL 111A Intro Narrative Prac/Health (4)**

Introduction to Narrative Practice develops creative-writing skills in service of students' professional pursuits. Applying skills from creative-writing to their future careers allows students to develop their own imaginative lives, explore questions of identity, amplify underrepresented voices in their professional fields, and to develop programming utilizing creative-writing and close-reading to benefit their future colleagues, clients, and patients. This course employs community-based experiential learning to meaningfully connect narrative practices to systems change outside of the classroom. Intended for Health majors. Instructor Permission required.

### **ENGL 111B Intro Narrative Prac/Bus (4)**

Introduction to Narrative Practice develops creative-writing skills in service of students' professional pursuits. Applying skills from creative-writing to their future careers allows students to develop their own imaginative lives, explore questions of identity, amplify underrepresented voices in their professional fields, and to develop programming utilizing creative-writing and close-reading to benefit their future colleagues, clients, and patients. This course employs community-based experiential learning to meaningfully connect narrative practices to systems change outside of the classroom. Intended for Business majors. Permission of instructor required.

### **ENGL 112 Introduction to Analytical and Rhetorical Writing (4)**

Analytical reading, writing, and critical reasoning for a variety of rhetorical purposes, including argumentation (broadly conceived). Practice in developing ideas, insights, and claims through the use of both personal observation/experience and external texts and perspectives. From this workshop-oriented course, you should gain awareness of the composing processes of invention, drafting, and revision; the rhetorical concepts of audience and purpose, methods, for developing, organizing, and editing your writing; and strategies for reading and analyzing various texts.

### **ENGL 120 Topics in Fiction (4)**

Introduction to fiction with emphases on close reading, critical thinking, discussion and writing skills. Course topic and content vary from course to course. Recent offerings have included "Monstrosity and Metamorphosis", "City Mysteries", and "Fiercely Funny Fiction".

### **ENGL 120B Fiercely Funny Fiction (4)**

Imagine spending a semester reading novels about war, violence, and family strife. Would you descend into a slough of hopelessness and suffering? Not in this course. We'll read novels by writers who use the devices of humor to explore deeply serious matters. Consider, for example, Joseph Heller's *Catch-22*, the novel whose title became the phrase for irresolvable, absurd, even deadly bureaucratic tangles. In Heller's novel, a military pilot who fears danger and refuses to fly bombing missions is sane, so he must fly more missions; a pilot willing to fly dangerous bombing runs is insane and eligible for grounding: "All he had to do was ask; and as soon as he did, he would no longer be crazy and would have to fly more missions." We'll read short stories and novels that use black humor, satire, parody, and other modes of humor to evoke laughter and to provoke thought about social institutions, ethical norms, and everyday choices.

#### **ENGL 120C The Truth of Fiction (4)**

"Literature was not born the day when a boy crying "wolf, wolf" come running out of the Neanderthal valley with a big gray wolf at his heels; literature was born on the day when a boy came crying "wolf, wolf" and there was no wolf behind him." Vladimir Nabokov In this course we explore how the ordinary stuff of life gets transformed into stories that delight us, anger us, inspire us, and spur us to action. What is gained in this process of transforming "fact" into "fiction"? We will read several novels and short stories and watch a few films to explore this central question. Focusing on the social and political functions of storytelling, we will examine the ways in which stories can reinforce, reinvent, or subvert the ways in which we understand our world.

#### **ENGL 120D Tragedy, Passion and Sacrifice (4)**

Bloody murder, illicit sex, martyrdom, guts and gore: This course is a pleasure tour through some of the noisiest transgressions in the Western Literary Canon. After a brief grounding in the patricide and fratricide of Greek theatre, the Bible, and Shakespeare, we'll see what shape these themes take in modern U.S. fiction. Expect Wise Guys and Men in Pink Suits. We'll also consider, occasionally, what happens when women take these matters in hand. Not for weak stomachs.

#### **ENGL 120F Monstrosity and Metamorphosis in Fiction (4)**

Monsters are an integral part of our narrative experience, from childhood ghost stories to updated contemporary tales of vampires and zombies. We are fascinated with monsters, the creatures that are almost us but not quite, the creatures we might become. The word monster comes from the Latin monere, meaning "to show," "to warn, or "to remind" (Webster's Word Histories, 1989). This course will examine literary representations of the monstrous. We will ask: How do we conceive of the monster and the monstrous? What forms can the monstrous take? What is the relationship between monsters and desire? What does monstrosity teach us about narrative forms? And above all, what does the monster reveal or show us about ourselves, especially how we understand and construct individual and social identity?

#### **ENGL 120G The Hero's Trek: An Expedition Through Literature (4)**

Heroes are easy to find in REALLY good books, right? However, have you ever wondered what makes those heroes "heroic"? What makes heroic characters relatable and unreachable at the same time? Can villains be heroic? Can heroes be bad? Throughout your semester-long literary expedition, we'll look at MANY types of heroic characters—some characters you might like and some you won't; some you can relate to and some you can't. We'll begin our expedition by creating a literary guide and a literary roadmap in order to figure-out how to effectively identify heroic characters. As we navigate through myriad literary worlds, the following is a list of "heroes" we'll likely bump-into (not in any particular order): Gilgamesh, Lisbeth Salander, Guinevere, Esther, Aragorn, Odysseus, Aeneas, Laura Ingalls, Beowulf, Harry Potter, Natty Bumppo/Hawkeye, Wife of Bath, Dracula, Sherlock Holmes, Lucy Pevensie, Achilles, Katniss Everdene. Who knows, you might even encounter an Ironman or a Black Widow or a Rick Grimes or an Aladdin or a Xena along the way. Join us as we travel vast literary worlds in search of the sometimes elusive but always interesting literary hero.

#### **ENGL 120H Crime Writing and the Search for Justice (4)**

This class introduces you to the way that crime writing—especially the detective story—searches for justice. Crime plunges the world into chaos. Crime writing asks, "How can order be restored? Does justice mean returning to the status quo or forging a new order?" In this class, we will examine legal justice, moral justice, revenge, and forgiveness as efforts to restore order. We will also ask how social inequity challenges the idea that justice means restoring the status quo. This class will particularly explore how the search for justice in crime writing reflects on religious practices of forgiveness, especially those cultivated within Benedictine spirituality. Texts may include detective fiction by writers such as Arthur Conan Doyle (Sherlock Holmes), Agatha Christie, G. K. Chesterton, and Walter Mosley as well as a range of other texts about crime and justice, including the Rule of Benedict. Students in this class can expect to learn about detective fiction as a genre and to develop a more complex perspective on the moral questions that crime writing explores.

#### **ENGL 120I Reading Science and Fiction: From the Known to the Unknown—and Back Again (4)**

Imagine asking your Smart-device to continue reading Isaac Asimov's book "I, Robot." Imagine attending a history lecture on The Plague. Imagine listening to a speaker on catastrophic climate change and its impact on humans in North America. Imagine having a discussion with a psychology professor or colleague about changing gender roles

and expectations. Imagine watching an anti-gravity football game with your teammates. The common link between these “imaginings” is this: Fiction helps discuss science AND science helps inform fiction. In this introduction to reading fiction course, students will have the opportunity to explore intersections between worlds of fiction and worlds of science by reading and discussing works by authors, thinkers, and scholars such as Leonardo DaVinci, George Orwell, HG Wells, Stephen Hawking, Sun Tzu, Marie Curie, Margaret Atwood, Philip K. Dick, Isaac Asimov (among others). Students will have opportunities to seek out places where new life might emerge, to explore strange new (and old) worlds, and to go boldly where they may not have gone before in their reading and collegiate experience.

#### **ENGL 120J Modern Stories, Modern Life (4)**

The goal of Modern Stories, Modern Life is to improve each student’s ability to read closely, think critically, write effectively and speak persuasively. Our primary means of doing this will be in reading and responding to a variety of works from contemporary American fiction and nonfiction. Students will learn to identify the basic elements of narrative so that they might move from, “I liked the story because it was about motorcycles and I like motorcycles,” to, “The writer’s use of setting contributed to the singleness of effect of the story by heightening the main character’s sense of isolation.” Along the way, we will encounter many of the fundamental issues of our day: love, loss, war, peace, the nature of civilization, the civilization of nature, and so on. Our material will be drawn from some of the most influential writers of our time such as George Saunders, ZZ Packer, Tim O’Brien, Jhumpa Lahiri, among others. During the course of the semester, students will complete several peer-edited, revised essays, as well as a variety of shorter, informal writing and speaking exercises. Daily class preparation will involve close readings of our text and crafting a question/comment or two as a possible discussion starter for the class. Much attention will also be devoted to the student’s own work through regular, peer-editing sessions and one-to-one writing conferences with the instructor.

#### **ENGL 121 Topics in Fiction and Film (4)**

Introduction to fiction and film with emphases on close reading, critical thinking, discussion, and writing skills. Course topic and content vary from course to course.

#### **ENGL 122 Topics in Fiction and Poetry (4)**

Introduction to fiction and poetry with emphases on close reading, critical thinking, discussion and writing skills. Course topic and content vary from course to course. Recent offerings include "Men, Women, and Aliens", "Modern Irish Literature", and "Myth: Fiction and Poetry."

#### **ENGL 122A Reading Fiction & Poetry: Myth, Fiction and Poetry (4)**

In this course we will read fiction and poetry written by a variety of modern and contemporary authors who incorporate mythology and/or legends into their writing. As we begin each piece of fiction or poetry, we will simultaneously read versions of the myths or legends being accessed in the writing; in this way, we can see how the author may be re-imagining and translating the myth into his or her contemporary social, political, and artistic contexts. Students may expect to read writers from several different cultures and countries, to gain skills and confidence reading both poetry and fiction, and to explore the imaginative and critical dynamics of re-writing myth—both in our course readings and in multiple creative and critical writing exercises that we will undertake throughout the semester.

#### **ENGL 122D Literature: Men, Women and Aliens (4)**

“Find me near the flower’s eye, that takes in provocation and begins to grow.”-Rumi. One definition of the word provoke is “to stir up intentionally.” In this class, we will examine literature that provokes readers. The literature we will encounter will provoke us in a variety of ways: from asking us to examine race and gender roles to asking us to question some firmly and commonly held beliefs, from asking us to enter into a poem that we might not understand to demanding that we jump into a narrative that will not let us go. The purpose of this class is to get stirred up by literature, to find ourselves breathless, angry, thrilled, confused, all within the confines of a page, so that we may, as Rumi suggests, begin to grow.

#### **ENGL 122E Atlas of a Difficult World (4)**

I borrowed the title of this literature course from a long poem by Adrienne Rich, in which she asks whether poetry can help us find our way through the dangers that mark the world of the twenty-first century. Rich and many other writers

have asked what value imaginative literature has in "a difficult world." Does it create a bridge to cross the abyss between the personal and the public, the aesthetic and the political, the I and the we? Should literature be such a bridge, or is this a misunderstanding and misuse of art? To address these questions, we will read the works of poets, fiction writers, memoirists, and theorists. You will add your voices to this conversation by doing many kinds of writing—a poetry anthology, a personal essay, and a critical/analytical essay. I will also give frequent short written assignments which will become the spring-boards into each day's discussion. I hope we will often find ourselves out beyond the known world, needing an atlas or at least a GPS. There will be a written mid-term exam and an oral final exam. I will ask you to present some of your work to the class, memorize and recite a poem, raise questions, bring your experience of the world to bear on what we read, help each other improve as writers, and be actively engaged in all course activities.

### **ENGL 122F Modern Irish Literature (4)**

This course will both hone and investigate our literary interpretive practices, focusing on some of the most inventive and influential literature to emerge from Ireland in the late nineteenth and twentieth centuries. We'll read both past masters and current practitioners of the literary arts (some in translation), including, W.B. Yeats, Elizabeth Bowen, James Joyce, Flann O'Brien, Thomas Kinsella, Seamus Heaney, Eavan Boland, Medbh McGuckian, Paul Muldoon, and Nuala Ni Dhomhnaill. We will pay particular attention to the way these and other writers imagine(d) their work in conversation with that of their peers, creating and complicating notions of cultural and artistic identity.

### **ENGL 122G Literature: What's a Meta For? (4)**

What does literature mean? So often, a story or a poem mean more than one thing at the same time: and what they are really all about can seem to elude us. In this course we read poems and stories that clearly mean two things at once. But when is a snake just a snake, and when is it Satan? By reading medieval to contemporary texts, we learn to decipher this form of "double-speaking" otherwise known as "allegory." The works we read for class will often be about shape-shifting characters (such as Pinocchio and Gregor Samsa), while all of the stories themselves will appear to shape-shift before our eyes as they start out about one thing and turn into another. By the end of the course, students attain the skills to read these transformations with confidence and delight. Coursework involves attentive reading, reflective and analytical writing, and rigorous participation in class discussions.

### **ENGL 123 Studies in Poetry (4)**

Introduction to poetry with emphases on close reading, critical thinking, discussion and writing skills. Course topic and content vary from course to course. Recent offerings have included "Poetry and Popular Music."

### **ENGL 123A Poetry and Popular Music (4)**

Poetry is an oral art. Traditionally, poetry has been spoken or chanted aloud and integrated with music, dance and ritual. Today, popular culture offers some interesting avenues for exploring the rhythmic, musical and ritualistic use of language in ways that could be considered poetic. The voice that emerged from ritual poetry is a voice of vision and prophecy. Beginning with The Beatles' Sergeant Pepper's Lonely Hearts Club Band (often cited as the first album where the songs are integrated as a work of art), popular music began to do the work of ritual poetry. The visions of popular musicians, like those of poets, became important aspects in a culture's understanding of itself. This course will investigate popular culture manifestations of the visionary tradition in poetry.

### **ENGL 124 Topics in Literature: Cultural and Social Difference – Identity (4)**

Introduction to methods for understanding literary genres, history and/or elements of popular culture with an emphasis on how language and texts (including films and other media) construct gender, racial and/or ethnic identities. Methods include close reading, critical thinking, discussion and writing skills. Course topic and content vary from course to course.

### **ENGL 124A Narrative Identities (4)**

Women, men, and aliens. This sounds more like a reality tv show than a college class, but in fact, it is a popular culture course that offers students a way to explore their personal identities. Through the critical examination of novels, short stories, and movies, students will be asked to think about their own gendered, racial, and ethnic identities. This discussion-based class will also push students to examine the influence of society and culture on identity.

#### **ENGL 124C Nonfiction of Identity (4)**

In this course we will read multiple modern essayists whose work explores ideas of cultural and social difference and identity in our contemporary American culture(s). Writers will include Claudia Rankine, Kao Kalia Yang, Kiese Laymon, and others.

#### **ENGL 124D FICTION OF IDENTITY (CI) (4)**

Years ago, TV cop Joe Friday left a permanent imprint on our nation's sensibility with his signature phrase, "Just the facts, Ma'am." In other words, he was only interested in the truth, the details that really mattered, as he endeavored to solve a case, to figure things out. Fiction, on the other hand, is not dependent upon facts as we generally understand them. (You want talking pigs? Meet Wilbur or Snowball. Ten-year-old wizards? Hello, Harry Potter.) And yet, for those interested in Truth with a capital T, fiction is the best source for questions such as What is Love? Or Loss? How does a mountain FEEL? Who am I?

In this course, students will read fiction – specifically short stories from contemporary masters like Jhumpa Lahiri, George Saunders, ZZ Packer, and Jamel Brinkley – in an effort to better understand concepts of gender, race and ethnicity, and culture.

#### **ENGL 124E Our Monsters, Our Selves (4)**

Monsters are an integral part of our narrative experience, from childhood ghost stories to contemporary tales of vampires and zombies. We are fascinated with monsters, the creatures that are like us but not quite, the creatures we might become. This course will examine representations of the monstrous in a variety of genres in order to examine identity in the contemporary United States, with a particular focus on race, ethnicity, and gender. We will ask: How do we conceive of the monster and the monstrous? Who decides who (or what) is monstrous and why? And above all, what does the monster reveal or show us about ourselves, especially how we understand and construct individual and social identity?

#### **ENGL 124F Detecting Identity (4)**

American mystery stories take a hard look not only at the scene of the crime but also at society. By bringing individual lawbreaking to public view, the detective reveals the tension, hypocrisy, and corruption of the surrounding society. This class introduces you to the detective fiction genre. We will focus on how American crime fiction explores and critiques social identities, especially race, ethnicity, and gender. Readings will include a variety of contemporary detective fiction by writers such as Tony Hillerman, Walter Mosley, and Barbara Neely.

#### **ENGL 124G Border Crossings (4)**

American news media is filled with stories surrounding current refugee crises, travel bans, and immigration debates. But what does it really mean for someone to cross the border into the United States? What narratives does literature and film provide for understanding the complex ways that border crossing affects human identity? This course explores stories about how people are transformed by crossing the United States border; and, how these changes relate directly to their gender, race, and ethnicity (and the way each of those may be perceived and valued in the United States). Through our reading, we will endeavor to better understand social constructions of gender, race, and ethnicity, and to what degree those identities may be assigned or chosen. We will foster awareness of how dominant group features such as whiteness, heterosexuality, and citizenship status interplay with intersectional aspects of identity in meaningful and transformative ways. Our work in the course will lead us to understand power dynamics surrounding the constructions and impositions of identity within United States culture.

#### **ENGL 185 Special Topics (4)**

This introductory-level course fosters close reading, critical thinking, discussion and writing skills across a variety of genres -- from fiction and poetry to film, pop music, autobiography, blogs, travel, and beyond. The course topic and content vary from course to course.

#### **ENGL 206 Creative Writing: Clinical Encounters I (4)**

English 206 is a creative writing course for pre-health science majors. Students participate in a sustained clinical experience, delivering creative writing sessions to a clinical population, while developing their own writing lives. This course helps students increase their capacity for working with ambiguity (moral, creative and narrative), while helping

them see “patients” as people who are not defined by their diseases. Additionally, this course helps future clinicians learn to communicate with precise imagery and metaphors, while revealing connections between the practice of medicine and the arts of poetry and fiction.

#### **ENGL 207 Creative Writing: Clinical Encounters II (4)**

English 207 is a creative writing course for pre-health science majors. Students participate in a sustained clinical experience, delivering creative writing sessions to a clinical population, while developing their own writing lives. This course helps students increase their capacity for working with ambiguity (moral, creative and narrative), while helping them see “patients” as people who are not defined by their diseases. Additionally, this course helps future clinicians learn to communicate with precise imagery and metaphors, while revealing connections between the practice of medicine and the arts of poetry and fiction. Prereq: ENGL 206 (HM given after completion of both 206/207)

#### **ENGL 211 Creative Writing: Nonfiction (4)**

Craft and practice of writing creative nonfiction. Students write original works of creative non-fiction, including forms such as memoir, personal essay, photographic essay, and literary journalism. Students closely examine published essays, and participate in peer-review workshops. This course prepares students for advanced writing courses at the 300 level. Attention to style, grammar, paragraph development, etc. Prerequisite: completion of First-year Seminar.

#### **ENGL 213 Creative Writing: Fiction and Poetry (4)**

Craft and practice of writing short fiction and poetry. Students write original works of fiction and poetry, closely examine published short stories and poems, and participate in peer-review workshops. This course prepares students for advanced creative writing workshops at the 300 level. Consult the English Department Course Description Booklet for a specific description of each semester's offering.

#### **ENGL 214 Writing the Experience (4)**

Training and experience in teaching poetry writing and fiction writing in local schools while developing a deeper engagement to poetry and fiction writing. Students will participate in writing workshops of peer work, closely examine published stories and poems, and co-teach creative-writing sessions to area youth.

#### **ENGL 220 Creative Inquiries (4)**

Exploration and incorporation of research into creative and critical works of original writing. Students examine research as a part of the creative and critical processes of writing-in genres including poetry, fiction, and creative nonfiction. Students evaluate and experiment with approaches to research as well as ways of incorporating it into their writing. This course is an excellent preparation for an Honors Thesis in the humanities.

#### **ENGL 221 Topics in World Literature (4)**

Topics course focusing on major literary works from around the world, often read in translation. Literary texts will be situated in historical breadth of at least 75-100 years, often a considerably longer span of time. No prerequisites.

#### **ENGL 221B Early Western Literature: Homer to Dante (4)**

This early western literature course starts in the ancient world and travels to the medieval as we read foundational masterpieces of literature. We read the famous Greek poets Homer and Sappho, and the later Roman poets Virgil and Ovid. We see how Virgil changes Homer in his later version to fit with the values of the Roman Empire. (We also look at some contemporary poems to see how modern writers retell Ovid's classical myths.) In the Medieval period we see how Dante and other Christian writers transform the ancient, “pagan” stories into Christianized versions. Students see how a story changes over time as each writer turns old material into something new—something suited to his or her present time and place. We also study gender and sexual norms in these often sexually troubling works, and we see how marginalized female writers, such as Sappho and Christine de Pizan, depict their sex in their own words while carving out a place for women within a masculine tradition. Students in this course may expect to learn ways of reading literary texts, how to conduct literary research and analysis, as well as how to recognize allusions in later literature—a strong basis for future literary study.

#### **ENGL 221C World Literature: Voltaire and Nabokov (4)**

In this course we will read some Masterworks of Western literature and drama in translation from the Early Modern period to the present day. Our reading list includes some very famous texts, and other equally fascinating reads that may be less familiar to you. Our texts come from Europe, Mexico, Colombia, and Brazil and may include: Voltaire's *Candide*, Flaubert's *Madame Bovary*, Machado de Assis' *The Posthumous Memoirs of Bras Cubas*, Chekov's *Uncle Vanya*, Kafka's *The Trial*, Freud's *Civilization and its Discontents*, Camus' *The Plague*, De Beauvoir's *The Second Sex*, Rulfo's *Pédro Páramo*, García Márquez' *Chronicle of a Death Foretold*, Lispector's *Hour of the Star*, and Calvino's *If on a Winter's Night a Traveler*.

#### **ENGL 221D Fictions of Empire (4)**

"The world of imperialism came crashing through the walls of the nineteenth-century novel. Old conflicts were terminated, old boundaries were destroyed, old characters were banished. A new universe of fiction was set down in their place. A revolution in the novel was effected" Jonah Raskin, *The Mythology of Imperialism*. This course will focus on literature (mostly novels) produced in response to the historical experience of Empire. We will look at the ways in which literature has enabled the Empire, justifying its "civilizing mission," reinforcing racial stereotypes, and normalizing European superiority. We will also look at the ways in which literature has critiqued and opposed the ideologies of Empire, garnering support for anticolonial movements, and contributing to nationalist struggles. Finally, taking our cue from Raskin's comment (quoted above), we will investigate whether the operations of today's Empire (some call it globalization) have generated another "new universe of fiction."

#### **ENGL 221F Medieval Literature (4)**

This course explores the earliest stories written in English. Funny, brutal, and mesmerizing, these tales from the medieval period--spanning 1,000 years--seem strange and yet oddly familiar. We'll divide the course into three sections, early, middle, and late medieval, reading foundational texts from each era, such as the extraordinary *Beowulf*, *Sir Gawain and the Green Knight*, *The Canterbury Tales*, and *The Dream Vision of Piers Plowman*. While we approach each text historically, we remain mindful of how medieval works exist in dialogue with literature from across the world and with later literature even into our present day. Students further enhance their study of manuscript culture and early literary production through hands-on visits to our HMML library and Book Arts Studio.

#### **ENGL 222 Topics: Literature in English (4)**

Topics course investigating texts from England, and/or Anglophone literatures from various English-speaking countries (India, Ireland, Australia, etc.). The course may also address and investigate questions of literary or cultural continuity. No prerequisites.

#### **ENGL 222A Literature of English Renaissance (4)**

From 1580's to the 1680's England experienced an unprecedented literary renaissance, as writers resurrected and re-imagined classical literary forms to fit new cultural, political, and social pressures. We'll read and consider texts within this historical content, from the sonnet sequences of Lady Mary Wroth and Sir Philip Sidney, to epics such as Edmund Spenser's *The Faerie Queene* and John Milton's *Paradise Lost*, pastoral and country house poems by Aemilia Lanyer, Ben Jonson, and Andrew Marvell, the religious lyrics of John Donne and George Herbert, the occasional verse of Mary Herbert and Katherine Philips, and the Restoration era work of John Wilmot (the Earl of Rochester) and Aphra Behn.

#### **ENGL 222C Shakespeare's Inheritance (4)**

New productions of early English drama show their wonderful liveliness, bawdiness, and spectacle. Alfred Hickling, writing for the UK newspaper, *The Guardian*, reported on August 7, 2012, about preparations for a cycle of plays tracing biblical stories from the creation to the Last Judgment: There are some bizarre items on the agenda of today's production meeting at York Theatre Royal. Topics include "dinosaur topiary" and Pontius Pilate's underwear, while the wardrobe supervisor is anxious to know God's measurements. "Ineffable and Unknowable," someone suggests. "Very funny," comes the reply. "But I've got nearly 1,000 costumes to make and I need his inside leg." No wonder theater companies are eager to produce these plays; roisterous devils\*, ranting tyrants, mischievous thieves- and great biblical heroes squabbling with their wives - enliven the scenes of biblical stories. We'll begin with excerpts from these cycles and move on to "morality plays" that figure Mankind beset not by devils but by personified Vices, tricky, and sly and smart and subtle. Shakespeare inherited the dramatic legacy of these earlier forms, and we'll investigate the ways in which he uses and adapts them in his own dramatic works. After reading a sequence of medieval and early renaissance plays, we'll pay particular attention to the device of the play within the play, first in a work by Thomas Kyd, Shakespeare's contemporary, called *The Spanish Tragedy*, and then in Shakespeare's *The*

Taming of the Shrew, A Midsummer Night's Dream, and Hamlet (and perhaps Love's Labours Lost). As we move through the plays, we'll investigate the performance practices of Medieval and early modern drama in England. We'll look at documents and visual images – printed woodblock images, paintings, etc.-that will illuminate these practices before and during Shakespeare's time. By the time we complete the course, we may want to sign up for the York Theatre Royal's next production of early English drama.

#### **ENGL 222D Shocking Discoveries: Literature and Science in 19th-Century Britain (4)**

Excavations of dinosaurs, experiments with electrical currents, and theories of human origins charged the scientific, literary, and popular imagination in the 19th-century Britain. In this course, we'll explore the dynamic relationship between scientific and literary writing in 19th-century Britain. We'll read fiction and poetry by writers who see human lives and relationships through the lens of scientific discoveries.

#### **ENGL 223 Topics: Literature of the Americas (4)**

Topics course focusing on literature written in the United States or by U.S. writers or, challenging the common notion that America equals the United States, on literary and historical content that spans North, Central, and South America and the Caribbean. Literary texts will be situated in relevant social, political, and economic contexts. No prerequisites.

#### **ENGL 223C Revolutionary Americas (4)**

This course offers you a fresh perspective on the American Revolution—through the eyes of women as well as men, ordinary people as well as founding fathers, and enslaved as well as free Americans. We will examine how ideas about race, masculinity, and femininity shape concepts of liberty from the late eighteenth-century Atlantic revolutions to the US Civil War. Our discussions will focus on the messy and incomplete processes of social and personal transformation using a wide range of readings that trace experiences of escape and failure in early America, including Benjamin Franklin's Autobiography, the novel Charlotte Temple, and Mary Prince's freedom narrative.

#### **ENGL 223D Haunted Americas (4)**

This course introduces you to the literary culture of the nineteenth-century Americas by introducing you to its ghosts. Literary forms, like the poetic elegy, cultural movements, such as gothicism and romanticism, and new technologies, like the photograph, combined to make the Americas very ghostly places in the 1800s. The course will feature works by and about three of the most significant groups of ghostly Americans: Native Americans, enslaved Americans, and women. We will consider theoretical approaches to haunting from psychological, sociological, historical, and literary perspectives and the historical contexts of imperialism and war that contributed to the haunting of the Americas. Readings for this class may include short stories, poems, and narratives by writers including Edgar Allan Poe, Emily Dickinson, Harriet Jacobs, Charles Chesnutt, and Henry James.

#### **ENGL 223E American Outsiders: American Literature 1945 - present (4)**

In this course we will consider the role of the outsider (socially, politically, culturally, ethnically, aesthetically, and more) in the literature of the Americas from World War II to the present. The outsider has long figured in American literature, an oft celebrated figure, such as Henry David Thoreau writing alone in his cabin at Walden Pond. In this class we will study writers and artists who have chosen to work outside expected norms and others who have not had the choice, whose outsider status is determined by the dominant culture. We will carefully read poetry, drama, fiction, cultural criticism, and nonfiction to understand: What does it mean to be an outsider? Who decides who belongs and who does not? How does the literature and art-making of this period demonstrate how individuals and groups agitate for belonging, create new communities of belonging, and/or challenge artistic and social norms? Authors and artists may include: James Baldwin, Flannery O'Connor, Leslie Marmon Silko, Toni Morrison, Gloria Anzaldúa, Sandra Cisneros, Junot Diaz, Claudia Rankine, John Cage, the Beat Poets, the Guerilla Girls, Kathy Acker, and more.

#### **ENGL 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

#### **ENGL 279 THEMATIC FOCUS:TRUTH (2)**

## NO COURSE DESCRIPTION

### **ENGL 279A Literary Theory and Criticism (4)**

Introduction to literary and cultural theory. Students apply theoretical texts or concepts to literary or cultural texts (e.g., novels, films, television, popular arts, clothing, architecture, and public spaces). No prerequisites.

### **ENGL 280A Creative Writing: Italy (4)**

On this May term, CSBSJU students travel to Pavia, Italy for an intercultural writing workshop to develop writing skills and intercultural competencies. While living in a beautiful and historical residential college, CSBSJU students take this course together with English-speaking students at the University of Pavia. Our creative writing course centers on writing exercises and workshops within a larger thematic framework: the ethics of creative writing. What ethical crises—moral, political, ecological—do American and Italian poets write about? What concerns do our cultures share and in what ways might we approach the same concerns differently?

Through our reading of selected contemporary poets, we examine similarities and differences in perspectives we have on some of the challenges we share as humans in the modern age. Through generous support from the CSB Literary Arts Institute, the course incorporates a visiting Italian writer who meets with our class to discuss writing and to host us for a tour of Pavia to discuss its literary past and relationship to the writer's own work. Students workshop together in small groups to help one another negotiate a foreign language (reading a few poems in English and a few in Italian); undertake creative writing exercises; and discuss one another's work in a context that promotes intercultural writing and communication skills. Each student is supported in developing a writing portfolio in which they explore their own concerns in their own words.

### **ENGL 286 Introduction to Film Studies (4)**

Introduction to film as a medium of communication and representation. Possible topics include but are not limited to a survey of the development of film and the movie business, techniques of acting, directing, cinematography, narrative style, and film theory. The vocabulary of cinema and representative films of the first hundred years of filmmaking is covered. Recent titles have included "An Introductory Guide to Active Spectatorship" and "Introduction to Film Techniques, Meanings, and Pleasures."

### **ENGL 311 Creative Nonfiction (4)**

Theory and practice of writing longer nonfiction forms (essays, articles) dealing with complex subject matter. This course explores the rhetorical strategies used in non-technical writing drawn from a variety of disciplines. Students focus on the development of their own voices and styles. Prerequisite: Completion of First-year Seminar and Sophomore standing.

### **ENGL 313 Advanced Creative Writing (4)**

Advanced creative writing workshop in poetry or fiction. This course alternates its topic semester to semester to offer students opportunity to take advanced workshops in more than one genre of creative writing. Consult the English Department Course Description Booklet for a specific description of each semester's offering. Prerequisite: Completion of English 213 or permission of instructor.

### **ENGL 313A Advanced Poetry Workshop (4)**

Are you secretly a poet? Do you love to write? This course offers a careful study of the art of poetry and the writing life. Together, we read a wide variety of styles and forms of poetry as we write original poetry throughout the semester. Students may expect readings and writing exercises to supplement their study and to stretch their writing. Regular writing workshops will provide sustained feedback on student writing, as well as exercise in reading and editing skills. As part of the course each student will read the major works of an individual poet in a guided study of that author's achievements, and each student will produce a revised portfolio of creative work, meet with visiting writers, and participate in a poetry reading. The course primarily aims to develop creative writing skills and to help students grow as writers; additionally though, the course enhances students' ability to read and discuss poetry, provides practice revising and editing written work, and expands students' knowledge of poets writing in English. Prerequisite: Sophomore standing & ENGL 213 or permission of instructor.

### **ENGL 313B Advanced Creative Writing: Fiction (4)**

In this semester of Advanced Creative Writing: Fiction, we will delve deeply into reading and writing fiction with even greater attention to language, voice, and form. You will explore and better understand the practice of your own fiction writing, as well as study and attempt together to understand why a particular story works in a particular way. What makes this character engaging? Why does dialogue in this piece leap off the page while in another story the dialogue feels static? We will also expand our expectations of narrative and narrative conventions, while asking what makes a good story. You will strive to, as Lidia Yuknavitch writes in *The Chronology of Water*, "Make up stories until you find one you can live with. Make up stories as if life depended on it." Workshop will be an essential component of the class. We will also perform writing exercises based on the readings, experiment with our texts, and work to stay present in the world and in the word. Prerequisite: Sophomore standing & ENGL 213 or permission of instructor.

#### **ENGL 315 Writing: Special Topics (4)**

Theory and practice of writing special genres, cross-listed genres, or workshop/seminar in editing and publishing, business writing, technical writing, etc. See the English Department Course Description Booklet for a description of a specific semester's offering. This course may also be cross-listed with writing courses in other disciplines.

Prerequisite: Sophomore standing.

#### **ENGL 315B Editing and Publishing (4)**

With literary publishing in rapid flux, book publishers knit their brows and try to forecast demand for printed books and e-books. Every prediction prompts a new round of hand-wringing about the future of the book. The shift from print to electronic formats has had—and continues to have—enormous consequences for the publishing industry. Claims that this shift spells the death of books, however, demand careful examination. In English 315, we'll explore the rapidly changing book-publishing industry, looking closely at the ways in which industry developments and new technologies affect writers, readers, and publishing companies. We'll begin by studying the traditional book-publishing model, and then we'll study the effects of digital technologies on the transmission of writers' works to audiences of readers. By the end of the semester, we may not arrive at certain answers about the future of literary publishing, but we'll understand many of the forces that will shape that future. Prerequisite: Sophomore standing.

#### **ENGL 315C Environmental Writing (4)**

This course offers students the opportunity to study and practice the art of creative writing – both fiction and nonfiction genres – within the context of the natural world. Students will read and critique a variety of already published work by some of the contemporary masters of the form. Students will also have frequent opportunities to read and discuss drafts from other members of the class, using an adapted writing workshop format, as well as regular, one-to-one meetings with the instructor. Ultimately, and most importantly, students will create their own versions of how written language can be used to express and interpret the relationship between humans and nature. A pair of in-class, semi-formal readings will complete the Nature Writing experience. Prerequisite: Sophomore standing.

#### **ENGL 317 WRITING IN BUSINESS (4)**

Successfully navigating a business is tricky business; however, with planning, research, and execution, it is not an impossible task. This class is structured to give the student practice writing and communicating in four types of business climates: government, for-profit, non-profit, and education. This "practice" includes resumes, cover letters, formal reports, professional presentations, grant proposals, advertising copy for TV and radio, communications for emerging social media outlets, business plans, formal and informal memos, various forms of print media, etc. In the process, students will have opportunities to consider various career options and look ahead to professional life after college. In addition to the academic work in the classroom, students will hear from a number of business professionals as those professionals will come to class to share their collective wisdom about writing and communicating in the business environment. All in all, this class will help students realize that the theory and "book-learnin'" they experience in the academic arena really do have practical applications and a place in the world outside of academia. Prerequisite: Sophomore standing.

#### **ENGL 340 Topics in British Literature (4)**

Courses organized by theme, by historical period, by region, or by genre. Recent offerings include "Green Writing: 19th-Century British Nature Writing." Prerequisite: Sophomore standing.

### **ENGL 340A Medieval Quests (4)**

In Arthurian Romances and medieval epics, the heroic knight commonly encounters dangerous folk and creatures that pose threats to his life and virtue. These monstrous figures threaten the knight with violence and with the allure of their otherworldly difference. Yet these monsters also reflect fears and attitudes about historical "Others" such as women, the Islamic East, Judaism, and the Orient. In this course we will examine these encounters with an eye to cultural anxieties surrounding difference. To better understand these anxieties, we will read and discuss the history and culture of the Middle Ages in relationship to our primary texts: *Le Morte D'Arthur*; *Sir Gawain and the Green Knight*; *The Romances of Chrétien de Troyes*; *The Lais of Marie De France*; *Tristan and Isolde*; and *The Song of Roland*. Reading critical texts such as Said's *Orientalism* and Frye's *The Secular Scripture*, we will explore the "line between 'the West' and 'the Other'," the quest as nightmare, the uncanny, and fears surrounding mixed blood. (If you are a fan of *Game of Thrones*, dragons, Lancelot and Guinevere, or medieval mystics, you'll be among your people). Prerequisite: Sophomore standing.

### **ENGL 340B Jane Austen & Charles Dickens: Social Criticism (4)**

Jane Austen's heroines serve as vehicles and as targets for satire of social conventions, especially the conventions surrounding money, marriage, and manners. In the first half of this course, we'll examine Austen's keenly ironic novels. In the second half of the course, we'll turn our attention to Charles Dickens' novels, examining his powerful critiques of Victorian family situations and social institutions. Prerequisite: Sophomore standing.

### **ENGL 340C Green Writing (4)**

As the Industrial Revolution gained speed, many British writers explored the dynamic relationship between Nature and the Imagination. These writers represent nature as a powerful force capable of provoking hope, solace, and terror. We'll examine the interactions of nature, human beings, and the rapidly changing built environment in 18th- and 19th-century British poetry, essays, and fiction. Observing the movement of population from rural areas to cities, the shift from handcraft to factory labor, and the transition from horses to railways, British writers reflected on the changing relationship between people and the natural world. Industrialization and urbanization inform the works we'll read; the natural rhythms of days and seasons were giving way to the steady, ticking rhythm of the clock, and the environment of daily work was shifting from the agricultural outdoors to the urban workplace. We'll study nature writing in the context of these momentous changes. Prerequisite: Sophomore standing.

### **ENGL 348 Topics in U.S. Literature (4)**

Courses organized by theme, by historical period, by region, or by genre. Recent offerings include "Disillusionment, Protest, and Promise in Modern U.S. Literature" and "Rags to Riches." Prerequisite: Sophomore standing.

### **ENGL 348B James and Wharton: Marriage and the Market (4)**

In this course, we will look at American novels that feature heroines facing the complications of marriage at a moment when national conversations about women's education, their increasing independence, the relationship between difference and equality, and the limits of contract law take place in the context of a rapidly developing market for commodity exchange. Focusing heavily on Henry James—*The Portrait of a Lady* (1880) and *The Ambassadors* (1903)—and Edith Wharton—*The House of Mirth* (1905) and *The Custom of the Country* (1913)—we will meet some of American literature's more sympathetic adulteresses as well as its most infamous single marriageable females. We will also test these characterizations against their limits in terms of the working class and immigrants with the novels of Theodore Dreiser—*Sister Carrie* (1900) and *An American Tragedy* (1925)—and Anzia Yezierska—*Arrogant Beggar* (1927). (This reading list is subject to revision.). Prerequisite: Sophomore standing.

### **ENGL 351 Chaucer (4)**

Geoffrey Chaucer, legendary author of *The Canterbury Tales*, is considered to be the "father" of English Literature, English Poetry, and even the English Language. But who was he, and why is he important to us? This course explores Chaucer's life and writing, examining the paradoxes and mysteries that surround his identity: what is known about his contemporaries, social networks, and political intrigues. We discover Chaucer writes about concerns pressing in the medieval period that remain relevant today: marriage; sex; political corruption and tyranny; Christianity and Islam; the mistreatment of women; anti-Semitism; refugees; loss; and the human longing for consolation. We read and listen to his writings in Middle English so we can appreciate the humor, beauty, and brilliance of his verse. We tour the genres that Chaucer incorporates into his *Tales*—including the fabliau (bawdy tale), saint's lives, beast tales, and romances—both to deepen our understanding of medieval literature and to gain a

clearer view of Chaucer's innovations. The course also examines manuscript culture (looking at how his poems were first collected) as well as the most recent commentaries on his work, such as "Chaucer at Ground Zero," to understand why his writing still matters now. In-class discussions and readings will support student learning throughout the course, and students will receive individual guidance in a critical and/or creative research project designed around their interests. Prerequisite: Sophomore standing.

### **ENGL 352 Shakespeare (4)**

This course will focus on reading closely, discussing, and writing about key representative plays from Shakespeare's career. We'll consider how his work both contributed to, and moved past, the conventions of Elizabethan and Jacobean theatrical genres. We will move in a roughly chronological order, in order to consider the trajectory of the plays as well as historical and cultural shifts. Plays will likely include *The Merchant of Venice*, *A Midsummer Night's Dream*, *Henry IV Part One*, *As You Like It*, *Hamlet*, *King Lear*, *Macbeth*, and *The Winter's Tale*. Prerequisite: Sophomore standing.

### **ENGL 355 Studies in Individual Authors (2-4)**

Study of several works by one or two authors. Recent offerings include "William Faulkner/Toni Morrison." Prerequisite: Sophomore standing.

### **ENGL 365 Current Issues in Literary Studies (4)**

Analysis and discussion of significant literary texts. Students will complete a substantial research project designed to facilitate the transition or studying beyond the undergraduate English degree. Thematic focus of the course varies with instructor. Prerequisite: Junior standing.

### **ENGL 365A Capstone: Reading Across Genres (4)**

This course offers a culminating opportunity for English majors to synthesize their college work, especially much of what they have learned in their English courses. The English Department has established this course to bring English majors into contact with each other over a semester to read, reflect, and write about a common reading list. Students in this course will gain a heightened awareness of the history, content and theoretical approaches to the discipline of English, will develop a substantial understanding of their major within a larger context of its discipline, and will come to know well their immediate community of majors. "Capstone" is organized around a reading list entitled "Books Every English Major Should Read." Because this course is a requirement of the English Department, it will be taught by different faculty members and each faculty member will have a different reading list. My list will include novels, short stories, poetry, film, and works of Critical or Cultural Theory. Each category will be represented by selected works that "every English major should" know. The major texts for the course will be chosen from the categories listed above. Our texts will include: Ernest Hemingway, J. D. Salinger (short stories); W. B. Yeats, Anne Sexton, Adrienne Rich, Gary Snyder (poetry and poetic essay); Haruki Murakami (contemporary novel TBA), and Walter Benjamin (theoretical essay). One or two other texts, including film, will be chosen at a later date in consultation with the class. I will provide a list of further reading suggestions. These suggestions will serve as souvenirs of the CSBSJU English major and may be read at any time in the future! Prerequisite: Junior or Senior standing

### **ENGL 365B Capstone: Milton (4)**

As a poet and essayist, Milton has had a tremendous impact on the arts, politics and culture of succeeding generations. From the writing of American revolutionaries such as Thomas Paine and Thomas Jefferson, to the poetry of William Blake and William Wordsworth, and to Philip Pullman's recent trilogy of novels—*His Dark Materials*—Milton has provided a template for thinking about innocence, knowledge, sex, liberty of thought, and humankind's relationship to God. In this course we will read all of the major poems, from early masterworks such as "Lycidas," and *Comus*, to the epic *Paradise Lost*, and the late mini-epics: *Paradise Regained* and *Samson Agonistes*. Prose works may include the famous defense of the liberty of the press—*Areopagitica*—as well as excerpts from his wildly (even dangerously) controversial *The Doctrine and Discipline of Divorce*, and *The Tenure of Kings and Magistrates*. We will consider these works in the context of Milton's desire to become an English Vergil, his role as a republican supporter in the English Civil War, his justifications for the execution of King Charles I, his work for the interregnum government of Oliver Cromwell, and his final, extraordinarily productive years as a blind poet who only barely escaped execution under the Restoration of King Charles II. By the end of the semester we will hope to have a rich understanding of the work and life of one of England's most famous and influential poets. Prerequisite: Junior or Senior standing

### **ENGL 365C Capstone: Race & the American Imaginary (4)**

What can we make of the stubborn New World habit of giving symbolic power to black populations while simultaneously denying them real social power? Why are whites so often comfortable “at play” in black cultural forms? Our primary texts will be novels from the U.S. and Argentina, mostly from the second half of the 19th Century; we will also consider other fine arts forms such as minstrelsy, classical music, jazz, painting, and photography, as well as writings from Economics, New Musicology, Literary Theory, and Cultural Studies. Since this is a seminar, students will take central responsibility for their learning: expect a vigorous reading load, a substantive seminar presentation, and a research paper. We begin with Eric Lott’s *Love and Theft: Blackface Minstrelsy and the American Working Class*. Novels may include: Mark Twain’s *Huckleberry Finn* (1884), James Weldon Johnson’s *Autobiography of an Ex-Colored Man* (1912), and William Faulkner’s *Absalom, Absalom!* (1936). Music may include works of Louis Moreau Gottschalk, Scott Joplin, Irving Berlin, George Gershwin, *The American Songbook*, and Charlie Parker. Prerequisite: Junior standing.

### **ENGL 365D Writing Difference (4)**

Readers of Medieval European literature often encounter strange figures: demonized Saracens and non-Christian others, hybrid creatures, and monstrous, supernatural women. Who or what is being Othered in these representations? On whose authority are African people represented as half-animal? Or Muslims as demonic? Our course examines the creation of ‘outsiders’ in the Middle Ages and how medieval writers constructed difference. Topics of inquiry include: Othering of Saracens and non-Christians; Muslim-Christian Dialogues, Estranging the Feminine, Labyrinths, and Hybrid Creatures: Myth, Monsters, and the Imagination. #winteriscoming As part of this highly active course, our group visits HMML to learn about interfaith dialogue and co-existence in Middle Eastern manuscripts; we examine the Othering of women in scientific as well as literary treatises, as well as important responses to this Othering in the works of female Christian mystics and secular writers such as Christine de Pizan; and, we uncover hybridity as an image of difference: mythical creatures abound in medieval texts, romances in particular but also in epic poems and in sea-monster laden cartography. Writing projects throughout the semester focus on integrating research meaningfully into creative writing as well as literary and historical analyses. Prerequisite Junior standing.

### **ENGL 366 Studies in Modern Literature (4)**

Modernism and modern literature is often characterized by questions of identity, fragmentation, alienation, and the challenging of old forms. The modernist era is sometimes narrowly defined as the years between WWI and WWII; however, the thematic and formal considerations surfaced earlier, and resonated far later. Course readings will include a selection of fiction and/or poetry written in the late 19th to mid-20th centuries. Prerequisite: Sophomore standing.

### **ENGL 366A Modernism: Fragments, Form, and Identity (4)**

While Ezra Pound’s now famous injunction came late in the Modernist period, the words serve as a good way to think about Modernism: an attempt to make poetry, fiction, and art new. The Modernist period is sometimes narrowly defined as taking place between World War I and World War II, but the thematic and formal concerns begin earlier and extend beyond the time frame between the World Wars. Modernism is, in some ways, a category of convenience, describing a large variety of texts and artistic approaches by writers who were breaking away from past models, namely Realism, and challenging social and political norms. Modernist texts are frequently characterized by an engagement with identity, fragmentation, alienation, and formal experimentation. These texts emphasize characters’ consciousness and perceptions of the world rather than plot or verisimilitude (the attempt to represent reality). The texts also experiment with chronology, collage (incorporating different voices and forms within a single text), and free verse. In this class, we carefully read, discuss, and write about primary texts by such authors as Virginia Woolf, Jean Toomer, T.S. Eliot, James Joyce, Zora Neale Hurston, Gertrude Stein, William Faulkner, Nella Larsen, and others to explore questions of identity, race, and gender in form as well as content. We will also discuss these texts in their historical and critical contexts. Prerequisite: Sophomore standing.

### **ENGL 367 Studies in Contemporary Literature (4)**

A selection of fiction, poetry and/or other forms written in the past 30-50 years. Recent courses have emphasized emerging forms, including graphic novels, hybrid works, and online works. Prerequisite: Sophomore standing.

### **ENGL 368 Creative Writing: Capstone (4)**

Practice and refinement of creative writing in a chosen genre. Students explore their creative writing practice through a deeper engagement with the literary arts, including analysis of genre and form, discussion of significant texts and writers, and a sustained writing project culminating in a portfolio of original creative work. This class prepares students for writing beyond undergraduate studies. Prerequisite: Sophomore standing.

### **ENGL 369 Studies in Critical Theory (4)**

Study of selected critical theories and application, using such approaches. Recent course offerings have included "Globalization and American Literature." Recommended for majors planning for graduate English studies. Prerequisite: Sophomore standing.

### **ENGL 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **ENGL 379A American Deception: Frauds, Cons, and Social Climbers (4)**

Here's the truth: fake news wasn't invented in the run-up to the 2016 American presidential election. This course uses nineteenth-century fiction to explore the United States' love-hate relationship with fakes, frauds, and cons. On the one hand, the American Dream of social mobility seems to always entail a little bit of "fake it 'till you make it." Some class climbers and tricksters who deceive their way to success, like Benjamin Franklin, are our cultural heroes. On the other hand, writers have explored how deception and hypocrisy threaten democratic social order and the possibility of faith in something larger than our selves. This class explores how nineteenth-century American literature examined both its own practices of deception and those of the culture around it. Readings may include Native trickster stories and works by Charles Brockden Brown, Edgar Allan Poe, Herman Melville, Nathaniel Hawthorne, Fanny Fern, Anna Cora Mowatt, and Charles Chesnut. Students in this class can expect to gain a better understanding of the historical context for contemporary debates over authenticity in media. We will also debate the role of self-invention in religion, race, gender, and capitalist democracy in America. Prerequisite: Sophomore standing

### **ENGL 381 Literature by Women (4)**

Selection of works written by women. Recent course offerings include "Literature by Women: African, Asian, and Caribbean." Prerequisite: Sophomore standing.

### **ENGL 382 Race and Ethnicity in American Literature (4)**

This class undertakes advanced exploration of how literary works represent, construct, and evolve to respond to race and ethnicity in the Americas. We will examine how constructions of race and ethnicity in literary works intersect with similar constructions of gender, sexuality, or class, and how these constructions vary across time, cultures, and societies. Coursework will critically analyze the way that these forms of identity dynamically connect to systems of power and raise questions of justice. Prerequisite: Sophomore standing.

### **ENGL 383 Post-Colonial Literature (4)**

A study of literature, partly in translation, from African, Asian and the Caribbean countries. The course examines the specific historical and cultural contexts in which these literatures arise. Prerequisite: Sophomore standing.

### **ENGL 384 AMERICAN ENVR LIT (HM, HE) (4)**

This course explores the long history of American writing about nature and the environment, with particular attention to questions of the human place in nature. Some of this literature is about exploration—what is out there? Some of this is about the utility of nature—what can we do with vast forests, grasslands, or rivers? But the most interesting examples are often about what we can learn from nature and what obligations we may have to non-human life—what is our place in nature? The styles and traditions of American nature/ environmental writing have changed dramatically over time and today are quite diverse, incorporating at times elements of philosophy, theology, ethics, science, economics, politics, and art. Through reading, thinking, and discussing, and writing critically about a wide range of examples from genre students will gain an appreciation for the depth of the American literary approach to

nature, become familiar with many of the writers and texts that could be said to form a “canon” in the field. And will learn to actively engage such writing from a variety of approaches including historical analysis, ecocriticism, and ethical reasoning.

#### **ENGL 385 Studies in Literature (4)**

Special topics in literature. Recent courses have included "Envisioning Nature," "Literature of South Asia," and "Women and Power in Medieval Literature." Prerequisite: Sophomore standing.

#### **ENGL 385C Literature of South Asia (4)**

There has been a consistent strain in Western ideology, which has defined the East as absolutely Other. Whether it is judged to be execrable or laudable, India, China, Japan, and other countries in the area have been seen as mystical, inscrutable lands where even the most ordinary actions [are] imbued with symbolism. --Patrick Colm Hogan, "Beauty, Politics, and Cultural Otherness: The Bias of Literary Difference" This course is an attempt to recover the Indian subcontinent from a persistent tendency in the Western media to cast the land as “mysterious” or “mystical” and its people as “spiritual” or “exotic.” Our readings of literary texts from India, Pakistan, and Sri Lanka, will reveal the concerns expressed by the writers of these countries—concerns that are rooted in and shaped by the material and historical world they inhabit. This course is not an introduction to the “culture” of the Indian subcontinent, but an attempt to understand the complex relationship between cultural production (literature) and what Terry Eagleton calls “its enabling material conditions” (“Introduction,” Marxist Literary Theory). We might indeed encounter veiled women and snake charmers—perhaps even elephants—in our readings, not as symbols of an unknowable, exotic East, but as representations of certain forms of social consciousness. Prerequisite: Sophomore standing.

#### **ENGL 385E South African Literature-Comparative Focus (4)**

This course will focus on excellent, representative works in South African literature: English by white and black writers, Afrikaans literature in translation, written by men and women from diverse cultures and races. The main focus is to give a profile of the best of South African literature and to highlight current literary debates against the relevant socio-historical and political context. Prerequisite: Sophomore standing.

#### **ENGL 385H Comic Novels and Social Class (4)**

The tradition of the comic novel begins properly with Henry Fielding. In this course, we'll read Joseph Andrews and Shamela, looking at Fielding's use of humor to explore issues of class and morality. Then we'll move on to the Smollett's *Humphry Clinker*, an epistolary novel that satirizes the absurdities of the human body and the social order. We'll also read Lawrence Sterne's incomparable maze of digressions, *Tristram Shandy*. In the final segment of the course, we'll watch Jane Austen wield her cool, precise irony as a tool to dissect matters of rank and conduct in *Northanger Abbey*, *Sense and Sensibility*, and *Emma*. Prerequisite: Sophomore standing.

#### **ENGL 385I Envisioning Nature (4)**

This course will examine the evolution of our modern understanding of the natural world. How do we imagine nature, and do other cultures (past and present) imagine it differently? Where exactly did our current understanding of the natural world come from, and where does it seem to be heading in the future? In asking these questions, we will also explore how different visions of nature (nature as God's creation, nature as a mechanical structure, nature as a complex ecosystem, human nature etc.) have shaped our approach to our understanding of the lives we live. Students will examine a mix of history, biology, political philosophy, literature, film and cultural theory texts as part of a course of study designed to investigate where, why and how writing and nature intersect in our world today. Course Objectives: 1. To explore the social and historical importance of influential visions of nature from the ancient world up to more recent modern and/or postmodern periods, 2. To investigate the relationship between nature, economics and literature, 3. To examine how certain visions of nature have been used to justify social inequalities, 4. To read debates about the natural world from politically informed perspectives and 5. To study how different visions of nature shape and reshape our understanding of the natural and social worlds in which we all live. Prerequisite: Sophomore standing.

#### **ENGL 385J Medieval Women (4)**

During the Middle Ages, commonplace depictions of women portrayed them as all-powerful temptresses or husband-destroying nags. Yet in reality women enjoyed little to no sexual freedom or legal authority in marriage. In this

course, students examine the gap between these images and gendered realities as we study complex relationships between women and power in medieval literature. We look carefully at women as writers of and as subjects in medieval texts, reading for instance the romances of Marie de France and Chretien de Trois, the defense of women written by Christine de Pizan, and excerpts from Giovanni Boccaccio's Decameron and Geoffrey Chaucer's Canterbury Tales. We read medieval women Christian mystics as well, Julian of Norwich among other, often surprisingly powerful, female visionaries. The course provides historical context for reading these figures, and specifically draws attention to the material conditions in which different genders were able to write. Students explore how gender affects one's ability to communicate in writing and to make his or her voice heard.

#### **ENGL 385K Not Just a Song and Dance: Bollywood Cinema and Social Change in India (4)**

This course will introduce students to Indian culture and society through a study of popular Indian cinema. The Indian film industry is the largest in the world and wields tremendous power as an economic and cultural force in the country. Focusing primarily on the "Bollywood" film industry based in Mumbai, we will examine how commercial cinema has influenced cultural attitudes and social change in India. The course will highlight how Bollywood films have addressed contentious topics like national identity, gender injustice, and globalization in contemporary India. While the course material (readings, films) will concentrate on Indian contexts, our discussions will, inevitably, tend towards a comparative understanding of the influence of cinema on social life. That is, students will draw on more familiar cinematic traditions (Hollywood, for instance) to achieve a more nuanced appreciation of how our social attitudes shape—and are shaped by—popular cinema.

#### **ENGL 385L American Environmental Literature (4)**

This course explores the long history of American writing about nature and the environment, with particular attention to questions of the human place in nature. Some of this literature is about exploration—what is out there? Some of this is about the utility of nature—what can we do with vast forests, grasslands, or rivers? But the most interesting examples are often about what we can learn from nature and what obligations we may have to non-human life—what is our place in nature? The styles and traditions of American nature/ environmental writing have changed dramatically over time and today are quite diverse, incorporating at times elements of philosophy, theology, ethics, science, economics, politics, and art. Through reading, thinking, and discussing, and writing critically about a wide range of examples from genre students will gain an appreciation for the depth of the American literary approach to nature, become familiar with many of the writers and texts that could be said to form a "canon" in the field. And will learn to actively engage such writing from a variety of approaches including historical analysis, ecocriticism, and ethical reasoning.

#### **ENGL 386 Studies in Film (4)**

This course analyzes film through one or more theoretical aspects. Psychoanalytical, feminist, cultural studies, and reader-response theories are among possible approaches offered. Prerequisite: Sophomore standing. COMM 286 or ENGL 286 recommended.

#### **ENGL 387 Introduction to Linguistics (4)**

Linguistics, as a discipline, is the scientific study of human language. This course will cover the core of linguistic study: phonetics and phonology (sounds and sound systems), morphology (word shapes), syntax (sentence structure), semantics (the meanings of linguistic forms), and pragmatics (meaning in context). We'll also look at a wide variety of other topics including sociolinguistics (language and identity), language contact, change, death, and revitalization; and writing systems. This challenging but fascinating topic area will prove relevant not only to students of English and education but also to those majoring in foreign languages, philosophy, psychology, or computer science. Prerequisite: Sophomore standing.

#### **ENGL 388 Studies in Popular Culture (4)**

Critical reading of such popular arts and practices as film, television, music, newspapers, etc. Prerequisite: Sophomore standing.

#### **ENGL 397 Internship (1-4)**

Integration of the skills of the English major, a liberal arts background and the expectations of a career. Individually tailored by the student with the advice and approval of a department advisor and the college's director of internships. S/U grading only.



## **SUBJECT: English as a Second Language**

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### **ESL 101 ESL Listening Comprehension I (0-1)**

Listening to, responding to, and taking notes on spoken English, especially in an academic context. May count toward fulfillment of the global language requirement. Fall, A mod.

### **ESL 102 ESL Speaking I (0-1)**

Pronunciation, discussion and public speaking practice, with emphasis on skills expected in an academic setting. May count toward fulfillment of the global language requirement. Fall, B mod.

### **ESL 103 ESL Reading I (0-1)**

Emphasis on academic vocabulary, grammar, and reading skills needed in college coursework. May count toward fulfillment of the global language requirement. Fall, C mod.

### **ESL 104 ESL Writing I (0-1)**

Emphasis on academic vocabulary, grammar and writing skills needed in college coursework. May count toward fulfillment of the global language requirement. Fall, D mod.

### **ESL 105 ESL Listening Comprehension II (0-1)**

Listening and note-taking, discussion skills, and academic vocabulary skills. May count toward fulfillment of the global language requirement. Spring, A mod.

### **ESL 106 ESL Speaking II (0-1)**

Class discussions and presentations, with emphasis on leading discussions, posing and responding to questions, and presenting information effectively. May count toward fulfillment of the global language requirement. Spring, B mod.

### **ESL 107 ESL Reading II (0-1)**

Academic reading and research skills, strengthening of academic vocabulary. May count toward fulfillment of the global language requirement. Spring, C mod.

### **ESL 108 ESL Writing II (0-1)**

Academic writing with emphasis on essays and research papers. Practice in organizing, outlining, proofreading, editing, and revising. May count toward fulfillment of the global language requirement. Spring, D mod.

### **ESL 110 English Conversation & Vocabulary for Academic and Professional Purposes (0-1)**

ESL 110 for short-term non-degree seeking students and visiting scholars, emphasizes speaking skills and topics related to academic and professional English. Students will strengthen their conversation and vocabulary skills through classroom instruction and interaction, and assignments will focus on academic and professional material. By living on campus, interacting with guest speakers, and participating in field trips, students will have regular opportunities to use English for authentic communication.

### **ESL 111 English Reading & Writing for Academic and Professional Purposes (0-1)**

ESL 111 for short-term non-degree seeking students and visiting scholars, emphasizes academic and professional English reading and writing skills. Students will learn through classroom and computer lab presentations; assignments will emphasize academic and professional tasks and materials. Campus events and field trip experiences will be integrated into language learning activities.

### **ESL 202 Reading Group in English as a Second Language (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works

by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

**ESL 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Not available to first-year students.

**ESL 302 Reading Group in English as a Second Language (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

**ESL 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

**ESL 397 Internship (1-16)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

## **SUBJECT: English for Bilingual Students**

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### **EBS 210 English Reading for Bilingual Students (0-1)**

Academic reading and research skills, strengthening of academic vocabulary. Designed for US bilingual/multilingual students. May count toward fulfillment of the global language requirement. Fall. A mod.

### **EBS 211 English Writing for Bilingual Students (0-1)**

Academic writing with emphasis on essays and research papers. Practice in organizing, outlining, proofreading, editing, and revising. Designed for US bilingual/multilingual students. May count toward fulfillment of the global language requirement. Fall. B mod.

## **SUBJECT: Entrepreneurship**

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### **ENTR 101 Topics in Entrepreneurship (1-2)**

Introduction to entrepreneurial or innovation issues, perspectives, methodologies and/or skills at the lower-division level. In the context of the liberal arts, course will explore varied topics of entrepreneurship, creativity and innovation. Students will examine innovation and entrepreneurship as applied in a variety of nonprofit and for profit settings. Students will consider major course of study, life-long learning, professional career and community engagement applications of course subject matter. Topics will vary each semester. Course may be repeated for credit when topics vary. Course is offered for S/U grading only.

### **ENTR 101A Entrepreneurship: A Film Study (2)**

Explore the entrepreneurial mindset and skillset required for a successful entrepreneur through watching a series of major motion picture, TV series and/or documentary films. Class will unpack concepts of opportunity assessment, creativity and innovation, resources, risk taking, resiliency and relationship required to be an entrepreneur. Course offered for S/U grading only.

### **ENTR 101B Innovation & the Liberal Arts (2)**

Webster defines innovation as the introduction of something new--a new idea, method or device. Adam Grant, in his recent book *Originals*, defines it as introducing and advancing an idea. It's a concept that belongs to no particular major nor career path but is central to each of us: making our own unique contribution. Exploration of innovation through diverse array of readings and discussion from Machiavelli to contemporary organizational psychologist, Adam Grant. This class is appropriate for anyone intellectually curious, regardless of major. Course offered for S/U grading only.

### **ENTR 101C Improvisation (2)**

Improvisation training develops your ability to think on your feet, listen and respond quickly and be able to adjust to different stimuli with confidence. The mind, body and voice work together to improve your communication skills; the pedagogy in this class is based on classic developmental exercises and improvisational games focused especially for the business oriented student. Every student will be involved during every class period. Attendance at 2 ARTE events is required.

### **ENTR 101D Social Ventures: Ideation to Impact (2)**

Explore the concepts of opportunity/need assessment within the context of social change. Determine creative pathways to impact the social problem while learning the collaboration and benefit considerations for multiple stakeholders that will need to be engaged to create and sustain positive social impact. Course offered for S/U grading only.

### **ENTR 101E Innovating Your Life: Defaults and Dogfish (2)**

Innovation principles can be a strong guide to creating a life that leverages trends, opportunities and growth mindset as a foundation for continuous change that will be ahead both personally and professionally. Through readings, video clips and conversation, this course will continue to push your mindset on what your life path will have in store and your ability to embrace and leverage those opportunities. Course offered for S/U grading only.

### **ENTR 101F Financial Concepts for Innovators and Entrepreneurs (2)**

In this course, expand your understanding of financial concepts critical for successful venture launch and oversight. Topics that will be explored will include: financial statements and key financial ratios, budgets and forecasting, financial measurement and management and funding avenues for businesses from founding through venture growth. Course offered for S/U grading only.

### **ENTR 101G Introduction to Product Design and Prototyping (2)**

Students will be introduced to the process of designing, prototyping, and testing a potential product. The course will include learning to use computer-aided design (CAD) software and 3D-printing. Students will consider aspects of design important for a marketable and profitable product. Course offered for S/U grading only.

### **ENTR 101H Storytelling for Entrepreneurs: Writing the Narrative of You and Your Venture (2)**

Every venture — and every person, for that matter — has a story to tell, a narrative that differentiates them from the pack. Consistent, compelling communication of that story in an authentic voice is key to creating a strong brand or public identity. Uncover your unique story and learn how to tell it through clear, creative, audience-focused communications — and polish those writing and video skills in the process. Course is offered for S/U grading only.

### **ENTR 101I Sales Fundamentals (2)**

Sales is key for the generation of revenue in all organizations – startup to large organizations, for profit to nonprofits. The success of every enterprise is highly dependent on the ability of individuals to develop and execute a sales strategy for clients to purchase the organization's product or service. The concepts in sales are also critical for a nonprofit/social enterprise construct and communicate a compelling vision, mission and impact for individuals and entities to gain funding support or in some instances pitch your organization's value proposition for capital investment or funding. In this course, students will be introduced to the foundational concepts of defining and understanding customer segments and their value propositions, opportunities and challenges while developing methods to develop strategies to communicate and negotiate the product/service impact to gain a win/win sales outcome. Offered for S/U grading only.

### **ENTR 101J Ideas: Generation to Pitch (2)**

The launch of any entrepreneurial venture begins with the seed of an "Idea". This course will provide you foundational skills through introduction of opportunity assessment and idea generation techniques to launch a venture, solve a business or social problem or explore various other possibilities. You will also gain experience in sharing your ideas through different pitch formats considering various venture stakeholders in order to move your idea forward, secure resources and launch. Offered for S/U grading only.

### **ENTR 101K Small Business as an Agent for Change (2)**

Small businesses account for a significant contribution to the US economy. Structured to efficiently adapt and adjust, small business founders and leaders are uniquely positioned to make positive impact on the economy, environment and communities to ensure that resources are available for future generations to thrive. The course will explore the principles and characteristics of sustainable for-profit small businesses, issues and models and the pathways for small business to make long-lasting changes to our economic, environmental and social practices. Offered for S/U grading only.

### **ENTR 101L Entrepreneurship & Sports (2)**

In this course, we will take a lens at how innovation and entrepreneurship has impact the wide and diverse space of sports – whether a sport as designed, products to support the sport or activities, research and technology impact in addition to resources (people, financial, infrastructure) to support the business of a particular sport industry. Students will engage in both innovation and entrepreneurial practices regarding opportunities or challenges they may see in the sport/sport entertainment industry as well as learn valuable lessons for their own entrepreneurial mindset and skillset from professionals engaged in this industry. Course offered for S/U grading only.

### **ENTR 101M Multimedia Strategies For Entrepreneurs (2)**

Social media gives entrepreneurs unprecedented opportunities to communicate directly with their customers and potential customers, and multimedia is key to getting and keeping their attention. Learn how to create video, audio and photo posts that deliver maximum impact on TikTok, Instagram, Facebook and more. Course offered for S/U grading only.

### **ENTR 101N Unintended Consequences: Tech Changes the World (2)**

Many entrepreneurs hope to make the world a better place. They are visionary game changers who disrupt the status quo by identifying and implementing innovative solutions to the world's most wicked problems. Yet, frequently, innovative solutions that may solve one problem, create additional, unforeseen problems and consequences. This course focuses on a selection of case studies related to technological change to help you identify problems, design solutions, and anticipate the potential unintended consequences of innovation. Course offered for S/U grading only.

## **ENTR 101O Creativity and Innovation (2)**

NO COURSE DESCRIPTION

## **ENTR 101P Communication Essentials for Entrepreneurs (2)**

Running a company requires strong communication in a variety of formats to a variety of audiences. You'll want to make your message clear and compelling whether you're crafting an email, drafting a memo, posting on social media, creating a killer PowerPoint or distilling information into an executive summary. You'll probably need a polished video presence, too. This course will tackle them all with the goal of making you a stronger, more confident communicator. Course offered for S/U grading only.

## **ENTR 201 Foundations of Entrepreneurship (4)**

Interdisciplinary exploration and application to innovation and entrepreneurship. Innovation would be examined as it occurs at the individual level, in new start-ups, in small businesses, and at the corporate level. Students will be introduced to entrepreneurial concepts such as opportunity recognition, feasibility analysis, design thinking, creative problem solving, lean start up, business model canvas, and minimum viable product. Elements of venture business models and organizational functions such as sales, marketing, operations, human resources and finance will be introduced. Different approaches and types of start-up firms will be examined highlighting the benefits of liberal arts education. At the conclusion of the course, students will identify their entrepreneurial strengths and aspirations including a list of potential ideas for new ventures and preliminary steps toward launch. No prerequisites.

## **ENTR 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

## **ENTR 280 Experiencing Entrepreneurship (1)**

Students will be introduced to entrepreneurship, interviewing techniques as a research tool, organization operations basics, differences between nonprofit and for profit organizations, and career discovery techniques. Course is offered for S/U grading only.

## **ENTR 301 Creating World Class Ventures (4)**

This is the first in a three course sequence for the E-Scholars program. The course covers conceptual entrepreneurial skills needed to create a business that is globally competitive. Students will be introduced to the essential entrepreneurial tools of opportunity recognition, idea generation and feasibility for a potential world class venture. Students will prepare for and execute multiple informational interviews with entrepreneurs and people of interest to observe first hand best practices of entrepreneurial organizations. Students will also be introduced to issues of organizational integrity and ethics. Prerequisite: acceptance into the E-Scholars program and permission of instructor required.

## **ENTR 302 Global Entrepreneurship (4)**

This is the second course in a three course sequence. The course prepares students to refine their business ventures through framing and validating assumptions through methods of customer feedback, concept testing and prototypes. Students will also prepare for a global business trip, understand how markets and competition (economic dimension), power (political dimension), and culture (social dimension), and values (ethical dimension) influence start up decisions. The global trip includes engagement with foreign professors, business leaders and entrepreneurs as they are immersed in a foreign culture and face the challenge of transacting and collaborating with global business partners and markets. Prerequisite ENTR 301 & Acceptance to E-Scholars Program and written permission of instructor required.

## **ENTR 303 Entrepreneur Apprenticeship (4)**

This is the final course in the E-Scholars program. It involves an individualized entrepreneurial experience. Students will reflect deeply on their global business travel experience. Students will be expected to complete a professional written business plan and business plan presentation. Prerequisite ENTR 302 and written permission of instructor required.

**ENTR 304 Entrepreneurship (4)**

Entrepreneurs search for change, respond to it, and exploit it as an opportunity. This course begins by examining the process of opportunity recognition. Students then conduct a feasibility analysis on one or more new venture ideas. Students will consider issues in marketing, strategy, operations, human resources, and finance as they develop and present a business plan. Topics relating to ethics, social responsibility, technology and personality will be investigated.

**ENTR 310 Social Entrepreneurship (4)**

Social Entrepreneurs identify and address social issues using entrepreneurial principles and approaches. They act as change agents at the local, national, and often global level and focus on creating value for those around them. An introduction to social entrepreneurship, this course will engage students in identifying important issues in today's world and creating potential entrepreneurial approaches to address those issues. Students will become familiar with this new field, meet active social entrepreneurs and develop their own social venture plans. Prerequisite: instructor permission, preference to students with service learning or nonprofit volunteer experience.

**ENTR 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements.

## **SUBJECT: Environmental Studies**

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### **ENVR 100 Topics in Environmental Studies (0-4)**

In-depth study of an environmental issue, perspective, or methodology at the lower-division level. Course may be repeated for credit when topics vary and with consent of the Department Chair. Varies.

### **ENVR 100A The Nutritious Garden (1)**

This section of ENVR 100 is part of the new "Hands-On-The-Land" series of experiential learning courses offered by the Environmental Studies Department with the assistance of the St. John's Arboretum and faculty from several other departments. This first course will be offered by Profs. Bernadete Elhard and Romona Robinson-O'Brien of the Nutrition Department. Want to eat green? Lower your carbon foot print with your food choices? Ever wonder what is whole food? How can you plant a garden to increase your nutritional status? This course will provide students with practical approaches to these issues by teaching them about growing their own food and safely preserving it. The course will combine lecture, discussion, readings and field trips to examine the relationship between the science of Nutrition, gardening and food preservation. Students will learn about garden planning from a nutritional and geographical perspective. Food preservation technology will be combined with culinary preparation technique to create appealing food from a taste, texture and visual perspective. Students will apply food preservation and food preparation knowledge previously discussed in the course by preserving locally grown foods in the food science laboratory. No prerequisites are required for this course.

### **ENVR 100C Hand Papermaking in the Arboretum (1)**

This section of ENVR 100 is part of the new "Hands-On-The-Land" series of experiential learning courses offered by the Environmental Studies Department with the assistance of the St. John's Arboretum and faculty from several other departments. This course will introduce the history, methods and science of natural papermaking via the process of making paper by hand. Students will learn to identify and gather plants in the St. John's Arboretum suitable for making paper, then explore ways to break down the plants and reform the fibers into a variety of handmade papers involving creative fiber combinations unique to the CSBSJU environment. The course will include readings on papermaking's thousand-year history and will explore the contemporary uses of plant-based handmade paper. Discussion will include the environmental ramifications of using various types of plants found in the region. Instructors: Scott Murphy & Rachel Melis from the Art Department. Prerequisites: none; open to all majors.

### **ENVR 100D Tracking Carnivores (1)**

This course will introduce students to the natural history and ecology of Minnesota's small to mid-size forest carnivores. While there will be a lecture component to this course, most of our time will be spent conducting field work related to forest carnivores. As part of the Hands-On-The-Land series this course will make extensive use of the St. John's Arboretum. After an introduction to population sampling techniques (scent stations with track identification, mark-recapture techniques, and camera trapping techniques), we will develop a research design and set up carnivore scent stations and remote-trigger camera traps. Students will gain skills in carnivore tracking, carnivore ecology, and scientifically-reliable research design. Students from all majors are welcome.

### **ENVR 150 Introduction to Environmental Studies (4)**

Interdisciplinary introduction to environmental studies. Case-based investigation of environmental issues combining perspectives from the social sciences, natural sciences, and humanities. Topics will vary but may include such subjects as endangered species, air/water pollution, environmental justice/racism, animal rights, global warming, ecotourism, agriculture, nature writing, campus ecology, and others. Both semesters.

### **ENVR 175 Earth Systems Science (4)**

An interdisciplinary introduction to the science underlying environmental issues. This course will focus on earth systems science, providing a basic understanding of how the earth's hydrosphere, lithosphere, atmosphere and biosphere work and how they interact. Both semesters.

### **ENVR 200 Topics in Environmental Studies (1-4)**

In-depth study of an environmental issue, perspective, or methodology at the lower-division level. Course may be repeated for credit when topics vary with approval of the Department Chair. Varies.

#### **ENVR 200A Environmental Art and Architecture (4)**

This course focuses on a range of issues addressing art, architecture and their relationship to a sustainable environment. Through an analysis of critical theory, students will gain an understanding of the language and critical issues of art, architecture and their impact upon the environment. Through a hands-on approach, students will apply these concepts to make ceramic artwork in the SJU Pottery Studio. By using all native materials, designing through a programmatic structure of indigenous systems, in a sustainable framework the student will parallel architectural and design schematics presented in theory and research to an applied reality. Students will critically analyze readings, will discuss examples of art and architecture and will meet with artists in order to expand their understanding of the relationship between art, architecture and the environment. Spring. Offered for A-F grading only.

#### **ENVR 200D Geology of the National Parks & Monuments (2)**

There are over 450 national parks and monuments in the United States and the majority preserve examples of landscapes and geology at their most impressive. Our national parks and monuments have two purposes: 1) to preserve features of scientific and cultural importance and 2) to make those features available for the education and enjoyment of the public. Geology of the National Parks provides a view of the diverse aspects of geology preserved in our national parks and monuments through the conceptual framework of the rock cycle. The course is designed to provide students with an appreciation of why the preservation of geologic features within national parks helps us understand natural science and how geology relates to society and the environment. An optional, May-term course (Geology Field Experience) will provide 'hands-on' experience exploring the geology of selected parks and monuments in the western U.S. Course offered for A-F grading only.

#### **ENVR 200E Women, Ecology & Development (1)**

This course focuses on the writings of Dr. Vandana Shiva in preparation for her visit to campus in February as the Renaissance speaker. We will read Shiva's most famous book (Stolen Harvest: The Hijacking of the Global Food Supply) and her most recent one (Staying Alive: Women, Ecology and Development). We will also watch two documentaries in which she features prominently as an expert witness on issues of food and biotechnology, globalization, and development issues. The course is discussion based but will also require a final paper.

#### **ENVR 210 Environmental Field Experience (1)**

Environmental Field Experience offers students the opportunity to apply a range of disciplinary and interdisciplinary field methods to a specific topic and geographical area. The course will incorporate on-campus work in the classroom, lab and outdoors with a multi-day field component off campus. The topics will be selected to offer breadth of exposure to methods and access to suitable field sites. Each iteration will provide students with an introduction to and practice with field methods from at least two different disciplines, along with the opportunity to apply them to a discrete topic/project in the off-campus portion of the course. This is a one-credit course that will include a mandatory field experience after graduation. The class is intended for both ENVR majors and minors; students from other majors are welcome as space permits. Prerequisites are ENVR 150 and ENVR 175 or permission of the instructor. Course fees will be assessed to cover the cost of the field experience in an all-inclusive approach (travel, food, lodging, etc.) for all participants. Topics and locations will vary.

#### **ENVR 215 Sustainability Workshop (2)**

Workshop focusing on current environmental issues in application, intended for students new to the major or minor. Course may be repeated for credit when topics vary with approval of the Department Chair. Both semesters.

#### **ENVR 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of program director required. Consult department for applicability towards major requirements. Not available to first-year students.

#### **ENVR 275 Humans and the Environment (4)**

An interdisciplinary scientific exploration of environmental issues through case studies. Specific case studies will be chosen by the instructor, but will typically center around the broad topics of population, climate change, food and agriculture, biodiversity, pollution and energy. Prerequisite: ENVR 175. Both semesters.

## **ENVR 278 Topics in Thematic Focus Movement (0)**

NO COURSE DESCRIPTION

## **ENVR 278A 20th Century World Environmental History (4)**

This course explores the history of the 20th century world through an environmental lens, emphasizing relationships between humans and the natural world, the impacts of social/political/economic systems on nature, and the evolving use of natural resources in human societies. Movements of people, raw materials, capital, manufactured goods, and living material between ecosystems receive particular attention. The impacts of human action on the natural world, including resource extraction, large-scale construction, agriculture, transportation of species between ecosystems, warfare, migration, and the generation of pollutants will be followed through the century on scales ranging from regional to global. Students will develop an understanding of how humans have shaped the environments they inhabit both directly and indirectly, how nature influences culture over time, and how the environmental crises of the 21st century are rooted in historical events, decisions, and actions. The skills of historical analysis and argumentation will be practiced throughout the course as well.

## **ENVR 279A Environmental Methods and Analysis (4)**

This course serves as an introduction to the analytical tools and metrics of environmental studies, providing students with quantitative and qualitative methodological skills germane to environmental problem solving that can be applied in upper division courses and in their own research projects. Emphases will include basic quantitative literacy, units of measurement commonly used in environmental fields, estimation, basic applied statistical analysis, cost-benefit and other economic metrics, textual analysis of survey and interview data, and data visualization through construction of graphics and maps. Students will also be guided through the process of collecting both primary and secondary data. Students will learn to apply these methods and to critique the use of similar methods by the media, in marketing campaigns and by other researchers.

## **ENVR 280 Summer Topics (1-4)**

A series of topics courses offered during the summer term.

## **ENVR 280A Sustainable Scandinavia (2)**

This course will introduce students to the Nordic Model of social democracy as a framework for addressing sustainability. While we will address all three components of the sustainability (social, economic, and environmental), approximately 2/3 of the course materials will focus on environmental sustainability. The course takes place largely in southern Sweden, and topics include energy (renewable energy, small-scale energy networks, and waste-to-energy plants), sustainable transportation networks, shared/cooperatives, planned neighborhoods, compulsory recycling, gender equity initiatives, work-life balance regulation, and outdoor preschools. In addition to reading about these topics, students will experience them first hand on site visits. Students will also attend thesis presentations by students graduating with a Master's in Environmental Studies and Sustainability Science and Lund University. Offered for A-F grading only.

## **ENVR 300 Topics in Environmental Studies (1-4)**

In-depth study of an environmental issue, perspective, or methodology at the upper-division level. Course may be repeated for credit when topics vary with approval of Department Chair. Varies.

## **ENVR 300C Environmental Justice (4)**

This course explores the relationship between environment, ideas of justice, and social inequity. We will examine how racial, economic, and cultural status can affect people's access to a clean, safe environment and productive natural resources. We will consider examples of how people's access to a safe, clean environment and vital natural resources are threatened or violated locally, nationally, and globally. Specific issues examined may include energy issues such as coal mining and fracking, siting of hazardous waste facilities, exposure to toxins, and inequalities in food systems, among others. This course will also look at the environmental justice movement as it emerged in the late 20th century, both within the United States as well as globally. Although the primary perspective is sociological, the course is taught from an interdisciplinary approach that includes history, ethics and natural science. Using a mixture of in-depth case studies and broader theory, the course will specifically look at the connection between institutional racism and environmental problems in the U.S., the perpetuation of class inequalities, the lack of

diversity in the mainstream environmental movement, and the role of women in the environmental justice movement. The role of public policy (such as zoning and the history of urban segregation) will be discussed, as well as some of the mechanisms being used to secure environmental rights and promote environmental justice.

#### **ENVR 300E Envisioning Nature (4)**

This course will examine the evolution of our modern understanding of the natural world. How do we imagine nature, and do other cultures (past and present) imagine it differently? Where exactly did our current understanding of the natural world come from, and where does it seem to be heading in the future? In asking these questions, we will also explore how different visions of nature (nature as God's creation, nature as a mechanical structure, nature as a complex ecosystem, human nature etc.) have shaped our approach to our understanding of the lives we live.

Students will examine a mix of history, biology, political philosophy, literature, film and cultural theory texts as part of a course of study designed to investigate where, why and how writing and nature intersect in our world today. Course Objectives: 1. To explore the social and historical importance of influential visions of nature from the ancient world up to more recent modern and/or postmodern periods, 2. To investigate the relationship between nature, economics and literature, 3. To examine how certain visions of nature have been used to justify social inequalities, 4. To read debates about the natural world from politically informed perspectives, and 5. To study how different visions of nature shape and reshape our understanding of the natural and social worlds in which we all live.

#### **ENVR 300F Environmental Geography (4)**

Case-study based and issue-oriented approach to understanding relationships between societies and their environments from a geographical perspective. Centered on exploring how humans around the world have modified their environments, and how societies respond to environmental change. Examining these processes includes exploring the current and historical roles played by social and cultural institutions, by political and economic systems, and by forces such as development and globalization.

#### **ENVR 300H Green Writing: Nature in British Literature, 1750 – 1901 (2-4)**

As the Industrial Revolution gained speed, many British writers explored the dynamic relationship between Nature and the Imagination. These writers represent Nature as a powerful force capable of provoking hope, solace, and terror. In this course, we'll examine the changing meanings of "nature" in British literature. We'll give particular attention to the interactions of "nature", human beings, and the rapidly changing built environment in 18th- and 19th-century British poetry, essays, and fiction. Observing the movement of population from rural areas to cities, the shift from handcraft to factory labor, and the transition from horses to railways, British writers reflected on the changing relationship between people and the natural world. Industrialization and urbanization inform the works we'll read; the natural rhythms of days and seasons were giving way to the steady, ticking rhythm of the clock, and the environment of daily work was shifting from the agricultural outdoors to the urban workplace. We'll study 19th-century nature writing in the context of these momentous changes.

#### **ENVR 300I Environmental Anthropology (4)**

This course examines the relationships between human cultures and the environments they inhabit. We will engage with the ways in which environments are collusions of human knowledge, perspective, histories, and economic and other cultural systems. Many of the course texts grapple with environmental management systems throughout the world, and ways that people plan for, participate in, subvert, and are affected by environment management schemes. Furthermore, this course also emphasizes the ways in which people shape knowledge about the environment and environmental management throughout historical vantages as well as Western science, particularly of conservation biology and ecology.

#### **ENVR 300J Sustainability in Asia (4)**

An analysis of the sustainability of Asian societies with respect to environmental, economic and social issues. We will examine practices of ancient and medieval Asia, and continue with an assessment of contemporary environmental issues. Particular attention will be given to Japan and China as comparative subjects. Dr. Li is a visiting Associate Professor in Ecology from Southwest University in Chongqing, People's Republic of China.

#### **ENVR 300K God and Nature (4)**

This course surveys the relationships between Western religions and the natural world. The course traces the historical development of how nature has been perceived, beginning with Jewish and Christian origins, proceeding

through the Middle ages and into modernity, giving special attention to the interactions between Christianity and other faiths (e.g., pre-Christian European traditions and Native American spiritualities). The primary focus of the course concerns contemporary issues within the United States, including religious environmentalism within church bodies and the non-profit sector, forms of spirituality within environmentalism, eco-feminism, the environmental justice movement, nature religions, and contested depictions of the natural world within Christianity.

#### **ENVR 300L British Literature after 1700: Green Writing (4)**

As the Industrial Revolution gained speed, many British writers explored the dynamic relationship between Nature and the Imagination. These writers represent Nature as a powerful force capable of provoking hope, solace, and terror. In this course, we'll examine the changing meanings of "nature" in British literature. We'll give particular attention to the interactions of "nature," human beings, and the rapidly changing built environment in 18th- and 19th-century British poetry, essays, and fiction. Observing the movement of population from rural areas to cities, the shift from handcraft to factory labor, and the transition from horses to railways, British writers reflected on the changing relationship between people and the natural world. Industrialization and urbanization inform the works we'll read; the natural rhythms of days and seasons were giving way to the steady, ticking rhythm of the clock, and the environment of daily work was shifting from the agricultural outdoors to the urban workplace. We'll study 19th-century nature writing in the context of these momentous changes. Prerequisite: Sophomore standing.

#### **ENVR 300M Global Transition to Sustainability (4)**

"Business as usual" is becoming more and more deadly to humans so humanity has turned to sustainability for help. This course discusses what sustainability is, why it has become a global concern, how people measure it, and how countries and their institutions have implemented it as a way to steer away from societal as well as ecosystem collapse. Of special concern will be an analysis of benchmark policies used by leaders in sustainability. We will look at implementing sustainability at the "micro" level (businesses, cities, schools, etc.) as well as the "macro" level (country and multi-country levels) and will examine examples of what's working around the planet as well as what's not. Of special concern throughout this course will be deciding what sustainability economics is as well as discussing what a sustainable or green economy would look like. Introductory Economics would be helpful.

#### **ENVR 300N Conservation Natural Resource Management (4)**

The course focuses on the management and conservation of natural resources in the United States, including the national parks, national forests, oil/gas/mineral resources, surface and ground water, fisheries, wildlife, grazing/rangeland, and other publicly-managed resources. It explores the scientific, economic, cultural, legal, administrative, and political dimensions of natural resource management challenges faced by resource managers at a variety of levels from local lake associations to state departments of natural resources to federal agencies like the US Forest Service, National Park Service, and Bureau of Land Management. Through an interdisciplinary approach we will examine specific issues faced by agencies tasked with managing parks, wildlife, fisheries, hunting, mining, grazing, logging, recreation, and other resource uses. Specific attention will be paid to the various roles of public-sector employees and careers related to natural resource management within public agencies, as well as to the legal and political contexts for decision-making and conflict resolution. The course is open to all majors and anyone with an interest in natural resource management, ecology, environmental conflicts, environmental law and policy, public-sector management, government, politics, outdoor recreation, and related topics.

#### **ENVR 300O Climate Studies: Culture, Science and Policy in a Changing Environment (4)**

This course uses a cultural focus to understand how humans study, experience, interpret, and mitigate global climate change. We investigate climate science, politics, and economics, along with how climate change intersects with matters of justice, gender, globalization, media, development, and higher education. As we learn about these topics, we will conduct applied research on particular climate topics at various scales—local, state, national, and international—to work towards defining solutions and ways forward in a rapidly changing environment.

#### **ENVR 300P Environmental Writing (4)**

This course will offer the experience of exploring the interplay between the world of woods (nature) and the world of words (literature). Students will read, analyze and discuss a wide range of nature writing, but the main focus of the class will be on the creation of their own body of nature-based, written work, primarily in the form of creative nonfiction. Emphasis will be placed on the development of individual voices and styles. Prerequisite: Completion of FYS and junior standing.

### **ENVR 300Q Environmental Health (4)**

This course will explore the health of the environment and how it relates to public policy by examining the issues and problems associated with environmental pollution and how pollutants impact our ecosystem. Students will develop an understanding of the physical processes involved in polluted environments as well as the socioeconomic consequences. Topics may include energy and resources; water treatment; geoengineering; climate change; remediation strategies; environmental public policy; in addition to pollution in the air, water, and soil including heavy metals, toxic organic compounds, ozone, greenhouse gases and pesticides.

### **ENVR 300R Sustainable Urban Planning (4)**

A sustainable world requires continual examination and debate related to the ways we plan, design and manage human settlements. Urban planners and policy makers address both the built and natural environment and the relationships between town and country. Sustainable development has ecological, economic and social aspects. The organization and design of space is a prime source of resource and energy use, as well as being a key to well - functioning and healthy communities. The course includes discussion and debate on themes including land use, economic development, ecological footprint, social neighborhood planning, citizen participation, work and mobility, and urban ecology. Offered for A-F grading only.

### **ENVR 300S Sustainable Business (4)**

The rules of business have changed. Long-term success for business requires more than a positive cash flow. Companies now must be economically, environmentally, and socially sustainable in order to survive in today's global business economy. Sustainability has gone beyond a buzzword and is now integrated in the business strategies of nearly every major company. This course will take an in-depth look at the drivers for sustainability and the reasons why businesses are pursuing sustainability. The course will also look at the best industry practices of companies pursuing sustainability initiatives and analyze how these companies are using those practices to create a competitive advantage. Major areas of sustainability such as energy, food, water, waste, transportation, and personal responsibility will be covered.

### **ENVR 300T Sustainable Agriculture Science (4)**

Managing agricultural landscapes to provide the world with sustainable food, fiber, and fuel while conserving the environment and addressing climate change is a grand challenge of 21st century agriculture. This course examines agroecosystems as complex adaptive systems characterized by interactions and feedbacks among organisms, the atmosphere, climate, and the cycling of elements at local to global scales. Key elemental cycles of carbon and nitrogen and how human activities are affecting these cycles, and creating environmental challenges will be emphasized. Soil and crop management practices and resulting interactions between soil, water, organisms, and organic and chemical inputs form the basis for discussions on diverse cropping systems, soil health, water quality and quantity, bioenergy, greenhouse gases, and sustainability.

### **ENVR 300Y Environmental Hazards, Risk and Resilience (4)**

This course reviews theories and practices for risk reduction, including natural hazards, catastrophes, and acts of terrorism, all of which produce devastating impacts on social structures and the built and natural environments. We address these issues through readings selected from anthropology, geography, sociology, and planning to understand how governments, markets, and societies respond and adapt to the consequences of climate change, droughts, floods, tornadoes, tsunamis, and wildfires. Students will explore human subjectivity to hazards and risks, including measurement tools used for assessing vulnerability and the causes and consequences of environmental-based migration and displacement. Through development of a case study, students will critically reflect on the roles of international and state institutions in community recovery efforts and how policies and programs prioritized or omitted social and environmental justice objectives. Finally, students will develop a final paper suggesting actionable strategies for policymakers to respond to an environmental crisis and pathways to a more resilient future.

### **ENVR 300Z Outdoor Adventure Education & Leadership (2)**

This course explores the foundational theory, pedagogies, and history of Outdoor Adventure Education (OAE) for children and adults. Utilizing a variety of adventure-based activities (e.g. rock climbing, backpacking, canoeing), students will apply OAE concepts to curriculum design, instruction, and leadership development. Classroom instruction in theory will be complimented by practica that will develop applied skills in adventure activities along with the associated facilitation techniques, risk assessments, and group management skills necessary to conduct

effective OAE lessons. This course will be a combination of classroom lecture and discussion along with adventure-based experiential learning occurring mostly outdoors. All students interested in outdoor recreation, environmental education, work with youth and/or adult programs and camps, natural resource management, team building, and education pedagogies are encouraged to enroll regardless of major or minor. Notes: An optional weekend workshop leading to Wilderness First Aid and CPR certification, which is often needed for employment in the field, will be offered in spring. This 2 credit course may be combined with other credits to fulfill elective credits in the ENVR major or minor.

### **ENVR 303 Climate Action Workshop (2)**

This course involves exploration of climate policy and action at the national, regional, and local level. Meeting once per week in the fall semester, students will learn about climate change and its effects, policies, and technologies to address climate change, and debates over taking action, focused on the national and local level. Students will gain hands-on organizing skills through planning an event around climate justice, interview climate justice stakeholders in the MN region, and engage in solidarity work with MN-based climate justice organizations, including attendance at local events. This course can be combined with ENVR 305: Global Climate Policy to create a four-credit course. Sophomore standing required. No course prerequisites. Offered annually.

### **ENVR 305 Global Climate Policy (2)**

Covid-19 has delayed the 2020 United Nations climate change negotiations, but that doesn't mean we can stop building climate solutions. Though we will not be attending a COP meeting abroad in fall 2020 the need to understand and prepare for global climate negotiations continues. Meeting once per week in the fall semester, students will learn about policies and technologies to address climate change and debates over taking action, all at the global level. Students will also learn about the UN Framework Convention on Climate Change, in preparation for a multi-week role play of the UN climate negotiations. Each student will complete a research paper that pairs with their role in the role play, becoming experts on particular countries or organizations and how they approach implementation of the Paris Agreement. Students will virtually interview stakeholders to inform the research for their role play and papers. This course can be combined with ENVR 303: Climate Action Workshop to create a four-credit course, and/or repeated for credit for students interested in traveling to the next COP meeting in 2021. Sophomore standing required. No course prerequisites.

### **ENVR 310 Environmental Geography (4)**

This course is an upper level, reading intensive course focusing on global environmental issues from the perspective of geography. Using water as a topical focus, the course will consider human modifications of and responses to the environment; the sometimes unintended consequences of such actions; and water as a key resource and potential source of conflict in the 21st century. As an environmental studies course, the subject matter is interdisciplinary and will include physical geography. Annually.

### **ENVR 311 Introduction to Geographical Information Systems (4)**

This is an introductory course in Geographic Information Systems (GIS). GIS is designed to collect, store, and use spatial and geographical information, such as land use, property ownership, roads, rivers, lakes, forest cover type, elevation, versus tract boundaries and data, and political boundaries. In this course, students will learn to use ESRI's ArcGIS software within a larger context that also includes a history of cartography, the uses and abuses of maps, elements of map design, mental maps, participatory GIS, and a range of ethical issues that must be considered in learning how to use this powerful technology responsibly. Annually.

### **ENVR 312 Geography of Asia (4)**

Asia is a complex and diverse part of the world that contains more than half of the world's population, some of the world's fastest growing economies, and countries and cultures that are fundamentally linked to our everyday lives in North America. In this upper-division, reading-intensive course, students will be introduced to the natural environments, political developments, demographic trends, gender issues, religious and cultural frameworks, and past and present relationships between the United States and Asian countries. The course will emphasize current events, problems, and trends across sub-regions and in individual countries, and will draw on diverse sources of information including books, academic and popular articles, films and novels. Offered infrequently.

### **ENVR 315 American Environmental Literature (4)**

This course explores the long history of American writing about nature and the environment, with particular attention to questions of the human place in nature. Some of this literature is about exploration—what is out there? Some of this is about the utility of nature—what can we do with vast forests, grasslands, or rivers? But the most interesting examples are often about what we can learn from nature and what obligations we may have to non-human life—what is our place in nature? The styles and traditions of American nature/ environmental writing have changed dramatically over time and today are quite diverse, incorporating at times elements of philosophy, theology, ethics, science, economics, politics, and art. Through reading, thinking, and discussing, and writing critically about a wide range of examples from genre students will gain an appreciation for the depth of the American literary approach to nature, become familiar with many of the writers and texts that could be said to form a “canon” in the field. And will learn to actively engage such writing from a variety of approaches including historical analysis, ecocriticism, and ethical reasoning.

#### **ENVR 320 Research Colloquium (4)**

In depth, interdisciplinary study of a single topic in environmental studies. By design the course will provide both depth of exposure in a topic and methodological instruction and application of research skills in the field, as preparation for the research requirements of other upper division ENVR courses and for the application in post-collegiate career settings. Topics will vary each semester, but skills covered will include group discussion, formal oral presentation, poster design and presentation, secondary literature analysis, research design, collaborative project design and implementation, and written presentation of research results. This course is intended for junior/senior Environmental Studies majors and must be taken before enrolling in the ENVR 395: Research Seminar capstone. Both semesters.

#### **ENVR 321 Sustainable Agriculture (4)**

How do we sustain the environment and provide food security to 9 billion people in 2042? This course examines the causes of food insecurity; investigates the environmental, human and cultural costs of industrial agricultural food production; identifies the environmental consequences of producing protein-rich foods, e.g. fish farming, meat, and soybeans; considers the effect of climate change on food production; and explores the potential and the risks of agricultural biotechnology to increase the global food supply. In addition, we explore emerging agricultural practices as possible solutions to the problem of balancing human needs and the environment. Alternate years.

#### **ENVR 327 Gender & Environment (4)**

This course explores the links between gender, women, and environments, with an emphasis on the interconnections between environments and the workings of power that shape gender-based inequality, resistance, and strategies for social change. Through reading, discussion, documentary films, and research projects, we will explore how gender inequalities and norms of femininity and masculinity shape and are shaped by environments. The course will focus on local (U.S.) and global climate change; women’s leadership in the environmental movement and community resilience; development; gendered perceptions of environmental risk; queer perspectives on environmental issues; how gendered divisions of labor (particularly care of children and elderly) affect environmental experiences; sustainable agriculture and redistribution of global resources; the effects of globalization and militarism on women and the environment; social constructions of gender and science; and the relationship between gender and environmental policy-making, inequalities, and health.

#### **ENVR 330 Environmental Politics and Policy (4)**

This is a course about the politics and policies surrounding environmental issues at all levels of government. Many issues are both local and global. Transportation, electricity, and food are locally experienced but have global as well as local environmental ramifications. Environmental politics and policy are necessarily multi-disciplinary topics so we will draw upon a range of disciplines including economics, history, ecology, and ethics in addition to political science, public policy, and public administration. In covering environmental politics, we focus mostly on the major, albeit shifting, themes of “environmentalism” from white-collar lobbying, legislating and litigating to the direct action protests and the politics of corporate sustainability. The policy focus emphasizes content related to major federal laws governing public lands and other environmental issues, and the federal agencies that oversee environmental policy. The second half of the course concentrates on specific local, national and international issues such as the management of national forests, food politics, and local land use planning. We will study each issue by discussing the players and major debates circulating around the respective ecological issues.

#### **ENVR 331 Science of Climate Changes (4)**

Heated ideological debates and images of imminent environmental catastrophe generated by the issue of climate change often obscure the scientific foundation upon which it rests. In this course we will explore: (i) Earth's climatic history and how we know about this history, (ii) the drivers of climate change past and present, and (iii) the impact of climate changes and stability on the biosphere and human societies on the past. By understanding how climate naturally changed in the past we will be able to better understand current human-driven change. The impacts of, and potential solutions to the current climate crisis will be covered within this historical context.

#### **ENVR 341 Natural History of Tropical Carbonates (2)**

This course provides students with an introduction to the unique ecology and geology of tropical marine carbonate ecosystems, with an emphasis on those of the Bahamas. Topics covered include the evolution of reefs and reef-building organisms, geological history of the Bahamas, and the natural history of modern reef, mangal, and seagrass ecosystems. Environmental challenges facing these ecosystems will also be considered. The course requires participation in a field trip to San Salvador Island, Bahamas, or another tropical carbonate system. As part of the field trip, students will participate in a research project that involves monitoring of the ecological status of a tropical carbonate ecosystem. Prerequisite: BIOL 222, GEOL 212, or ENVR 175/275. Spring semester. Cross-listed with BIOL 341. Offered for A-F grading only. Varies.

#### **ENVR 360 U.S. Environmental History (4)**

Environmental history is the study of the relationship between humans and nature over time. This course examines the changing American understanding of nature in the 19th and 20th centuries with particular attention to the development of public policies toward natural resources and wildlife, the emergence of a new set of values recognizing non-utilitarian values in nature, and to the evolution of the conservation and environmental movements. Intellectual, political, economic, scientific, and social evidence will all be examined in the process of placing nature back into the human history of North America. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **ENVR 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of program director required. Consult department for applicability towards major requirements. Not available to first-year students.

#### **ENVR 377 FOCUS: JUSTICE (0)**

NO COURSE DESCRIPTION

#### **ENVR 377A Energy and Society (4)**

This course explores the relationship between energy and society. Through diverse materials and field trips, we will learn about the energy infrastructures that power our society, the social, political, and cultural factors that shape energy production and consumption, and the relationship between energy, environment, and climate. Throughout, we will examine how all of these factors inform inequalities in who has access to energy and who is impacted by energy extraction, processing, transportation, and consumption. Students will leave the course prepared to assess the social and environmental impacts and benefits of different types of energy, and to contribute to discussions about building sustainable and just energy futures.

#### **ENVR 395 Research Seminar (4)**

Capstone seminar for majors/minors; intensive research project and formal presentation in collaborative setting. Prerequisite: senior standing or permission of instructor. Offered for A-F grading only. Both semesters.

#### **ENVR 397 Internship (1-8)**

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Prerequisites: approval of the department chair and a faculty moderator; completion of the pre-internship seminar. Offered for S/U grading only.

## **SUBJECT: Ethics**

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### **ETHS 390 Ethics Common Seminar (4)**

The Ethics Common Seminar is a one semester course intended as a capstone for the liberal arts experience as students wrestle with difficult ethical questions. Students identify ethical issues inherent in modern life, learn to examine them from multiple perspectives, and articulate coherent arguments, grounded in ethical perspectives, to support their own judgments. Students thus develop tools that will enhance their ability to make responsible decisions throughout their lives. Ethics courses are taught by faculty from a variety of disciplines, so course content varies. Despite the differences, all ECS courses focus on the same fundamental goals. Since ECS wrestles with difficult issues, Senior standing is strongly recommended. See course descriptions for topics offered each semester on the Registrar's Office website: <http://www.csbsju.edu/registrar/current-students/registration-and-class-schedules>

### **ETHS 390A Ethics Common Seminar (4)**

NO COURSE DESCRIPTION

### **ETHS 390B Science Ethics (4)**

This course will explore the idea of an ethical scientific process and its effect on our society. Topics may include: air pollution, persistent pollutants, disposal of waste, vaccines, energy production, work hazards, factory farms (antibiotic resistance), pesticides, GMOs, geoengineering, climate change (water, land, and food access; infectious diseases; impact of extreme weather), and pharmaceutical industry practices. Students will apply current ethical philosophies to examine their own place in the scientific world through readings, discussion, and case studies. Prerequisite of MT & NS requirements and Junior or Senior standing.

## **SUBJECT: European Studies**

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### **EURO 202 Reading Group in Humanities European Studies (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only.

### **EURO 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **EURO 302 Reading Group in Humanities European Studies (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only.

### **EURO 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **EURO 372 European Studies Senior Capstone (2)**

All majors must complete a capstone project involving at least two disciplines, to be completed in the senior year and presented in a public forum. Honors 396 and 398 may be applied to the European Studies major, if the topic is appropriate. For further information see HONR 398.

### **EURO 397 Internship (1-16)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

## **SUBJECT: Exercise and Health Science**

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### **EXHS 111 Introduction to Exercise and Health Science (4)**

In this course, students will be introduced to the discipline of exercise science and its application to health science, sports and physical activity. Students will examine a wide range of exercise science topics, including professionalism, ethics, certification and licensure, career opportunities, evidence-based practice, and foundational concepts of various subdisciplines. Fall and Spring.

### **EXHS 203 Coaching Methods (2)**

In this course students will learn best practices for coaching and teaching sport skills, as well as creating effective practice plans. Students will practice analyzing exercise and sport techniques, identifying errors, and providing effective feedback. Students enrolled in this course will actively participate in coaching sessions with peers. A-F grading only. Fall and Spring.

### **EXHS 204 Sport Nutrition (2)**

In this course students will discuss and apply the role of various nutrients in sport performance and body composition for athletes. Issues related to drug and supplement use as well as their legality and effects on performance will also be addressed. A-F grading only. Fall and Spring.

### **EXHS 210 Functional Human Anatomy (2)**

In this course, students will examine the macroscopic structure and function of bones, joints, and muscles, and how these structures contribute to human movement. Spring.

### **EXHS 211 Exercise Science Laboratory Skills (2)**

Competency in laboratory testing and techniques is important for collecting high quality data. In this course, students will develop competency in performing lab skills used by exercise and health scientists. Students will learn to measure physiological variables at rest and during exercise, how to perform maximal and submaximal exercise testing, proper blood draw and safety procedures, the importance of data confidentiality, and common techniques for quantifying physical activity. Prerequisites: EXHS 111. Fall. This course carries a \$25 lab fee for disposable lab supplies.

### **EXHS 220 Sport Identity (4)**

This course examines personal identity and how it intersects/interacts with cultural and gender roles related to sport experiences. Students will understand that sport serves as a lens that reflects and defines societal roles, beliefs and values. Historical, political and economic views/events will be compared/contrasted with contemporary American sport culture. Underrepresented ethnic groups, physical abilities and gender identity will be discussed in relation to sport representation/power. Intercultural communication and personal bias regarding others will also be discussed. Students will learn to discuss, collaborate with peers and orally present well-researched course related topics to the larger class. Fall.

### **EXHS 230 Sports Injury Management I (2)**

In the context of preparing students to become effective, athlete-centered athletic coaches, part one of the two course sequence provides a foundation for best practices in preparation for, and prevention, recognition, and care of, sports related emergency situations. The skills taught in this course do not replace professional medical help but offer guidelines and techniques for recognizing and managing emergency conditions until advanced medical help arrives. Fall and Spring. A-F grading only.

### **EXHS 231 Sports Injury Management II (2)**

In the context of preparing students to become effective, athlete-centered athletic coaches, part two of the course sequence provides a foundation for best practices in the prevention, recognition, and care of sports related bone, muscle, and joint injuries, including the role of the coach in designing and implementing conditioning programs to help prevent athletic injuries. The skills taught in this course do not replace professional medical help but offer guidelines and techniques for recognizing and managing bone, muscle, and joint injuries until advanced medical care

is provided. Prerequisite: EXHS 230. Fall and Spring. A-F grading only.

#### **EXHS 271 Independent study (0-4)**

Supervised reading or research at the lower-division level. Approval of department chair required. Not available to first-year students.

#### **EXHS 299 Research Practicum (1-4)**

The student will work jointly with a faculty member in conducting a faculty-designed research project. The course is repeatable for a maximum of four total credits in the department. Prerequisite: Permission of instructor.

#### **EXHS 302 Clinical Healthcare: Theory and Application (4)**

Introduction to the field of clinical assessment of athletic injury and pathology. This course will cover evaluation protocols, initial and progressive management, and principles of rehabilitation. The course includes a laboratory for skill acquisition in hands-on musculoskeletal function evaluation focusing on functional anatomy and the use of special tests to augment evaluation. Prerequisites: EXHS 111 and [EXHS 210 or BIOL 325]. Spring of even years.

#### **EXHS 303 Physical Activity Epidemiology (4)**

Physical activity epidemiology uses large population-based studies to link behavioral, environmental, and other factors that influence physical activity to health outcomes. This course will use an evidence-based approach to examine how we understand factors that influence health and efforts to increase physical activity. Students will examine methods to assess health as well as subjective and objective methods to measure physical activity, inactivity, and health behaviors. Students in this course will also study basic epidemiological research design including strengths and weaknesses through critical review of major studies. Students will also examine and critique current public health intervention efforts to increase physical activity at the individual and population levels. Prerequisites: EXHS 111 and EXHS 379A. Spring.

#### **EXHS 306 Kinesiology (4)**

In this course, students will integrate and apply fundamental anatomical, physiological, and biomechanical concepts to understand and describe human movement. Students will use analytical skills to evaluate human movement, including complex movements such as walking. The laboratory component of the course will emphasize critical thinking and problem-solving skills through the qualitative and quantitative assessment of human movement. Prerequisites: EXHS 111, EXHS 379A and [EXHS 210 or EXHS 258 or BIOL 325]. Spring.

#### **EXHS 308 Exercise Physiology (4)**

In this course students will advance their understanding of the human body's physiological response to exercise. Topics include acute responses and chronic adaptations of the muscular, cardiovascular, respiratory, endocrine, and bioenergetics systems to exercise induced stress. Environmental influences on performance and sex differences will also be explored. In the laboratory portion of the course students will practice the scientific method by assessing physiological capacities using the laboratory assessment methods. Prerequisites: EXHS 211, EXHS 379A and [EXHS 258 or BIOL 216 or BIOL 326]. Fall.

#### **EXHS 310 Principles of Strength Training and Conditioning (4)**

Students will develop a functional understanding of exercise science as it applies to strength training and conditioning. Exercise science concepts and principles will be applied to assess human performance, and to design evidence-based exercise programs. In the laboratory portion of the course, students will develop a practical understanding of the principles of test selection and administration, and the principles used to effectively instruct physically active individuals in safe and effective exercise technique. Prerequisites: EXHS 258 or BIOL 216 or BIOL 325. Spring of odd years.

#### **EXHS 323 Sport in a Diverse Society (4)**

Students will examine how sport serves as a microcosm of the greater world and how it is a prism through which larger cultural and gender-related issues, values and beliefs can be studied. Historical, political and economic views will be addressed along with LGBTQI issues, Title IX, and feminist perspectives as they intersect with all levels of

sport. Students will learn about their own personal culture and other cultures and sub-cultures. Intercultural communication, questions related to justice, and personal bias regarding others will also be explored. Prerequisite: EXHS 111 and completion of the Culture and Social Difference: Identity Integrations Curriculum requirement or Permission of Instructor. Fall and Spring.

#### **EXHS 324 Sports and Exercise Psychology (4)**

In this course, students will examine psychological theories and concepts as they apply to exercise and sport participation and performance. Students will use critical thinking and evidence-based decision-making skills to examine issues and solve problems related to sport and exercise psychology. Students will also discuss professional and ethical issues and apply ethical decision-making skills to the practice of sport psychology. Prerequisite: EXHS 379A or PSYC 235. Spring.

#### **EXHS 371 Independent Study (1-4)**

Supervised reading or research at the upper-division level. Approval of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first year students.

#### **EXHS 373 SPECIAL TOPICS IN EXHS (1-4)**

NO COURSE DESCRIPTION

#### **EXHS 379A Research Methods in Exercise and Health Science (4)**

This course emphasizes the search for truth and the ways in which this search is conducted. Students will be introduced to the wide continuum of research methodologies and experimental designs used in the fields of exercise science and health. Students will study each step of the scientific process with emphasis on the elements leading up to data collection, including identifying relevant background literature, critical reading of scholarly literature, developing a research question, and creating ethical and appropriate research methods. The course includes a detailed examination of different research methods, and basic descriptive and inferential statistics. Research ethics and the role of the Institutional Review Board in protecting the rights of human subjects will also be discussed. Prerequisites: EXHS 111 and [MATH 124 or PSYC 221]. Fall and Spring.

#### **EXHS 390 Sport Ethics (4)**

This course introduces students to a variety of theories of moral reasoning, ethical and unethical behavior in sport, and the development of moral education through sport. Students will engage in learning about how they should act in order to support the moral foundation necessary for sport to function effectively while examining actions that would be considered just or unjust. Students will wrestle with questions such as "how should I act" or "what type of an athlete, coach, official, manager, fan or parent should I be" through readings and discussions. Decision-making models based on moral reasoning theory and other principles of strategic reasoning will be employed as students navigate case studies and issues related to sport. Fall.

#### **EXHS 394 Research Design (2)**

This course assists students in designing and completing a proposal for an independent or group research project in exercise and health science. Students will integrate theoretical concepts from previous exercise and health science coursework to formulate a research question, conduct a background literature review, and develop appropriate and ethical methods for data collection. Students will complete and present the full proposal within the context of the course. Offered for A-F grading only. Prerequisites: EXHS 379A. Spring.

#### **EXHS 395 Research Seminar I (1)**

Students in this course will continue the work they began in ESSS 316 Research Methods, including finalizing research proposals and applying for Institutional Review Board review, if necessary. Students will pilot their procedures and begin data collections for their research projects. Students will communicate their ideas, challenges, and progress to class colleagues throughout the semester. Throughout the research process students will be asked to reflect upon the process, on how their project has integrated their previous coursework, and how performing research has changed their perspectives on health and human performance. Offered for A-F grading only. Prerequisites: ESSS 316 or EXHS 394. Fall.

**EXHS 396 Research Seminar II (1)**

Students on this course will continue the data collection process for research projects started in ESSS/EXHS 395. Students will communicate their ideas and progress to class colleagues. After data collections, students will analyze data and interpret the results. Conclusions will be drawn from the results and the final projects will be presented on or off campus. Throughout the research process students will be asked to reflect upon the process, on how their project has integrated their previous coursework, and how performing research has changed their perspectives on health and human performance. Note: Students must complete 395 and 396 to earn the EL or EX designation. A-F grading only. Fall.

**EXHS 397 Internship (1-4)**

Internship in an approved setting. Work experience in a health, sport, or exercise related field supervised by agency personnel and faculty moderator. All internships need to be planned with the CSB/SJU internship office one semester prior to work experience.

**EXHS 397A NON-CAPSTONE INTERNSHIP (1-4)**

Internship in an approved setting. Work experience in a health, sport, or exercise related field supervised by agency personnel and faculty moderator. All internships need to be planned with the CSB/SJU internship office one semester prior to work experience.

## **SUBJECT: First Year Seminar**

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### **FYS 100 First-Year Seminar (4)**

First Year Seminar is a required full-year course (four credits each semester) taken during the first year. In the fall semester, students improve their ability to read carefully and think critically about what they read, learn to write more effectively, increase their information literacy as they conduct basic library searches, and develop the discussion skills necessary for successful college work. The spring semester builds on those skills, and includes a significant research project, as well as opportunities to improve oral presentation skills. Faculty from across the curriculum teach FYS. Although each section is unique in the disciplinary content it addresses, every FYS section provides opportunities to develop the same intellectual skills. Through a wide variety of assignments and projects, students actively shape their development as reader, thinker, listener, writer, speaker, and researcher. The FYS professor serves as faculty advisor for each student in the section. Students stay in the same section for both semesters. These features help develop a sense of community and continuity. Offered for A-F grading only.

### **FYS 101 First-Year Seminar (4)**

First Year Seminar is a required full-year course (four credits each semester) taken during the first year. In the fall semester, students improve their ability to read carefully and think critically about what they read, learn to write more effectively, increase their information literacy as they conduct basic library searches, and develop the discussion skills necessary for successful college work. The spring semester builds on those skills, and includes a significant research project, as well as opportunities to improve oral presentation skills. Faculty from across the curriculum teach FYS. Although each section is unique in the disciplinary content it addresses, every FYS section provides opportunities to develop the same intellectual skills. Through a wide variety of assignments and projects, students actively shape their development as reader, thinker, listener, writer, speaker, and researcher. The FYS professor serves as faculty advisor for each student in the section. Students stay in the same section for both semesters. These features help develop a sense of community and continuity. Offered for A-F grading only.

### **FYS 201 Transfer Seminar (4)**

Course designed to meet the First-Year Seminar requirement for transfer students. Note: This course is not available for students whose transferred courses were completed prior to high school graduation. Prerequisite: approval of Academic Advising office.

## **SUBJECT: French**

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### **FREN 111 Introduction to the French Language (4)**

An introduction to the basic elements of the French language. Work in all communicative skills: listening, speaking, reading and writing, with particular attention to grammar and pronunciation. Introduction to the geography and culture of the French-speaking world. Offered in Spring.

### **FREN 112 French Language and Culture I (4)**

Continued systematic development of all communicative skills. Further understanding of French culture, geography, and customs, enhanced by readings and video selections. Offered in Fall.

### **FREN 202 Reading Group in French (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

### **FREN 211 French Language and Culture II (4)**

Continued systematic development of all communicative skills. Further understanding of French culture, geography, and customs, enhanced by readings and video selections. Satisfactory completion of FREN 211 meets the global language proficiency goal and prepares the student for FREN 212. Offered in Spring.

### **FREN 212 French-Speaking Cultures in Readings and Film (4)**

Francophone cultures through short literary and cultural readings and short films, with a grammar review component and continued development of reading, writing and speaking skills in French. Prerequisite: French 211 (or 215) or placement by examination. Offered in Fall.

### **FREN 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **FREN 302 Reading Group in French (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

### **FREN 311 Studies in Language and Culture (4)**

A study of contemporary cultural topics in French-speaking countries: geography, people, and customs. Readings cover social systems including education, health care, technology, family, religion, art, and political thought. Students will integrate these topics with intensive study of the French language, grammar, and phonetics. Emphasis placed on conversational skills and oral expression. Offered in Spring.

### **FREN 312 Literature of the French-Speaking World (4)**

An introduction to French-language texts and media from a variety of genres: cinema, fiction, poetry, bandes dessinées, advertising, and theater. The course offers the opportunity to discuss the works studied and to practice textual analysis with continued emphasis on grammar, speaking and writing. Offered in Fall.

### **FREN 330 French Literature Before the Revolution (4)**

In this course students become familiar with some of the great books which gave rise to French literary culture. Readings are drawn from verse, drama, fiction, and essays. Emphasis on fostering an appreciation of French

literature, understanding the works in their social and historical context, and learning the techniques of literary analysis. Prerequisite: 311 (or 315) or 312 (or 316) or permission of instructor.

### **FREN 331 French Literature from Monarchy to Republic (4)**

This course focuses on the poetry, theatre, novels, short stories, and essays written during the period when France led the development of European democratic traditions. Emphasis on fostering an appreciation of French literature, understanding the works in their social and historical context, and learning the techniques of literary analysis. Prerequisite: 311 (or 315) or 312 (or 316) or permission of instructor.

### **FREN 332 20th-21st Century French Literature (4)**

The poems, plays, graphic novels and prose works in this course provide insight into the beginnings of the French democracy and the expansion of its colonial empire, with emphasis on the post-colonial period in the contemporary francophone world. Emphasis on fostering an appreciation of French literature, understanding the works in their social and historical context, and learning the techniques of literary analysis. Prerequisite: 311 (or 315) or 312 (or 316) or permission of instructor.

### **FREN 341 The French-Speaking World Today (4)**

A study of diverse Francophone cultures as they have evolved from colonization to independence. Films, cultural readings and literary texts are used in this study of Quebec, and former French colonies in Africa, Asia, and the Caribbean. Prerequisite: 311 (or 315) or 312 (or 316) or permission of instructor.

### **FREN 350 Studies in Language and Expression (4)**

These courses provide opportunities for students to strengthen their oral and written French at the advanced level. Prerequisites: 311 (or 315) or 312 (or 316) and at least one 4-credit advanced course.

### **FREN 350A French Phonetics (4)**

This course will help students deepen their mastery of the structures of spoken French and enrich their active vocabulary. Using Saussure's *Cours de linguistique générale* as a starting point, students will learn the International Phonetic Alphabet, develop an understanding of basic linguistic terminology of articulatory phonetics and of the principles that govern French pronunciation. Using multimedia, short transcriptions and audio recordings, students will analyze dialectal variation and historical changes in the language, syllabic and metrical structure, liaison, intonation, and prosody, as well as the relationship between orthography and spoken language in order to improve and perfect their pronunciation and aural comprehension of Modern Standard French. Prerequisite: 311 (or 315) or 312 (or 316) or permission of instructor.

### **FREN 351 Topics in French-Language Literature (4)**

An in-depth study of a particular period, genre, or theme. Prerequisite: 311 (or 315) or 312 (or 316).

### **FREN 351B La France du XVII siècle: entre baroque et classicisme (4)**

This course's main focus is theater of the 17th century, though it is meant as an introduction to French literature of the Grand siècle. Through its study, students will analyze the aesthetic and ideological notions of "baroque" and "classicism" and will explore how they co-existed during the 17th century. Cultural and historical topics that accompany literary production will be discussed in class, including religious tensions, literary quarrels and philosophical ideas. Discussions will also include secondary sources and film. At the end of the semester, students will be able to describe the main characteristics and elements of French literature and culture of the Grand siècle, as well as write a paper in the style of the French "commentaire composé". The course will be conducted exclusively in French. Pre-requisite: FREN 311 or 312 or permission of instructor.

### **FREN 351I Letters Since the Enlightenment (4)**

In this course, students will become acquainted with a diverse corpus of "real" and fictional letters including some of the great classics of the French epistolary tradition, film and texts that these foundational works have inspired, and various published and unpublished letters produced in French since the Enlightenment. Through a study of letters in various forms, students will be able to identify major themes of epistolary theory and production, debate the

relationship of letters to literature, and engage in formal correspondence that respects the conventions of letter-writing in French while recognizing the evolving practices of epistolary exchange. Pre-requisite: FREN 311 or 312 or permission of instructor.

#### **FREN 352 Topics in Francophone Culture (4)**

A study of a particular social movement, issue, or debate as reflected in the documents, art, literature, and customs of French-speaking cultures. Prerequisite: 311 (or 315) or 312 (or 316).

#### **FREN 352A Bon App ! : La Culture Gourmande du Monde Francophone (4)**

Bon app ! : La culture gourmande du monde francophone »: In this upper division Topics in Culture class, students will be introduced (or review) content related to the world of francophone gastronomy and to les arts de la table. It will include historical aspects of the gourmet culture of the francophone world, as well as literary texts and film that address the importance of that food culture. This discussion-based course will also include experiential learning opportunities, in collaboration with local resources available to our students. Students will develop writing skills in French and there will be select grammar review, dependent on students' needs. Pre-requisites: 311 or 312 (or approval from instructor). Class will be conducted in French.

#### **FREN 352C Paris Revolutions (4)**

An exploration of the changing image of Paris, France, from its ancient and medieval origins to the present. We focus on three tumultuous periods: the 1789 Revolution, the multiple revolts of the nineteenth century, and the Occupation of Paris during World War II. Individual student projects bring in other revolutionary issues and periods, from medieval sieges to the student revolution of 1968, from the gilets jaunes to the challenges of the European Union. Prerequisites FREN 311 or 312 or 315 or 316.

#### **FREN 352D Gender & Power in Francophone Culture (4)**

In this course, we explore the ways in which women (in history and in literature) have engendered power, for male leaders, for themselves as agents, for their community, for their gender. We will begin with the warrior nation-builders like Geneviève and Jeanne d'Arc and continue with the women of revolution and salon of the 17th and 18th centuries. We will also examine figures representing the divas of opera, screen, and Parisian life, such as the soprano in Balzac's Sarrasine, Carmen, and Salome. We will then turn to the women of the French Resistance, student riots, and post-colonial conflicts and wars of the 20th C. Finally, we will consider contemporary figures constructing different images, realities, and possibilities for women and men in the 21st century. Individual student projects will allow us to expand our study to include literary prototypes and cultural leaders, thinkers, artists, fashion designers, cinematographers, and writers from around the francophone world. One question we will follow throughout is to what extent these images and figures related to power are constructed by women or projected by the culture onto women, to what extent individuals and groups are bound or freed by such constructs.

#### **FREN 352F Vie Politique Abroad (4)**

This course offers an understanding and knowledge of both the institutions and current political climate of France: movements, political parties, communication techniques in the media. (Taught in French).

#### **FREN 354 Studies in French Language (2)**

A study of a specific aspect of French language. Course may be repeated for credit with different topics. Prerequisite: 311 (or 315) or 312 (or 316) or permission of instructor.

#### **FREN 354A French Phonetics (2)**

In this course we will work on French phonetics and pronunciation using poems from the 16th-20th centuries as material for practicing French pronunciation. We will also review poetic form and work on writing a French explication de texte on one or more poems. Offered in French only. Prerequisite: 311 or 312 or 315 or 316 (or permission of instructor).

#### **FREN 354C Cinéma et Conversation (2)**

This course makes use of cinema, (the French "seventh art"), to help students increase their knowledge of

Francophone film and the Francophone world, while building their vocabulary and honing discussion and presentation skills in French. This course may take place in tandem with the Tournées Film Festival: French Language Film on Campus. Prerequisite: FREN 311, 315, 312 or 316, or permission of the instructor.

### **FREN 354D The Subjunctive (2)**

Study and practice of the subjunctive mood leads to greater confidence and nuance in writing and conversation in French. Content-based learning through grammar exercises setting the subjunctive in context with the imperative and indicative; translations from French to English, from English to French; analysis of excerpts from literature, cultural writings, music and advertising to highlight forms of the subjunctive, In-class performance of dialogues and skits emphasize the distinction between the indicative and the subjunctive. Prerequisite: 311 or 315 or 312 or 316 or permission of instructor.

### **FREN 355 Studies in French/Francophone Culture (2)**

A study of a particular cultural theme, author, or issue. Course may be repeated for credit with different topics. Prerequisite: 311 or 312 or 315 or 316 permission of instructor.

### **FREN 355A French-Language Plays (2)**

We read, analyze, discuss and act out scenes from four one-act French-language plays with emphasis on literary innovation. Prerequisite: FREN 311, 312, 315 or 316 or instructor permission.

### **FREN 355D Performing in French (2)**

In this course, we study French-language works from a variety of genres: songs, spoken word, short plays (from medieval farce to experimental theater of the 20th-21st centuries); we will choose particular pieces to learn and perform for a public audience. Performance venue may vary depending on projects chosen: in class, open mic at O'Conn's, Brother Willie's Pub, other campus stage venues, or even Celebrating Scholarship & Creativity Day or the French Lyric Festival. May require one substantial rehearsal TBA prior to performance. Prerequisite: FREN 311, 312, 315 or 316 or permission of instructor.

### **FREN 355F Post-Colonial au féminin (2)**

This course is a study of French-language literature or cinema created by or about women whose origins are in former French colonies. We study works that address issues of identity including gender, race, social class, religion and immigrant status. In some works, we look at the rights and the cultural responsibilities/contributions of women in Francophone cultures. The broader post-colonial themes in this course include beur culture, métissage, racial and religious tensions, as well as the widely-shared belief among French citizens of European origin in the desirability and necessity of post-colonial assimilation into French cultural. Prerequisite: FREN 311, 315, 312 or 316.

### **FREN 355H Poetry, Song and Dance (2)**

Prerequisite FREN 311, 312, 315 or 316.

### **FREN 355I A LIFE OF MEANING (2)**

A Life of Meaning: An exploration of French-language thinkers who grapple with the fundamental question of how to live a good life. Readings include: Christine de Pisan, Montaigne, de Beauvoir, Chedid, Badiou, French commentaries on the Rule of Benedict.

### **FREN 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **FREN 394 Practicum (1-2)**

The Practicum includes both an on-site component and a classroom component. The on-site component requires that a student work as French Cultural Events Assistant for the department or that a student engage in a significant

leadership experience in the French Club. In order to register for this course, a student must submit a proposal outlining what s/he will do as an Events Assistant or Club leader. The proposal must be approved by the course instructor and, if applicable, the club/organization's adviser. The classroom component will involve the equivalent of 4 or 8 hours of meetings/class sessions on-campus over the course of the semester (for 1 or 2 credits, respectively). Students will participate in discussions and complete a series of readings and reflective assignments. Prerequisites FREN311 or 312, FREN315 or FREN316, or permission of instructor. S/U grading.

**FREN 397 Internship (1-4)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

**FREN 399 Senior Capstone (2)**

All majors must present a senior capstone in a public forum. In consultation with a faculty advisor students choose a project appropriate to their previous course of study and/or their individual goals. Students completing 398 on a topic relevant to their French major do not need to complete FREN 399.

## **SUBJECT: Gender Studies**

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### **GEND 101 Introduction to Gender Studies (4)**

Introduces students to a broad range of concepts and issues in the discipline of gender studies. It also serves as a practical and theoretical foundation for further courses in Gender Studies. It uses gender as an analytical method and explores how race, class, ethnicity, and sexual orientation influence the construction of gender identity. Although containing these common elements, this course's main focus will vary according to the particular instructor's design.

### **GEND 180 Gender and Culture (1-4)**

An interdisciplinary survey of the role of gender in a cross-cultural context while studying abroad. It introduces students to the discipline of Gender Studies and serves as an experiential foundation for further courses. It focuses on the ways in which race, socio-economic class, ethnicity, sexual orientation and culture influence the social construction of gender across diverse cultural backgrounds. Taught in English. Open to all students. Service-Learning is a requirement of some sections of this course.

### **GEND 180A Gender and Culture in Japan (2)**

This course will explore the intersectional relationship between gender and culture with specific attention to gender and culture as experienced in Japan

### **GEND 180C Gender & Culture in South Korea (2)**

This class is designed to teach students the ways in which gender and culture mutually inform one another and is based on South Korea's society and economy. The course is designed to understand the social construction of gender in South Korea, analyze the implications of that construction for the South Korean society and evaluate those constructions and implications in the context of the United States. The course is housed within the Gender Studies department and counts as part of the Gender Studies major and minor requirements. The course involves pre departure classes held during Spring and onsite visit and learning in South Korea.

### **GEND 180D Contemporary Japanese Women Writers (4)**

This course introduces novels, short stories, manga, and films written by Japanese and Japanese-American woman writers and filmmakers since the 1970s. We read texts that explore questions of identity related to gender, race, and ethnicity in a comparative context, from the incarceration of Japanese-Americans during World War II to the rethinking of female icons of Japanese mythology and folklore, as well as what it means to be alienated in what is supposed to be one's "homeland" and being insufficiently fluent in one's "mother tongue." With texts set in both the United States, Japan, and Europe, this course aims to demonstrate the relevance of great literature and film by Japanese women to questions at the heart of an intersectional analysis of gender, race, and ethnicity.

### **GEND 201 Movements and Change (4)**

This course will survey the various social movements of gender and sexual rights and equality in the United States. Students will learn about the social conditions that spawned the movements, the reaction that these movements have produced, and the different strategies that were used both within and between these movements.

### **GEND 271 Individualized Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of program director required.

### **GEND 278A Movements and Change (4)**

NO COURSE DESCRIPTION

### **GEND 290 Topics in Research (2-4)**

A sustained interdisciplinary analysis of selected topics in Gender Studies at the intermediate level. Topics will vary each year.

### **GEND 360 Topics in Gender Studies (1-4)**

A sustained interdisciplinary analysis of selected topics in Gender and Women's Studies at the upper division level. Topics will vary each year.

### **GEND 360B Gender and the Professions (4)**

The course will explore the issues of gender in work and professional roles. The path of choosing and progressing through a career as influenced by gender will give students an opportunity to understand their own gendered experience of learning and making decisions about their future work life. Gendered-patterns of communication in the workplace including the challenges of class, workplace violence and the influence of media portrayals will be included. Special attention will be paid to traditional and non-traditional career choices, as well as examining and challenging the status quo.

### **GEND 360D Men and Masculinities (4)**

This course will offer an exploration of current topics in the field of men's studies. What is masculinity? How is it formed? Who does it benefit? What are its hazards? Readings from a variety of disciplines will challenge students to analyze the way masculinity functions across cultures and in their own cultural context.

### **GEND 360E Contemporary Japanese Women Writers (4)**

This course introduces entertainment novels, comics, and films created by Japanese female writers and directors since the 1970's. Postwar economic development made it possible for young talented women to go into a variety of cultural fields and become successful. We examine how these contemporary female creators have come to terms with issues of gender, sexuality, race, class, and nation as well as how their products have intersected the changing phases of economic conditions. Their works have created new businesses, not only in Japan but also in the broader Asian market, by being combined with thriving local entertainment industries. We also consider what these phenomena signify, especially when the images of the West, Asia, the US and Japan are diversely reflected in these works. Prerequisite Sophomore standing. Will count as an elective for both GEND major/minor and ASIA minor. Cross-listed with JAPN 321A.

### **GEND 360H Gender and Politics (4)**

Analysis of public policy expectations, processes and decisions as they influence and are influenced by men and women differently. Students investigate criteria for gender-neutral policies, and evaluate the value and likelihood of such policy approaches. Alternate years. Cross-listed with POLS 339.

### **GEND 360J Sex and Gender (4)**

A survey of sociological knowledge about sex and gender as fundamental organizing principles of our social world. Examines the interplay of sex, gender, and sexual orientation as they change over time and across cultures. Critical analysis of what it means to live as a gendered, sexual being in today's society. Cross-listed with SOCI 319.

### **GEND 360K Global Gender Issues (4)**

Study of gender as a fundamental variable in social, political and economic developments around the world. In this course, the focus is to identify the significance of gender at a global level. Examination of gendered division of labor in industrialized and developing societies, in particular, gendered discourses in development policies and gender-based economic strategies of modernization and restructuring. Beyond the economic realm, the course will also deal with other issues, such as wars, peace movements and concerns over military spending, which show remarkably similar patterns in terms of gender differences over policies. Cross-listed with POLS 352.

### **GEND 360L Sex, Gender, and Political Theory (4)**

Examination of the common theme that cannot be ignored in feminist thought: a claim to equality. This course examines the many varieties of feminist political theory including liberal feminism, radical feminism and socialist feminism. Students will look at how feminism has dealt with gender, ethnicity, and sexual preference and examine where feminist theory is going into the future. Cross-listed with POLS 314.

### **GEND 360M Gender & Environment (4)**

This course explores the links between gender, women, and environments, with an emphasis on the interconnections between environments and the workings of power that shape gender-based inequality, resistance, and strategies for social change. Through reading, discussion, documentary films, and research projects, we will explore how gender inequalities and norms of femininity and masculinity shape and are shaped by environments. The course will focus on local (U.S.) and global climate change; women's leadership in the environmental movement and community resilience; development; gendered perceptions of environmental risk; queer perspectives on environmental issues; how gendered divisions of labor (particularly care of children and elderly) affect environmental experiences; sustainable agriculture and redistribution of global resources; the effects of globalization and militarism on women and the environment; social constructions of gender and science; and the relationship between gender and environmental policy-making, inequalities, and health. Prerequisite FYS 100 & 101.

#### **GEND 360N Literature by Women (4)**

Selection of works written by women. Recent course offerings include "Literature by Women: African, Asian, and Caribbean." Prerequisite: Sophomore standing.

#### **GEND 360P Love in Japanese Literature & Film (4)**

Through Japanese texts and visual media (film, print), this course explores a diversity of representations of love in modern Japanese culture, with a brief introduction to classical representations of love in order to set the framework for their modern legacy. We ask how love in Japan can be understood in relation to sexuality, gender, and family with reference to theories from gender and queer studies. We will move through themes such as double-suicide, modern love, feminism, homosexuality, prostitution, sex and war, castration, and more, pairing great literary works with their equally influential filmic adaptations. Cross-listed with JAPN 321B.

#### **GEND 360Q Chinese Women in Literature (4)**

This course aims to engage students with literature by and about Chinese women and the gender, class, and cultural issues that are intertwined with this intriguing topic. We will read ancient and contemporary Chinese women's writings, including poems, short novels, and autobiographies. Notable female authors that will be discussed include Ban Zhao and Qingzhao Li from ancient China and Bingxin and Huiyin Lin from modern China. We will also discuss who the female writers were and the reasons they took up the pen, a practice often discouraged by the traditional patriarchal society. Furthermore, we will read portrayals of women's lives that were confined to the inner quarters of the household and the expectations imposed upon them by the society and customs of their times. Readings include tomb inscriptions for honorable ladies, biographies of deceased concubines, essays on the proper conduct of women, chapters of novels focusing on the domestic life, and diaries of foreign missionaries. Cross-listed with CHIN 321A.

#### **GEND 360S Women, Rhetoric and Politics (4)**

The elections of 2008, 2012, and 2016 have seen an unprecedented amount of female candidates for office, leading to an explosion of literature and public conversation about women in political roles. Although we did not elect the first female Speaker of the House until 2006, women have been involved in campaign politics since the beginning of the nation. This specialty course will provide an introduction to the complex issues of identity, rhetorical power, and cultural norms surrounding gender in U.S. political culture. We will take a look at the roles that women have played historically and today in shaping national political discourse. The course will include discussions about the role of "politics" in our society, the gendered implications of political party culture, public political personae, media framing of women in politics, and the role of women in U.S. Political culture as both voters and candidates.

#### **GEND 361 Fat Studies (4)**

This course examines the ways in which fatness has come to be socially constructed as a means for discrimination and oppression in American culture. We will explore fat stigma within a variety of contexts including employment, education, interpersonal relationships, fashion, and health, as well as how that stigma intersects with gender, race, class, age, ability, and sexual orientation. We will also study fat activism enacted to counter systemic weight bias. Prerequisite JN or SR standing

#### **GEND 371 Individualized Learning Project (1-4)**

Supervised reading and/or research at the upper-division level. Permission of Chair required. Not open to first-year students.

### **GEND 377A Disability Justice (4)**

Ableism is a system of discrimination and oppression targeting those who identify as being disabled, or those who society has labeled disabled. Globally over 1 billion people live with some form of disability (WHO, 2014). This course will focus on the human experience of disability using a "Disability Justice Framework." This framework was created by disability activists in the mid-2000's who were queer, poor, and people of color trying to make sense of their experiences and create a movement that did not exclude others with multiple experiences of marginalization and oppression. This framework challenges our ideas of "independence" as being central to those who identify as being disabled, to that of "inter-dependent" with the whole community being involved. This framework also challenges our norms of what constitute "whole" bodies versus "broken" bodies and that "brokenness" must be fixed for people to live "whole" lives. In this course we deconstruct false and limited narratives on what it means to be disabled, and at the same time, act in solidarity for the liberation of every "body."

### **GEND 377B Indigenous and LGBTQ+ Allyship (4)**

What roles do Two-Spirit and other Indigenous gender identities play in Native American communities? How did colonialism impact these identities and what steps are being taken to reclaim them? As we explore the similarities and distinctions between Indigenous and Western gender constructions, students in this course will understand the roots of Indigenous and LGBTQ+ allyships and the tools necessary for develop successful coalitions.

### **GEND 380 Approaches to Gender Theory (4)**

Builds on and further develops the understanding of gender studies introduced in GEND 101 by critically examining theoretical approaches to Gender Studies and analyzing key issues and disputes within the field. This course develops a framework that allows students to identify and examine the relations among the diverse theoretical approaches used in Gender Studies. This course may include aspects of feminist, gender, GLBTQ, and men's studies theories. Prerequisite: GEND 101 or permission of instructor.

### **GEND 381 Sex and Gender: Global Perspectives (4)**

Examines issues of sex and gender from cross-cultural perspectives. Themes vary but may include: international sex trade, global women's movements, gender and economic development, GLBT human rights movements, health and environmental issues, or cross-cultural conceptions of masculinity. Course will vary according to the particular instructor's design. Prerequisite: GEND 101 for GEND majors.

### **GEND 385 Senior Capstone in Gender Studies (4)**

A seminar in which students develop and complete an independent research project. The project should provide in-depth analysis of gender dynamics in areas such as contemporary social issues, history, the arts, theory or the biological-physical world and should integrate a variety of resources and learning from across the disciplines that compromise Gender Studies. This project will include not only a written component, but an oral presentation of research to faculty and students. Prerequisites: GEND 101 and 380 or permission of instructor. Offered only in the spring.

### **GEND 397 Internship (1-4)**

Practical on- or off-campus experience in gender-related work with a strong academic component. Individually arranged by the student with the approval of the college's director of internships, a faculty moderator, and the GEND Chair. Prerequisites: GEND 101 and at least two other GEND courses. See Chair for further information.

## **SUBJECT: Geography**

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### **GEOG 230 World Geography (4)**

A spatial frame of reference for the changing patterns of world events. Study of the relationships between physical and cultural environments and major, global issues such as population, pollution and economic change. Social Science and ELED majors given preference.

### **GEOG 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **GEOG 280 Celtic Europe in the 21st Century (1)**

This is a summer term travel course that will introduce students to the landscape and culture of the "Celtic Fringe" of Europe- a culturally distinct region that includes present-day Scotland, Ireland, Wales, Cornwall (in England) and Brittany (in France). These areas share i) a cultural heritage (including languages) distinct from the rest of Western Europe; ii) an historical experience of marginalization and oppression during much of the last several centuries; and iii) a 21st century experience of cultural renaissance as peripheral regions that are reasserting themselves in modern Europe. In this travel course, we will visit all of these areas except Scotland, and will focus on understanding the common historical and cultural factors that unite the Celtic Fringe as region.

### **GEOG 312 Geography of Asia (4)**

Asia is a complex and diverse part of the world that contains more than half of the world's population, some of the world's fastest growing economies, and countries and cultures that are fundamentally linked to our everyday lives in North America. In this upper-division, reading-intensive course, students will be introduced to the natural environments, political developments, demographic trends, gender issues, religious and cultural frameworks, and past and present relationships between the United States and Asian countries. The course will emphasize current events, problems, and trends across sub-regions and in individual countries, and will draw on diverse sources of information including books, academic and popular articles, films and novels.

## **SUBJECT: German**

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### **GERM 111 Elementary German I (4)**

Basic elements of German. Practice in understanding, speaking, reading, and writing, including work with pronunciation, grammar, and culture. Designed for students with no prior study of German.

### **GERM 112 Elementary German II (4)**

Continuation of basic German with emphasis on acquiring communicative skills, both narrative and descriptive, in a variety of practical situations.

### **GERM 202 Reading Group in German (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

### **GERM 211 Intermediate German (4)**

Review and continued study of German structures, with an emphasis on the development of reading skills and the discussion of ideas. Satisfactory completion of GERM 211 fulfills the global language proficiency requirement and prepares students for GERM 212.

### **GERM 212 Introduction to German Culture (4)**

Study and analysis of cultural texts in German emphasizing contemporary issues. GERM 212 is required for students who wish to earn a major or minor in German. GERM 212 fulfills the global language proficiency requirement as well as a Common Curriculum humanities requirement (HM).

### **GERM 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **GERM 302 Reading Group in German (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

### **GERM 324 German Culture Before 1850 (4)**

A survey of some of the key figures and periods of German art, literature, music, and public life in German-speaking countries that have made significant cultural contributions to world civilization up to the early 19th century, focusing on literary and cultural trends and movements of the Middle Ages, the Reformation, the Baroque, and the Age of Goethe. Selected readings will include courtly epic, lyric poetry, drama, prose texts and narratives from some principal authors. Prerequisite: GERM 212. Offered alternate years.

### **GERM 325 German Culture 1850 to Present (4)**

A survey of various periods of German art, literature, music, public life and people that have made significant cultural contributions to world civilization from the early 19th century to the present. The major purpose is to analyze the interrelationship between the major social/political developments of German-speaking Europe, and their cultural manifestations. Selected readings will include lyric poetry, essays, novellas, drama, and prose texts and narratives from some principal authors. Prerequisite: GERM 212. Offered alternate years.

### **GERM 330 Germanic Myths and Legends (2-4)**

Thor, Herman the German, Beowulf, Siegfried and Kriemhild, dragons and monsters. Taught in English, this course covers the feuds, founding myths, and legends of the gods and heroes in the Germanic traditions. Add Hildegard von Bingen, Saint Nicholas, Saint Benedict, and Martin Luther and we sketch an arc from the pagan Germanic-language-speaking peoples through the medieval period to the early modern, studying each of these towering figures on the way. Main texts: Beowulf, The Nibelungenlied, Sturluson's Edda, Gregory's The Life of Saint Benedict, Hildegard's Illuminations. No prerequisite. (Taught in English, can be taken for German credit.)

### **GERM 333 The Language of Love: German (2-4)**

Goethe's genius challenged inherited literary forms, created new ones, and developed the expressiveness of the German language so profoundly that the effects are still felt today. Born to the upper middle class, but employed at court, Goethe recognized attempts by men and women to cross barriers--literary, cultural, national, gender, and spiritual. As a founder of German Classicism (along with Schiller), Goethe's cosmopolitan spirit and enthusiasm impacted Romantic thought and generations to come. Prerequisite: GERM 212. Offered every third year. Can be repeated with permission of instructor if content differs. (HE)

### **GERM 337 Early 20th Century (2-4)**

The Weimer period is a time of tremendous creativity in art, architecture, literature, music and politics, when German-speaking lands find themselves caught between theories of democratic freedom and the slide into fascism. This period, punctuated by the new excitement with freedom and decadence, encompasses the rise and strengthening as hints at the aftereffects of Hitler's Third Reich. Prerequisite: GERM 212. Offered every third year. Can be repeated with permission of instructor if content differs.

### **GERM 342 Poetry in the German Tradition (2-4)**

Poetry expresses more emotion and content in fewer words than any other kind of literature. German lyric across the ages conveys the essence of the culture and gives readers texts that will have both personal and cultural meanings throughout their lives. Prerequisite: GERM 212. Can be repeated with permission of instructor if content differs.

### **GERM 345 Novels, Novellen, Stories and Tales. (2-4)**

An exploration of the world of storytelling in Germany, Austria and Switzerland. This course investigates the phenomenon of narrative, its elements, techniques, and forms; its relation to other modes of discourse; its power and influence in cultures past and present. A variety of interpretive strategies include such activities as classroom storytelling, Nacherzählungen, interpretive presentations, skits and group discussions. Prerequisite: GERM 212. Offered every third year. Can be repeated with permission of instructor if content differs.

### **GERM 349 Genius!: The Romantic Invention of Creativity (2-4)**

Romanticism began as a protest of German writers and scholars against the limits of the Enlightenment with its over-emphasis on reason. The Romantic strove to stretch beyond reason to embrace the irrational, the feared and the misunderstood. Seeking the unknown is still considered romantic today and thus is a force that ranges beyond any specific period of time. Nature, emotions and the infinite take on a central position. The mysterious, the miraculous and searching find expression in the works of these writers, musicians, artists, philosophers and scientists. Prerequisite: GERM 212. Offered every three years. Can be repeated with permission of instructor if content differs.

### **GERM 350 Current Debates and Issues (2-4)**

A course based on today's explosive debates and issues in German-speaking countries using up-to-date materials from the internet, German radio, television, film, and newspapers. This is a course for researching and debating controversies and listening to provocative news. Prerequisite: GERM 212. Offered every three years. Can be repeated with permission of instructor if content differs.

### **GERM 355 Seminar in a Specific Period Topic (2-4)**

This course varies in the cultural period explored, but focuses on an especially significant or influential time in German history. The course will provide a framework for the understanding of the particular period in terms of philosophy, literature, music, painting, sculpture, architecture, and socio-political make-up and may focus on a topic such as: The Age of Luther; Fin de Siècle; or The Late Twentieth Century: War to Postwar, Wall to Post Wall. See semester class schedule for further details. Prerequisite: GERM 212. Offered as needed. Can be repeated with

permission of instructor if content differs.

### **GERM 356 Seminar in a Specific Genre: Topic (2-4)**

A more intensive exploration of a specific genre. The course may focus on a genre such as: The Novelle From Its Beginnings into Modernity; The Drama as Multivalent Text; The Essay as Medium for Social Change; New German Cinema and Political Revolt. See semester class schedule for further details. Prerequisite: GERM 212. Offered as needed. Can be repeated with permission of instructor if content differs.

### **GERM 356E The Fairy Tale Tradition: the Brothers Grimm, Disney, and Beyond (2-4)**

Taught in English, this course confronts the ethics of the wildly popular household and nursery tales. From their oral roots, through their textual anthologizing, to their use as Nazi propaganda, and their Hollywood adaptations, the tales have always depicted “good” and “evil.” This course draws on ethical writings from the Grimm Brothers’ age (Kant) and current work on literature and ethics (Peter and Renata Singer) to examine the ethics in the tales as well as in their uses. No prerequisite. (Taught in English, can be taken for German credit.)

### **GERM 356F Imagining the Nation in German Film (4)**

A more intensive exploration of a specific genre. The course may focus on a genre such as: The Novelle From Its Beginnings into Modernity; The Drama as Multivalent Text; The Essay as Medium for Social Change; New German Cinema and Political Revolt. See semester class schedule for further details.

### **GERM 357 Seminar in a Specific Theme: Topic (2-4)**

A more intensive exploration of a specific theme or linguistic topic. The course may focus on a topic such as: The Holocaust, Its Origins and Effects; The Persistent Problem of Imported Labor; The Discourse of Evil in German Language Culture; Linguistic Style in Essays and Feuilleton; Marx, Freud and Nietzsche in the Modern World. See semester class catalog for further details. Prerequisite: GERM 212; Offered as needed. Can be repeated with permission of instructor if content differs. Qualifies as a course in Theme.

### **GERM 357B Seminar: The Holocaust, Its Origins & Effects (2-4)**

The collapse of 1945 leaves a physical and spiritual vacuum in Germany. The lost generation of young German writers who emerge from the rubble desperately try to come to terms with the Nazi past and establish new values in order to combat the inner chaos. The creation of the Gruppe 47 is their early attempt to salvage and maintaining positive values. They do this to distance themselves from the tradition associated with a totalitarian regime. Initially they are anticlerical and filled with social consciousness. Very soon, however, it changes to a loosely-knit society of writers, primarily interested in the quality and originality of their writings. Though their status is unofficial, it gives rise to the best known writers of a new Germany. This course examines the consequences of the WW II upon the German mind as reflected in literature, film and the media. The difficult historical, moral, and artistic legacies of the Holocaust for Germany after 1945 will be central to this probe. We will look at the issue of remembrance and its victims, asking: were Germans casualties, perpetrators, or both? Can a new German state overcome the historical image associated with the holocaust? What's the difference between guilt and responsibility and how does it affect future generations? And how have discussions changed over the past decades? Qualifies as a course in Theme

### **GERM 357H Migration and Culture: Contemporary Germany (2-4)**

In contemporary Germany, many of the most exciting voices in film, theater, criticism, and literature come from migrant and postmigrant artists and writers. Through the award-winning films of Fatih Akin, the groundbreaking postmigrant theater of the Ballhaus Naunynstrasse and the Maxim Gorki Theater, and the bilingual writings of Yoko Tawada (Japanese and German), to name a few, this course analyzes the current political and social conditions in Germany. The stakes raised by these artists and the scholars of their work—Muttersprache (Özdamar), postmonolingualism (Yildiz), “The Turkish Turn” (Adelson)—are the stakes of our time. Drawing on the tradition of and reflection on cosmopolitan moral theory (Kant), world literature (Goethe), and minor literature (Kafka, Deleuze and Guattari), we will address the pressing issues at play when languages and borders are crossed. Prepare yourself for staggering beauty, rigorous critique, and to gain the tools for reading your contemporary world. Prerequisite: GERM 212. Taught in German.

### **GERM 357I The Crisis of Language: Introduction to Semiotics (2-4)**

Around 1900 and across Central Europe, language reached a crisis point. Can our words adequately describe reality (Wittgenstein)? What might slips of the tongue and forgetting names have to do with the depths of the psyche (Freud)? What, actually, is language itself (Saussure)? Even more, what is a 'sign' or 'symbol'? The study of signs generally (semiology) and the specific approaches to its study arose in linguistics, psychoanalysis, film theory, iconography, and the philosophy of language at that time. Artistic production across all fields—literature, architecture, music, dance, and the rise of film—changed dramatically to what we know as modernity. Critically engaging with these fascinating theories of signs and artistic artifacts allows us to interpret our media-saturated situation today and understand how we got here. Prerequisite: GERM 212. Taught in German.

#### **GERM 357J Seminar in a Specific Theme: Green Germany (4)**

This course explores the long 'green' tradition in German culture which has led to Germany being recognized today as a worldwide leader in environmental movements thanks to the nuclear power phase-out, the renewable energy transition, and the rise of the green movement and the Green Party. Students will investigate the discourse of ecology and development of contemporary Germany's environmental practices through its literary and cultural legacy by reading and analyzing texts from prominent writers and thinkers. We will uncover the interconnections between cultural history, policy, and technology and connect these literary and historic roots to contemporary environmental issues, consider successful protest movements, and explore Germany as a model for environmental initiatives and engaged citizenship around the globe.

#### **GERM 357K BERLIN:GENIUS/CREATVITY (HM,HE) (4)**

NO COURSE DESCRIPTION

#### **GERM 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

#### **GERM 378A Migration and Culture: Contemporary Germany (4)**

In contemporary Germany, many of the most exciting voices in film, theater, criticism, and literature come from migrant and postmigrant artists and writers. Through the award-winning films of Fatih Akin, the groundbreaking postmigrant theater of the Ballhaus Naunynstrasse and the Maxim Gorki Theater, and the bilingual writings of Yoko Tawada (Japanese and German), to name a few, this course analyzes the current political and social conditions in Germany. The stakes raised by these artists and the scholars of their work—Muttersprache (Özdamar), postmonolingualism (Yildiz), "The Turkish Turn" (Adelson)—are the stakes of our time. Drawing on the tradition of and reflection on cosmopolitan moral theory (Kant), world literature (Goethe), and minor literature (Kafka, Deleuze and Guattari), we will address the pressing issues at play when languages and borders are crossed. Prepare yourself for staggering beauty, rigorous critique, and to gain the tools for reading your contemporary world. Prerequisite: GERM 212. Taught in German.

#### **GERM 379A Enlightenment, Tolerance, and Human Rights (4)**

The epoch of the Enlightenment created new approaches to truth through philosophy, the sciences, and the arts. In this course, we examine the groundbreaking works of this period that promote tolerance, peace, and human rights. Prerequisite: GERM 212. For Integrations Curriculum Truth Thematic Focus credit, prerequisites include: Learning Foundations, CSD:I, and Theological Explorations. Offered as needed. Can be repeated with permission of instructor if content differs. Taught in German.

#### **GERM 397 Internship (1-16)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

#### **GERM 399 Senior Capstone (2)**

Unless they complete 398, all majors must present a senior project in a public forum. In consultation with a faculty advisor, students choose a project appropriate to their previous course of study and/or their individual goals. Students completing 398 on a topic relevant to their German major do not need to complete GERM 399.

## **SUBJECT: Global Business Leadership**

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### **GBUS 201 Principles of Management in a Global Context (4)**

This class gives students a foundation in management theories and concepts. This course will help students improve their communication skills and practice problem solving, conflict resolution, strategic planning and decision making as an individual and in groups. Students will develop an understanding and relationship of the traditional functional areas of organizations; Marketing, Human Resources, Operations and Finance. The class setting will frequently utilize global business settings, cases and examples. Students will examine multiple ethical perspectives and learn to utilize these perspectives as a context for decision making. For Non-GBUS majors.

### **GBUS 202 Principles of Global Business (4)**

Students will develop an understanding of some of the functional areas of organizations, such as marketing, human resources, operations, organizational behavior and finance, and how these functions are interrelated. Students will study the social, governmental and ethical issues that affect the conduct of business within a global environment. The course will help students improve their communication skills and practice problem solving, conflict resolution and decision making. Students will apply their understanding of the principles of global business management to the challenges facing organizations and their varied stakeholders, who sometimes have conflicting goals and interests. Fall and Spring. Pre-or Co-Requisites: ACFN 111, ECON 111, MATH 124

### **GBUS 203 Decision Making Analytics in Business (4)**

Managers need to analyze quantitative data to make decisions for the enterprises for which they work. Students will develop financial management and business statistics skills, applying and expanding upon their accounting, economics, and statistics foundation knowledge to analyze business problems. Students will also learn business analytics and data visualization techniques to analyze business problems and present information. Students will integrate these quantitative skills with the skills and knowledge gained in GBUS 202 to address pressing and challenging issues in global business practice in a comprehensive and rigorous manner. Fall and Spring. Prerequisite: GBUS 202

### **GBUS 210 The Strategic Environment (4)**

Leaders/Managers make decisions and take actions to ensure the long-term success of the organizations for which they work. Students will study the social, governmental and ethical issues that affect the conduct of business within a global environment. Students develop analytical and organizational design skills through an understanding of strategic thinking. Prerequisites: ECON 111, ACFN 113, completion of one mathematics course from the following: MATH 118, 119, 122 or 124. Co-requisite: GBUS 230. Offered for A-F grading only. For GBUS majors only.

### **GBUS 220 People in Organizations (4)**

This class gives students a foundation in organizational behavior concepts, including a study of the impact of diversity in the workforce upon workers' performance. The class setting will frequently utilize global business settings, cases and examples. Students will examine multiple ethical perspectives and learn to utilize these perspectives as a context for decision making. Prerequisites: GBUS 210 & 230. Co-requisite: GBUS 240. Offered for A-F grading only. For GBUS majors only.

### **GBUS 230 Decision Making Methods (4)**

This course examines the application of qualitative and quantitative research techniques to management decision-making. Students will define research problems, design a research project, collect primary and secondary data, apply statistical tools, and reach conclusions. Computer applications will be employed. Students will use case studies and computer software in the analysis and decision-making process related to case studies from the functional areas in organizations. Prerequisites: ECON 111, ACFN 113, completion of one mathematics course from the following: MATH 118, 119, 122, or 124. Co-requisite: GBUS 210. Offered for A-F grading only. For GBUS majors only.

### **GBUS 240 Tools of Analysis (4)**

Managers need to analyze quantitative data to make decisions for the enterprises for which they work. This course will provide students with the tools necessary to conduct such analyses. Statistical tools such as multiple regression

analysis, factor analysis, and time series analysis will be presented. Financial data will be presented, and students will develop their comprehension of such data. Prerequisites: GBUS 210 & 230. Co-requisite: GBUS 220. Offered for A-F grading only. For GBUS majors only.

#### **GBUS 250 Readings in Global BUS Leadership (1)**

Readings, reflections and discussions on Global Business Leadership topics. Topics may be tied to on-campus lectures/presentations given by invited speakers. This course may be repeated for credit in multiple terms. For GBUS majors or by permission of instructor.

#### **GBUS 271 Individual Learning Project (1-4)**

Individually designed supervised reading or research at the lower-division level. Permission of the department chair required. Consult the department chair for applicability towards major requirements. Not available to first-year students.

#### **GBUS 280 Summer Topics (1-4)**

NO COURSE DESCRIPTION

#### **GBUS 300 Global Business (4)**

This course covers the fundamental concepts, issues, and structure of 21st century global business. It explores the historical, cultural, economic, and political underpinnings of the basic themes of, and critical actors operating within international business today. The student learns about the nature of and relationships between the major components (or systems) that make up the international business system as a whole. Prerequisite GBUS 210, 220, 230, 240 or GBUS 203 or permission of instructor.

#### **GBUS 303 Leadership: Theory & Practices (4)**

Throughout this course, students will explore, experience and apply the interrelated elements of leadership and followership, keeping in mind both local and global contexts. Course content will take a multidisciplinary perspective. It will include historical and contemporary readings from leading experts and practitioners, study and discussion of relevant leadership "current events," and insights shared by visiting practicing leaders. Particular attention will be focused on the dynamics of strategic environmental scanning, innovation, creativity and the self-awareness and communication skills necessary to successful leadership and followership in the 21st century. Prerequisite: GBUS 202 or permission of instructor.

#### **GBUS 310 Nonprofit/NGO/Social Innovation Management (4)**

This course covers an array of management issues unique to nonprofits, NGOs and social enterprises including employee management, volunteer management, fundraising, and asset management. Prerequisite: GBUS 203

#### **GBUS 311 Human Resources (4)**

Global enterprises require the ability to integrate talented people from around the planet. Activities such as planning and forecasting the need for employees, recruitment, selection, compensation, training, and performance management are heavily impacted by the social and legal frameworks in which they take place. This course provides an understanding of the unique issues pertinent to managing human resources in a global context. Prerequisite GBUS 202 or 220 and 240 or permission of instructor.

#### **GBUS 321 Marketing Theories, Concepts and Practices (4)**

An introduction to the activities, sets of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. This course will focus on global implications and strategies resulting from the examination of the marketing environment, marketing practices, and ethical issues in the marketing field. Prerequisite: GBUS 210, 220, 230 & 240 or 203 or by permission of instructor.

#### **GBUS 322 Product and Brand Management (4)**

At introduction to the functions, activities, and ethical considerations of brand and product management and marketing. Topics include corporate identity and image, brand image, charismatic brands, product and brand differentiation, the brand management process, and the inception-to-death product management process. Prerequisite: GBUS 321 or permission of instructor.

#### **GBUS 323 Consumer Behavior (4)**

This course examines the process of consumer decision making in the context of the psychological, social, and ethical environments with special regards to motivation, personality, lifestyle, attitudes, and cultural & social influences. This course emphasizes the use of research and theory in developing marketing strategies. Prerequisite GBUS 321 or permission of instructor.

#### **GBUS 324 Digital Marketing (4)**

This course builds on the principles and theories of marketing introduced in GBUS 321 (Global Marketing). Its focus is on the contemporary digital tools and theories that allow marketers to better understand, acquire, and build relationships with its current and potential customers. Topics to be covered include social media, content marketing, e-commerce, search engine optimization, mobile marketing, digital advertising, and analytics. Prerequisite: GBUS 321.

#### **GBUS 325 Global Marketing (4)**

This course focuses on examining marketing practices and processes situated in global or globalized marketplace. Theoretical models, concepts, and case studies of practical marketing strategies and/or marketing processes across borders, cultures, and socioeconomic systems will be covered in this course. Moreover, this course teaches students to design scientific international marketing research projects that improve their effective understanding of international marketing. Finally, ethical relativism and international advertising will also be introduced to help future international marketers effectively enter and operate in global markets. Prerequisite: GBUS 321 or permission of instructor.

#### **GBUS 330 International Dimensions of Organizational Behavior (4)**

This course is an inter-disciplinary examination of the international dimensions of organizational behavior. Course content includes topics such as cross-cultural management, cross-cultural communication, and global aspects of leadership, motivation, team management, and decision-making. There are no prerequisites for this course, although the course is limited to sophomores, juniors and seniors.

#### **GBUS 330A International Organizational Behavior in the Bahamian Context (4)**

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. This course is an inter-disciplinary examination of the international dimensions of organizational behavior. Course content includes topics such as cross-cultural management, cross-cultural communication, and global aspects of leadership, motivation, team management, and decision-making. The focus on this course will be on Bahamian culture, incorporating an international field experience to the Bahamas. There are no prerequisites for this course, although the course is limited to juniors and seniors. This course has an IC designation. Offered for A-F grading only.

#### **GBUS 332 Topics in Business (1-4)**

This course covers current topics in business. The topics for the course will be announced each semester. Course may be repeated for credit when topics vary. Prerequisites: GBUS 220 & 240 or GBUS 203 or ACFN 111 or ECON 111

#### **GBUS 332B Intercultural and Ethical Issues in Organizations (2)**

Who are you? How do you, or should you, relate to others? We live not only as citizens of nations but as members of many groups, teams, and organizations. Our identities and relations intersect in endless ways with those of others. This course focuses on exploring both the theoretical and applied practical aspects of what that means for students who will be living and working in organizations in the 21st century. The fundamental CSB/SJU undergraduate learning goals and objectives underpin what this course is all about: think deeply, embrace difference, engage globally, serve graciously, and live courageously. In light of these goals we will identify organizational

structures, strategies and systems, review ethics principles, and analyze cultural assumptions, values, behaviors and artifacts. We will explore through readings, case examples, observations, and reflecting on our own personal experiences of how often competing cultural constructs and assumptions about what is or is not ethically and culturally appropriate permeate organizational strategies, structures, and systems and how students can learn to thrive within diverse organizational contexts.

#### **GBUS 332C AI Cyber Crime and our Society (4)**

Course focuses on the impact that developments in the two most controversial 21st century technologies -- artificial intelligence and cybercrime—are currently having in international business and within global societies as a whole. The course uses a variety of source material to explore the relationship between these two technological revolutions and how they are radically transforming the commercial, political, social and cultural life of nations, with special emphasis on the US, Europe, China, Japan, India, Russia and the Korean Peninsula. The course will also investigate how AI and cybercrime are likely to shape US and global business and society over the next few decades and how these changes are likely to impact our daily lives. This course is open to all students –a technical background is not required.

#### **GBUS 332D Business and Public Policy (4)**

This course uniquely examines the interrelationship between business and society in an interdisciplinary and global dimension. Through a global perspective of public policy, the course helps students address two central questions. First, how does public policy influence business (all types of business), and with what consequences for both business and society? Second, how do businesses themselves influence policy institutions, policy processes, and other policy actors, and with what outcomes? This course is open to all students from all majors - a technical background is not required.

#### **GBUS 336 Doing Business in Africa (4)**

This course will focus on Africa. Students will learn about the cultural milieu in a variety of African countries and the impact of that milieu on business practice. We will study the strategic environment of doing business in Africa, learn about major African businesses, and immerse ourselves in African business practices. Prerequisite: GBUS 210, GBUS 220, GBUS 230, GBUS 240 or GBUS 203 or permission of instructor.

#### **GBUS 337 Doing Business in Asia (4)**

This course will focus on South and East Asia. Students will learn about the cultural milieu in a variety of Asian countries, and the impact of that milieu on business practice. We will study the strategic environment of doing business in Asia, learn about major Asian businesses, and immerse ourselves in Asian business practices. Prerequisite: GBUS 210, 220, 230 & 240 or GBUS 203 or permission of instructor.

#### **GBUS 338 Doing Business in Latin America (4)**

This course will focus on Latin America. Students will learn about the cultural milieu in a variety of Latin American countries, and the impact of that milieu on business practice. We will study the strategic environment of doing business in Latin America, learn about major Latin American businesses, and immerse ourselves in Latin American business practices. Prerequisite GBUS 210, 220, 230, and 240 or GBUS 203 or permission of instructor.

#### **GBUS 339 Doing Business in Europe (4)**

This course will focus on Europe. Students will learn about the cultural milieu in a variety of European countries, and the impact of that milieu on business practice. We will study the strategic environment of doing business in Europe, learn about major European businesses, and immerse ourselves in European business practices. Prerequisite: GBUS 210, 220, 230, and 240 or GBUS 203 or permission of instructor.

#### **GBUS 341 Operations and Supply Chain Management (4)**

The course will provide fundamentals of operation functions both in manufacturing and service industries. The course focuses on interesting hot button theories and issues like operation strategy, product design and process selection, total quality control (TQM), just in time (JIT)/lean systems, supply chain, supply chain management and green supply chain, six sigma, forecasting techniques, layout design, planning, inventory controls and much more. Emphasis will be placed on problem solving using both quantitative and qualitative reasoning skills. Part of the

course will be taught as an applied operations management course examining how theories play out in reality in actual companies in the local region, through the industrial tours. Prerequisite: GBUS 202 or 220 and 240 or by permission of instructor.

#### **GBUS 342 Advanced Computer Applications (2)**

Spreadsheet software can play an instrumental role in assisting an organization to operate in effective and efficient manner. This course provides advanced methods in spreadsheet use and new and innovative computerized techniques critical to modern organizations. Students will utilize spreadsheet software in a hands-on environment. The role of innovative technologies in organizations will be studied. Prerequisite: GBUS 220 & 240 or GBUS 203 or ECON 111 or ACFN 111 or permission of instructor.

#### **GBUS 343 Information Systems and Security Concerns in Global Business (2)**

Information systems, computer security, and digital forensics are of great importance in today's organization. This course examines information system foundations including relational database structures used in the global business environment. Digital security issues and forensics principles will be studied. Prerequisite GBUS 220 & 240 or GBUS 203 or ECON 111 or ACFN 111 or permission of instructor.

#### **GBUS 345 Sourcing and Logistics Management (4)**

This course focuses on the strategic/operational role of purchasing/sourcing, including supplier evaluation and selection, buyer-supplier relationships, insourcing or outsourcing decisions, domestic sourcing or overseas or mixed sourcing, logistics, warehousing, transportation, and information systems. Prerequisite: GBUS 341

#### **GBUS 361 Law and Business (4)**

The law touches every aspect and type of business. This course seeks to introduce students to the legal environment of business, and to help them begin to integrate legal concepts into their business strategy and operations. Topics covered will include selections from domestic and international legal structure, contracts, torts, business organizations and agency/employment, as well as other issues of contemporary interest to business people. Prerequisite: GBUS 202 or 220 and 240 or by permission of instructor.

#### **GBUS 362 Gender & the Law (4)**

This course is about sex, and what the law has to do with it. It touches issues that deeply affect everyone, including jobs, family, education, pay equity, reproductive rights, sexual identity, sexual violence, and social justice. It will help you address these gender and legal issues in the work place. It will both examine what the law is, and help you think more deeply about what it should be. Whatever work you choose, this course can help you think about the life you want to lead, and the legal and social changes that will make it possible. Prerequisite: Junior or senior standing OR permission of the instructor.

#### **GBUS 368 Sustainable Business (4)**

The rules of business have changed. Long-term success for business requires more than a positive cash flow. Companies now must be economically, environmentally, and socially sustainable in order to survive in today's global business economy. Sustainability has gone beyond a buzzword and is now integrated in the business strategies of nearly every major company. This course will take an in-depth look at the drivers for sustainability and the reasons why businesses are pursuing sustainability. The course will also look at the best industry practices of companies pursuing sustainability initiatives and analyze how these companies are using those practices to create a competitive advantage. Major areas of sustainability such as energy, food, water, waste, transportation, and personal responsibility will be covered. Prerequisite: GBUS 202 or permission of instructor.

#### **GBUS 371 Individual Learning Project (1-4)**

Individual supervised reading or research at the upper-division level. Permission of the department chair and completion of 12 credits within the department required. Consult the department chair for applicability towards major requirements. Not available to first-year students.

#### **GBUS 381 Advanced Global Strategy (4)**

This course is a Global Business Leadership Capstone course. Theories of strategic planning and implementation in organizations will be the framework for integrating knowledge of the functional areas of management, principles of organizational behavior, and general management theory. Students develop analytical and problem-solving skills through application of theoretical knowledge to case studies involving actual organizations. An understanding of the global economic, social and legal environments is developed through reading and analysis of organizations operating throughout the world. Prerequisite: GBUS 300. For graduating GBUS seniors only or by permission of Department Chair.

#### **GBUS 394 Practicum (1-4)**

The Practicum includes both an on-site component and a classroom component. The on-site component requires that a student engage in a significant leadership experience in an on-campus club/organization (club) or a significant management position in a student-operated venture on campus. In order to register for this course, a student must submit a detailed proposal outlining what s/he will do as a leader or manager. The proposal must be approved by the course instructor and, if applicable, the club/organization's advisor. The classroom component will involve approximately 8 one hour class sessions on-campus. Students will participate in class discussions and complete a series of readings and reflective assignments. Prerequisites GBUS 210, 220, 230 & 240 or GBUS 203. A-F grading only.

#### **GBUS 394A SUMMER PRACTICUM (4)**

NO COURSE DESCRIPTION

#### **GBUS 397 Internship (2-4)**

Internships during the fall or spring semester include both an on-site component and a classroom component. The on-site component will involve hands-on experience in an organization with supervision and mentoring by a site supervisor. The classroom component will involve approximately 6-8 one hour class sessions on-campus. Students will participate in class discussions, complete a series of readings and reflective assignments and submit a final reflection paper. Students are required to organize and execute a site visit with the faculty moderator and the site supervisor. The standard fall/spring internship will be 4 credits. Prerequisites: GBUS 210, 220, 230 & 240 or GBUS 203. A-F grading only.

#### **GBUS 397A Summer Internship (1-8)**

Internships during the summer will include an on-site component and an online component. The on-site component will involve hands-on experience in an organization with supervision and mentoring by a site supervisor. The on-line component will involve weekly assignments in which students are required to complete assigned readings and submit reflective essays. Students will also submit a final reflection paper. Students are required to organize and execute a site visit with the faculty moderator and the site supervisor. The standard summer internship will be 4 credits. Non-standard course credits of 1-8 credits are available with permission of the department chair to meet particular student graduation or academic requirements. Prerequisites: GBUS 210, 220, 230 & 240 or GBUS 203. S/U grading only.

## **SUBJECT: Greek**

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### **GREK 111 Beginning Greek I (4)**

This is the first course in a two-course sequence designed to enable students to read ancient Greek, including both Attic and Koine dialects. Over the course of the year we will learn the principle elements of Greek grammar, syntax, and vocabulary. Students also will have an opportunity to read the New Testament in its original Greek text and to develop and understanding of the historical and theological perspectives that shaped it. No prerequisite.

### **GREK 112 Beginning Greek II (4)**

This is the second course in a two-course sequence designed to enable students to read ancient Greek, including both Attic and Koine dialects. Over the course of the year we will learn the principle elements of Greek grammar, syntax, and vocabulary. Students also will have an opportunity to read the New Testament in its original Greek text and to develop and understanding of the historical and theological perspectives that shaped it. Prerequisite is GREK 111 or permission of the instructor. (Replaces GREK 115/116)

### **GREK 202 Reading Group in Greek (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only.

### **GREK 211 Intermediate Greek (4)**

This course will offer students a review of key grammatical concepts in ancient Greek and an opportunity to build advanced reading skills through substantial exposure to Classical Greek authors such as Plato. Satisfactory completion of this course fulfills the core foreign language proficiency. Prerequisite is GREK 112 or permission of the instructor. (Replaces GREK 116)

### **GREK 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **GREK 302 Reading Group in Greek (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only.

### **GREK 327 Topics in Greek Literature (4)**

A selected topic in Greek literature, such as the Attic orators, lyric poetry, the novel, church literature, or prose composition. This course may be repeated for credit if the topics are different.

### **GREK 332 Topics in Greek Historians (4)**

Reading of one or more Greek historians, such as Herodotus, Thucydides, and Xenophon. Emphasis on methodology, style, function of speeches, views of causality, origins of war, and the weighing and presentation of evidence. This course may be repeated for credit if the topics are different.

### **GREK 332A Greek Historians: Herodotus (4)**

Herodotus of Halicarnassus, the "Father of History," was the first historian in human civilization, invented this new discipline as he went along, and didn't know that history is supposed to be boring! In fact, the Greek word historia is the origin not only of English "history" but also of "story." We will read all of Herodotus's history of the war between the Greeks and the Persians in translation, and as much of it in Greek as we can get through in a semester.

**GREK 332B Greek Historians: Thucydides (4)**

Thucydides is the second historian in human history, and unlike Herodotus, the "Father of History," Thucydides went to great lengths to get all the facts exactly right and to eliminate bias from his work. His analysis of the great Peloponnesian War between Athens and Sparta is still studied by statesmen and military strategists as well as historians. We will read and analyze the most famous passages of his history with a view to understanding how Thucydides understood events of his own time and how his work gives us insight into our own time.

**GREK 341 Homer and Epic Poetry (4)**

A detailed analysis of the *Odyssey* or the *Iliad*; the entire work in translation, selected readings in the original. The oral epic and Homer's influence on Greek morality, culture, and literature.

**GREK 342 Greek Tragedy (4)**

Reading of one or more plays by Sophocles, Euripides, or Aeschylus read in the original, and several in translation, noting each poet's outlook and dramatic technique.

**GREK 345 Studies in Plato (4)**

Reading of one or more Platonic dialogues (such as the *Apology*, *Crito*, *Phaedo*, *Symposium*) with emphasis on the technique of the Socratic dialogue, prose style, Plato's view of the soul, and the theory of forms.

**GREK 347 Aristophanes (4)**

Reading of one or more comedies in Greek and several in English translation.

**GREK 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

## **SUBJECT: Hispanic Studies**

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### **HISP 111 Beginning Spanish I (4)**

An introduction to the Spanish language that provides a foundation for the four language skills: listening, speaking, writing and reading, along with an introduction to different aspects of the cultures of the Spanish-speaking peoples. The emphasis of this course is on promoting language proficiency. Vocabulary and grammatical structures will be the basis for the development of these skills in a meaningful, effective and creative manner.

### **HISP 112 Beginning Spanish II (4)**

The second in a series of three lower-level language courses. Emphasis remains on promoting language proficiency in listening, speaking, reading, and writing, with background information on the cultures of Spanish-speaking peoples. Class time is devoted mostly to the development of listening and speaking skills. Prerequisite: HISP 111 or placement into 112.

### **HISP 133 Culture and Social Difference in the Hispanic World (4)**

An introduction to the United States as part of the Hispanic world. Students will examine how gender, race and ethnicity have been constructed in different societies, contexts, and time periods within the Hispanic world (United States, Hispanic America, and Spain). Student will also explore the ways in which gender, race, and ethnicity influence our individual identities and our understanding our place in society and the world. Special attention will be paid to the role of migration, language, and social norms. Though the successful completion of this course students will be able to identify factors that shape self-conception in a variety of contexts and settings and will be able to apply this knowledge to an analysis of their own culturally-constructed identity and their relationship to their local, national, and international communities. This course requires students to think, listen, speak, and write about gender, race and ethnicity inside the classroom and in participation in extracurricular events. No requisites. Taught in English.

### **HISP 211 Intermediate Spanish (4)**

The third in a series of three lower-level language courses. Emphasis remains on promoting language proficiency in listening, speaking, reading, and writing, with information on the cultures of Spanish-speaking peoples. Students will expand on vocabulary and grammatical structures presented in 111 and 112 to communicate meaningfully, effectively, and with an increasing amount of fluency and creativity. This course fulfills the Common Curriculum Global Language requirement.

### **HISP 211PA Intermediate Spanish I - Spain (3)**

fulfills HISP 211

### **HISP 212 Intensive Reading: Texts and Contexts in the Hispanic World (4)**

The main goal of this course is to improve reading and analysis of texts in Spanish in preparation for upper division courses in literature, culture and linguistics. Along with a step-by-step development of reading strategies, the course provides intensive training in textual analysis. Reading topics are related to literary and cultural readings as well as films and other media in the social, cultural and historical context of the Spanish-speaking world. To support textual interpretation, the course provides a systematic review of Spanish grammatical structures. In addition, the course includes practice in oral expression through oral presentations and discussion, and continues practice in writing. Prerequisite: 211 or placement into 212. This course fulfills a Common Curriculum Humanities requirement.

### **HISP 212A INTERMED SPANISH II (ABROAD) (4)**

This course emphasizes all four skills: listening, speaking, reading, and writing. It is intended for students with the equivalent of three semesters of college Spanish and who need review and reinforcement before moving on to a higher level. Prerequisite: 211 or placement into 212. This course is equivalent to HISP 212 on campus.

### **HISP 212PA Intermediate Spanish II - Spain (3)**

NO COURSE DESCRIPTION

### **HISP 230 Spanish for Success (4)**

Students in this course will apply previous Spanish language learning to new contexts. Exploration of cultures of the Spanish-speaking world will provide content for communicative and collaborative activities. Review of grammatical structures and vocabulary building will be embedded into speaking, reading and writing tasks. Students will identify an area of academic interest and practice retrieving and evaluating relevant Spanish language resources. The course is designed as a Spanish language learning community aimed at opening new perspectives and promoting success using Spanish at the College level and beyond. Prerequisite: HISP 211 or placement.

### **HISP 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **HISP 273 Speaking and Writing About Human Rights (4)**

The main goals of this course are to improve speaking and writing in Spanish in preparation for upper division courses in Hispanic Studies. Along with a development of reading strategies students also improve their listening comprehension and oral expression. The course provides a systematic review of Spanish grammatical structures and includes practice in oral expression through oral presentations and discussions. The materials incorporated are thematic to support the designation of Justice focus. The course explores justice and human rights in Latin America specially those of its indigenous peoples with respect to historical origins and their contemporary conditions throughout the region.

### **HISP 277A Speaking and Writing About: Human Rights in Latin America (4)**

The main goals of this course are to improve reading and analysis of texts in Spanish in preparation for upper division courses in Hispanic Studies. Along with a development of reading strategies students improve their command of written Spanish. The course provides a systematic review of Spanish grammatical structures and includes practice in oral expression through oral presentations and discussions. The materials incorporated are thematic to support the designation of Justice focus. The course explores justice and human rights of Latin America's indigenous peoples with respect to historical origins and their contemporary conditions throughout the region.

### **HISP 311 Written and Oral Communication I (4)**

The main goal of this course is to help students improve their command of written Spanish in preparation for upper division courses in literature, culture and linguistics. Written assignments are based on a step-by-step approach to the development of writing skills through rhetorical strategies. Writing topics are related to short literary and cultural readings as well as films and other media. These materials are incorporated thematically using descriptive and narrative writing modes, and providing practice in summary, review and reaction assignments. To support the development of writing skills, the course provides a systematic review of Spanish grammatical structures, integrated with material studied in class. In addition, the course includes practice in oral expression through oral presentations and discussion. Prerequisite: 212 or equivalent.

### **HISP 312 Written and Oral Communication II (4)**

This course builds on the skills acquired in Spanish 311. Its goal is to further improve students' command of written Spanish through a continued review of grammatical structures. As in Spanish 311, thematically selected literary and cultural readings, as well as films and other media, are incorporated by means of step-by-step assignments. The focus in this course is on the argumentative and expository writing modes, providing practice in essay writing; these skills aim at an understanding of the process of preparation and completion of a research project. Strategies for oral communication are also incorporated into this course through presentations and discussions. Prerequisite: 311.

### **HISP 313 Spanish for Advanced Speakers (2)**

This course is designed specifically for native/heritage/immersion speakers of Spanish, with day-to-day oral proficiency, but little to no formal training in spoken and written Spanish. It aims to familiarize student with Spanish grammar, vocabulary, and other linguistic topics as applied to the development of listening, reading, speaking, and writing language skills. It emphasizes reading and writing about well-known and authentic texts of varying genres and formats from the Spanish speaking world. Prerequisites: To enroll in this course, students must take an advanced placement test before the beginning of the semester.

### **HISP 315PA Spanish Conversation Abroad - Spain (3)**

fulfills HISP 311

### **HISP 316PA Topics of Conversation & Composition - Spain (3)**

fulfills HISP 312

### **HISP 335 Spanish Cultural Identity (4)**

How does religion shape a nation, a family, and an ethnic group? How does language interact with national identity in a territory marked by cultural and linguistic diversity? How can food, music, folklore and art mark a culture? This course examines the shaping of the Spanish nation by studying the ethnic, social and linguistic diversity, within its historical and political context. Topics may include family, gender, social class, etc. Prerequisite: 312, 313 or 316.

### **HISP 336 Latin American Culture (4)**

This course examines the political, social, cultural and historical development of the Spanish-speaking Americas. In geographic terms, the course includes countries of North, Central and South America as well as the Caribbean. Historically, the course covers the period prior to the Conquest, the Colonial era, the emergence of national identities, and current cultural trends, issues and conflicts. The primary texts of the course—whether these are literary, visual, performative, or ideological in character—will be approached in an interdisciplinary fashion that combines socio-historical, political and literary critical perspectives. Prerequisite: 312, 313 or 316 or permission of instructor. Offered in Fall.

### **HISP 337 Latino Identity in the United States (4)**

The diverse population of Latino groups traces its origins to a variety of countries and their experience in the United States is quite varied. This course will examine the socio-historical background and economic and political factors that converge to shape Latino/Hispanic identities in the United States. This class will explore issues of race, class, and gender within the Latino community in the United States (Chicanos, Puerto Ricans, Cubans, Dominicans, Central and South American). Prerequisite: 312, 313 or 316 or permission of instructor. Offered in Spring.

### **HISP 340 Latin America: Conquest and Colonization (4)**

This course examines the origins of regional literature in the period of the Spanish Conquest and colonization of the indigenous peoples of the Americas. Representative literary texts—encompassing genres such as essay, chronicle and biography among others—will serve as the basis for a study of the historical development of regional literary traditions out of the cultural conflicts and transformations of the colonial period. Prerequisite: 312, 313 or 316.

### **HISP 341 Faith, Irony and Madness in the Spanish Golden Age (4)**

This course will study dominant themes and trends in 16th- and 17th century Spain with a concentration on either Spanish poetry, prose, or national theater. The course may include all three genres and will be taught within the context of Hispanic and Western culture. Authors may include Garcilaso, Góngora, Cervantes, María de Zayas y Sotomayor, Lope de Vega, Tirso de Molina and Calderón. An exploration of Spanish literature throughout the 16 and 17th centuries within its historic and cultural context. It may explore some of the following themes: irony and humor in the picaresque novels; morality and madness in Cervantes' *Don Quijote de la Mancha*; imagery of women and authorship in poetic mysticism; sainthood and violence. Prerequisite: 312, 313 or 316.

### **HISP 342 Latin America: Autonomy, Nation and Identity (4)**

This course examines the emergence and development of regional and national literary traditions in the Spanish-speaking Americas following Independence from Spain. Works from a variety of genres, such as poetry, essay and the novel, will be used to explore important aesthetic, economic and political manifestations of the nineteenth-century quest for autonomy and development in Latin America. Prerequisite: 312, 313 or 316.

### **HISP 344 Progress, Revolution and Freedom in Spain (4)**

An introduction to Spanish literature from 1700 to the turn of the twentieth century. This course studies some of the

most representative literary works of neo-classicism, romanticism, costumbrismo, realism and naturalism, and examines the historical and cultural backgrounds of the texts under study. This course explores the philosophical and political ideals of the Enlightenment, Romanticism and Realism through its literature and other cultural expressions. Students will examine the challenges posed by reformation dreams in Spanish society and the resistance to change. Some possible themes may include: gender and human rights, conflicts between faith and reason, progress and tradition, church and state. Prerequisite: 312, 313 or 316.

#### **HISP 345 Modern Latin America through Literature (4)**

A study of major themes and works of contemporary narrative, criticism, poetry. This course examines the historical background of the texts under study as well as the emerging literary and cultural debates surrounding them. Prerequisite: 312, 313 or 316.

#### **HISP 349 (Re)Figuring Contemporary Spain: Power and Social Change (4)**

An exploration of the major themes and authors of this period of Spanish literature, including representative works from the Generation of 1898, the Generations of 1914, '27, & '50, los novisimos, current authors, literature by women. Works read in their historical and cultural context. This course examines the historical and social events that shape Spain's contemporary culture through its literary production. Students will employ an interdisciplinary approach and examine other cultural mediums including: film, literature, music and art to explore themes like: the Spanish Civil War and its aftermath; the transition to democracy; exile and (im)migration; social protest and terrorism; female space; gender (de)construction; love, sex and moral taboos. Prerequisite: 312, 313 or 316

#### **HISP 350 Introduction to Hispanic Linguistics (4)**

A survey of general linguistics as it applies to Spanish with attention to the major areas of the field-Spanish phonetics, phonology, morphology, syntax, semantics, pragmatics, historical linguistics, sociolinguistics and language acquisition. Offered every year. Prerequisites: 312, 313 or 316. Offered in Fall.

#### **HISP 353 Dilemmas of Representation and Cultural Awakening (4)**

Recent movements like Black Lives Matter and #MeToo point to the lack of representation in politics and the economy as well as marginalization and oppression based on race, ethnicity, sex, gender, social class, etc. This is neither a new struggle in the US nor in the Hispanic world. Similar movements, for example, led to the wars of independence in the Americas and the rest of the Global South. This seminar therefore seeks to examine the power dynamics related to race, ethnicity, class, language, sex, and gender in the Hispanic world by connecting anti-colonial and anti-racism to the theories and rhetoric of decoloniality. Requisite: HISP 312, 316 or permission of the instructor.

#### **HISP 354 Seminar: Topics in Hispanic Linguistics (4)**

An in-depth study of Hispanic linguistics in the Spanish-speaking world. The precise subject to be studied will be announced prior to registration. Prerequisites: HISP 312, 313 or 316 & 1 upper-division course in linguistics, literature or culture.

#### **HISP 354A Bilingualism in Schools & Society: Language, Identity & Policy (4)**

Who is bilingual? How is bilingualism evidenced in schools and society in a globalized world? What are the politics behind people's language choices in a bilingual community? What are the social and conversational attributes of Spanglish? This course is designed to raise awareness of the complexities and benefits of bilingualism through the study of Spanish/ English bilingualism in the US. Taught in Spanish with readings in Spanish and English, Prerequisite: HISP 312, 313 or 316

#### **HISP 354B Applied Linguistics Seminar: Language Planning, Translation, Forensics and Bilingualism (4)**

For many people Applied Linguistics is only about second language acquisition. However, this is not all that Applied Linguistics is about. This course aims to discuss Spanish Applied Linguistic topics such as language planning and policy, translation and interpretation, forensics, bilingualism, among others. In addition to learning about the major areas of applied linguistics, students are expected to develop critical reading abilities, assessing the nature of the evidence in support of various theoretical positions and research methodologies. This course will be taught in Spanish. Prerequisite: HISP 312, 313 or 316. HISP 350 recommended, but not required.

### **HISP 354C Seminar on the Pragmatics of the Spanish Language (4)**

Prereq HISP 312, 313 or 316 & 1 upper-division course in linguistics, literature or culture.

### **HISP 355 Seminar: Topics in Hispanic Literature (4)**

An in-depth study of a particular work, author, or theme in Hispanic literature or language. The precise subject to be studied will be announced prior to registration. Recent topics include: the picaresque novel; literature of the gaucho; women authors; Siglo de Oro; Generación de 98; Spanish drama from Lope de Vega to Buero Vallejo; Latin American short story. Prerequisites: 312, 313 or 316 and one upper-division course in linguistics, literature or culture. This course fulfills the literature requirement for Hispanic Studies majors.

### **HISP 355B Tradition and Dissidence in Politics and Gender (4)**

This course examines the intersection between 20th century Spanish literature and the Civil War, the Franco dictatorship, the transition to democracy, and the societal issues related to gender roles. It will explore the various ways of critiquing dominant political and societal systems in Spain and will analyze literature from the dissident perspective. Prerequisite: HISP 312, 313 or 316.

### **HISP 355C The Legacy of Memory and Testimony in Post-dictatorship Latin America (4)**

This course covers the experience of political violence in Argentina, Chile and Uruguay during the military dictatorships of the 1970s and 1980s. Through a wide range of literature on storytelling and testimony as well as poetry, fiction, memoirs and letters this seminar examines the (re)constructions of the past and memory in relation to political identity and resistance. Analysis will focus on the contrasting stories of different nationals, men and women, militant and non-militant victims of state terrorism, exiles and political prisoners. Readings will include established authors like Juan Gelman, Luisa Valenzuela, Ariel Dorfman, Liliana Hecker, Hernán Valdés, Miguel Bonasso as well as memoirs and collective pieces by prisoners and victims such as *Nosotras, presas políticas*; *Chacabuco y otros centros de detención*; *Oblivion*; and *Memorias del calabozo*. Prerequisite: HISP 312, 313 or 316.

### **HISP 355D Latin American Literature & Culture Through Theater (4)**

This course will offer an introduction to contemporary literary discourses in Latin America, focusing specifically on short story and drama genres. Beginning with representative selections from central twentieth century literary movements, students will examine the evolution of a theater discourse that explores national identity, human rights discourses and the recovery of historical and mythical memories. The readings will be studied and discussed in Spanish and in their literary, cultural and political contexts. Supplementary readings --all in Spanish-- will be suggested or provided when appropriate. Prerequisite: HISP 312, 313 or 316.

### **HISP 355E Invisible Women: Twentieth Century Spanish Theater and Gender (4)**

The objective of this course is to study the most prolific Spanish playwrights of the 20th century (i.e., Gracia Lorca, Valle Inclán, Buero Vallejo, etc.) from a variety of perspectives, applying various theoretical tools including feminist theory. We will focus on gender relations, the transformation of the female subject, and feminine space. We will explore how the social and political changes of each period affected women's lives and the literary and artistic production in Spain. Prerequisite: HISP 312, 313 or 316 and one more HISP course.

### **HISP 355G Desire & Passion in Contemporary Spanish Literature (4)**

The longing for the unattainable has motivated an unflagging pursuit to satiate an appetite or emotional need. These deeply stirring and, at times, ungovernable ardors have been the subject of many of Spain's greatest literary works and the focus of this course. We will examine the desires and passions that move characters and reflect the state of contemporary Spain. We will study selected works of poetry, theatre and narrative and focus on the nature of Spanish society and culture. Prerequisite: HISP 312, 313 or 316.

### **HISP 355H Across the Ocean: Contemporary Spanish and Latin American Culture (4)**

This is an advanced course focusing on Contemporary Hispanic literature and culture at both sides of the Ocean. We will explore major historical events that took place in Spain and Latin America during the 20th and 21st centuries. Special attention will fall on the Avant Gard movements. In this course, we approach social, existential and ethical

issues through a brief selection of literary texts, paintings and films. Authors such as Miguel de Unamuno, Antonio Machado, Juan Rulfo, Rosa Montero and Ana Merino, together with artists such as Salvador Dalí, Frida Kahlo, Pablo Picasso and Diego Rivera will guide our learning and visions. Through analysis of the selected class-material, we intend to broaden knowledge on Contemporary Hispanic culture and at the same time strengthen our critical thinking. Prerequisite HISP 312, 313 or 316.

#### **HISP 355I Gender, Sexuality, Dictatorship, and Democracy in Spanish Literature (4)**

This course will examine the recent history of Spain through novels. We will analyze shifting cultural norms such as the legalization of same-sex marriage in 2005, and current political challenges facing Spain's current administration such as the 2017 Catalan independence vote. Modern Spain has moved from being a repressive dictatorship under the leadership of Francisco Franco (from 1939-1976) to a constitutional monarchy (with both a monarch and a prime minister) that is a member of the European Union. During the Franco regime, books were censored, open criticism of the government could be dangerous, homosexuality and divorce were illegal, and women were discouraged from working outside the home. The transition back to democratic rule brought with it a new openness to speak explicitly about issues facing modern Spain and a sudden shift towards more liberal social positions. This course will examine novels written both during and after the Franco dictatorship as a means to examine Spain's history and rapidly changing culture. Authors examined will include Mercè Rodoreda (*La plaza del diamante*), Rosa Montero (*Amado amo*), Imma Monsó (*Todo un carácter*) and Lucía Etxebarria (*Beatriz y los cuerpos celestes*). Prerequisite HISP 312, 313 or 316 and one upper division course in linguistics, literature or culture.

#### **HISP 355J Subversive Female Spirituality in Texts by Mexican Women Writers (4)**

Through the reading of texts by Mexican women authors, this course highlights female non-fictional characters who subverted the way in which women expressed their spirituality within a Catholic-dominant society. It can fulfill either the Culture or the Literature requirement of the Hispanic Studies major. Prerequisites: HISP 312, 313 or 316 & one upper division course in linguistics, literature or culture.

#### **HISP 355K WEAVING POETIC CONNECTIONS (4)**

Inspired by socially engaged poetry, this course will be conducted as a collaborative poetry writing workshop. We will read poems by established names that may include Ernesto Cardenal (Nicaragua), Juan Gelman (Argentina), Pablo Neruda (Chile), Julia Esquivel, Rosa Chávez, Humberto Ak'abal (Guatemala), and Ruperta Bautista (Mexico). We will also read and listen to poetic voices that emerge from unexpected places and name what has been silenced. By writing our own poems in Spanish, we will explore poetry as a practice for claiming the voice. The course will be divided between study of published Latin American poems and the development of our own poetic writing practices. We will read, write and critique poems as a means of articulating our connections to the world we inhabit. Poets and non-poets, shy people and extroverts are all invited to become active participants in the making of a Spanish language collaborative poetry workshop. Prerequisite: HISP 312 or 316 and one additional upper division HISP course.

#### **HISP 356 Seminar: Topics in Hispanic Culture (4)**

The main goal of this course is to introduce students to the main concepts of linguistics, sociolinguistics, and applied linguistics through the study of the Spanish language in its diverse geographic and social contexts. After reviewing some of the fundamentals of these fields, this course will analyze in detail the different Spanish dialects in the Americas and Spain, the Spanglish phenomenon, including the different influences the Spanish language has experienced due to languages in contacts. In addition, this class will study important philosophies regarding applied linguistics and the acquisition of Spanish as a second/heritage language.

#### **HISP 356A Seminar: Hispanic Culture: Identity and Globalization in Colombia, Chile and Spain (4)**

Chile, Colombia and Spain are known for their rich cultural production as well as for violent internal struggles to define what it means to be Chilean, Colombian or Spanish. Today the forces of global communication and transnational economics are again challenging and reshaping ideas of Chilean-ness, Colombian-ness and Spanish-ness. In this course we will study film and fiction that explore the limits of national identity in the age of globalization, paying particular attention to life and culture of Chile since the 1973 military coup, Colombia in the age of global narco-trafficking and Spain since the return of democracy. Prerequisite: HISP 312, 313 or 316 & one upper-division course in linguistics, literature or culture.

### **HISP 356AA Spanish National Tradition, Modernity and Cultural Identity Abroad (4)**

This course provides an interdisciplinary approach to Spanish Culture. Beginning with a historical overview of Spain and its mythic foundation it will examine the nature and sociopolitical aspects of Spanish culture. It will also focus on the ways individuals, families and communities express themselves, their beliefs and their values within their own culture. Attention will be given to political and cultural factors underlying ethnic and nationalist sentiments within the framework of the European Union. The course explores the roots of Spain's national identity in its three original cultures, Jewish, Muslim, and Christian as well as the European intellectual and cultural background. This class meets the culture requirement for the Hispanic Studies major. Prereq: HISP 312, 313 or 316 and one upper division course.

### **HISP 356AB Latin America in Globalization (4)**

This course will examine Globalization as it is perceived and experienced from the point of view of Latin America. The course will focus primarily on representations of lived experience. Questions related to how a diverse range of people from/in Latin America imagine and carve out their own place in a globalized world will be considered through the study of essay, narrative and film. The course will make use of interdisciplinary approaches and will be organized around thematic units (such as migrations, environment, narcotráfico, maquiladoras, tourism, and networks of solidarity). This course fulfills the culture requirement for the Major in Hispanic Studies. This course may be used toward completion of the LLAS Minor. Prerequisites: 312, 313 or 316 and one upper-division course in linguistics, literature or culture.

### **HISP 356AC Topics in Hispanic Cinema (4)**

This course features a selection of films from both Spain and Latin America together with a selection of literary texts that portray significant social changes in the Hispanic world. The material included comes from film directors and authors predominantly from Spain, Mexico, Colombia and Argentina. The course requires research on historical events on both sides of the Atlantic. Students are also expected to refine their ability for literary and filmic analysis. Debates will evolve around character analysis, narrative techniques, and the aesthetic component of symbols and images. This course ultimately targets moral analysis of social changes and individual behavior. Topics such as family and gender, war and revolution, oppression, drugs, immigration and other phenomena in modern society will be common discussion themes. Prerequisites: 312, 313 or 316 and one upper-division course in linguistics, literature or culture.

### **HISP 356G Global Waste in a Latin American Focus: Úselo y tírelo (4)**

Waste is the shameful secret of all modern consumer society: dark, forgotten, disgusting. What a society throws away, though, may define it as much as what it produces. Many would say that this world is overflowing with excess (excess stuff, excess waste, excess people). All this excess is in part a problem of History. We need to get rid of the old to make room for the new. We need garbage collectors to bolster our collective amnesia. Taking as its point of view specific sites in Latin America, this course will explore our collective global waste management problem. Waste as reality and as metaphor will offer the unifying thread for an exploration of topics such as: social outcasts, shantytowns, margins, cultural difference, and the role of memory. We will look at contemporary essays, literary texts, testimonios, and documentary films to develop and apply skills for cultural analysis. All course participants will develop a research project making use of the lens of waste or wasted lives. Prerequisites: 312, 313 or 316 and one additional HISP course at 320 or above. Fulfills the Culture requirement for Hispanic Studies Majors. Applies toward completion of LLAS minor.

### **HISP 356H Conflict Transformation in Latin America (4)**

By using a case study approach, this course will explore environmental, economic and ethnic dimensions of conflict in specific sites in Latin America. The case studies related to issues such as indigenous social movements, resource extraction, and migration of peoples will be anchored in representations of lived experience (testimonial essay, film or narrative). Using John Paul Lederach's *Imaginación moral* as a guide we will combine analytical lenses and creative processes in a practice oriented approach to conflict transformation. Throughout the semester student groups will research their own case study of conflict and make use of the skills they are developing to design and facilitate an interactive learning event. The course will be conducted in Spanish. Prerequisite: HISP 312, 313 or 316 & one upper-division course in linguistics, literature or culture.

### **HISP 356J Literature Studies in Contemporary Spain and Latin America (4)**

This course will explore a broad, diverse, and multidisciplinary view of the Hispanic and Latin American culture from the XX to the XXI century through literature; in relation to other cultural manifestations such as music and painting.  
Prerequisite HISP 312

#### **HISP 356L Global Voices (4)**

This course will explore pressing health and environmental challenges in the Spanish-speaking world through a social justice-oriented global health lens. Case studies and representations of lived experience will center the voices of people and communities most impacted by health disparities. Given that social determinants of health can involve economics, education, history, cultural context and language, the course will have an interdisciplinary approach and will be enriched by student perspectives from a range of academic interest areas. There will be a project-based learning component where small groups will contribute to an exploration of a particular social issue or evaluation of a global health intervention.

Pre-requisite: HISP 312/316 or demonstrated language proficiency/instructor approval.

#### **HISP 357 Chiapas Embedded SA (4)**

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. With portions both at home on campus and abroad in Chiapas, Mexico, at the heart of this “embedded” course are the language and intercultural learning opportunities afforded by an immersion experience in Chiapas, in the Mexican Southeast. Through small-group intensive instruction, 1-1 tutoring, a homestay experience and on-site engagement, students will expand their language proficiency and global perspectives. The course will begin with an on-campus seminar organized around the practice of accompaniment (walking with) as embodied by Bishop JTatik Samuel Ruiz. We will study some of the ways that the indigenous communities of Chiapas have struggled for rights and justice while exercising autonomy in the most important areas of their social lives (food production, education, health and good governance). We will explore a poetic mayatsotsil worldview and consider its relationship to contemporary social problems. Once onsite, in Chiapas, students will apply that on-campus learning as context for deeper engagement in language class, field trips to related sites and individual and group reflection.

#### **HISP 358 Seminar on Transatlantic Hispanic Issues (4)**

The aim of this course is an intensive study on a topic in Hispanic Cultures, Literatures or Linguistics, including reading, discussion and independent research. Specific course content varies, but equitable attention will be given to Spain and Latin America. This course also questions the limits between Latin American, Iberian, Caribbean, Latino, Afro-American and other identities, to propose a productive redefinition of the local and the global in the study of culture, literature and language. Prerequisite: HISP 312, 313 or 316 and an upper division elective, or permission of instructor.

#### **HISP 358A Seminar: Trans-Atlantic Hispanic Cultural Representation (4)**

A study of the cultural and historical issues through the analysis of literary works, musical interpretation, and visual texts (film and art) of contemporary Spain and Latin America. Themes may include: nationalism, memory, trauma, conflict, gender, sexuality, and pluralism. Evaluation criteria includes presentation, short writing assignments and term paper. Prerequisite: HISP 312 or 316. Course offered for A- F grading only.

#### **HISP 360 Special Topics in Hispanic Studies (2)**

A course focused on a particular work, author, genre, or theme in Hispanic literature, culture, or language. The precise subject to be studied will be announced prior to registration. Some examples of topics are: The New Song, Latin American soap operas, etc. This course is designed to complement the credits obtained through ILPs and summer programs abroad. Limited to two 2-credit courses counting toward the major or minor. It does not fulfill the Linguistics, Literature, or Culture requirement. Prerequisite: 312, 313 or 316.

#### **HISP 360D Spanish for the Health Professions (2)**

This course will be conducted in Spanish and is intended for students in the health-related professions who will be working with Spanish-speaking patients. It will focus on pronunciation, reading and patient interaction skills. It will cover Medical Terminology such as body parts and organs, vital signs, patient instructions and medications. It will also address health conditions in Hispanic populations, as well as cultural components specific to the Hispanic community, including personal space, physical contact, formal and informal register. Prerequisite HISP 312, 313 or

316.

**HISP 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

**HISP 394 Hispanic Studies Capstone Project (2-4)**

This course is designed to be a culminating experience for Hispanic Studies majors in which the student demonstrates skills and knowledge acquired from his/her work in the major and experience in Spanish-speaking contexts. The course will focus on research methods. Each student will select a topic related to the language, literature, culture, history and/or civilization of the Spanish-speaking peoples of the world. Students will write a research paper and will present their findings in a public forum. Normally 4 credits are required. Professor approval is needed to enroll for 2 credits only. Prerequisite: Senior standing. Prerequisite: HISP 312, 313 or 316. Offered for A-F grading only.

**HISP 397 Internship (1-4)**

A practical off-campus experience with a substantial academic component, the internship represents an opportunity to apply language skills and explore issues and culture of Minnesota's Hispanic communities through a combination of social service/professional experience and independent research. Prerequisite: 312 and approval of the department chair. A-F grading only.

## **SUBJECT: History**

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### **HIST 112 History of Rome in the Classical World (4)**

This course provides students with an introductory knowledge of the history of Ancient Rome from its origins through the 2nd cent. AD. More specifically, it addresses political, religious, social and economic aspects of Antiquity while also exploring the city of Rome at first hand, in order to illustrate the context and development of its various historical processes. Class lectures are complemented by fieldtrips to different areas of the ancient city, which will further explain the background and nuances of its history. The goal of the course is to help students understand how political, religious and economic circumstances of Roman history had a fundamental influence on shaping the urban landscape of the city and how today we can read the history of the Roman empire by carefully studying the different compounds of that urban landscape. Emphasis will be given to the place of Rome in the cultural history of the Mediterranean, the spaces of political activity within the city, as well as the way in which emperors conveyed their rule to the citizens by coordinated building programs. A selection of texts from ancient writers will illustrate daily life in the metropolis that ancient Rome grew to become at the beginning of the second cent. AD. (study abroad only)

### **HIST 113 History of Greece in the Classical World (4)**

This course will explore the history of ancient Athens particularly during the high point of its power in the fifth century BC, when it ruled over a large Greek empire, ran the world's largest direct democracy, was a leader in philosophy, art, and literature, and left to us some of the greatest architectural wonders from the ancient world. Students will investigate these topics through a variety of sources (archaeology, ancient literature, topography, and inscriptions), gaining key skills in the assessment of primary and secondary sources in creating a historical narrative. Classes are all on-site to take full advantage of the rich archaeological evidence to survive from the ancient world in Athens. (study abroad only)

### **HIST 115 Bad Blood: The "Truth" About Modern East Asia (4)**

Why do we presume that East Asia is a monolith when so many of its component parts are at odds? This introductory course looks at the political, cultural, and social history of China, Japan, and the Koreas while analyzing our preconceptions about truth and history. Students will grapple with primary texts, literary works, films, and propaganda to see how narratives can change and shape international relations.

### **HIST 119 Pop!: The History of Asian Pop Culture in America (4)**

What is ARMY isn't just about music? What if anime isn't as new as Demon Slayer? Asian popular culture's reception in America is not just a 21st century phenomenon and isn't just a one-sided love affair. The reception of Asian popular culture in the United States provides an amazing lens into American ideas about gender, race, and ethnicity, even as the countries involved are political fractious.

### **HIST 121 Aztecs, Incas, and Mayas: From Indigenous Empires to Conquered Peoples (4)**

Examines the development of indigenous civilizations in Mesoamerica and the Andes from 1200, paying particular attention to the rise of the Aztec and Inca Empires. Investigates the Spanish conquest of the Americas in the 1500s and its consequences, focusing on how indigenous peoples and European settlers through conflict and cooperation created new, hybrid societies and cultures in the colonial New World.

### **HIST 130 Introduction to Archaeology (4)**

In this introduction to the ancient Mediterranean world (c. 3000 BCE-500 CE), we will cover key moments in the history of Greece and Rome. Possible topics include: the Trojan war, the golden age of Sparta and Athens, the career and campaigns of Alexander the Great of Macedon, the rise of Rome and its Mediterranean power, and the ultimate fall of the Roman Republic and Empire. A central theme for the course will be how to practice ancient history through comparative analysis of both literary and archaeological evidence. In this way, students will develop an understanding of important events in and diverse approaches to the study of Classical antiquity.

### **HIST 141 Europe from the Black Death to the French Revolution (4)**

Students will investigate the tension between traditionalism and revolution from the Black Death through the Age of Napoleon. Highlights include examination of the religious revolution of theologians, political leaders and ordinary

people that rocked the western Christian church in the 16th century, investigation of scientific discoveries and Galileo's challenge to the geocentric model of the universe that challenged Europeans' understanding of the world and their place in it, and analysis of new ideas about the political and social world put into action in one of the defining events of the modern age, the French Revolution.

#### **HIST 142 Topics in European History (4)**

This survey examines European history. Topics and period to be emphasized varies, but major developments in political, social, intellectual and economic history are examined.

#### **HIST 142A Old Regime to European Union (4)**

This course examines major themes in European history since roughly 1750. Students will study the French Revolution and its legacy; the significance of class, gender, and religion for European society; nationalism and identity; world wars in the 20th century; imperialism and its aftermath; and the European Union.

#### **HIST 142B Europe Since 1750 (4)**

This course examines European history since 1750, prior to the French Revolution, and concludes with transformation of the continent in the European Union. Students will examine various themes that shaped this period of revolution, modernization, and transformation in European society.

#### **HIST 152 Topics in American History (4)**

A thematic survey of United States History. Topics and period to be emphasized varies, but major developments in political, social, intellectual and economic history are examined.

#### **HIST 152B Liberty, Empire, & Faith in US History (4)**

What is the American Experience? This question drives our exploration of the North American past from the early-seventeenth century to the mid-nineteenth century. The historical themes of violence, empire, liberty and faith guide our study. To help us understand these themes and the experiences of Americans, we will read and discuss historical monographs and primary documents. During the semester, students will have opportunities to strengthen their analytical reading, critical thinking, argumentative writing, and public speaking.

#### **HIST 152C The American Dream: Reality or Illusion (4)**

When Americans talk about what makes our nation special or "great," we often point to the idea of individual opportunity, or what historians call the American Dream. More specifically, the American Dream argument is that everyone has a chance to be successful, and that an individual's talent and drive, rather than external factors, shape the outcome. In this class, we are going to ask how true the Dream is. Do all people have access? Are there groups who are simply excluded because of their race, gender, or other factors outside individual control? What have people done when the distance between the Dream and reality became intolerable? How has change occurred? We will start examining this question in the era when large monopolies began to dominate the economy, and end with contemporary arguments from Black Lives Matter to Donald Trump and Bernie Sanders.

#### **HIST 152D The American Century (4)**

This course explores the history of the United States in the twentieth century, paying particular attention to events that have helped shape various communities within the nation and to the ongoing struggle to define just what "American" means. Topics covered will include changes in social, political, and economic life; the environment; race and gender relations; the growth of cities and industry; the American role in global conflicts; the progress of technology; the impacts of immigration and internal migration; and the role of popular culture in American society. We will approach the study of history with three major goals in mind: to develop knowledge of the basic "facts" of 20th century American history; to learn to think, speak, and write analytically about the past; and to better understand ourselves and the various communities to which we belong.

#### **HIST 153 Growing Up in US History (4)**

This course explores the historical experience of growing up in the United States through the intersection of race and gender. We will analyze the ways that childhood, adolescence, and young adulthood have been constructed, the

social and cultural institutions which shape the range of experiences, and the factors that influence individual identities. We will explore the pressures, contradictions, and confusions of racial and gendered experiences, as well as how those ideas of “race” and “gender” developed in the first place. We will answer such questions as: How do we know that girls are supposed to wear pink and boys are supposed to wear blue, and who gets to decide? How do a range of femininities, masculinities, and other gender expectations impact us as we grow to be adults? How and why was the concept of “race” invented, and how do those ideas differ by class, sexual identity, religion, region, education, and other cultural and social markers? How have the life stages of childhood and adolescence been commodified over time—through advertising, film and television, celebrity culture, novels, magazines, music, and social media—and how have young people responded by creating their own youth culture and attempting to change social expectations?

### **HIST 165 History Readings Group (0-1)**

In this course students and various members of the history faculty will read and discuss current and classic writings in the discipline. Topics will vary from semester to semester. Course is offered for S/U grading only.

### **HIST 201 Topics in History (2)**

An examination of selected topics, with an emphasis on critical reading, analysis and discussion. Course may be repeated for credit when topics vary and with consent of department chair.

### **HIST 201A Debating the French Revolution (2)**

The ideas and events of the French Revolution continue to be hotly debated more than 200 years later. Was it a revolution of the bourgeoisie? Was it a revolution of the working class? What role did books and ideas play? Was the Revolution a success or a failure? We will explore these and other questions through an intensive role-playing game in which you, the students, become revolutionaries and debate the future of France.

### **HIST 220 Sword and Scroll: Violence and Cultural Exchange in Antiquity (4)**

This course explores different cultures in ancient Greek, Roman, and/or Near Eastern lands that came into intimate contact, producing hostility and violence and/or creative cultural exchange. We will study the cultures of femininity and masculinity (gender), rival imperial cultures or imperial culture and that of a subject people (race and ethnicity), and the cultures of wealth and poverty (class). Our investigation is to better understand the defining features of each of these opposing cultures in the ancient Mediterranean and Near East, how the social identity and status of any one person was informed by all three factors (gender, race and ethnicity, and class), how the contact of such cultures involved a power dynamic and could lead to conflict, and how, despite this, they could also lead to fruitful exchange, producing hybrid cultural forms that still impress us today or at least understanding that awaited social change.

### **HIST 230 Sword and Scroll: Violence and Cultural Exchange in Antiquity (4)**

This course explores different cultures in ancient Greek, Roman, and/or Near Eastern lands that came into intimate contact, producing hostility and violence and/or creative cultural exchange. We will study the cultures of femininity and masculinity (gender), rival imperial cultures or imperial culture and that of a subject people (race and ethnicity), and the cultures of wealth and poverty (class). Our investigation is to better understand the defining features of each of these opposing cultures in the ancient Mediterranean and Near East, how the social identity and status of any one person was informed by all three factors (gender, race and ethnicity, and class), how the contact of such cultures involved a power dynamic and could lead to conflict, and how, despite this, they could also lead to fruitful exchange, producing hybrid cultural forms that still impress us today or at least understanding that awaited social change.

### **HIST 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **HIST 277A Sport and Society in Recent US History (4)**

Sport holds a significant place in the lives of many Americans. We play, watch, and talk about sports; many find joy in sport video games or gambling on the outcome of live events. Sports programming dominates television on weekends, and we have multiple networks devoted to both live programming and the dissection of sporting minutiae. In short, sport consumes major portions of our attention. Sport also shapes our society in many ways. Big time

college athletes get the "promise" of an education while making millions for their institutions, professional athletes earn astronomical amounts, and the owners of sports franchises demand the public financing of stadiums as the price of staying put. On another level, even as the number of girls participating has grown, fan interest, especially at the professional level, is minimal. Furthermore, in the three most popular American sports, women find it difficult to be seen as having sufficient credibility to provide live commentary. On the other hand, at least some American minorities, particularly African Americans, have been able use athletic skill to improve their economic standing. Finally, we are increasingly aware that participants in many sports run the risk of serious injury, including permanent brain damage. How did we get here? Much of the description above would be very different if we traveled back a century, so one thing this course will do is to provide a brief overview on the how and why of change, while also examining areas of continuity. Using stories from a variety of sports, we are going to think about what drives athletics, and the ways that sports have shaped social change over the last century. More specifically, we'll examine ways that sport reflects/affects racial attitudes, and its interaction with assumptions about gender roles. We'll also look various economic and legal aspects of sport, from Title IX to big time college athletics, television, labor relations, and the complex dance of private ownership and public subsidies.

#### **HIST 277B Protest, Riot, and Rebellion in US History (4)**

How have Americans used protests, riots, rebellions, & social movements to create social change and claim the rights of citizenship? This course will explore the processes of social and political change, considering how change happens and with what results, who gets to make changes and in what ways, and how social movements have impacted the United States as we know it today. We will specifically address the ways that Americans have used protests to influence meanings of justice, equality, and citizenship. Who has been included or excluded from being an "American," and how did protests and collective violence change those definitions over time? We will use primary sources and scholarly articles to explore why the past helps us understand and create change in the present, as well as practice skills of critical thinking and analytical reading and writing.

#### **HIST 277C Fascism Past and Present (4)**

This course examines fascism with respect to historical origins, its political and social manifestations in the 1920s-1940s, and its repercussions and recurrences since the Second World War. The course will include intellectual roots in the 19th century, Italian fascism and German Nazism, and the resurgence of fascist movements in the 21st century. Antifascism as historical and contemporary countermovement will be considered as well.

#### **HIST 277D Revolution and Repression in Modern Latin America (4)**

¡Viva la Revolución! Latin Americans from many countries shouted their loyalty to revolutionary movements over the twentieth century. The revolutionaries sought to overthrow unresponsive and often times corrupt, brutal governments. They also desired a new, more egalitarian society, one that more evenly distributed the wealth generated from the region's rich resources. Most of these movements, however, failed. What caused Latin Americans to rise in revolution in the twentieth century? What were the revolutionaries' goals? Why did most of these movements fail? We will examine precisely these questions over the semester.

#### **HIST 278A Confusingly Confucian: Creating East Asia to 1600 (4)**

British philosopher Bertrand Russell often sneezed at Confucius' ideas, but he could never discount them. How is it that a long dead Chinese sage caused such allergies in an analytic philosopher in the 20th century? Why did Confucius, his contemporaries, his Asian detractors, and his disciples have such import in East Asian cosmology? And just what is this cosmology and how did it help to shape actions throughout the area? This course offers a glimpse into East Asian civilization--namely, the political, cultural, and social history of China, Japan, and Korea from the paleolithic era to the 17th century.

#### **HIST 278B 20th Century World Environmental History (4)**

This course explores the history of the 20th century world through an environmental lens, emphasizing relationships between humans and the natural world, the impacts of social/political/economic systems on nature, and the evolving use of natural resources in human societies. Movements of people, raw materials, capital, manufactured goods, and living material between ecosystems receive particular attention. The impacts of human action on the natural world, including resource extraction, large-scale construction, agriculture, transportation of species between ecosystems, warfare, migration, and the generation of pollutants will be followed through the century on scales ranging from regional to global. Students will develop an understanding of how humans have shaped the environments they inhabit both directly and indirectly, how nature influences culture over time, and how the environmental crises of the

21st century are rooted in historical events, decisions, and actions. The skills of historical analysis and argumentation will be practiced throughout the course as well.

### **HIST 279A 100 Years of Korean Dreams: The Aspirations of the 20th and 21st Century Peninsula (4)**

The strivings and desires of colonies, countries, and nations can reveal much about the realities of life for the individuals who struggle, survive, and thrive there. This course will analyze the last century of hopes on and for the Korean peninsula, from colonization to Kpop, Japanese empire to Juche, on both sides of the 38th parallel. By examining a variety of sources and drawing on a variety of different techniques, students will learn how to interpret Korean dreams and the truths they reveal.

### **HIST 279B Sex, Murder, and Empire: Britain (4)**

How did Britain become great—or was it ever? This course traces the rise and fall of Great Britain as a global superpower, using the themes of sex, murder, and empire. From mass murder on a slave ship, to serial killers hunting prostitutes in Victorian London, to the “empire strikes back” of decolonization and migration, we will trace how Britain was made and un-made from the eighteenth century to Brexit. This course is suitable to students of any major, including those who have not taken a previous history course.

### **HIST 279C Profits, Paintings & Power in Renaissance Italy (4)**

“Renaissance Italy” calls to mind the sculptures of Michelangelo, the paintings of Leonardo da Vinci, the wealth and power of the Medici, the revival of the liberal arts, the opulence of the Vatican. Why was the Italian peninsula the site of such a burst of commercial, cultural, and intellectual innovation between the 14th-16th centuries? How did Italian city-states amass so much wealth and why did they invest so much of it in art, culture, and learning? We will examine literature, painting, sculpture, architecture, political thought, and philosophy in the context of Renaissance political, economic, and religious structures; gender, family and kinship networks; and social values to understand why profits, paintings, and the liberal arts were essential for power in Renaissance Italy.

### **HIST 279D The American Revolution (4)**

This course analyzes the causes, course, and consequences of the American Revolution within the context of the Atlantic World between approximately 1750 and 1820. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 279E Global Health, Culture, and Inequality (4)**

This course explores global health from a historical perspective. It examines global health challenges within a larger historical, cultural, political, and economic framework. This course will cover a wide range of health challenges from a variety of cultural and geographic contexts. We will examine a number of diseases – both infectious and non-communicable – through case studies in different parts of the world. Topics include gender inequality, maternal and child health, humanitarian aid, and the bioethics of global health practices. The course emphasizes the numerous political, economic, structural and cultural forces that lead to the unequal distribution of disease globally.

### **HIST 295 History Colloquium (4)**

Intended for new and potential History majors and minors, this course focuses on the interpretation of a wide variety of primary sources. Topics vary with instructor, please see individual section descriptions (295A, 295B, etc.) for details. Prerequisite: 1 lower division history course. Offered for A-F grading only.

### **HIST 295A Debating the French Revolution (4)**

The ideas and events of the French Revolution continue to be hotly debated more than 200 years later. Was it a revolution of the bourgeoisie? What role did books and ideas play? Why did the revolution devolve into the Reign of Terror? Was the Revolution a success or a failure? Was women’s position better or worse as a result? We will explore these and other questions by examining a variety of primary sources (such as documents that provide eye witness accounts of events such as the fall of the Bastille, newspaper articles written from various political perspectives, revolutionary songs, and images from the period) as well as secondary sources. We will begin to explore these and other questions through an intensive role-playing game in which you, the students, become revolutionaries and debate the future of France. Students will assume, research, and reenact the roles of various revolutionary factions in the National Assembly. You will continue to follow your characters through the rest of the

revolution to see how they might have reacted and fared by the Napoleonic era. Offered for A-F grading only.

#### **HIST 295B History in Popular Culture (4)**

Gripping stories from U.S. history provide the foundation for many popular films, novels, television shows, and other media. How do creators of those popular works decide which stories to tell and how to tell them? Where do filmmakers and authors get it right or wrong, or is that even the most important question? Are there larger historical "truths" to be shared by reinterpreting the past? This course will explore how creators of popular media, like historians, interpret and argue about the past. We will use popular works and secondary sources for background, but our emphasis will be on analyzing primary sources and constructing our own arguments about the past. This course will help you practice skills of historical thinking and analytical reading, writing, and discussion. Offered for A-F grading only.

#### **HIST 295C Struggle for Freedom (4)**

What was a slave revolt? Historian Eugene Genovese suggests it was "a struggle for freedom." This course focuses on enslaved peoples' struggles for freedom in North America during the eighteenth and nineteenth centuries. We will analyze their historical experiences within the larger contexts of the transatlantic slave trade and slavery in the Americas. We will use primary and secondary sources to investigate what we can and cannot know about the histories of enslaved people, and to understand the historian's craft. Offered for A-F grading only.

#### **HIST 295D Germany from the Weimar Republic to the Third Reich (4)**

This course will focus on Germany during the Weimar Republic and the Third Reich, two vastly different societies. After World War I, Germans faced questions about national identity, economic crisis, political revolution, utopian ideas about the future, sex, racial policy, war, genocide, and more. Should we support the Bolsheviks and spread revolution to Germany? Why are women voting and holding public office now? Can I borrow your sex manual? Aren't you afraid "modernity" will destroy the German people? Why doesn't everyone like the Nuremberg party rally as much as I do? Why do my neighbors exclude me just because I am Jewish? Why is there a satellite concentration camp in my town? What is really happening on the Eastern Front? The course will include secondary source readings on Weimar and the Third Reich, but a substantial proportion of the materials will be primary sources. Students will have many opportunities to engage and use the sources from this fascinating period. Offered for A-F grading only.

#### **HIST 295E Inventing the Conquest of Mexico (4)**

Students will examine the Spanish conquest of the Aztec Empire from 1517-1521 from multiple perspectives to develop a deeper understanding of the historian's craft. Texts will include firsthand accounts of the conquest by Hernán Cortés, the captain of the intrepid band of Spanish adventurers, by Bernal Díaz, a foot soldier in Cortés' army, and by anonymous Aztec Indians who lived through the fall of their empire. Students will also read later historians' interpretations of the conquest and its consequences for Mexico. Offered for A-F grading only.

#### **HIST 295F Badass Samurai and Beautiful Geisha: When Myth and History Collide (4)**

From where do myths about historical figures arise? How do the realities of life as a samurai or a geisha differ from the lore? Why do these legends exist and for whose benefit? In this course, students will analyze sources (both primary and secondary, written and visual) that perpetuate the myths of these professions with those that provide the less glamorous aspects of such lives to discover how historical interpretations differ and to what end. Offered for A-F grading only.

#### **HIST 295G Avengers of the New World: The Haitian Revolution (4)**

The Haitian Revolution has been described as "unthinkable": not only did enslaved people overthrow one of the most powerful empires of the 18th century, but they established the first Black republic in the modern era. This course focuses on the interpretations and misinterpretations of the Haitian Revolution, as we analyze competing primary sources and historical narratives about the revolution that changed the world. We will investigate not only "what happened," but also clashing understandings of freedom and human rights that continue to reverberate in the present.

#### **HIST 300 History Topics (4)**

An in-depth examination of selected topics, with an emphasis on critical reading, analysis, written critiques and discussion. Course may be repeated for credit when topics vary and with consent of department chair.

### **HIST 301 Race and Law in US History (4)**

In 1903 W.E.B. Du Bois wrote, "The problem of the twentieth century is the problem of the color line." This course will explore the development of "race" in the US and analyze how and why laws created racial categories. Americans have repeatedly used laws to define ethnicity, slavery and freedom, religion, immigrant status, skin color, property ownership, and other labels to determine who was an American. Major themes of the course include the intersectionality of race and gender, questions and laws determining belonging and citizenship, and how labor and property shaped a person's social, economic, and racial status in society. Through reading and discussion, argumentative writing, and critical thinking, students will analyze the racial possibilities, cooperation, and conflicts in the United States from its creation to today. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 305 Medicine, Empire and Global Health (4)**

Contemporary global health inequalities and organizations are not new, but rather have their roots in colonial medicine and development programs from the 19th and 20th centuries. In this course, we will look at the connections between imperial power dynamics, the history of medicine, and global health structures in Africa, Asia, and the Western Hemisphere. We will examine both how science and medicine were used as "tools of empire" during the course of European and American imperial conquest, as well as how subject populations resisted, co-opted, and transformed Western medical knowledge. We will pay special attention to how constructions of gender, race, and ethnicity intersected in cross-cultural medical encounters, informing clinical practice and shaping public health policies. Some topics will include: the relationship between colonial medical interventions and the spread of epidemics, how imperial health policies created and sustained structures of inequality, and the ways in which understandings of race, gender, and difference have affected health initiatives across borders. This course is suitable for students in any major.

### **HIST 314 Missionary Positions: Christianity in East Asia (4)**

East Asia's unique application of Christian belief and ideology to its indigenous cultures and beliefs offer a fascinating complement and contrast to Christianity in other parts of the world and in various doctrine. This course will explore the theological and historical underpinnings of Christian practice and faith in China, Japan and the Korean peninsula in the modern period (1600 to present). This course is suitable for any major, including those who have not taken a previous history course.

### **HIST 317 China Global Domination (4)**

How did China become the economic and political success story of the 21st century? This class analyzes China's rise from the collapse of the imperial system, the failed republic, and the chaos of multiple wars as the nation revises, redefines, and resuscitates communism throughout the last 100 years.

Throughout the course, students will be expected to examine, analyze, and interpret what defines national success, how Chinese intellectuals, politicians, and bureaucrats have created their own definitions of national success (and failure), and whose interpretations prevail (and why) through discussions, information presentations, and analytical and reflective essays. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 319 Japanese History Through Horror: Monsters and Modernity (4)**

This course examines horror in its myriad forms in the history and formation of modern Japan, from the Tokugawa period to the present. By exploring the historical context in which primary sources are produced (and in turn, reflect) and what the works represent, students will gain a broader understanding of how, why, and what fears helped to shape the historical development of modern Japanese culture and society and how these fears changed over time. While this course considers a wide variety of sources it places them within their historical contexts as a way to illuminate their respective periods. Historical information can and should be gleaned from such a variety of sources. This will be elaborated upon throughout class discussions and projects.

Throughout the course, students will be expected to examine and interpret the underlying themes and overarching topics of fear within historical contexts through in-class discussions, literary interpretation, and analytical papers.

By the end of the course, students will be well versed in Japanese historical phenomena. In addition, they will be able to provide insight into the psychology behind some of the historical tropes within Japanese society and parse the ways in which they differ and relate, most specifically how they have been interpreted to generate historical narratives. Lastly, they will be able to engage in historical analysis in diverse media. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 321 Mexico from Aztecs to Independence (4)**

The presence of the past immediately strikes foreign visitors to Mexico. In Mexico City, the sprawling cosmopolitan capital of Mexico, ancient pyramids and Spanish colonial churches stand next to glass and steel skyscrapers. Remnants of the colonial past are particularly visible. Imposing Spanish cathedrals and palaces dominate the centers of almost all modern Mexican cities. Spanish monasteries and government buildings dot the rural landscape. The ubiquity of Spanish colonial art and architecture in modern-day Mexico testifies to the profound impact Spanish colonization had and continues to have on Mexico. The question we will explore during this semester is three-fold: 1) how did the Spaniards colonize Mexico from 1519-1821, 2) how did this process of colonization shape new societies and cultures in Mexico, and 3) how does this particular history of colonization continue to affect Mexico today? Major themes that we'll examine in our exploration of colonial Mexico include: pre-Columbian culture, the Spanish conquest, religion, race relations, the family and gender, political reform, and independence. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 322 Mexico from Independence to Today (4)**

This course traces the history of Mexico from Independence in 1821 to the present. Although we will examine Mexico's political development since 1821, this course focuses mostly on the social and cultural history of Mexico. We will explore Mexico's ethnic diversity, national identity, religious traditions, and gender patterns and how all these elements changed over time—from a chaotic nineteenth attempt to forge an independent nation, through the throws of the Mexican Revolution, to the present-day struggles between the state and drug cartels. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 323 Religion in Latin America (4)**

The changing nature of religious cultures in Latin America from the pre-Columbian period to the present day. Includes the study of indigenous religious practices the European "spiritual conquest" of the New World, the creation of syncretic forms of Catholicism, 19th century conflicts between religion and secularism, the spread of Protestantism in the 20th century, and the advent and course of liberation theology in Latin America. Within a historical context, examines the role of religion in shaping sense of self, forms of community, and human interaction with the physical world. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 328 Missionaries and Empire (4)**

This course focuses on the relationship between missionaries and imperialism, focusing specifically on medical missionaries in Africa. Scholars have long debated the complicated relationship between missionaries and imperialism. Has the mission field been a place that aids imperial conquest, or one that resists it? What happens to religious belief in sites of colonial contact? In this course, we will explore these and other questions about the history of Christian missions, the history of medicine, and imperialism in Africa, including the effects of evangelism on anti-colonial resistance movements and ideas of health and the body. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 329 Guns, Gold and Slaves: Africa and the British Empire (4)**

This course focuses on encounters between Great Britain and the African continent from the trans-Atlantic slave trade to the present. Topics include slavery and imperial conquest; the role of African men and women in reshaping British colonial power; cultural exchanges between Africa and Britain; settler violence and warfare; and the aftermath of independence. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 330 Parties and Wars: Greece in the Classical Period (4)**

The Classical Period in Greece (c. 480-323 BCE) is a cornerstone for western history, and its legacy very much extends into our modern world. In this course, we will concentrate on investigating Greek society and culture at this

vibrant time. In particular, we will explore the complexities of Greek identity, broadly defined. At the heart of this course will be the contention that identity was (and is) not a fixed and immutable concept. Rather Greeks constructed and negotiated key elements of their identity as part of a dynamic social process. With this in mind, this course will focus on evidence that illustrates how Greek identity was articulated and debated in a social context in general and in certain social spaces in particular. Such “spaces” of interest will include political debates, battlefields, theatrical productions of tragedies and comedies, funerals, philosophical dialogues, legal trials, drinking parties, and athletic events. In considering how Greek identity was worked out in various ways in these different social contexts, we will learn about a wide range of Greek social and cultural practices related to government, ethnicity, the military, family, gender, religion, death, humor, intellectualism, the body, and education. Humans today are social animals, and the ancient Greeks were no different. Appreciation of the Greeks’ intensely social orientation will lead us to new insights about them – and ourselves. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 333 Gender and Society in Western Europe (4)**

Students will investigate the forces that shaped the social and cultural constructions of masculinity and femininity and examine how they informed the identities, experiences, and imaginations of late medieval and early modern Europeans (1300-1800). Students will analyze the impact of gender on sexuality, family life, work, crime, religion, and intellectual life of early modern Europeans and how these intersected with socio-economic status, age, martial status, and religious identity. Students will uncover and analyze the gaps between gendered expectations and the lived experience of early modern men and women. Historical perspective allows us to uncover the origins, evolution, and persistence of gendered expectations and understand how they influence human experience. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 337 The Age of Reformation (4)**

The western Christian church was splintered by a religious revolution in the sixteenth and seventeenth centuries. But this was not simply a revolution made by theologians—ordinary men and women, from elites to ordinary people participated. The implications of revolutionary religious ideas about salvation, scripture, and faith were felt far beyond the pews, in everything from political life to family life. Students will investigate the far-reaching impact of the Reformation by analyzing the circumstances that led to it, the revolutionary ideas that characterized it, the agency of theologians, political leaders and ordinary people in its creation and establishment, and the changes it created in social life, marriage, gender, and the family, in Europe and in the “New World.” This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 344 Modern Germany (4)**

This course examines the history of Germany in the modern era by asking the fundamental questions: “Who is German?” and “What is Germany?” These questions, and the changing answers over time, will help us understand not only “Germany” but also more broadly common experiences of modernization. Our study begins with an overview of “Germany” in the 18th and 19th centuries and proceeds to in-depth readings on the German Empire, the Weimar Republic, the Third Reich, and the post-1945 Germanies. The course materials and our discussions will illuminate the diversity of experiences in German history by examining issues of political allegiance, ideology, social class, gender, religious confession, and regional identities. The course emphasizes intensive reading and discussion of historical literature. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 349 Modern Russia (4)**

This course examines the political, social, and cultural transformation of Russia from a preindustrial autocracy in the 19th century to an atomic superpower and post-Soviet society. Topics include the Romanov Empire, the Bolshevik Revolution, Stalinism, World War II, Soviet culture, the Cold War, and the collapse of the Soviet Union. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 350 Sex and Power in Early America (4)**

This course will explore the history of Early North America from the earliest sustained contact between Europeans and Native Americans during the fifteenth century until the mid- to late eighteenth century. We will attempt to understand Early America on its own terms, rather than as a prelude to the United States. We will examine the dynamic and heterogeneous nature of Early America by investigating the experiences of Africans, Europeans, and Native Americans. We will focus on themes of power (intersections of race, gender, ethnicity, and sexuality), religion,

enslavement, and violence to analyze how various people met, clashed, cooperated, and remade themselves and their worlds. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 353 Civil War and Reconstruction in American Culture (4)**

This course will explore the causes of the American Civil War, the experiences of war for Union and Confederate soldiers, free and enslaved African Americans, and women at home, and the varied meanings and results of Reconstruction. This course will help explain many of the ongoing challenges in American society, including battles over race, gender, state and individual rights, region, and memory. Using primary sources, scholarly articles, films, novels, and images, we will consider why the Civil War continues to evoke an emotional response today. Although topics will include some military history, the course will focus primarily on the cultural, social, and political ramifications of events. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 355 Slavery in the Atlantic World (4)**

This course introduces students to Atlantic History, one of the most exciting fields of recent historical scholarship. When historians speak of an Atlantic World, they refer to the convergence of people, commodities, ideas and cultures from Europe, Africa, and the Americas in the three centuries after Christopher Columbus's initial 1492 voyage to the Americas. We will begin by exploring the methods of Atlantic historians and conclude by reflecting on the use of the "Atlantic World" as a historical concept. In between, we will study the meetings and migrations of Europeans, Americans, and Africans; transatlantic exchanges of commodities and cultures; how slave traders attempted to transform captured Africans into commodities; how enslaved people asserted their humanity; and revolutionary upheavals. While encountering the histories of the Atlantic World, students will have opportunities to strengthen their analytical reading, historical thinking, argumentative writing, and public speaking. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 357 United States from World War I to 1960 (4)**

The period between 1920 and 1960 was marked by fundamental shifts in almost every aspect of American life. Technologically it spanned the gaps between horses and superhighways, telegraphs and computer networks, zeppelins and rocket ships, TNT and hydrogen bombs. Economically it ran from the unregulated boom of the 1920s, through the depths of the Great Depression, and into one of the longest periods of sustained economic growth in our nation's history. Politically it saw the end of the American socialist and Communist parties as significant players and the rise of new post-war coalitions and regional coalitions that reshaped political landscapes. International conflicts of this era, including WWII and the Cold War, continue to influence diplomatic, cultural, and economic relationships well into the 21st century. Cultural shifts-- including expanded civil rights for minorities and women as well as emerging generational divisions --yielded striking changes in communities across the nation, all during a period in which the US population grew by 75%. HIST 357 will explore the key events of these four tumultuous decades, including the economy of the "Roaring 20s," the political and cultural responses to the Great Depression, life in wartime America of the 1940s, and the post-war economic and social changes that gave rise to the Baby Boom and greater economic opportunity for more Americans than ever before. We will examine primary and secondary sources ranging from novels to scholarly articles, popular films to newspaper advertisements, all with the goals of developing your sense of what happened during these decades, why those events happened, and what the longer-term consequences were for the American people. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 358 United States since 1960 (4)**

Political, economic and social change in recent America. A central theme will be the way that the social/political changes of the 1960s, and the reaction against them, has divided our nation and shaped our recent history. Specific topics include the struggle for equal rights for minorities, the changing roles of men and women, the domestic consequences of our foreign wars from Vietnam through Afghanistan, the growth of political power among cultural conservatives, the causes and impact of growing income inequality amid expanding affluence, and arguments over the power of the Presidency and the primacy of the Federal government from the administrations of John Kennedy through Barak Obama. This course is suitable for students of any major, including those who have not taken a previous history course.

### **HIST 360 U.S. Environmental History (4)**

Environmental history is the study of the relationship between humans and nature over time. This course examines the changing American understanding of nature in the 19th and 20th centuries with particular attention to the development of public policies toward natural resources and wildlife, the emergence of a new set of values recognizing non-utilitarian values in nature, and to the evolution of the conservation and environmental movements. Intellectual, political, economic, scientific, and social evidence will all be examined in the process of placing nature back into the human history of North America. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 368 The United States and the World (4)**

An examination of the U.S. role in world affairs since 1929. Topics include isolationism, World War II, the Cold War, Vietnam and post-war adjustments, Reagan's efforts to restore primacy, involvement in the Middle East, the search for a post-Cold War role, and the roots of the war on terrorism. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 369 Gender in U.S. History (4)**

This course will use gender as a tool of analysis to explore how gender and sexuality have influenced Americans' personal identities and interactions with others. Historically, in what ways have Americans defined what it means to be a man or a woman, and how have those definitions and supposed natural characteristics influenced one's status within the nation? We will examine beyond the binary of masculinities and femininities and the intersection with other identities from European colonization to the present day, and how those meanings have changed based on the needs or anxieties of the time. This course will help you think critically about documents and other sources that you encounter in daily life: who produced it, what assumptions about gender or public/private life the author makes, and how those assumptions influence one's understanding of cultural identities. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

#### **HIST 377A Roman Empire (4)**

An examination of the history of the Roman empire, beginning with Julius Caesar and Augustus, who introduced rule by Roman emperor in the late first century B.C.E., and ending with Constantine, who legalized Christianity in the fourth century C.E. Our point of departure is the vastness of this empire. It stretched from the Atlantic Ocean to the Euphrates River, from the North Sea to the Sahara Desert. As such, it encompassed and encountered numerous peoples and cultures, many subject to the power Rome. With this in mind, we will try to achieve a more balanced view of life in the Roman empire by investigating it from the perspective of the rulers and the ruled. To this end, we will (1) study the Roman emperors and their policies, (2) grapple with the struggles of an example subject people, the Jews, under Roman empire, and (3) support students in their pursuit of research projects that will underscore the rich diversity of experience within the Roman world. Throughout we will focus especially on the potential of ancient evidence to answer the following questions. What were the priorities of the Romans, and especially the emperor, in the maintenance of the Roman empire? What was the response of subject peoples like the ancient Jews to that empire? What strategies did they develop for political, cultural (especially religious), social, and economic survival? As we pursue these questions, students will have the opportunity to take part in many well-informed class discussions and to engage more deeply with particular issues through thoughtful papers and collaborative workgroup sessions. This course is suitable for students of any major, including those who have not taken a previous history course.

#### **HIST 395 Historiography (4)**

Intended for advanced History majors, this course emphasizes research skills in preparation for the individual projects in HIST 399. The primary goal is for students to understand that historical interpretations are constructs and that historians often disagree among themselves. Topics vary with instructor; please see individual section descriptions (395A, 395B, etc.) for details. Prerequisite: 200 or permission of Department Chair. Offered for A-F grading only.

### **HIST 395A Historiography: Interpreting the American Revolution (4)**

“Who shall write the history of the American Revolution? Who can write it? Who will ever be able to write it?” asked John Adams in a July 1815 letter to Thomas Jefferson. “Nobody; except merely its external facts,” Jefferson replied. Adams and Jefferson were wrong. Few events in the history of humanity are as well known as the American Revolution. Tens of thousands of texts are dedicated solely to the investigation of this one historical event. In this course, we will explore how historians interpret the American Revolution to identify and analyze changes in historiography — historical interpretation — over time. Studying changing historical interpretations of the American Revolution will allow us to gain a better understanding of the methods — questions, approaches, and theories — historians use to interpret this event. While studying the historiography of the American Revolution and the methods of its historians, you will practice and strengthen your critical reading, argumentative writing, discussion, and historical thinking skills. Offered for A-F grading only.

### **HIST 395B Historiography: History, Memory, and the Politics of Remembering (4)**

Students are expected to develop the skills and historiographical awareness required for their individual Senior Thesis project (HIST 399), and these goals are best achieved through the study of a specific subject matter. For this course, our subjects are the concepts of “history” and “memory,” i.e., the ways in which countries and societies remember the past, what they remember, why they remember, and how they use memory. Sometimes, the things that are forgotten are as significant as what is remembered. The common readings focus on the politics of memory in Europe, but the approach is applicable for any country, region, or time period, and students may select any memory-related topic for their final project in this course. Offered for A-F grading only.

### **HIST 395C Historiography: The American West (4)**

“Historiography and Methods” was created to help History majors better understand how historians think and work while exploring the historiography of a particular topic in depth. While each section of the course focuses on a specific topic, they share the common goals of exposing students to the study of history itself as a field of inquiry, exploring various research methods, and considering how various types of evidence might be used in constructing historical arguments. This seminar will examine the history of the American West, covering such topics as the impact of U.S. expansion on the environment and native peoples of the West, the realities of violence in “frontier” towns, the political and economic relationships between Eastern cities and their Western counterparts, and the evolution of the 20th century West into an overwhelmingly urban society in the midst of a sparsely populated hinterland. Special attention will be paid to historical debates over the “meaning of the West,” the introduction of race, class, gender, and environment as themes in these debates, and the varying types of evidence historians have used to interpret the region’s past. Offered for A-F grading only.

### **HIST 395E Historiography: Idols & Images in Colonial Mexico (4)**

After the fall of Aztecs, the conquering Spaniards attempted to impose a late-medieval version of Catholicism on the indigenous populations of Mexico. What resulted from this “Spiritual Conquest?” Historians have pondered this question for decades. Whatever the result, religion constituted a sphere of struggle during the almost 300 years of Spanish rule over what was then called New Spain. This class examines how historians have thought and written about religion in colonial Mexico and how historians’ ideas about it have changed over time. In short, this course aims to introduce students to the concept of historiography and thus hone student skills of sophisticated historical analysis and habits of mind. Offered for A-F grading only.

### **HIST 395F Historiography: Remembering and Revising the Pacific War (4)**

This class is designed to introduce and hone advanced skills of historical analysis. We will focus our reading, writing, and discussion this semester on the concept of historiography. The term has several interconnected meanings: the philosophy of historical analysis, the study of the history of historical analysis, and the changing ways historians have written about a particular topic over time. We will explore these three principle meanings of historiography as we read about, write about, and discuss how historians have interpreted and debated Japanese involvement in the Second Sino-Japanese War, World War II, and its aftermath. Offered for A-F grading only.

### **HIST 395G Historiography: From Women’s History to Gender History (4)**

In this course, intended for advanced History majors, we will analyze the development of historical interpretation in the field of women’s history and the transition to the study of gender history. We will explore how US historians have interpreted the gendered past to gain a better understanding of the questions, approaches, theories, and types of

evidence that historians have used to construct arguments over time and why they often disagree among themselves. This course emphasizes research skills and historical analysis in preparation for individual projects in HIST 399 Senior Thesis. Offered for A-F grading only.

### **HIST 397 Internship (1-8)**

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Prerequisites: approval of the department chair and a faculty moderator; completion of the pre-internship seminar.

### **HIST 399 Senior Thesis (4)**

This course is the capstone for the major. Students develop independent projects in collaboration with History faculty and write substantial research papers based upon primary and secondary sources. Students give formal oral presentations of their research. This course draws upon and synthesizes the skills developed in HIST 200 and 395. Those majors seeking to graduate with "Distinction in History" must take COLG 396 the spring of their junior year, History 399 fall of their senior year, and complete their Honors research and writing the spring they graduate. Prerequisite: 395. Offered for A-F grading only.

## **SUBJECT: History of Christianity**

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### **HCHR 400 Patristics (3)**

Survey of church history from the apostolic age to the Council of Chalcedon in 451, with special emphasis on the Apostolic Fathers, the Christianization of the Roman Empire, and the formation of Christian doctrine.

### **HCHR 402 History of Christianity I (3)**

This course will examine the development of the Christian tradition, including the expression of seminal doctrines within the Christian church, from its origins to the eleventh century. The course will explore the main trends in the development of the institution and primary doctrines of the church within the larger philosophical, social, and political contexts of the first millennium, paying attention to the ways in which the lived experience of Christian peoples informs and shapes its thinking.

### **HCHR 403 Medieval and Reformation Thought (3)**

Medieval and Reformation theology and spirituality are often construed as oppositional in their uses of scripture, understandings of justification and sanctification, approaches to sacramental life, and their presentations of discipleship. This course will put seminal theological and spiritual texts from the medieval and Reformation periods into context and conversation, exploring areas of deep continuity as well as points of significant departure for the way in which medieval and Reformation thought can be said to continue to inform present-day Christian life, thought, and practice, including its ecumenical dimensions.

### **HCHR 404 History of Christianity II (3)**

This course will examine the development of the Christian tradition, including the expression of seminal doctrines within the Christian church, from the twelfth century to the present day. The course will explore the main trends in the development of the institution and primary doctrines of the church within the larger philosophical, social, and political contexts of the second millennium, paying attention to the ways in which the lived experience of Christian peoples informs and shapes its thinking.

### **HCHR 408 Catholics in America (3)**

This course examines historical perspectives on what it means to be "Catholic" in a distinctively "American" setting. At the heart of this inquiry will be the question of the mutual influence and relationship between Catholic religious and American political/cultural identities. Our task will be to explore the ways in which "being Catholic in America" may differ from being Catholic in other places, and in doing so, to probe the ways in which American life can be said to shape Catholic perspectives and practices. The course explores American Catholicism from the 16th Century to present day, focusing on questions including religious freedom, social action, cultural diversity.

### **HCHR 412 Reformation, Modernity, and the Global Church (3)**

Survey of church history from the age of Luther to the present. This course will introduce students to the historical dynamics that transformed the united "Christendom" of the Middle Ages into a diverse and truly global twenty-first century church.

### **HCHR 413 Monastic History I: Pre-Benedict (3)**

The rise of monasticism within the early church of East and West to the time of Benedict. Cross-listed with MONS 402.

### **HCHR 415 Monastic History II: Benedict to the Reformation (3)**

The development of Western monastic life and reform movements from the early middle ages through the fifteenth century. Cross-listed with MONS 404.

### **HCHR 417 Monastic History III: Reformation to the Present (3)**

The decline of Western monasticism in the sixteenth century through its revival in the nineteenth and twentieth centuries. Cross-listed with MONS 406.

**HCHR 424 The History of Christian Spirituality I (3)**

An exploration of the significant formative elements, experiences and writers of Christian spirituality in its first seven hundred years. Cross-listed with SPIR 424.

**HCHR 425 The History of Christian Spirituality II (3)**

A study of the Christian spirituality of the Middle Ages, especially from the end of the seventh century to the Reformation. Special attention will be given to notable figures, writings, events, institutions and movements that shaped the expression of Christian convictions and practice, up to the dawn of the "modern" period. Cross-listed with SPIR 425.

**HCHR 426 The History of Judaism (3)**

Significant persons and movements in the development of Judaism.

**HCHR 428 History of Christian Spirituality III (3)**

The development of Christian spirituality from the Protestant and Catholic Reformations to the present. Also included will be events in Asia, Africa, North and Latin America. Cross-listed with SPIR 426.

**HCHR 429 Spiritual Biography, Spiritual Journey (3)**

This course involves critical and reflective reading of works that might be classified as "spiritual autobiography" in the Christian theological and spiritual tradition. Examining these "self-presentations" as theological fonts, the course introduces students to this genre and an understanding of each work in its historical and theological context. Particular attention is given to presentations of life as a "journey" with emphasis on those experiences which advance the person in his or her relationship with God. Themes such as grace, sacramental action, self-examination, prayer, and good works inform the way in which the course considers progress in the life stories, and the course will invite students to think about how biography might shape on-going insights into current Christian thought and practice.

**HCHR 468 Topics: History of Christianity (1-3)**

NO COURSE DESCRIPTION

**HCHR 469 Topics in the History of Doctrine (3)**

NO COURSE DESCRIPTION

**HCHR 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

## **SUBJECT: Honors**

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### **HONR 120 Community and Identity (4)**

In this course, students will learn why gender, race or ethnicity, in isolation, is insufficient to conceptualize either individual or social identity. Students will learn to think critically about their own gender, racial and ethnic identities as well as identify the social and cultural factors that shape and contribute to each. The ways in which gender, race and ethnicity intersect will be given prominent attention in this class, as will the ways these features relate with issues of power and justice in the contemporary United States. The course will introduce students to process and value-based, collaborative theory of leadership directed at improving local communities. This course is equivalent to CSD: I. Required for students entering the Honors Program in Fall 2020 and later. Students take this course in the spring of their first year. Offered for A-F grading only.

### **HONR 120A Lockuptown: Incarceration in the United States (4)**

Approximately 2.3 million people are incarcerated in state and federal prisons, county and local jails, juvenile correctional facilities, and immigrant detention facilities. There are more Americans on parole, on probation, or incarcerated – about 6.9 million people – than were enslaved in the decade before the U.S. Civil War (1861-1865) – about 4 million people. Just as slavery was one of the defining issues of the early United States, mass incarceration is one of the defining issues of today's United States.

How did the "land of the free" become the land of the incarcerated? To answer this question, we will study incarceration in the United States from the nation's first prisons built during the late eighteenth century to the spaces of confinement that arose during the "Global War on Terror" at the beginning of the twenty-first century. We will investigate connections that link incarceration with American freedom and the penitentiary with American culture and society. We will also explore the alleged purposes of incarceration and the experiences of incarcerated individuals.

### **HONR 120B Solidarity & Difference (4)**

The United States is growing more diverse year by year and seemingly more divided as well. What does solidarity look like in a profoundly diverse and deeply divided society? How can people work together for social justice together with members of different identity groups? In this course, students will examine gender, race, ethnicity and class in the United States as forces that shape individual and group identities in ways that both unite and divide us. Students will learn to think critically about their own gendered, racial, ethnic and class identities; understand the social and cultural factors that shape and contribute to each of these identities; examine case studies of inter-group efforts to create justice; and gain experience with resources to foster meaningful solidarity practices that can help to bring about social change.

### **HONR 120C Midnimo in Minnesota (4)**

What challenges arise when new arrivals make a community more diverse? What strategies can help a historically homogenous community welcome racial and religious diversity? In this course, we will not just study the challenges to integrating newcomers, we will take a collaborative leadership approach that directly serves needs identified by our Somali-American neighbors.

Midnimo is Somali for unity. We will ask if our region can have Midnimo, a unity that transcends racial, cultural, and religious differences. Students will read texts on the experiences of Somali-Americans in our region as well as scholarship on the relationship between community membership and identity. Through these texts, students will explore the processes that shape gender and racial constructions and identify how those processes shape the ways Somali refugees navigate resettlement in Minnesota.

### **HONR 200 Interdisciplinary Approaches to Communities of Scholarship: Human Experience (4)**

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year.

Prerequisite HONR 105. Offered for A-F grading only.

### **HONR 201 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Social World**

(4)

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year. Prerequisite HONR 105. Offered for A-F grading only.

#### **HONR 202 Controversy and the Scientific Community (4)**

An examination of the complex reasons that people discard, modify, or retain their beliefs in the face of new evidence. We will use controversies about heliocentrism, evolution, and climate change as our main case studies. With hands on research-based activities, students develop their understanding of astronomy, evolution, and climate science. Through investigation of the historical contexts in which the science was contested, students analyze how complex social and cultural factors have influenced the application and acceptance of scientific knowledge. Students will compare controversies within the scientific community with controversies between scientists and non-scientists, and will discuss the critical need for scientific literacy among those making decisions. Prerequisite HONR 105.

#### **HONR 203 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Artistic Expression (4)**

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year. Prerequisite HONR 105. Offered for A-F grading only.

#### **HONR 203A Propaganda, Art, and Action (4)**

The philosopher Gaile Pohlhaus describes propaganda as “rhetoric that is intended to move its audience directly to action, bypassing the capacity to deliberate.” This course explores how propaganda functions in the contemporary United States, with a focus on its connections to power, language, and community. In this course, we will ask: What is propaganda and how is it related to truth? What is the relationship between propaganda and art? Is propaganda always bad? How is it used by those already in power to maintain support for the status quo? How has the internet and social media contributed to the manipulation of public opinion? How can we recognize when we are being manipulated or lied to? How does propaganda differ from the free exchange of ideas that is essential to democracy? How does propaganda work to divide and create communities? We will examine rhetorical and formal choices to understand the power of language to persuade and coerce. We will explore, through the study and writing of poetry and creative nonfiction, how creative works can function both as propaganda and invite attention and deliberation.

#### **HONR 204 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Abstract Structures (4)**

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year. Prerequisite HONR 105. Offered for A-F grading only.

#### **HONR 204A Gender, Mathematics, and Who Gets to Be a Mathematician (4)**

This seminar explores how we choose to do mathematics. Most people think of mathematics as a cut-and-dried field where there’s only one right answer. But it turns out that how we choose to do mathematics impacts what mathematics we do and who does the mathematics. We will explore several different philosophies of teaching mathematics, doing and re-doing some basic number theory through the lens of each teaching philosophy to illustrate how the learning experiences differ. Throughout all of this, we will analyze how gender and culture affect and are affected by the choice of teaching philosophy.

### **HONR 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of the director of honors and undergraduate research required. Not available to first-year students.

### **HONR 300 Communities and Systems (4)**

This is the third course in the Honors program. In this course, students will demonstrate an understanding of how constructions of race, gender and ethnicity shape cultural rules and biases and how these constructions vary across time, cultures and societies. In addition, students will critically analyze the ways in which these forms of identity raise questions of justice with regard to access and participation in communal life. This class may address gender, race and ethnicity in any context, including the contemporary United States, other nations or cultures, and/or various points in history. This course is equivalent to Cultural and Social Difference: Systems. This course is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year, either semester. Prerequisite HONR 105. Offered for A-F grading only.

### **HONR 300A Native Assimilation and Revitalization (4)**

Are communities responsible for redressing injustices in their past? For almost a century, the United States pursued a policy of forcing Native youth to assimilate to White American culture. The principle method was family separation. The government mandated that Native families send their children to boarding schools designed to force assimilation. The Order of St. Benedict once operated two of these schools on our campuses and two others, based on the White Earth and Red Lake reservations. In this course, students will examine 1) the systematic injustices of Native American boarding schools, 2) the impacts of these schools on the construction and intersection of Native, racial, gender, religions and class identities, and 3) the ways Native communities resisted forced assimilation.

### **HONR 300B Queer Intersections (4)**

This course centers on queer theory, theory related to LGBTQ+ life and liberation. But in interplay with the concept of "intersectionality," that lens which reveals the overlapping dynamics produced by the experience of more than one social oppression, this course traces intersecting theories and movements in work for social justice. Accordingly, the course has three units: Queer theory and activism in intersection with 1) critical race theory and anti-racist activism, 2) postcolonial theory and decolonial activism, 3) queer theologies and movements to interrupt Christian privilege. The course relies on a Social Justice Education framework in order to equip students to mobilize theory into practices for dismantling social oppressions.

### **HONR 300C THATS A DIFFERENT STORY(ES,CS) (4)**

This literature course deals with the ways authors dramatize and complicate competing views of the common good. Most of these stories are based on real historical events or are autobiographical to some degree, and they invite readers to weigh different moral positions. As a group, the texts deal with race, gender, class, sexuality, and ableism, all from an intersectional point of view. These texts help readers understand the complexities of moral life; they raise questions of justice with regard to access and participation; and they help readers see how different notions of the common good might or might not apply to their own circumstances.

### **HONR 310 Great Books, Great Ideas (4)**

A year-long discussion-based seminar for juniors and seniors which concentrates on many of the world's greatest works of literature and intellectual history. Students purchase a hundred books, from ancient to contemporary times, written by such authors as Plato, Aristotle, Augustine, Montaigne, Shakespeare, Goethe, Austen, Marx, Dostoevsky, Tolstoy, Freud, Woolf, Faulkner, O'Connor, Ishiguro, Murdoch, Byatt, and Pynchon. Students selected for this seminar will read a number of these books during the summer as well as the two semesters and the rest over the course of their lives. Applications will be solicited and invitations made by the instructor.

### **HONR 311 Great Books, Great Ideas (4)**

A year-long discussion-based seminar for juniors which concentrates on many of the world's greatest works of literature, political philosophy and intellectual history. Authors include Plato, Aristotle, Biblical writers, Augustine, Montaigne, Shakespeare, Goethe, Marx, Dostoevsky, Tolstoy, Freud, Woolf, Faulkner, O'Connor, Nadine Gordimer and Toni Morrison. Students selected for this seminar are asked to read a number of novels and plays to prepare themselves for participation. Interview required in the Spring semester of a student's sophomore year.

#### **HONR 340 Honors Upper Division Theology (4)**

An in-depth study of great writers, texts, developments and ideas of our Judeo-Christian culture and its traditions. Fulfills the upper-division Theology Common Curriculum requirement.

#### **HONR 340A Sexuality and Renunciation (4)**

This course will investigate the theological and social construction of gender and sexual expression among various Christian groups from the formation of the New Testament in the first and second centuries to just after the official recognition of the Christian church by the Roman Imperium in the fourth century (Augustine). The course will begin by critically examining theoretical perspectives which inform our understanding of gender and sex roles, especially theological and cultural perspectives, in order to provide a place from which we might start our examination of various texts from Christian antiquity. We will have a twofold objective in view: 1) to gain a better understanding of how theological and cultural considerations informed the early Christians' understanding of sexuality and gender; 2) to explore the implications such understanding has for a modern construal of sexuality and gender within the Christian churches and within the culture at large. Prerequisite HONR 240A or 240B or THEO 111.

#### **HONR 340B Christianity and Judaism (4)**

This course explores the Jewish tradition, the emergence of Christianity within and from that tradition, the de-Judaization of Christianity, traditional Christian teachings about Judaism, anti-Jewish formulations of Christian faith, contemporary Christian affirmations of Judaism's abiding validity, and the implications of these new affirmations for Christian self-understanding and for Christian-Jewish relations. Prerequisite THEO 111 or HONR 240A or 240B.

#### **HONR 340C Jesus and the Gospels (4)**

This course explores the origins of the Gospels and the meaning of the teachings and deeds of Jesus as presented in the writings of Matthew, Mark, Luke and John. Prerequisite: THEO 111 or HONR 240A or 240B.

#### **HONR 340E Jewish Encounters with Christianity (4)**

An exploration of the theological and historical encounters between Judaism and Christianity, from the emergence of both Christianity and Judaism out of biblical religion, the disagreements and distancing of one faith from the other over the centuries, but culminating, in the late 20th century, in efforts at rapprochement and mutual acceptance. Prerequisite THEO 111 or HONR 240A or 240B.

#### **HONR 340F Diverse Approaches to God (4)**

This course explores perspectives on the meaning of the existence, nature, attributes, revelation, and presence of God. Emphasis is on Christian and Jewish theological perspectives, but views about God found in other religious traditions — especially Islam and Hinduism — are also examined. Special attention is given to what it means to have faith in God, the sources of and challenges to such faith, the variety of views about God, theological approaches to religious diversity, the relationship between morality and faith in God, the effects of scientific knowledge on beliefs about God, feminist critiques of and alternatives to traditional patriarchal perspectives on God, and the relationship between views about God and approaches to ecological issues. Prerequisite HONR 240A, 240B or THEO 111

#### **HONR 340G Religious Perspectives on Economic Life (4)**

Moral theology asks what religious faith means for living a good life for each person and for society as a whole. This course examines various visions of economic life held by religious people in the West, focusing on the Christian understanding of economic life. Prerequisite THEO 111 or HONR 240A or 240B.

#### **HONR 340H Reading Biblical Women (4)**

An exploration of the Bible as sacred text, cultural document and literary masterpiece, with special attention to the women of scripture. In addition to close readings of texts such as Genesis, Exodus, The Song of Songs, the Gospels and Revelation, class members will become acquainted with a range of techniques of biblical and literary analysis, from historical and textual criticism to mysticism and feminist theory. In the final unit of the course, students will explore, as interpreters and creators, artistic responses to scripture (the study or creation of translation, stained-glass, theatre, poetry, mystical writings, prose fiction, etc., based on the biblical text). Prerequisite THEO 111 or

HONR 240A or 240B.

#### **HONR 340I Spirituality and Politics of Islam (4)**

Islam shapes much of our current political and social context: 9/11, the Arab spring, ISIS, the war in Syria, our complex relationship with Iran, all have a major impact on the world we live in. Islam is also the fastest growing faith, both globally and here in America. This course will focus on how Muslims have encountered God, how this encounter informs their daily lives, and how the traditions of Islam are influencing and informing (or not) current political and cultural events around the globe. Studying another faith tradition also provides a lens through which to examine one's own faith and society, and an appreciation for the commonality of the human condition. Our study of Islam while looking at the particulars of that faith, will also raise a variety of broad questions, including the conflict of faith versus reason, the role and position of women, the rights of religious and cultural minorities, freedom of speech vs. religious respect, and multiculturalism vs. assimilation. Prerequisite HONR 240A or 240B or THEO 111.

#### **HONR 340J Christian Sexual Ethics (4)**

Given the inescapable complexities surrounding human sexuality, gender, and embodiment, how might we live and relate to one another in ways that are increasingly fulfilling, and in ways that deepen our relationships with ourselves, others, and God? This course will introduce students to the methodology of Christian ethics, i.e., the process of drawing upon sources of knowledge (scripture, tradition, reason, and contemporary experience) to formulate responses to contemporary issues regarding sexuality and relationships. Specifically, we will be exploring the concept of justice as it relates to sex, contemporary hookup culture, love, and relationships. In the end, students will be equipped to construct and articulate a compelling theological sexual ethic for college students in 2014. Prerequisite THEO 111 or HONR 240A or 240B.

#### **HONR 340K Great Books on World Religion (4)**

This class will examine sacred texts from several of the world's primary religions (Christianity, Judaism, Islam, Buddhism, Hinduism, and Taoism). Each sacred text will be paired with a secondary text showing how the religion's precepts are lived out in one particular historical and cultural context. The focus of the class will be on the texts themselves—what they teach about the human condition and how they function as sacred texts, in other words, what it means to be a "people of the book." We will discuss how each religion started with an experience of the numinous and used lenses shaped by their particular historical and cultural context to explain that experience and its implications for how to live. Texts will include Job, excerpts from the Talmud and the Qur'an, the Bhagavad Gita, Zen poems and koans, and the Tao Te Ching, as well as works by Dostoyevsky, Tolstoy, Luther, Wiesel, Rumi, Patanjali, Hesse, and Endo. The format will be a seminar, modeled after the Honors Great Books class. Prerequisite HONR 240A or 240B or THEO 111.

#### **HONR 350 Honors Humanities (4)**

A study of great philosophers, literary authors and/or historians and their works. Fulfills one course of the Common Curriculum Humanities requirement.

#### **HONR 350L Reading Biblical Women (4)**

An exploration of the Bible as sacred text, cultural document and literary masterpiece, with special attention to the women of scripture. In addition to close readings of texts such as Genesis, Exodus, The Song of Songs, the Gospels and Revelation, class members will become acquainted with a range of techniques of biblical and literary analysis, from historical and textual criticism to mysticism and feminist theory. In the final unit of the course, students will explore, as interpreters and creators, artistic responses to scripture (the study or creation of translation, stained-glass, theatre, poetry, mystical writings, prose fiction, etc., based on the biblical text).

#### **HONR 350M Culture and Critique (4)**

Whether we're reading a book, watching television, going to the movies, attending a concert, visiting a museum or engaging in cultural criticism (!), we're involved in a process of negotiating and producing meaning, shaping and reshaping how we perceive ourselves and others and the core values that hold society together (or pull it apart). There are a lot of differing opinions about what "culture" is, and about why we should bother to study it at all. Mass, popular, and "high" culture are value-laden categories that further complicate the matter. And different critical approaches to culture carry with them distinct ethical and political objectives. It's no wonder that "culture" has been called one of the most complicated words in the English language. We will read and discuss book-length arguments

in which the authors articulate a critique (analysis and social values-driven assessment) of one or more dimensions of the contemporary cultural environment, principally with reference to the United States. Readings will treat dimensions of cultural life in the U.S. such as television programming, popular musical forms, film representations of social experience, "high" vs. "low" culture in literary form, audio communication, technology in everyday life, Internet, and so on. Students will read and discuss (and critique) a variety of such culture critiques, representing a broad range of distinct critical perspectives on the lived cultural environment.

#### **HONR 350R The Harlem Renaissance (4)**

The artists of the Harlem Renaissance were quintessential "moderns," they interrogated tradition, departed from past convention, and established a new vocabulary for expressing their "self-hood" in the United States. This course studies the art of the Harlem Renaissance from a rhetorical perspective. This means that we will analyze a diverse body of texts from the 1920s and 30s- literature and poetry, film, the blues, painting and photography- to gain insight into the social truths they establish and contest. Ultimately, our study of this period will help us discuss fundamental questions about the relationship between public expression and public life, art and language, politics and identity.

#### **HONR 350S Philosophy of Knowledge (4)**

What do you think you know and how do you think you know it? In this course we'll explore the idea that acquiring knowledge is not as straightforward as it appears. We'll be looking at the foundations of the academic experience and the different methods scholars use to support and maintain their research, including, among others, biologists, philosophers, historians, and economists. Two topics will guide our readings and discussions: one, the relationship between power and social inequity and two, the impossibility of conducting research free of social and ethical values. This course should be of interest to all majors and especially to those interested in thinking critically about implicit assumptions underpinning the professional pursuit of knowledge.

#### **HONR 350T Race and Human Inequality: Theory, Practice & Consequences (4)**

This course examines race as a social construction that 1) views human differences as reflections of essential inequality and 2) is used as a means of power. The course begins with a consideration of racial ideas and their development in the modern era, particularly in the context of the Scientific Revolution, the Enlightenment, and the rise of pseudo-science in the nineteenth century. Race and racial ideology are viewed broadly and include a variety of biological-essentialist views of humanity and human value. Course topics include anthropometric categorization and ranking of human groups, gendered systems of inequality, eugenics, intelligence testing, inequality based upon skin color, and the social and political structures that arose from those ideas. The course addresses consequences and controversies arising from the application of racist ideas in human society, as well as challenges to the very concept of race. Students will engage materials and cases from various countries and cultures, including examples from the United States.

#### **HONR 350U Why Travel? (4)**

Responding to this question, the noted travel writer Pico Iyer has said, "We travel, initially, to lose ourselves; and we travel, next, to find ourselves." But how might that happen? Since the end of the nineteenth century, our experience of travel has increasingly been shaped by an enormously lucrative tourism industry. We see and experience what profit-driven tour developers want us to see and experience. Then we go back for more. We look for ease and convenience, having long forgotten the etymological connection between "travail" and travel. Iyer's comment is a timely reminder of the mindfulness that could (should?) be a part of our experience of travel. This course is an attempt to recuperate that mindfulness. How does travel affect us? This is the central question around which this course is organized. Taking a historical view of both the concept and the experience of travel, we will focus on what happens to our sense of ourselves and our world when we travel. The aim is to understand the motives, the enabling conditions (cultural and socio-economic), and the consequences of travel. Conceived in the spirit of T.S. Eliot's famous comment that travel leads us back to the place we started from and enables us to see it "for the first time," this course will examine not only the how travel can familiarize the strange, but—perhaps more importantly—how it can de-familiarize the known. The result, I hope, will give us a new sense of what it means to be a worldly person: not simply one who has seen the world, but one who has learned to see one's own place from the perspective of others. Our readings will include a history of travel (Eric Zuelow, *A History of Modern Tourism*), some philosophy of travel (selected chapters from George Santayana's *The Philosophy of Travel*, and Alain de Botton's *Art of Travel*), and ancient and modern travel accounts. We will start with the *The Odyssey* and end with . . . I haven't decided yet. Perhaps Jamaica Kincaid's *A Small Place*, a book that excoriates seekers of the sun-drenched, fun-filled vacation and lays bare the dissembling, exploitative underbelly of the global tourism industry. In between we will read excerpts from the writings of early travelers like Faxian (4th C), Xuanzang (7th C), and Ibn Battuta (14th C); selected portions

of Lady Mary Wortley Montagu's Turkish Embassy Letters, 1716-18 (published in 1763), Mary Wollstonecraft's Letters Written in Sweden, Norway, and Denmark (1796), and Mark Twain's Innocents Abroad (1869). We will read Che Guevara's Motorcycle Diaries (first published in 1995) and Amitav Ghosh's In an Antique Land (1993) in their entirety. And because not all travel is voluntary, we will also read selected chapters of The Interesting Narrative of the Life of Olaudah Equiano (1789) and some more recent accounts of forced migration.

#### **HONR 350V Chinese Philosophy (4)**

An introduction to the Chinese philosophical tradition through selected foundational texts like the Tao Te Ching, the Chuang Tzu, the Analects of Confucius, the Mencius, the Platform Sutra of the Sixth Patriarch and selections from the writings of Chu Hsi. Students will also study early Chinese philosophical teachings concerning the nature of male and female and their appropriate social roles, contemporary analyses of the role Confucian teachings played in constructing these gender categories and institutions, and philosophical discussions of the compatibility of Confucian teachings with contemporary (Western) egalitarian gender sensibilities.

#### **HONR 360 Community, Research and Social Change: Truth/HE (4)**

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in a Human Experience way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

#### **HONR 360A Community Histories (4)**

In this course, we examine how telling underrepresented histories can confront or ameliorate past wrongs and create more inclusive communities. A central feature of the course is student research into "community histories" of underrepresented or marginalized groups within CSB/SJU or the wider St. Joseph community. Students will conduct archival research in the CSB/SJU libraries and archives. Additionally, students may conduct oral history interviews either on campus or within the wider St. Joseph community more broadly to document additional histories that have been left out of the archive. Examples of possible research topics include the connection between CSB/SJU and the Bahamas; the history of Black student activism on campus; and the history of the Somali community in St. Joseph.

#### **HONR 361 Community, Research and Social Change: Truth/NW (4)**

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in a Natural World way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

#### **HONR 362 Community, Research and Social Change: Truth/AE (4)**

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in an Artistic Expression way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

#### **HONR 363 Community, Research and Social Change: Truth/SW (4)**

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic

Encounter: Truth course in a Social World way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

### **HONR 363A Wellbeing, Happiness and Social Change (4)**

This course focuses on understanding the ideas of wellbeing and happiness and the importance of those ideas for the social common good. In the process it seeks to develop an understanding the parameters that comprise individual and social wellbeing and happiness and how systemic and structural inequalities in social structures and institutions such as race, class and gender plague our societal wellbeing and threaten to challenge our success as a society. This course, based on the Social World Way of Thinking, is focused on developing an understanding of economic wellbeing and happiness, evaluating the role of public policy for enhancing socio-economic wellbeing and motivating students to become leaders advocating social justice and change in their communities. Students will research a challenge to the well-being of their community, analyze it using their knowledge from the course. identify appropriate steps through which action could be mobilized. Examples of problems could be a) the racial education gap in Saint Cloud; b) the gender gap in majors at CSB/SJU or c) unequal access to Covid-19 vaccination in the local community.

### **HONR 364 Community, Research and Social Change: Truth/AS (4)**

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in an Abstract Structures way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

### **HONR 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of the coordinator of honors and undergraduate research and completion (or concurrent registration) of 12 credits within the program required. Not available to first-year students.

### **HONR 390 Honors Ethics Common Seminar (4)**

Analysis of societal and personal ethical issues. Topics are interdisciplinary and are chosen because they defy easy answers and widen the field of moral vision. This honors course fulfills the Common Curriculum Ethics Common Seminar requirement.

### **HONR 390A The Medical Professional in the Modern World (4)**

The word "professional" today connotes an individual with well-developed skills, specialized knowledge, and expertise, who conforms to the standards of a profession. The original meaning of "professional" as one who "makes a profession of faith" in the face of demanding circumstances has been all but lost in the medical profession. This class will use the burgeoning literature of medicine, written by, for, and about medical professionals, in order to explore the full range of "professional" challenges facing today's medical professionals. The practice of medicine is rife with ethical dilemmas. By exploring the efforts of medical professionals to counter the institutional forces that constrain them and to find their own solid ground to stand upon, this course aims to cultivate the habit of moral reflection in future medical professionals. Although this course will primarily focus on the experiences of medical doctors, it should also be of interest to those aspiring to other medical and non-medical careers.

### **HONR 390B Justice in the 21st Century (4)**

Few issues are as fundamental to human life as justice: everyone is in favor of it. Yet few issues are as controversial: justice has widely divergent meanings for different people. This course will examine in detail five rival understandings of justice prevalent in debates today. Students will read two novels, and five philosophical or theological treatments of the notion of justice in our joint efforts to come to grips with what justice means in our lives: personally and on a national and global scale. Like all Senior Seminars, the goal of this course is to improve each student's ability to make good moral judgments.

### **HONR 390C Reading for Life (4)**

Everyone loves a good story. Great stories can provide us with far more than mere recreation. Stories can provide us with rich character portraits that can reveal the subtleties and nuances of what it means to live well and responsibly. In this course we'll use novels and films to address Socrates' most basic ethical questions, "How should one live?" and "What sort of person should I be?" We'll do so by attending to all the concrete, particular details of real life and fictional characters thoroughly embroiled in the "business of living." Reading well offers the possibility of vicarious experience and ultimately, ethical insight. Our readings will include: *The Crucible* (Arthur Miller), *Ransom* (David Malouf), *The Remains of the Day* (Kazuo Ishiguro), *Beloved* (Toni Morrison), *Hecuba* (Euripides), *How To Be Good* (Nick Hornby), *Glengarry Glen Ross* (David Mamet), and *Cold Mountain* (Charles Frazier).

### **HONR 390D War & Memory (4)**

Our course examines the ethical issues of the conduct and representation of war from the Great War (WWI) to today's "war on terrorism." Our theme follows that shift of strategy from targeting military casualties to the predominant emphasis on civilian casualties as evident in the case studies of the Vietnam War, WWI, the Holocaust, the Troubles in Ireland, and the wars of genocide in our time - Yugoslavia and Rwanda, the post-Cold War conflicts of Russia, and the "war on terrorism."

### **HONR 390E Political Philosophy: Democracy, Freedom & Inequality (4)**

In the United States today, most citizens tend to take for granted that liberty and equal treatment are fundamental parts of a just society. But if asked what, exactly, these core values amount to, many citizens would have difficulty providing clear and informed answers. The purpose of this class is to provide young citizens with an introduction to important conceptions of freedom and equality embedded in the Western tradition of political philosophy as well as to some challenges that modern societies face trying to meet the requirements of both.

### **HONR 390F Vulnerable Lives (4)**

Who can deny that human lives and character are fragile? A glance at victims of rape, genocide, war, oppression, betrayal, and tragic loss suggests we are vulnerable. Yet various lines of thought have suggested that this needn't be so. Some Eastern religions have promised relief from suffering through enlightenment, and the Judeo-Christian tradition has pointed to faith and divine grace as a balm for suffering and a shield against the same. Roman and Greek schools of thought have aimed at forms of detachment and serenity that might render people invulnerable. Using psychology, memoir, philosophy, fiction and film sources, we'll consider ways in which human lives and character can be compromised and disintegrated. We'll also consider strategies designed to render us less vulnerable or invulnerable.

### **HONR 395 Liberal Arts in Action (4)**

This is the fifth Honors course and the capstone for the Honors program. In this course, students will integrate their previous course work and leadership development through project-based learning and their integrative essay. Students will select a single opportunity/challenge for the common good of the community based on one of the research papers produced in the various sections of HONR 360-364, design an approach, execute it and evaluate it. Equivalent to Learning Integrations and required for students entering the Honors Program in Fall 2020 and later. Prerequisite JN or SR standing and HONR 105, HONR 201-204, HONR 300, HONR 375-379. Offered for A-F grading only.

## **SUBJECT: Humanities**

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### **HUMN 369 East Asian Literature in Translation (4)**

A study of Japanese, Chinese, and other East Asian literary traditions.

### **HUMN 376 Topics: European Civilization (4)**

An in-depth study of a particular theme, region, or time period in European Civilization. The precise subject to be studied will be announced prior to registration.

## **SUBJECT: Integrations Curriculum**

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### **INTG 100 Foundations (4)**

This 4-credit course will be taken in the student's first year. It is capped at 18 students. It functions as both an introduction to their general education experience at a Catholic, Benedictine college, and as a writing-intensive course. Students will demonstrate reflection on their learning through the use of an Integrated Portfolio. The topics of these courses are diverse and intended to be taught by faculty from across all divisions. Offered for A-F grading only.

### **INTG 102 Introduction to the Benedictine Tradition (1)**

An introduction to the Benedictine history, thought, and practices at the lower-division level.

### **INTG 103 Topics: Benedictine Tradition (1-2)**

An exploration of one or more specific elements of the Benedictine tradition in the context of Benedictine communities today; taught at the lower-division level. Offered on campus or abroad.

### **INTG 103A Seeing Through the Benedictine Lens (1-2)**

Students will learn about the Benedictine perspective, including Benedictine values and the Rule of Saint Benedict, and how this perspective provides a way of seeing the world and a way of being in the world that is often contrary to how we typically live. Students will then practice seeing the world from a Benedictine perspective and reflect on how that may matter for their lives and for the betterment of the world.

### **INTG 103B Topics: Benedictine Living & Learning Community (0-1)**

Benedictine Living and Learning Community course will provide intellectual support for the intentional Benedictine Living Community at either CSB or SJU. Students will read and discuss The Rule of Benedict as well as other texts and videos that expound on how the Rule applies to day-to-day life in a community. Students will also periodically engage in Benedictine practices such as lectio divina and monastic prayers of the hours. The emphasis of this course is on developing habits of a Benedictine way of seeing the world and applying that perspective to the community in which they live. In order to enroll in this course, students must apply for and be accepted into the intentional Benedictine Living Community on their respective campus. Students must be accepted into the intentional Benedictine Living Community at either CSB or SJU

### **INTG 105 College Success (1)**

The purpose of INTG 105 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

### **INTG 105H College Success for Honors (1)**

The purpose of INTG 105 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

### **INTG 105S College Success for STEM (1)**

The purpose of INTG 105 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

### **INTG 105T College Success for Transfers (1)**

The purpose of INTG 105 is to help new students make a successful transition to CSB/SJU. This course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life, articulate expectations of students, and help students continue to clarify their purpose, meaning, and direction. Offered for A-F grading only.

### **INTG 200 Learning Explorations (2)**

This 2-credit course will be taken by students (first year or transfer) who have already completed a writing composition course and will be capped at 18 students. It functions as both an introduction to their general education experience at a Catholic, Benedictine college, and as a writing-intensive course. Students will demonstrate reflection on their learning through an introduction to the Integrated Portfolio. The topics of these courses are diverse and intended to be taught by faculty from across all divisions. Prerequisite: INTG 100

### **INTG 222 Dump the Funk: Creative Wellness (2)**

Students will engage in a diverse range of mindful activities to broaden understanding of creative self to promote wellness. Activities will include music, informal group singing, yoga, meditation, communication, movement, and writing.

### **INTG 277A Minnesota Native Nations (4)**

This course will focus on historical and/or contemporary social change, whether forms of oppression or advocacy for human dignity and inclusion. Courses might explore concepts of justice, or historical or contemporary calls for fair and equitable conditions, institutions and laws, or the fight for human rights and equality, or various policies and movements that have restricted the same.

### **INTG 278A Energy and the Environment (4)**

An introduction to commercial energy production and consumption. The physical laws governing energy transformations, the effects of energy consumption on a finite resource base and the impact of energy use in a closed environment will be examined. The technology and impact of major energy sources: fossil fuels, nuclear, solar, as well as energy-efficient consumption will be investigated. An opportunity for experimentation is provided. Intended for non-science majors.

### **INTG 279A Think (4)**

In this course, we will engage with texts written about music that make claims about what music is, how music works, how we understand music, and what music can mean. These are texts that were presented for a general audience. We will ask critical questions about the text and look at songs and pieces of music that support and challenge the claims we find in the texts, leading to deeper questions about the texts and the music. Students will gain insights into the concerns of practicing musicians, how thoughts about music can alter how music is received and perceived, and how music can be seen as an intellectual activity as well as an aesthetic and sensual one. Students do not need previous experience with music and do not need to read music to take this course.

### **INTG 300 LEARNING INTEGRATIONS (4)**

NO COURSE DESCRIPTION

## **SUBJECT: Integrative Science**

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### **ISCI 151 Multiple Perspectives in Science (4)**

This introductory research-based course will introduce scientific concepts and research methodologies from multiple disciplines in the context of interdisciplinary themes. Each theme is based on a current problem that is best solved using an interdisciplinary scientific approach. Examples include how a cheetah catches a gazelle, how alcohol affects behavior, and why kangaroos only exist in Australia. Throughout the course, students will actively discuss, analyze, and create a series of research questions based on the identified scientific problem. The students then conduct, analyze, and present experiments that utilize skills and concepts from multiple scientific disciplines. Concepts from the following natural science disciplines will be introduced: mathematics, biology, geology, chemistry, physics. Prerequisites: three years of college preparatory mathematics, and satisfactory performance on the university administered Quantitative skills inventory test. Students who have an ACT – math score of 21 or greater or SAT – Math score of 530 or greater will be granted satisfactory performance status without taking the exam. Otherwise, the examination will be administered by appointment with the Mathematics Skills Center.

### **ISCI 201 Integrative Science I (2)**

Students will have the opportunity to construct a written analysis of an integrative scientific question or issue of their choice. They will demonstrate their quantitative and information literacy to investigate this scientific issue and effectively synthesize concepts, scientific processes and/or theories from at least two scientific disciplines to help understand and/or solve the scientific question or issue. Students should be prepared for active discussion and research using primary literature. This is a required course for those pursuing an Integrative Science (unless an alternative to the First Integration Point 1 has been identified and approved). Prerequisites: at least 16 credits from the Natural Science division in at least two different disciplines or permission of the instructor. Offered for A-F grading only.

### **ISCI 271 INDEPT STUDY (1-4)**

NO COURSE DESCRIPTION

### **ISCI 301 Integrative Science II (2)**

Students will have an opportunity to continue development of their integrative research interests. With an integrative scientific topic of their choice, they will continue to demonstrate and work to understand the role that multiple disciplines play in understanding a research question. They will begin to synthesize concepts, scientific processes, and/or theories from at least two scientific disciplines to help understand a scientific question or problem. Students should be prepared for active discussion and research using primary literature. From the literature they will be expected to evaluate original data and effectively describe the results as it relates to a scientific hypothesis and draw conclusions as a logical extrapolation of the original data collected within the context of the disciplinary theories and/or scholarly literature. Prerequisites: ISCI 201, an accepted First Integration Point 1 Course, or permission of the instructor. Offered for A-F grading only.

### **ISCI 310 Applied Pathophysiology (4)**

This course is an applied study of human disease based on concepts of altered physiology. Topics of interest include altered body fluids, immunity, cellular proliferation and differentiation, neurotransmission, ventilation, perfusion, metabolism, elimination, and reproduction. Students apply pathophysiologic concepts to effectively research and offer solutions to a global health problem. Prerequisites: ISCI 201 or ESSS 273 and BIOL 201 or BIOL 216 or ESSS 258 or equivalent human physiology course or instructor approval.

### **ISCI 371 Independent Study (1-4)**

NO COURSE DESCRIPTION

### **ISCI 378 Integrative Science III (4)**

Students will have the opportunity to further investigate an integrative science question or issue. They will use their information literacy skills to research and analyze the primary literature. They should be able to effectively synthesize concepts, scientific processes, and/or theories from at least two scientific disciplines to help understand and/or solve a scientific question or problem. They will propose a possible hypothesis and/or set of experiments that use at least

two scientific disciplines to help resolve the question or problem. Prerequisites: ISCI 201 and ISCI 301. Offered for A-F grading only.

**ISCI 380 Integrative Science III (4)**

Students will have the opportunity to further investigate an integrative science question or issue. They will use their information literacy skills to research and analyze the primary literature. They should be able to effectively synthesize concepts, scientific processes, and/or theories from at least two scientific disciplines to help understand and/or solve a scientific question or problem. They will propose a possible hypothesis and/or set of experiments that use at least two scientific disciplines to help resolve the question or problem. Prerequisites: ISCI 201 and ISCI 301. Offered for A-F grading only.

**ISCI 397 Internship (1-8)**

NO COURSE DESCRIPTION

## **SUBJECT: Japanese**

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### **JAPN 111 Elementary Japanese I (4)**

Introduction to the basic structure of the Japanese language. Practice in speaking, listening, reading and writing, with a focus on an accurate command of grammar and culturally appropriate communication skills.

### **JAPN 112 Elementary Japanese II (4)**

Continued study of the basic structure of the Japanese language. Practice in speaking, listening, reading and writing, with a focus on an accurate command of grammar and culturally appropriate communication skills.

### **JAPN 121 TOPICS IN JAPANESE LIT (0)**

NO COURSE DESCRIPTION

### **JAPN 121A Contemporary Japanese Women Writers (4)**

This course introduces novels, short stories, manga, and films written by Japanese and Japanese-American woman writers and filmmakers since the 1970s. We read texts that explore questions of identity related to gender, race, and ethnicity in a comparative context, from the incarceration of Japanese-Americans during World War II to the rethinking of female icons of Japanese mythology and folklore, as well as what it means to be alienated in what is supposed to one's "homeland" and being insufficiently fluent in one's "mother tongue." With texts set in both the United States, Japan, and Europe, this course aims to demonstrate the relevance of great literature and film by Japanese woman to questions at the heart of an intersectional analysis of gender, race, and ethnicity.

### **JAPN 202 Reading Group in Japanese (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

### **JAPN 211 Intermediate Japanese I (4)**

Review and continued study of grammar together with additional training in speaking, listening, reading and writing. Satisfactory completion of JAPN 211 fulfills the global language proficiency requirement.

### **JAPN 212 Intermediate Japanese II (4)**

Review and continued study of grammar together with additional training in speaking, listening, reading and writing.

### **JAPN 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Not available to first-year students.

### **JAPN 302 Reading Group in Japanese (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only

### **JAPN 311 Advanced Japanese Language I (4)**

Review and continued development of grammar together with development of skills in speaking, listening, reading and writing.

### **JAPN 312 Advanced Japanese Language II (4)**

Review and continued development of grammar together with development of skills in speaking, listening, reading and writing. Prerequisite: JAPN 311 or 315

#### **JAPN 320 Japanese Literature in Translation (4)**

Reading and analysis of classic literary works in English translation from selected periods. Examination of the development and adaptation of different literary genres in the process of social transformations such as migration and immigration. Taught in English.

#### **JAPN 321 Topics in Japanese Literature (4)**

A study of Japanese literature, film, manga comics, or other literary genre within a cultural context. Taught in English.

#### **JAPN 321B Love in Japanese Literature & Film (4)**

Through Japanese texts and visual media (film, print), this course explores a diversity of representations of love in modern Japanese culture, with a brief introduction to classical representations of love in order to set the framework for their modern legacy. We ask how love in Japan can be understood in relation to sexuality, gender, and family with reference to theories from gender and queer studies. We will move through themes such as double-suicide, modern love, feminism, homosexuality, prostitution, sex and war, castration, and more, pairing great literary works with their equally influential filmic adaptations. Taught in English.

#### **JAPN 321C Introduction to Japanese Film (4)**

This course gives a broad overview of Japanese film and visual culture from the 1940s to the present. Cinema in Japan has a rich history, from samurai sword-fight films to tokusatsu monster movies, horror, New Wave, films on the family unit, long-running drama series, documentary, anime, and beyond. We will explore the genres of Japanese film and their historical, political, and cultural contexts while gaining a critical language for discussing and writing about film. We will screen (subtitled) films by directors such as Mizoguchi Kenji, Kurosawa Akira, Masumura Yasuzo, Koreeda Hirokazu, Kawase Naomi, and many more.

#### **JAPN 321D Anime: Studies in Movement and Transformation (4)**

This course explores Japanese anime as movement, considering the etymology of the word that refers to the animation or bringing to life of still images. There is a transnational element to this movement: anime is a product with consumers around the globe and serves as Japan's lucrative export of "soft power." As a medium made up of individual "texts," anime has been influenced by—and in turn influences—both live action and animated films around the world (i.e. Walt Disney's impact on the works of Tezuka Osamu). Thematically, anime covers topics both the domestic and international, where characters may be of ambiguous origin and identity (Night on the Galactic Railroad, 1985; the Lupin the Third series). Going further, anime films frequently play with boundaries and thresholds, where characters cross into liminal spaces inhabited by the supernatural (Spirited Away, 2001); they are often as interstellar as they are international (Legend of the Galactic Heroes, 1988; Space Battleship Yamato, 1974); and characters can often shape-shift and transform (Pom Poko, 1994; Ranma ½, ), metamorphose (Akira, 1988; Mushishi, 2005), evolve (Pokemon, ~1997-), or exist in hybrid human-machine form (Pat Labor, 1989; Mobile Suit Gundam, 1979). This course provides a history of Japanese anime as it explores the theme of movement in the industry and the medium. No background in Japanese culture, language, or anime is necessary.

#### **JAPN 330 Topics in Japanese Culture (4)**

A study of specific elements or issues in Japanese culture. Topics include: Transnational Japan, Japanese Folklore, Nuclear Japan, and others. Taught in English.

#### **JAPN 330A Transnational Japan (4)**

This course surveys a broad range of themes related to Japan's cultural history through analysis of literary and visual media from ancient to modern times. However, rather than seeking to discover an essence or key to understanding Japan, this course aims to complicate the picture of a unitary, internally consistent, and monolithic Japan. We take as premise that Japan is and has always been hybrid, fractured, and transnational. Hence, we interrogate how understanding of what is "Japan" often has much to do with transnational exchange, migration, negotiation, and acknowledge that this "Japan" is in constant flux. For example, we explore not only how Japanese thinkers represented Japan to people within Japan, but how thinkers attempted to project a certain image of Japan onto an

international stage. We will work with both primary sources in translation and secondary sources, considering perspectives of the people of Japan—including ethnic minorities—and outsiders looking in. Taught in English.

#### **JAPN 330B Japanese Folklore (4)**

This course looks at the development of Japanese folklore, exploring the narrative origins of Japanese folk beliefs and myths as well as their transmission and adaptation to the present. With an introduction to theories of folklore, we delve into supernatural tales involving ghosts and shape-shifting creatures as well as moralistic teachings that inform Japanese religious traditions. Class material ranges from *The Tale of the Bamboo Cutter* (10th century) to collections of folklore by 20th century scholar Yanagita Kunio to the contemporary anime of Ghibli Studios. Participants will experience the orality of folktales through in-class narrations. Taught in English.

#### **JAPN 330C Nuclear Japan: Atomic Bombs, Atomic Energy, Atomic Art (4)**

This course explores literary, film, and artistic representations of Japan's nuclear past from Hiroshima to Fukushima and today. While we consider the atomic bombings of Hiroshima and Nagasaki on one hand, and the nuclear meltdown in Fukushima following the triple disaster of March 11, 2011 on the other in their respective specificities, the class also looks for points of convergence and divergence between the understanding of atomic weapons and atomic energy in the imagination of Japan and the world. We look at witness narratives in short story and novel form; dramatic films depicting nuclear issues from *Godzilla* to recent dramatic and documentary films; we traverse through manga, anime, photography, painting, children's books, poetry, digital art and more to gain insight into the possibilities for expression and representation in the atomic age. We will discuss and debate the ethical arguments behind the decision to drop the atomic bombs, the ethical dilemmas posed by nuclear energy, and the ethics of representing the victimhood of others in art. Taught in English.

#### **JAPN 330D Nuclear Japan: Atomic Bombs, Atomic Energy, Atomic Art (4)**

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. With portions both at home on campus and abroad in Japan, this "embedded" course explores the legacy of nuclear weapons and energy in Japan through ethical perspectives. While we consider the atomic bombings of Hiroshima and Nagasaki on one hand, and the nuclear meltdown in Fukushima following the triple disaster of March 11, 2011 on the other, we also look for points of convergence and divergence between the understanding of atomic weapons and atomic energy in the imagination of Japan and the world. We look at witness narratives in short story and novel form, and traverse media such as film, manga, anime, photography, painting, children's books, poetry, and digital art to gain insight into the possibilities for expression and representation in the atomic age. After establishing a foundation for understanding Japan's nuclear legacy in the domestic portion of the course, we deepen our knowledge by visiting Japan's nuclear ground zeros. The Japan portion of the course will be based out of Tokyo, where there are many exhibits and spaces that commemorate Japan's nuclear tragedies. From there, we will make trips to Hiroshima, Nagasaki, Kyoto, as well as safe areas outside of Fukushima. Through discussions as a class and with Japanese students, reflections (journals) that compare our pre-Japan learning to that on site, and portfolio creations, students will demonstrate integration of the home and abroad portions of the course.

#### **JAPN 341 Business/Professional Japanese (4)**

Business Japanese reviews polite language (keigo) from the advanced Japanese language classes (311, 312) and expands its application for practical use in business settings. This includes proper workplace interactions, email correspondences, and culturally appropriate gestures and practices (such as the exchange of business cards). This course may be offered as a standalone, or crosslisted with other advanced Japanese courses, in which case learning material beyond the regular course textbooks will serve as supplement.

#### **JAPN 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

## **SUBJECT: Languages (SOT Only)**

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### **LANG 401 Reading Latin in the Humanities I (3)**

An overview of the grammatical structure of the language and practice in reading short works. The course is graded pass/fail.

### **LANG 402 Reading Latin in the Humanities II (3)**

An overview of the grammatical structure of the language and practice in reading short works. The course is graded pass/fail.

### **LANG 403 Reading French in the Humanities I (3)**

NO COURSE DESCRIPTION

### **LANG 404 Reading French in the Humanities II (3)**

NO COURSE DESCRIPTION

### **LANG 405 Reading German in the Humanities I (3)**

NO COURSE DESCRIPTION

### **LANG 406 Reading German in the Humanities II (3)**

NO COURSE DESCRIPTION

### **LANG 407 Reading Spanish in the Humanities I (3)**

NO COURSE DESCRIPTION

### **LANG 408 Reading Spanish in the Humanities II (3)**

NO COURSE DESCRIPTION

### **LANG 468 Topics in Languages (1-3)**

Various topics offered. See schedule each semester for offerings.

### **LANG 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

## **SUBJECT: Languages and Cultures**

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### **LNGS 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **LNGS 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

## **SUBJECT: Latin**

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### **LATN 111 Introduction to Latin I (4)**

The elements of classical Latin, its grammatical structure and forms, with a basic vocabulary. Development of reading skill through a varied selection of ancient texts in prose and verse.

### **LATN 112 Introduction to Latin II (4)**

The elements of classical Latin, its grammatical structure and forms, with a basic vocabulary. Development of reading skill through a varied selection of ancient texts in prose and verse.

### **LATN 202 Reading Group in Latin (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only.

### **LATN 211 Intermediate Latin (4)**

Review and completion of the fundamentals of Latin, including the reading of passages from classical texts. Satisfactory completion of LATN 211 fulfills the global language proficiency requirement.

### **LATN 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **LATN 302 Reading Group in Latin (0-1)**

Selected readings deal with world languages and cultures. Texts read may be classics in a national literature, works by writers who recently won a high literary prize, or texts dealing with current topics critical to the history or politics of a particular country. Texts may be tied to on-campus lectures on world literature by invited speakers. This course can be repeated once for credit with the permission of the chair. Offered for S/U grading only.

### **LATN 327 Topics in Latin Literature (4)**

A selected topic in Latin literature, such as classical rhetoric, Lucretius, the novel, philosophy, satire, Medieval Latin, or Christian literature. This course may be repeated for credit if the topics are different.

### **LATN 327A Topic: Cicero and Pliny (4)**

A reading of Latin of selected works of prose by Cicero and Pliny.

### **LATN 327C The Catilinarian Conspiracy (4)**

An investigation of an attempted revolution led by Catiline against the Roman state in 63 B.C.E. We will read Latin selections from (and English translations of) the following contemporary accounts of the events: Cicero's political speeches and Sallust's history of the conspiracy. In the process, we will learn a great deal about two of the most important Latin prose authors and the life and thought of the late Roman republic.

### **LATN 327D The Life and Death of Augustus (4)**

Augustus was a monumental figure in Roman history—and western history in general. While he belonged to the last generation of the Roman Republic, he was also the first Roman emperor, and as such he ushered in the long and transformative period of the Roman Empire. As a result, the "Augustan period," that is, the period defined by his unparalleled and unquestioned power in the Roman world (31/0 BCE-14 CE), merits serious study. In it we see the Roman political tradition and the Mediterranean world in transition. In this course, we will learn about the life and death of Augustus, the age that he defined, and the legacy that he left behind, through the study of relevant Latin epigraphic and literary documents. Indeed Latin inscriptions and literature are abundant for this subject—and we will

take full advantage of the abundance by reading selections from *The Accomplishments of the Divine Augustus* (Augustus's epigraphic autobiography), Suetonius's *Life of Augustus* (an engaging work of biography), and Tacitus's *Annals* (the greatest work of Roman history by its greatest historian). In the process, not only will students see their familiarity with and ability to read a range of Latin authors grow, but they also will come to better understand and appreciate a vital period of history, the mark of which can still be seen today.

#### **LATN 327E Jews and Christians in the Roman World (4)**

Jews and Christians produced some of the most creative and controversial ideas in the Roman world. Such ideas and their social, cultural, and political consequences have come down to us in a variety of languages, including Latin. In this course, we use Latin literature to investigate the diversity of these ideas, consider how they fit into Jewish, Christian, and Roman cultural contexts, and seek to explain why these groups experienced exclusion and inclusion. How is it that Christianity, a Near Eastern religion growing out of Judaism, started as a practice reviled by many and leading to martyrdom only to enjoy the patronage and power of Roman emperors and become the dominant religion in the Mediterranean? It was not an inevitable development. We will explore this unlikely and shocking story through reading and discussing selected Latin passages. Possible sources include the Vulgate, Tacitus, Pliny, the *Passion of Perpetua*, Lactantius, Ammianus Marcellinus, Augustine, and/or the *Rule of Saint Benedict*.

#### **LATN 331 Virgil and Epic Poetry (4)**

Virgil's *Aeneid*: Latin readings in the first six books; the entire work in translation. The influence of Homer and of Alexandrian poetry and the unique quality of Virgil's poetic art.

#### **LATN 333 Elegiac and Lyric Poetry (4)**

Readings in Catullus, Tibullus, Propertius, Ovid, and Horace, with emphasis on a close explication of the Latin text and on the characteristics of classical poetry. Development of Roman elegiac and lyric forms.

#### **LATN 338 Roman Comedy (4)**

The ancient Romans liked to laugh as much as we do today! In this class, we'll read at least one of Plautus' or Terence's comedies in full with attention to the distinctive features of their genre, their poetic style, and their archaic Latin language. We'll also learn about ancient theater production, imagine how these plays might have looked and sounded in performance, and discuss some of the current questions in scholarship on Roman comedy: How do these plays represent the world? Who were they for, and who were they about? And what can we learn about the playgoers of Republican Rome from the jokes that Plautus and Terence wrote to make them laugh?

#### **LATN 342 Cicero (4)**

Readings in the work of Cicero, a major orator, statesman, and philosopher of the Roman Republic.

#### **LATN 343 Ovid's Metamorphoses (4)**

A reading of Ovid's *Metamorphoses*, selected stories in Latin and the entire work in English.

#### **LATN 349 Roman Historians (4)**

Reading of one or more Roman historians, such as Sallust, Livy, Caesar, Tacitus, or Suetonius. Emphasis on methodology, style, function of speeches, views of causality, origins of war, and the weighing and presentation of evidence.

#### **LATN 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

## **SUBJECT: Latino/Latin American Studies**

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### **LLAS 120 Latinx Identities in the United States (4)**

This course provides an introduction to categories and concepts that are necessary for understanding Latinx communities in the contemporary United States. An interdisciplinary mapping of the diversity of groups with ties to Latin America will provide the background for a close exploration of the ways that gender, race and ethnicity are constructed in a range of settings. With a focus on contemporary issues and contexts, the course will encourage students think critically about their own identities. Fulfills Culture and Social Differences: Identities for the Integrations Curriculum and counts towards the Latino/Latin American Studies minor.

### **LLAS 270 Readings in Latino/Latin American Studies (0-1)**

Readings and discussions in specific areas of Latino/Latin American Studies. Topics tied to on-campus lectures, performances, or exhibits presented by invited speakers or artists. Approval of the Latino/Latin American Studies Program Director and/or the faculty moderator of the reading circle required. This course can be repeated for credit with the permission of the Program Director. S-U grading only.

### **LLAS 280B Brazil: People & Culture (2)**

This course takes students for two weeks to coastal Salvador, Bahia – Brazil’s third largest city and its first colonial capital and one week to Rio de Janeiro – a city is also known for its sprawling favelas (shanty towns). Salvador played a key role in Brazil’s historical, multi-racial and multi-cultural formation and is also one of the most important points of reference within the African Diaspora. Through coursework, workshops, tours, site visits to local NGO’s, and excursions, the course will explore the historical and contemporary constructions of race, class, and gender inequality in Brazil. The course will also explore the ways that Afro-Brazilians have used culture and social movements to push back and rework inequality and structures of domination. Students will stay with host families and take basic Portuguese. Prerequisites: None

### **LLAS 280C Politics, Society and Culture in Cuba (2)**

Study in Cuba provides a unique opportunity to learn about a nation’s past and present. It remains a mystery to many and hostile relations between the governments of the United States and Cuba have sharply limited contact between the two countries for almost forty years. Current U.S. law still restricts the travel of U.S. citizens to the island nation. However, this course, which will obtain legal permission to be in Cuba, is a unique opportunity to study Cuban history and the political and economic system of one of the world’s few remaining socialist countries. Students do reading on the historic background of the area under study and then focus on contemporary political, social, and economic issues through meetings with resource people: professors, political and religious leaders, and grass roots organizers. The course will be conducted in English but knowledge of Spanish will enhance appreciation of out stay in Cuba and study of Cuban history, politics, and society. Offered for A-F Grading only.

### **LLAS 360 Topics in LLAS (4)**

An in-depth examination of selected topics in Latino/Latin American Studies at the upper-division level. Course may be repeated when topics vary and with consent of the LLAS Program Director.

### **LLAS 371 Individual Learning Project (1-4)**

Supervised reading or research in Latino/Latin American Studies at the upper-division level. Permission of LLAS Program Director required.

## **SUBJECT: Liturgical Music**

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### **LMUS 406 Applied Piano (0-2)**

Students will develop technical skills and knowledge of performance practices at the graduate level, including the ability to play a large variety of repertoire fluently and with understanding. Secondary organ students will develop sufficient techniques and familiarity with the instrument to play knowledgeably and/or coach others in parish settings.

### **LMUS 407 Applied Organ (0-2)**

Development of technical skills and knowledge of performance practices, including the ability to play a large variety of repertoire fluently and with understanding. Study and performance of major works of significant periods and schools of organ literature. For secondary organ students, development of techniques and familiarity with the instrument to play knowledgeably and/or coach others in pastoral settings.

### **LMUS 408 Applied Voice (0-2)**

Fundamentals of singing and vocal pedagogy (breathing, efficient use of voice, diction, etc.) addressing differing musical styles and their interpretation based on the performance practices of given periods in music history. Study and performance of significant bodies of solo repertoire. Technique and pedagogical skills appropriate to choral directors, section leaders, and coaches for cantors and song leaders.

### **LMUS 409 Applied Composition (0-2)**

Individualized coaching in advanced composition of sacred music and music appropriate for liturgical use. Work in various forms and styles, depending on the needs and interests of individual students. Prerequisite: permission of the instructor and the liturgical music program director.

### **LMUS 410 Gregorian Chant I: Introduction (1)**

Introduction to the basics of Gregorian Chant, with the primary aim of facility and confidence in singing easier Latin chants. Overview of historical development; Latin pronunciation; four-line notation and chant reading skills with text-based interpretation; simple psalm tones; introduction to modality; repertoire for liturgical use; conducting basics. Knowledge of the basics of music theory is expected.

### **LMUS 411 Gregorian Chant II: Advanced (1)**

Expanded treatment of historical development, modality, solemn psalm tones, Latin pronunciation, and repertoire for liturgical use, with extensive study of lineless notation (St. Gall, Laon) and its application to the interpretation of advanced chant repertoire; advanced conducting. Prerequisite: Gregorian Chant I or equivalent.

### **LMUS 412 Chapel Choir (0-1)**

A liturgical choir open to all graduate students which sings regularly for worship in Emmaus Chapel. One third Gregorian Chant (in Latin and English), two-thirds choral music in a wide variety of styles including contemporary and world music.

### **LMUS 413 Chamber Choir (1)**

Select Mixed Choir. Choral masterworks from the Renaissance to the present. National and international touring. Audition required.

### **LMUS 414 Men's Chorus (1)**

Great choral works from Palestrina to the present. National and international touring. Open to all male students. Audition required.

### **LMUS 415 Women's Chorus (1)**

Select women's chamber group. Choral music of representative periods. Open to all female students. Audition required.

**LMUS 416 All College Choir (1)**

Large Choral ensembles -- Mixed voice (upper voices and lower voices). Meets once weekly. No audition required.

**LMUS 417 Gregorian Chant III: Interpretation Seminar (1)**

Advanced seminar on singing Latin chant expressively, based on scholarly investigation of genre, modality, rhythm, and liturgical spirituality. Weekly readings in historical evolution of genres; singing of varied genres of chant (introit, gradual, office responsory, etc.). Weekly concluding lecture or, if possible 45-minute synchronous online session. Prerequisite: Gregorian Chant II or equivalent.

**LMUS 418 Gregorian Chant IV: Directed Independent Study (1)**

Directed independent study in chant history, interpretation, and conducting.

**LMUS 421 Liturgical Song (3)**

Fundamental treatment of the nature of the liturgical assembly and the theological basis for sung congregational participation. Introduction to resources for all genres of congregational song – dialogues and chants; psalms, with emphasis on responsorial psalmody; service music and Mass settings; and hymns and songs, including historical survey of repertoire from various cultures. Principles of theological and liturgical appraisal of congregational repertoire.

**LMUS 430 Conducting Techniques I (1)**

Individualized small-group lessons on the basics of conducting techniques such as beat patterns, cueing, expression and dynamics, and score preparation.

**LMUS 432 Conducting Techniques II (1)**

Advanced study of conducting technique, including lab conducting of other singers.

**LMUS 433 Service Playing (0-1)**

Development of skills in leading and enabling the assembly's singing. Leadership and accompaniment of hymns, service music, and song forms. Sight-reading, modulation, transposition, and extemporization. With advising and instructor permission, may be in either organ or piano.

**LMUS 434 Choral Literature (1)**

Survey of repertoire for liturgical choirs, with emphasis on liturgical appropriateness. Practical aspects of programming choral music through the liturgical year and for various rites.

**LMUS 436 VoiceCare Basic (1)**

Foundations for healthy and efficient vocal production based on the science of how the mind and body work as a unified whole, with some treatment of conducting gestures and how they affect the response (physical, emotional, musical) of singers.

**LMUS 468 Topics in Liturgical Music (1-3)**

Various topics offered. See schedule each semester for offerings.

**LMUS 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

**LMUS 501 Liturgical Music Seminar (2)**

Students study musical and liturgical theology, including the history of liturgical music; official documents; issues,

problems, and positions in liturgical music practice; worship aid evaluation; presentation of music/liturgy plans. This course is required each term for four semesters for MA Liturgical Music students.

## **SUBJECT: Liturgical Study**

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### **LTGY 400 History and Sources of the Liturgy (3)**

Survey of the history of Christian rites in Eastern and Western traditions, from New Testament to the present using primary texts. Basic introduction to the methodologies of liturgical studies and to disciplines related to the study of worship.

### **LTGY 405 Initiation and Eucharist (3)**

The origins of rites of initiation and eucharist, East and West, and their historical development. Theological and doctrinal perspectives. Examination of the postconciliar Roman rite and its attendant documents, with some treatment of other Christian traditions. Issues in contemporary pastoral practice.

### **LTGY 407 Introduction to Pastoral Liturgy (3)**

Through a critical reflection on the church's tradition of *lex orandi, lex credendi*, students will be introduced to the theory and practice of good liturgical celebration. Contemporary liturgical practice will be evaluated in its historical, cultural, and theological context. Students will learn how the historical development of Christian liturgy, its anthropological dimensions, and important church documents influence how we worship today

### **LTGY 416 Liturgical Rites (3)**

Introductory study of the nature of ritual, and the place of sacraments and rituals in the life journey of the Christian. Treatment of the rites of vocation (marriage, religious profession and holy orders), healing (reconciliation, anointing of the sick), and burial of the dead.

### **LTGY 421 Liturgical Year and the Word of God (3)**

The interaction of time-keeping and faith in Christianity. Theology of Sunday, Easter and its seasons, Christmas-Epiphany and their seasons, with study of the prayers for the seasons and feasts in a variety of liturgical books and calendars today. Liturgical time and the rhythms of modern life.

### **LTGY 423 Liturgy of the Hours (3)**

The Liturgy of the Hours historically and theologically considered. An analysis of the origins and evolution of the Office in the patristic and medieval periods. Study of the reformed Roman Liturgy of the Hours and of daily prayer in other traditions.

### **LTGY 424 Theology of Sacrament and Worship (3)**

The roots of Christian worship in symbol, language, and social dynamics. Theological reflection on the sacramental life in the Church. Contemporary approaches to a theology of sacrament especially in relation to Trinitarian, theology, Christology, Pneumatology, Christian anthropology, and ecclesiology. Cross-listed with DOCT 424.

### **LTGY 426 Liturgical Presidency (3)**

Training in all aspects of liturgical presiding for those will lead worship as priests and deacons, including study of rubrics and directives in the relevant official documents. Use of gesture and voice to relate well to the assembly and to other liturgical ministers. Training in singing the ministerial chants in the liturgical books. For future priests, focus on celebrating Mass. For future deacons, focus on their role at Mass, as well as presiding at Sunday Celebrations in the Absence of a Priest and other rites such as baptism. For non-ordination candidates, Sunday Celebrations in Absence of a Priest, and other rites such as funeral vigils. Prerequisite: Introduction to Pastoral Liturgy.

### **LTGY 428 Liturgical Song (3)**

Fundamental treatment of the nature of the liturgical assembly and the theological basis for sung congregational participation. Introduction to resources for all genres of congregational song – dialogues and chants; psalms, with emphasis on responsorial psalmody; service music and Mass settings; and hymns and songs, including historical survey of repertoire from various cultures. Principles of theological and liturgical appraisal of congregational repertoire.

### **LTGY 430 Liturgical Consultancy I (2)**

Introduction to the interrelationship between liturgy, art and architecture. Exploration of how artists, architects and liturgists think about the worshipping community and its spaces from the perspective of their fields. Treatment of architectural process and tools, basic visual approaches, media and kinds of art found in a church, and basic knowledge of ritual space; also the church community and its traditions. Introduction to the Analysis Project in which a space is described by a participant-observer, involving analysis of a community, its worship, its existing space, ritual needs, and assessment of possibilities for revision.

### **LTGY 432 Liturgical Consultancy II (2)**

Study of official church documents on the building and renovating of churches and chapels. Practical questions such as beginning the building/renovation project; engaging the entire congregation in the process from beginning to completion; finding competent architects and artists and working with them; commissioning art works; creating furnishings and appointment; attending to diversity in the community and its appropriate expression in art and architecture; accessibility; rituals for leave-taking of old spaces and dedication and blessing new and renovated spaces. Students will be able to prepare proposals for consultancy with a variety of communities.

### **LTGY 441 Sacred Art (3)**

Study of the history of the church's use of art liturgically and for the sake of evangelization, including the church's embrace of the arts as it emerged from a Jewish aniconic tradition; how the relationship between the church and art evolved over the centuries; the different forms of sacred art; the possible differences between sacred art, liturgical art and devotional art; and implications for the establishment and maintenance of art collections. Cross Listed with PTHM 441.

### **LTGY 443 Sacred Architecture (3)**

Sacred Architecture. Historical overview of sacred architecture with attention to the theology and practice of the worshipping community. Communalities between sacred architecture from varied faith traditions, with emphasis on the unique aspects of Christian architecture. Acoustics and lighting in relationship to their impact on the symbolic and practical functioning of a building. Varieties of American Christian religious architecture as reflections of traditions, exploring commonalities and differences. Cross listed with PTHM 443.

### **LTGY 450 Directed Readings in Liturgical Sources (3)**

Independent, directed reading and research with weekly meetings with professor in one of three areas: historical liturgical sources; liturgical movement and liturgical renewal; art and architecture in worship.

### **LTGY 467 Topics in Jewish Worship (1-3)**

NO COURSE DESCRIPTION

### **LTGY 468 Topics in Liturgical Studies (1-3)**

Various topics offered. See schedule each semester for offerings.

### **LTGY 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

### **LTGY 501 Liturgical Music Seminar (1)**

Students study musical and liturgical theology, including the history of liturgical music; official documents; issues, problems, and positions in liturgical music practice; worship aid evaluation; presentation of music/liturgy plans. This course may be repeated for different topics/content with instructor's permission.

## **SUBJECT: Mathematics**

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### **MATH 111 Pre-Statistics and Modeling (2)**

For students who wish to further their mathematical and problem-solving skills, with emphasis on questions relevant to statistics and finite mathematics. Students will: create and interpret data from graphs and tables; understand several representations of quantitative data and articulate the connections among them; use and understand mathematical notation; model relationships in data with linear functions and graphs; apply basic counting principles to elementary discrete probability. No pre-requisites.

### **MATH 114 Mathematics Exploration (4)**

A course to enrich the students' liberal arts education by presenting the spirit and some insights of mathematics. The course will emphasize understanding over techniques. Topics will illustrate the nature of contemporary mathematics and the relationship between mathematics and our cultural heritage. Some possible topics include: algorithms, exotic geometries, finance, map coloring, graphs, groups and mathematical modeling. Prerequisites: three years of college preparatory mathematics & (ACT 17 or Statistics QSI) or permission of instructor.

### **MATH 114A Islamic Art: Where Geometry and Culture Meet (4)**

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. A course to enrich the students' liberal arts education by presenting the spirit and some insights of mathematics. The course will emphasize understanding over techniques. Topics will illustrate the nature of contemporary mathematics and the relationship between mathematics and our cultural heritage. Some possible topics include: algorithms, exotic geometries, finance, map coloring, graphs, groups and mathematical modeling. Prerequisites: three years of college preparatory mathematics & (ACT 17 or Statistics QSI) and permission of instructor.

### **MATH 115 Pre-Calculus Mathematics (2)**

Properties of polynomial, trigonometric, exponential functions. For the student who needs further preparation for calculus. Prerequisites: three years of college preparatory mathematics. Does not satisfy Mathematics Common Curriculum Requirement.

### **MATH 118 Essential Calculus (4)**

Preliminary concepts; derivatives, integrals and the concept of limit; application of differentiation and integration; calculus of several variables; exponentials, logarithms and growth problems. Other topics may include differential equations and probability theory. Prerequisites: four years of college preparatory mathematics & MATH proficiency or QSI or MATH 115 or permission from the chair of the mathematics department.

### **MATH 119 Calculus I (4)**

Definition and nature of limits, continuity, derivatives of polynomial, algebraic and trigonometric functions and applications. Definite integrals and application. Prerequisites: four years of college preparatory mathematics & MATH proficiency or Calculus QSI or MATH 115 or permission from the chair of the mathematics department. Note: Credit will be awarded for MATH 119 upon completion of MATH 120 with a grade of C or higher.

### **MATH 120 Calculus II (4)**

Continuation of applications of the integral. Infinite series, Taylor's theorem, methods of integration, introduction to functions of several variables. Additional topics may include complex numbers, polar coordinates, parametric equations, approximation methods, differential equations. Prerequisite: 119 or permission of the chair of the mathematics department.

### **MATH 121 Fundamentals of Mathematics (4)**

Basic concepts of sets, numeration, structure of number systems, arithmetic and algebraic operations, problem solving, and other topics to prepare students for elementary school mathematics teaching. Prerequisites: three years of college preparatory mathematics & (ACT 17 or Statistics QSI) or MATH 111 or permission of instructor.

### **MATH 122 Finite Mathematics (4)**

Mathematics for students in the life, social and management sciences. Topics chosen from symbolic logic, set theory, combinatorial analysis, probability, linear equations, vectors, matrices, mathematics of finance, linear programming, Markov chains and matrix games. Prerequisites: three years of college preparatory mathematics & (ACT 21, SAT 530, or Statistics QSI 17), MATH 111 or permission from the chair of the mathematics department.

### **MATH 124 Probability and Statistical Inference (4)**

Graphs and charts, mean, median and other measures of location. Terminology and rules of elementary probability; normal distribution, random sampling, estimation of mean, standard deviation and proportions, correlation and regression, confidence intervals, tests of hypotheses. Prerequisites: three years of college preparatory mathematics & (ACT 21 or Statistics QSI) or MATH 111 or permission from the chair of the mathematics department.

### **MATH 125 Discrete Mathematical Modeling (4)**

This course is an introduction to mathematical modeling based on the use of elementary functions to describe and explore real-world phenomena and data. Linear, exponential, logarithmic and polynomial function models are examined closely and are applied to real-world data in course assignments. Students will study three main areas of modeling: optimization, dynamical systems and probability theory using discrete models and methods. Examples of topics covered may include Linear Programming, Population Growth, Mathematics of Finance, Regression (linear and non-linear), Probability distributions, and Markov Chains. Prerequisites: Three years of college preparatory mathematics & (ACT Math 21 or Pre-Statistics QSI) or MATH 111 or permission from the chair of the mathematics department.

### **MATH 127 Number Systems (1)**

Topics to include sets, functions, other number bases, elementary number theory, rational and irrational numbers and problem solving strategies related to these topics. Prerequisite: Elementary Education majors who have completed Math 118, Math 119 or the equivalent, with a grade of C or better.

### **MATH 180 Fundamentals of Mathematics II (4)**

Continuation of 121. Probability and statistics, geometry, discrete mathematics including combinatorics and graph theory, and other topics to prepare students for middle school mathematics teaching. Prerequisite: 121.

### **MATH 239 Linear Algebra (4)**

Systems of linear equations, matrices and matrix operations, vector spaces, subspaces, linear independence, basis and dimension, linear transformations, eigenvalues and eigenvectors, inner products, elementary proofs appropriate to the course content, and selected applications. The selected applications will include solving first order linear ordinary differential equations, second order linear differential equations, and systems of differential equations. Prerequisite: 120 or permission of the chair of the mathematics department.

### **MATH 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **MATH 304 Foundations and Structures of Mathematics (4)**

The basic theme of this course is mathematical thinking and writing. Emphasis will be placed on formulating and writing proofs. The course will cover topics in the following areas: logic, sets, relations, functions, counting, graph theory, infinite sets, algebraic structures and the real number system. Additional topics as time permits. Prerequisite: 120.

### **MATH 305 Multivariable Calculus (4)**

Topics selected from Geometry of  $R^n$ , differentiation in  $R^n$ , vector-valued functions, optimization, multiple integrals, line and surface integrals, vector analysis and introduction to differential forms. Prerequisite: 239. Fall.

### **MATH 307 History of Mathematics (1-4)**

Advanced level independent guided readings, discussions and written projects on the history of mathematics. Prerequisite: instructor's consent. Replaces: MATH 300, 301, 302, and 303.

### **MATH 310 Foundations and Structures of Mathematics (4)**

The basic theme of this course is mathematical thinking and writing. Emphasis will be placed on formulating and writing proofs. The course will cover topics in the following areas: logic, sets, relations, functions, counting, graph theory, infinite sets, algebraic structures and the real number system. Additional topics as time permits. Prerequisite: MATH 120.

### **MATH 315 Operations Research (4)**

Topics selected from: linear programming, duality theory, dynamic and integer programming, graph-theoretic methods, stochastic processes, queuing theory, simulation, non-linear programming, PERT/CPM. Applications to social and natural sciences and business. Prerequisite: 239. Fall in even years.

### **MATH 318 Applied Statistical Models (4)**

The relationships among variables in real data sets will be explored through the theory and application of linear models. The focus of the course will be on building such models, assessing their adequacy, and drawing conclusions. Statistical computing programs will be used to analyze the data. Prerequisite: 239. Spring in even years.

### **MATH 322 Combinatorics and Graph Theory (4)**

Basic enumerative combinatorics and graph theory including counting principles, generating functions, recurrences, trees, planarity and vertex colorings. Additional topics at the discretion of the instructor. Prerequisite: 239. 241 recommended. Spring in odd years.

### **MATH 331 Algebraic Structures I (4)**

Definitions and basic properties of sets and relations, groups, rings, ideals, integral domains, fields, algebras and applications. Prerequisites: 239 & 241 or 304. Spring and fall in even years.

### **MATH 332 Algebraic Structures II (4)**

Continuation of 331, additional topics in Algebra such as: Sylow theorems, coding theory, free groups, Euclidean rings, extension fields, Galois theory, categories, functors, tensor products. Prerequisite: 331. Spring in odd years.

### **MATH 333 Geometry I (4)**

Foundations of geometry, study of axiom systems for finite geometries and Euclidean geometry, topics in synthetic geometry; introduction to hyperbolic and other geometries. Geometric transformation theory and classification of geometries by transformation groups. Prerequisite: 239. Fall in odd years.

### **MATH 337 Differential Equations (4)**

The concept of a solution, tangent fields, the existence and uniqueness theorem and its implications, elementary solution techniques, series and numerical solutions, linear equations and systems, Laplace transforms, applications. Prerequisite: 239. Spring.

### **MATH 338 Numerical Analysis. (4)**

Numerical algorithms and error estimations, solutions of linear and nonlinear equations and systems, numerical solutions of differential equations, numerical integration, interpolation and approximation techniques, matrix methods and power series calculations. Prerequisite: 239 and familiarity with computer programming. Spring in even years.

### **MATH 339 Mathematical Modeling (4)**

Mathematical modeling is the art of finding mathematical descriptions of real-world phenomena, with the goal of attaining a deeper understanding of those phenomena. The mathematical tools will vary according to the

application. This course will cover both continuous and discrete mathematical models. Applications will be drawn from a variety of fields, such as population dynamics, economics, and physical sciences. Prerequisite: Math 239. Fall in odd years.

#### **MATH 340 Topics in Advanced Mathematics (4)**

Content varies from semester to semester. Topics will be chosen from both pure and applied mathematics and may include algebraic coding theory, cryptology, number theory, mathematical modeling, mathematical logic, complex analysis, topology, dynamical systems, applications to computer science. May be repeated for credit when topics vary. Prerequisite: 239. Additional prerequisites possible depending on the topic. Fall and Spring in even years.

#### **MATH 340A Mathematical Modelling in Biology (4)**

Traditional approaches to mathematical modelling in biology have relied primarily on differential equations models. However, new approaches have and are being developed that rely instead on discrete methods, such as those coming from graph theory, polynomial manipulation and elementary linear algebra. For example, gene regulatory networks have been successfully modelled using Boolean logic. The spread of tick-borne diseases and methods of control have been well described using agent-based models. Graph theoretic models have been used to explore aspects of neuronal network connectivity. This course will survey a variety of discrete modelling approaches, including Boolean models, polynomial dynamical systems, graph theory, agent based modelling, and hidden Markov models. Emphasis will be on examples and applications, which will be drawn from various areas of biology, including problems in gene regulation, population dynamics and neuroscience. The necessary mathematical background will be included in the course. Prerequisite: Math 239 or permission of instructor

#### **MATH 340C A Mathematician's Guide to Music (4)**

What's so special about sine waves and to what extent can sound be broken into sine waves? Why does the modern scale have twelve notes and are there other (mathematical) possibilities? How does a violin produce sound, and why is it so different from the way a clarinet or a drum produces sounds? We will answer these and other questions regarding the connections between music and mathematics. Topics will include, but are not limited to, Fourier analysis, consonance and dissonance, modeling different types of instruments, scales, temperaments, and symmetry in music. Prerequisite: Math 239 or permission of the instructor

#### **MATH 340D History of Geometry & Algebra (4)**

Geometric and algebraic thinking have been at the heart of mathematics throughout its 4000 year history. While other courses mention what previous mathematicians accomplished, they too rarely consider how those mathematicians approached the mathematics. We will delve into translations of original mathematical texts, seeking to understand how mathematics developed. Some past insights turned out to be dead ends, some needed centuries to bear fruit. Our sources will range from problems found in Babylonian clay tablets to Archimedes' elegant proofs on to Descartes' fusion of algebra and geometry and beyond, with many stops on the way. An historical approach can provide insight to all mathematics majors and will especially benefit future high school teachers. Prerequisite Math 239.

#### **MATH 340E Knot Theory (4)**

One of the better jokes about Knot theory is that students enjoy it because it's "not theory"! But if it's "not theory" what is it? Knot theory is a relatively new branch of mathematics with historical roots reaching back to the late nineteenth century. The main project of Knot Theory is to devise mathematical tests for distinguishing one knot from another. Investigators in knot theory use ideas and techniques from several important branches of mathematics--primarily topology, algebra and combinatorics--to get some insight into the fundamental classification problem. In this course our first task will be to devise a careful definition of a knot; the rest of the course will be devoted to learning about various properties of knots and practicing the various mathematical techniques which are used to describe and distinguish them. Toward the end of the course we'll take time to learn about some of the current applications of knot theory in biology, chemistry and physics. Prerequisite: Math 239

#### **MATH 340F Mathematics of Finance (4)**

This course is an introduction to the mathematical models used to understand financial markets, evaluate financial instruments, and to measure and manage risk. The goal is to understand how the sophisticated mathematical models derive from basic principles in economics, and to provide the necessary mathematical tools for their analysis.

Topics will include probabilistic discrete time models and how they are used in conditional expectation, martingales, arbitrage pricing, hedging and, culminating with the Black-Scholes formula for options. Prerequisite MATH 239

#### **MATH 340G A Study of the Game Lights Out (4)**

The game LIGHTS OUT! is played on a  $5 \times 5$  square grid of buttons; each button may be on or off. Given an initial configuration of buttons that are on, the object of the game is to turn all the lights out. Pressing a button changes the on/off state of the button pressed and of all its vertical and horizontal neighbors. In this course, we will explore topics in graph theory and linear algebra to help us investigate the game applied to graph families such as paths, cycles, and complete graphs before looking at the game applied to Cartesian Product graphs. Finally, we will explore a graph family that the game has never been applied to. Prerequisite MATH 239

#### **MATH 340H PICMath (4)**

Students will work in groups on a problem from the industrial, government, or non-profit sector. Contact instructor regarding prerequisites and enrollment. Prerequisite MATH 239 and permission of the instructor.

#### **MATH 341 Fourier Series and Boundary Value Problems (4)**

Separable partial differential equations from theoretical physics. Fourier series, convergence, orthogonal systems. Fourier integrals. Sturm-Liouville theory, solutions to boundary value problems. Applications. Prerequisite: 239. Spring in odd years.

#### **MATH 343 Analysis I (4)**

Set theory, real numbers, topology of Cartesian spaces, Heine-Borel Theorem, sequences, series, convergence, continuity, differentiation, integration. Prerequisites: 239 and 241 or 304. Spring and fall in odd years.

#### **MATH 344 Analysis II (4)**

Topics selected from the following: mapping theorems and extremum problems, Riemann-Stieltjes integral, main theorems of integral calculus, point set topology, Lebesgue integral, functions defined by integrals, convergence theorems. Prerequisite: 343.

#### **MATH 345 Mathematical Statistics I (4)**

Probability spaces, random variables, statistics and sampling distributions, statistical hypotheses and decision theory, statistical inference, estimation. Prerequisite: 239. Offered Fall.

#### **MATH 346 Mathematical Statistics II (4)**

Topics selected from the following: sampling, order statistics, Monte Carlo methods, asymptotic efficiencies, maximum likelihood techniques, inference, multivariate normal, analysis of variance, regression, correlation. Prerequisite: 345. Spring in odd years.

#### **MATH 348 Complex Variables (4)**

Topics will generally include properties of complex numbers; complex functions and their derivatives; analyticity; Cauchy's Theorem and related results; series representations of functions; contour integration and the theory of residues. Additional topics at the discretion of the instructor. Prerequisite: 239. Spring in even years.

#### **MATH 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

#### **MATH 395 Mathematics Capstone (2)**

Critical analysis of readings or topics and/or an in-depth investigation leading to a project. The course will be structured as a seminar. The instructor will select the subject matter. Students will present and discuss the material

of the course, and complete regular assignments (short papers or problem sets). Prerequisite: Senior standing, 241 or 304 and completion of at least two 300 level mathematics courses.

**MATH 397 Internship (1-16)**

Completed Application for Internship Form REQUIRED. See Internship Office Web Page.

## **SUBJECT: Military Science**

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### **MILS 101 Foundations of Officership (2)**

The purpose of this course is to introduce cadets to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the course teaches "life skills" including fitness and time management. The course is designed to give you accurate insight into the Army profession and the officers' role within the Army. A two hour leadership lab and two one-hour physical fitness sessions per week are required in addition to class. Fall. Offered for A-F grading only.

### **MILS 102 Basic Leadership (2)**

This course is a continuation of 101 and is designed to introduce cadets to issues and competencies that are central to a commissioned officer's responsibilities. These lessons reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Students learn to relate organizational and ethical values to enable them to be better leaders and citizens. A two hour leadership lab and two one-hour physical fitness session per week are required in addition to class. Offered for A-F grading only. Spring.

### **MILS 201 Individual Leadership Studies (3)**

The first, third and fourth years of the ROTC curriculum were designed to provide a consistent learning experience for the cadet. The purpose of year two is to work from the same or similar learning objectives developed as part of years one, three and four—but to provide direct experience. The subject is leadership. The curriculum necessarily involves understanding how to build teams, how to influence, how to communicate, how and when to make decisions, how to engage in creative problem-solving, and how to plan and organize. A two hour leadership lab and two one-hour physical fitness sessions per week are required in addition to class. Offered for A-F grading only. Fall.

### **MILS 202 Leadership and Teamwork (3)**

This course is a continuation of 201 and involves using direct experience in understanding how to build teams, how to influence, how to communicate, how and when to make decisions, how to engage in creative problem-solving, and how to plan and organize. A two hour leadership lab and two one-hour physical fitness sessions per week are required in addition to class. Offered for A-F grading only. Spring.

### **MILS 210 American Military History I: 1609 to 1918 (2)**

Army ROTC's Military History course examines the evolution of American warfare from colonial times through the Civil War and World War I to increase cadets', students', and citizens' understanding of the art of war, political discourse, and the human condition. Participants analyze past events through reading and discussion to gain perspective on the present. The course will not force the memorization of hundreds of dates or allow passive attendance of a lecture; it will challenge students to develop critical thinking to better understand our complex world. Offered for A-F grading only. Fall.

### **MILS 211 American Military History II: 1918 to present (2)**

Army ROTC's Military History course continues its examination of the evolution of American warfare from the origins of World War II to the recent past to increase cadets', students', and citizens' understanding of the art of war, political discourse, and the human condition using the same methods as MILS 210. Offered for A-F grading only. Spring.

### **MILS 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **MILS 301 Leadership and Problem Solving (4)**

This course is designed to enable a student with no prior military or cadet experience to quickly learn essential cadet knowledge and skills necessary for integration into the cadet battalion and successful performance of key cadet tasks. Cadets are first introduced to principles of physical fitness and a healthy lifestyle. They are taught how to plan and conduct small unit training as well as basic tactical principles. A two hour leadership lab and two one-hour

physical fitness sessions are required per week in addition to class. Prerequisites: Successful completion of all MILS 100 and 200 level courses or constructive credit. Offered for A-F grading only. Fall.

#### **MILS 302 Leadership and Ethics (4)**

This course is a continuation of 301 and is designed to enable a student with no prior military or cadet experience to quickly learn essential cadet knowledge and skills necessary for integration into the cadet battalion and successful performance of key cadet tasks. Cadets learn how to work as a team and are taught how to plan and conduct small unit training as well as basic tactical principles. A two hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Prerequisite: 301. Offered for A-F grading only. Spring.

#### **MILS 341 Leadership and Management (4)**

This course is designed to enable cadets to make informed decisions about the career path they would like to take as they prepare to become lieutenants in the United States Army. The lessons focus on Army operations and training management, communication and leadership skills, and support the final transition from cadet to lieutenant. A two hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Prerequisites: 301, 302. Offered for A-F grading only. Fall.

#### **MILS 342 Officership (4)**

Continues the methodology of 341. This course focuses on attaining knowledge and proficiency in several critical areas cadets will need to operate effectively as Army officers. These areas include: Army training management, coordinating activities with staffs, and counseling skills. A two hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Prerequisites: 301, 302 and 341. Spring.

#### **MILS 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

## **SUBJECT: Monastic Studies**

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### **MONS 402 Monastic History I: Pre-Benedict (3)**

The rise of monasticism within the early Church of East and West to the time of Benedict. Cross-listed with HCHR 413.

### **MONS 404 Monastic History II: Benedict to the Reformation (3)**

The development of Western monastic life and reform movements from the early Middle Ages through the fifteenth century. Cross-listed with HCHR 415.

### **MONS 406 Monastic History III: Reformation to the Present (3)**

The decline of Western monasticism in the sixteenth century through its revival in the nineteenth and twentieth centuries. Cross-listed with HCHR 417.

### **MONS 408 Contemporary Monasticism (3)**

The multiplicity of expressions of monastic life: from intentional communities to heritages, from traditional Benedictine and Cistercian communities to ecumenical, inter-faith and Protestant communities, from solely vowed religious to various forms of affiliation of lay membership. The changing face of monasticism in the 21st century.

### **MONS 410 Rule of Benedict (3)**

The Rule and its sources; exegesis of the text; issues of interpretation.

### **MONS 412 Monastic Structures (1)**

The history of Benedictine monastic structures of governance, including individual monasteries and congregations. The present laws governing monasteries. The rights and obligations of monastics. Visions for the future.

### **MONS 421 Monastic Liturgy (3)**

The liturgical shape of organized monastic life: the Liturgy of the Hours, the Eucharist, rites of admission and profession, the consecration of virgins, the blessing of abbots and abbesses, rites of the refectory, rites of hospitality, the washing of feet, rites concerning faults, sin, and reconciliation, rites for the sick, dying and dead.

### **MONS 423 Monastic Formation (3)**

The formation of the Christian in the context of the faith-giving community. *Conversatio*, stability and obedience. Conveying and supporting faith in the monastic context through eagerness for the work of God, for obedience and for humble service. Special emphasis on *lectio divina*. Examination of the ways monasticism has traditionally realized community: common prayer, common meals, common decision-making and common support of work.

### **MONS 434 Monastic Spiritual Theology (3)**

The development of monastic spiritual theology will be studied from the perspective of monastic primary sources. Texts will be studied as guides and sourcebooks for models of monastic spiritual progress and human maturity. Special emphasis will be placed on: (1) the original meanings of "active" and "contemplative" in the vocabulary of early monasticism; (2) models of spiritual development in the early church and in the early monastic movement; (3) the interrelationship between the cenobitic and eremitic lifestyles; (4) the theory and practice of *lectio divina*; (5) the mystical interpretation of the scriptures and the practice of liturgical prayer; (6) monastic reform and renewal; (7) spiritual guidance in the monastic tradition. Cross-listed with SPIR 434.

### **MONS 435 Christian Asceticism (3)**

The development of Christian asceticism will be studied from the perspective of primary sources, drawn chiefly from the Christian monastic tradition. Texts will be studied as guides and sourcebooks for models of conversion, growth in human maturity, and spiritual progress. Special emphasis will be placed on: (1) classical and Christian understandings of asceticism; (2) repentance and the call to conversion as the basis for authentic ascetical practice; (3) the dynamic

interrelationship between ascetical practice and contemplative vision; (4) philosophical and monastic models of virtue and vice; (5) the contrasting and interdependent asceticism of hermitage and cenobium; (6) friendship as the form and ascetical school of virtue; (7) spiritual exercises and the love of learning-implications for monastic reform and renewal. Cross-listed with SPIR 435.

**MONS 436 Bible and Prayer (3)**

This course will examine early Christian and monastic attitudes toward the biblical text and the interplay between the Bible and forms of prayer. Topics will include: methods of interpreting the Bible; ways of encountering the Bible (reading, memorization, meditation), kinds of early monastic prayer and their biblical basis. There will also be some attention to the subsequent history of those traditions and a consideration of present-day implications. Cross-listed with SPIR 436.

**MONS 437 Desert Ammas (3)**

Fourth century Christianity gave birth to a spirituality which called women out of conventional understandings of wife, courtesan, and/or mother into lives of prayer, service, and the founding of communal households and monasteries. An exploration of writings by and about such foremothers on the monastic movement as Macrina, Melania, Paula, Eustochium, Marcella, Syncletica, Mary of Egypt, and Egeria, their social and historical realities, and their influence then and now.

**MONS 468 Topics in Monastic Studies (1-3)**

NO COURSE DESCRIPTION

**MONS 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

## **SUBJECT: Moral Theology**

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### **MORL 421 Fundamental Moral Theology (3)**

This course covers the foundations of the Christian moral life and of Christian moral decision making. The fundamental themes to be covered include, but are not limited to: freedom, conscience formation and moral agency, moral normativity, what constitutes moral reasoning, the use of scripture, tradition and natural law in moral decisions, the interplay between sin and grace, virtue ethics, and the ecclesial aspect of moral decisions.

### **MORL 422 Christian Social Ethics (3)**

The implications of Christian faith and theological reflection for contemporary society. The social dimensions of biblical ethics and the social teachings of the Catholic Church.

### **MORL 428 Survey of Moral Topics (3)**

This course examines how the application of fundamental moral themes informs particular issues of Christian morality. Particular issues potentially covered fall under the global nature of moral theology, life and death, sexuality, biomedical ethics, ethics of pastoral ministry, and the intersection of church and state.

### **MORL 456 Rural Social Issues (3)**

An examination of major social issues affecting rural America, the social justice dimensions of these issues, and their implications for ministry in the Church. Cross-listed with PTHM 456.

### **MORL 468 Topics in Moral Theology (1-3)**

NO COURSE DESCRIPTION

### **MORL 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

## **SUBJECT: Music**

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### **MUSC 100 Piano Class for Beginners I (1)**

Group instruction for students with no previous study. Course offered for A-F grading only.

### **MUSC 101 Piano Class for Beginners II (1)**

Group instruction for students at an early intermediate level of study. Prerequisite: 100 or permission of instructor. Course offered for A-F grading only.

### **MUSC 102 Voice Class for Beginners I (1)**

Group instruction for students with no previous study. Course offered for A-F grading only.

### **MUSC 103 Voice Class for Beginners II (1)**

Group instruction for students at an early intermediate level of study. Prerequisite: 102 or permission of instructor. Course offered for A-F grading only.

### **MUSC 104 Topics in Guitar Class I (1)**

Group instruction for students with little or no previous study. Course offered for A-F grading only.

### **MUSC 104A Guitar Class I - Finger Style (1)**

Group instruction for students with little or no previous study. Right hand technique concentration: finger style method. No prerequisites.

### **MUSC 104B Guitar Class I – Pick Style (1)**

Group instruction for students with little or no previous study. Right hand technique concentration: plectrum method. No prerequisites.

### **MUSC 105 Guitar Class II (1)**

Group instruction for students at an early intermediate level of study. Prerequisite: 104A or 104B or permission of instructor. Course offered for A-F grading only.

### **MUSC 111 Comprehensive Musicianship I (3)**

Development of basic musicianship, beginning with fundamentals of notation, music rudiments and basic harmonic functions, including keyboard harmony skills. Concurrent registration in 121 expected. Course offered for A-F grading only.

### **MUSC 112 Comprehensive Musicianship II (3)**

Further study of musicianship and harmony, including more advanced harmony and study of basic forms. Concurrent registration in 122 expected. Prerequisite: 111. Course offered for A-F grading only.

### **MUSC 113 Instrument or Voice for Non-Music Majors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

### **MUSC 113A Piano for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113B Organ for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113C Voice for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113D Flute for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113E Clarinet for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113F Bassoon for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113G Saxophone for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113H Trumpet for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113I French Horn for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113J Trombone for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113K Euphonium/Tuba for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113L Percussion for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113M Guitar for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113N High Strings for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113O Cello for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113P Oboe for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113Q String Bass for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113R Harp for Nonmajors (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113S Jazz Piano Nonmajor (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 113T Jazz Saxophone Nonmajor (1)**

NO COURSE DESCRIPTION

**MUSC 113U Jazz Percussion Nonmajor (1)**

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 114 Secondary Instrument or Voice for Music Majors/Minors (1)**

Beginning to advanced study for music majors and minors on a secondary instrument/voice. Course offered for A-F grading only.

**MUSC 114A Piano-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114B Organ-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114C Voice-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced vocal study for music majors as a secondary performing medium. Course offered for A-F grading only.

**MUSC 114D Flute-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114E Clarinet-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114F Bassoon-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114G Saxophone-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114H Trumpet-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114I French Horn-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114J Trombone-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114K Euphonium/Tuba-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114L Percussion-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114M Guitar-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114N High Strings-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114O Cello-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114P Oboe-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114Q String Bass-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114R Harp-Secondary Instrument for Music Majors and Minors (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114S Jazz Piano Secondary (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114T Jazz Saxophone Secondary (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 114U Jazz Percussion Secondary (1)**

Beginning to advanced study for music majors on a secondary instrument. Course offered for A-F grading only.

**MUSC 121 Musicianship Skills I (1)**

Focused study in ear-training, rhythmic skills, and sight-singing. Concurrent registration in 111 expected. Course offered for A-F grading only.

**MUSC 122 Musicianship Skills II (1)**

Focused study in ear-training, rhythmic skills, and sight-singing. This course builds on the skills learned in MUSC 121. Concurrent registration in 112 expected. Course offered for A-F grading only.

**MUSC 150 Music Through History (4)**

An introduction to music in its historical and cultural perspective from ancient Greek to contemporary. Emphasis is placed on Western and other than Western cultures. Includes attendance at live performances. For music minors and non-music majors. Course offered for A-F grading only.

**MUSC 151 Music Through Theory (2-4)**

An introduction to the basic principles of melody, harmony and rhythm. Various musical styles will be examined and analyzed using the tools of music theory. Class requires attendance at some live performances. For non-music majors. Course offered for A-F grading only.

**MUSC 152 Exploring World Music (2)**

An introduction to the many kinds of musical expression practiced around the world through listening, reading and classroom discussion. Primary goals will include becoming acquainted with the musical practices of selected cultures, understanding the cultural contexts of diverse musical practices, and, through comparison with other cultures, becoming more aware of the roles music plays in our own lives and culture. No previous experience with music is necessary. Course offered for A-F grading only.

**MUSC 153 Romantic Spirit in the Arts (4)**

A study of the spirit of Romantic thought in music and other art forms. Individualism, exoticism, love of nature, nationalism and the macabre all play roles in the output of the Romantic artist. A heightened sense of self-worth and value of all human individuals bound up in the same philosophy. A portion of our time will be spent on music and art forms from the 1960's, and their similarities with 19th century output. The prime goal of the course will be recognition of the Romantic spirit and style in diverse forms of music and literature.

**MUSC 154 Thinking Less: Minimalism in Music and Culture (2)**

The intent of this course is to examine the 20th century musical genre known as minimalism and examine its ongoing effect on the cultural experience from its inception until present day. A-F grading only.

**MUSC 156 Women in Music (2)**

A survey of the history of women in music from earliest times to the present. It will include reading about women musicians, the study of their styles and live and recorded musical performances. No previous experience in music is necessary. Course offered for A-F grading only.

**MUSC 157 Piano Music from Bach to Jazz (2)**

This course is a survey of piano music from the late baroque to the present. It will include readings on piano music, piano composers and piano performers, the study of musical and performing styles, and live and recorded musical performances. For non-music majors.

### **MUSC 211 Comprehensive Musicianship III (3)**

Study of chromatic harmony, keyboard skills, and form and analysis of music from the Baroque through the Classical era. This course builds on MUSC 111-112. Concurrent registration in 221 expected. Prerequisite: 112. Course offered for A-F grading only.

### **MUSC 212 Comprehensive Musicianship IV (3)**

Continued study of chromatic harmony, keyboard skills, and form and analysis of music from the nineteenth century up to the present. Concurrent registration in 222 expected. Prerequisite: 211. Course offered for A-F grading only

### **MUSC 221 Musicianship Skills III (1)**

Focused training in ear-training, rhythmic skills, and sight-singing. This course builds on the skills learned in MUSC 122. Concurrent registration in 211 expected. Course offered for A-F grading only.

### **MUSC 222 Musicianship Skills IV (1)**

Focused training in ear-training, rhythmic skills and sight-singing. This course builds on the skills learned in MUSC 221. Concurrent registration in 212 expected. Course offered for A-F grading only.

### **MUSC 227 Major Instrument or Voice for Music Majors (1)**

Development of tone production, technique and repertoire. (Piano, Organ, Voice, Brass, Woodwinds, Strings, Guitar, Harp, Percussion). Performance class required. Prerequisite: permission of instructor. Course offered for A-F grading only.

### **MUSC 227A Piano Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 227B Organ Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 227C Voice Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 227D Flute Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 227E Clarinet Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 227F Bassoon Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 227G Saxophone Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227H Trumpet Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227I French Horn Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227J Trombone Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227K Euphonium/Tuba Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227L Percussion Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227M Guitar Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227N High String Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227O Cello Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227P Oboe Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227Q String Bass Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227R Harp Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227S Jazz Piano Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 227T Jazz Saxophone Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 227U Jazz Percussion Major Instrument or Voice (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 227V PERCUSSION-DRUMSET (1)**

The goal of drum lessons is to develop technique, coordination, and musicality on the drumset. Topics include beginning-advanced coordination, old and modern techniques, improvisation, jazz, rock/pop, Latin/Afro-Cuban/Brazilian styles.

### **MUSC 228 Instrument or Voice for Music Minors (1)**

Development of tone production, technique and repertoire. (Piano, Organ, Voice, Brass, Woodwinds, Strings, Guitar, Harp, Percussion). Performance class required. Prerequisite: permission of instructor. Course offered for A-F grading only.

### **MUSC 228A Piano Minor (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 228B Organ Minor (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 228C Voice Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 228D Flute Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 228E Clarinet Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 228F Bassoon Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 228G Saxophone Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

### **MUSC 228H Trumpet Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228I French Horn Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228J Trombone Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228K Euphonium/Tuba Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228L Percussion Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228M Guitar Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228N High String Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228O Cello Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228P Oboe Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228Q String Bass Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228R Harp Minors (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228S Jazz Piano Minor (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228T Jazz Saxophone Minor (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required.  
Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 228U Jazz Percussion Minor (1)**

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration. Course offered for A-F grading only.

**MUSC 230 Symphonic Band (0-1)**

Rehearsal and performance of a variety of band literature. No audition required.

**MUSC 231 Wind Ensemble (0-1)**

Performance of original wind (band) literature with particular emphasis on the 20th century. Audition required.

**MUSC 232 Chamber Choir (0-1)**

Select Mixed Choir. Choral masterworks from the Renaissance to the present. National and international touring. Audition required.

**MUSC 233 Orchestra (0-1)**

Performance of a wide range of orchestral masterworks from the string orchestra and vernacular repertoire. Audition required.

**MUSC 234 Men's Chorus (0-1)**

Great choral works from Palestrina to the present. National and international touring. Open to all male students. Audition required.

**MUSC 235 Women's Choir (0-1)**

Select women's chamber group. Choral music of representative periods. Open to all female students. Audition required.

**MUSC 237 Clarinet Ensemble (0-1)**

A select clarinet chamber group performing original works and transcriptions. Permission of instructor.

**MUSC 238 Jazz Ensemble (0-1)**

Study and performance of literature for the jazz ensemble. Audition required.

**MUSC 239 All-College Choir (0-1)**

Large Choral ensembles -- Mixed voice (upper voices and lower voices). Meets once weekly. No audition required.

**MUSC 240 Ensemble Performance (0-1)**

Pre-arranged vocal and instrumental ensembles. Offerings vary each semester and may include any of the ensembles listed below. Weekly or biweekly coaching. Prerequisite: permission of instructor.

**MUSC 240B Clarinet Choir (0-1)**

See MUSC 240.

**MUSC 240C Ensemble Performance (0-1)**

See MUSC 240.

**MUSC 240D Choral Arts Ensemble (0-1)**

See MUSC 240.

**MUSC 240E Pit Orchestra (0-1)**

See MUSC 240.

**MUSC 240F Guitar Ensemble (0-1)**

See MUSC 240.

**MUSC 240G Jazz Combo (0-1)**

See MUSC 240.

**MUSC 240H Cello Choir (0-1)**

See MUSC 240.

**MUSC 240I String Chamber Music (0-1)**

See MUSC 240.

**MUSC 240J Woodwind Ensemble (0-1)**

See MUSC 240.

**MUSC 240M Bass Ensemble (0-1)**

See MUSC 240.

**MUSC 240N Viola Da Gamba Ensemble (0-1)**

See MUSC 240.

**MUSC 240O Collaborative Piano Performance (0-1)**

See MUSC 240.

**MUSC 240P Collaborative Piano Skills (0-1)**

See MUSC 240.

**MUSC 240R Horn Ensemble (0-1)**

See MUSC 240.

**MUSC 240V Flute Ensemble (0-1)**

See MUSC 240.

**MUSC 240W Trombone Choir (0-1)**

See MUSC 240.

**MUSC 240Y Tuba/Euphonium Ensemble (0-1)**

see MUSC 240.

**MUSC 241 Saxophone Quartet (0-1)**

Intensive study of saxophone chamber music. Prerequisite: permission of instructor.

**MUSC 242 Brass Choir (0-1)**

A select brass chamber group performing original and transcribed works for 12-18 players. Prerequisite: permission of instructor.

### **MUSC 243 Percussion Ensemble and Marimba Ensemble (0-1)**

The Percussion and Marimba Ensembles perform music generally written from 1930 to the present. Prerequisite: permission of instructor.

### **MUSC 260 Composition (4)**

This is an introductory course in the art and craft of musical composition. A number of compositional techniques will be explained and practiced, and students will compose original pieces of music of varying lengths. There will also be opportunities to listen to and discuss the music of recent composers. Offered in alternate years. Prerequisite: MUSC 112 and 122. Offered for A-F grading only.

### **MUSC 261 Fiddle Class (1-2)**

This course is designed as an elective for music majors (Instrumental Music Education, Music Performance, Music Studies) and Music Minors. Pre-requisite: MUSC 112 or consent of the instructor. Beginning and advanced sections will be offered depending on level of experience. Violin experience is not necessary. Instruments are available for loan.

### **MUSC 265 Songwriters Workshop – Anthems of Justice in the 1960s (2)**

In this course students will examine the musical and lyrical structure of songs of justice in popular music idiom and write the music and lyrics for their own original songs of justice. Offered for A-F grading only.

### **MUSC 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **MUSC 272 Topics in Popular Music/Jazz Studies (1-4)**

A study of a particular popular music or jazz historical period, style, compositional technique or performance technique. The specific subject to be studied will be announced prior to registration.

### **MUSC 272C Jazz Piano (0-1)**

See MUSC 272.

### **MUSC 272E South African Jazz and Popular Music Abroad (2)**

A study of South African jazz and popular music in its social and historical context. The class will study music such as black jazz and anti-apartheid popular music (black and white) in their social/historical context. The course includes discussions of aspects of the musical styles and genres in a language which does not require previous musical training. Students may use this course to fulfill their Fine Arts (FA) requirements of the Common Curriculum.

### **MUSC 272G Jazz Voice (0-1)**

See MUSC 272.

### **MUSC 272H Jazz Drumming (1)**

See MUSC 272.

### **MUSC 273 Instrumental Jazz Improvisation (2)**

The study and development of skills necessary for improvisation in the jazz style including: tonal development, style awareness, harmonic knowledge, nomenclature, technical development, and aural skills. Prerequisite: Intermediate performance level on instrument (knowledge of all major scales), ability to read music notation. For majors and non-

music majors. Course offered for A-F grading only. Offered alternate years.

### **MUSC 274 History of Jazz (2)**

A study of the history of jazz from its early roots and blues, to present day forms. All periods will be covered including New Orleans, Chicago, Swing, Bebop, Cool, Fusion, and Free Jazz Forms. We will study the stylistic characteristics and major musicians past and present, as well as the relationships between jazz and society during the 20th century. For non-music majors. Course offered for A-F grading only. Offered alternate years.

### **MUSC 278A Music and the Moving Image (4)**

This course teaches students the vocabulary and appreciation of how sound and music are integrated with moving images, in conventional movie-making, but also music videos, video games and filmed versions of staged musicals and opera. The course covers technical aspects and the history of combining music with film from earliest films to the present. Students will also develop vocabulary and skills for criticism of music and moving images, drawing from academic film studies, as well as critical approaches from cultural, gender and identity-related perspectives.

### **MUSC 310 Philosophy of Music (4)**

Philosophy of Music will help students reflect more deeply on their experiences of music. Many people experience music as emotion and are left with an overall impression; some may also recognize styles and contexts in more detail. But few have thought systematically about what music is, whether music possesses meaning, and, if so, how that meaning is conveyed or expressed. These are central issues in the philosophy of music and in this course. We will begin by giving some attention to the history of musical aesthetics to develop a context for the questions to be broached, but the greatest emphasis will be on exploring the nature of musical experience in the context of our world today. The course will present divergent philosophical theories that will be considered with respect to a wide range of music including Western "classical" music, music of non-Western cultures, and the popular music of today.

### **MUSC 316 Woodwind Methods (1)**

Laboratory classes leading to basic performance and pedagogical competencies in woodwinds. Offered alternate years. Course offered for A-F grading only.

### **MUSC 317 Percussion Methods (1)**

Laboratory classes leading to basic performance and pedagogical competencies in percussion. Offered alternate years. Course offered for A-F grading only.

### **MUSC 318 Brass Methods (1)**

Laboratory classes leading to basic performance and pedagogical competencies in brass. Offered alternate years. Course offered for A-F grading only.

### **MUSC 319 String Methods (1)**

Laboratory classes leading to basic performance and pedagogical competencies in strings. Offered alternate years. Course offered for A-F grading only.

### **MUSC 323 Choral Techniques I (4)**

Laboratory class for students preparing to be choral conductors. Choral procedures. Conducting. Literature. Arranging studies. Prerequisites: 212/222, piano proficiency and applied voice, enrolled in or completed 335 or 336 or instructor's permission. Alternate years. Course offered for A-F grading only.

### **MUSC 324 Choral Techniques II (4)**

Laboratory class for students preparing to be choral conductors. Choral procedures. Conducting. Literature. Arranging studies. Prerequisites: 212/222, piano proficiency and applied voice, enrolled in or completed 335 or 336 or instructor's permission. Alternate years. Course offered for A-F grading only.

### **MUSC 325 Basic Instrumental Conducting (2)**

Study and development of basic instrumental conducting skills. Offered alternate years. Course offered for A-F grading only.

### **MUSC 326 Advanced Instrumental Conducting and Jazz Methods (3)**

Advanced study and development of instrumental conducting skills combined with instrumental ensemble pedagogy and jazz methods. Offered alternate years. Course offered for A-F grading only.

### **MUSC 327 Music for the Liturgy (4)**

A practical survey of music appropriate for use in liturgical celebrations. Offered every third year. Course offered for A-F grading only.

### **MUSC 333 Punks and Rockers: Alienation in Rock Music and Literature (4)**

This course studies Rock music and its literary counterparts to appreciate their genius, to understand how they relate to each other as artistic efforts, and to see the way they capture a historical moment of great vitality and change. We will first address basic skills in musical and literary analysis by instructing students in elements of music (melody, rhythm, chord progression, etc.) and literature (narrative structure, figurative language, voice, etc.). Then we will closely study a series of musical and literary landmarks by putting them in conversation with one another. In this way, students will learn to refract the single through its wider world and see the ways in which Rock rehearses, on stage and page, the crucial political and social conflicts of its era.

### **MUSC 334 Music as Communication – Building Communities between campus and Kenya (4)**

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. Kenya is a musically vibrant and diverse country. From traditional music (religious, ceremonial, motivating songs that accompany work, entertainment) to popular music (sung in any and all languages), music in Kenya is inseparable from life. Although we will read about Kenyan music and listen to specific recordings in class, its movement and energy is best understood through participating and communicating with others in group settings. Through weekly guest workshops on campus and informal “no-experience-necessary” music making experiences in Kenya, we will learn to feel and live the music elements we will study in class. Attendance at formal and informal concerts on campus and abroad will help the listener make unique distinctions between “audience” and “artist” in both countries. In order to better understand the environment and community that supports and inspires the variety of music and culture we will take excursions throughout the city of Nairobi (Nairobi National Museum, Karura Forest, recording studio, Bomas of Kenya, rumba music and dance, United Nations, safari at Nairobi National Game Park), and into the county (Rift Valley, Giraffe Center, Elephant Orphanage). Finally, we will interact with other college students from DayStar University in Nairobi as they host our visit in May and as we host their visit to CSB/SJU in March.

### **MUSC 335 History of Music I (4)**

History of Western musical development from Ancient Greece to 1750. Study of trends in style and form. Fall. Prerequisite: 112. Course offered for A-F grading only.

### **MUSC 336 History of Music II (4)**

History of Western musical development from 1750 to the present. Study of trends in style and form. Spring. Prerequisite: 112. Course offered for A-F grading only.

### **MUSC 337 Major Instrument or Voice (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

### **MUSC 337A Piano-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337B Organ-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337C Voice-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337D Flute-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337E Clarinet-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337F Bassoon-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337G Saxophone-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337H Trumpet-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337I French Horn-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337J Trombone-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337K Euphonium/Tuba-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337L Percussion-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337M Guitar-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337N High Strings-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337O Cello-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337P Oboe-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337Q String Bass-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337R Harp-Major Instrument (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337S Jazz Piano Majors (1-2)**

NO COURSE DESCRIPTION

**MUSC 337T Jazz Saxophone Majors (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 337U Jazz Percussion Majors (1-2)**

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor. Course offered for A-F grading only.

**MUSC 338 Major Instrument or Voice (2-4)**

Continuation of study in techniques and repertoire. Performance class required. Prerequisite: permission of instructor. Course offered for A-F grading only.

**MUSC 340 Music Analysis (2)**

Advanced analysis of musical designs in historical context. Prerequisite: 212. Course offered for A-F grading only. Spring, alternate years.

**MUSC 341 Piano Pedagogy (1-2)**

Development of knowledge and skills relating to teaching piano to students from beginning through intermediate levels. Course offered for A-F grading only.

**MUSC 342 Topics in Special Studies (1-4)**

Specific topics related to instrumental or vocal performance or pedagogy. Course offered for A-F grading only.

**MUSC 342A Service Playing (1-4)**

Development of the skills and knowledge necessary for keyboard leadership in liturgical services. Prereq: permission of the instructor. Course offered for A-F grading only.

### **MUSC 342C Diction and Repertoire (1-4)**

Intense study of French and German diction, using the International Pronunciation Alphabet to decode specific sounds germane to the language. IPA skills equip classical singers to intelligibly perform French Chanson and German Lieder well as other classical genres in these languages, including opera, operetta and oratorio. Students will perform four to five French and German songs in class and will be exposed to seminal French and German art song repertoire by use of listening assignments. Course offered for A-F grading only.

### **MUSC 342F Digital Tools for Musicians I (2)**

An introduction to computer-based technology encountered in the field of music and to various creative applications of this technology. This course provides the student with the skills necessary to further explore music technology and its applications. Computer notation/the Internet, in which students gain intermediate mastery of notation software and learn basics of assembling a website, including readings on copyright issues and professional uses for social media. Prerequisites: Comprehensive Musicianship II (MUSC 112) or permission of instructor. Offered for A-F grading only.

### **MUSC 342G Digital Audio Editing (DAW) (2)**

An introduction to computer-based technology encountered in the field of music and to various creative applications of this technology. This course provides the student with the skills necessary to further explore music technology and its applications. Students learn basics of recording and editing audio, core concepts of a Digital Audio editing, and touch on the history of electronic music as a means to better understand how these concepts developed. Prerequisites: Comprehensive Musicianship II (MUSC 112) or permission of instructor. Offered for A-F grading only.

### **MUSC 342H Vocal Repertoire Survey (1-2)**

A survey of seminal solo vocal music in the Italian, German, French and English schools of art song composition, from 1600's to the present. Students will listen to recordings and sight-sing various songs in class, discuss song form and learn of the historical context surrounding various composers. A final art song recital representing all four art song schools will take place. Offered for A-F grading only.

### **MUSC 343 Vocal Pedagogy (1-4)**

Designed to understand how the voice works (physiology of the voice - including acoustics), how to choose and teach age and skill appropriate literature to individual singers as well as vocal ensembles. Course offered for A-F grading only.

### **MUSC 345 Notation and Orchestration (4)**

Study of instrumentation and scoring for small to large ensembles. Students will work with both standard orchestra and wind ensemble. Prerequisite: 212. Alternate years. Course offered for A-F grading only

### **MUSC 346 Tonal Counterpoint (2)**

Writing and analysis of tonal counterpoint, emphasizing the practice of J.S. Bach. Prerequisite: 212. Alternate years. Course offered for A-F grading only.

### **MUSC 347 Special Studies in Theory, Analysis and Composition (1-4)**

Theoretical study of music, such as the analysis of a particular composition, compositional techniques of a specific style of original works. Prerequisite: 212.

### **MUSC 351 Piano Literature (1-4)**

A survey of literature for the piano from the earliest times to the present. Prerequisite: permission of instructor. Course offered for A-F grading only.

### **MUSC 357 Individual Composition Instruction (2)**

Individual training in composing music in contemporary styles. Prerequisite: 211. Course offered for A-F grading only.

### **MUSC 358 Opera Workshop Production (0-2)**

In-depth study/presentations of classical to contemporary works. Prerequisite: audition/consent of workshop director.

### **MUSC 360 Composition Techniques (4)**

Students will learn and practice beginning and advanced compositional techniques. These will include techniques for generating and developing musical ideas, counterpoint and other means of combining musical materials, and modern approaches to harmony, rhythm, texture and/or form. Offered in alternate years. Prerequisite: MUSC 112 and 122. Offered for A-F grading only.

### **MUSC 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **MUSC 378A Punks and Rockers: Alienation in Rock Music and Literature (4)**

This course studies Rock music and its literary counterparts to appreciate their genius, to understand how they relate to each other as artistic efforts, and to see the way they capture a historical moment of great vitality and change. We will first address basic skills in musical and literary analysis by instructing students in elements of music (melody, rhythm, chord progression, etc.) and literature (narrative structure, figurative language, voice, etc.). Then we will closely study a series of musical and literary landmarks by putting them in conversation with one another. In this way, students will learn to refract the single through its wider world and see the ways in which Rock rehearses, on stage and page, the crucial political and social conflicts of its era.

### **MUSC 391 Recital (0-1)**

A junior recital is a full-length program that normally includes music in various forms and styles and from diverse historical periods. Students are required to write substantial program notes and a reflective paper. (391 or 392 are required of all music majors in the performance concentration.) Offered for A-F grading only. Prerequisite: Consent of the department and applied instructor.

### **MUSC 392 Recital (0-1)**

The culmination of a student's performer's undergraduate musical study, a senior recital is a full-length program that normally includes music in various forms and styles and from diverse historical periods. (391 or 392 are required of all music majors in the performance concentration.) Offered for S/U grading only. Prerequisite: Consent of the department and applied instructor.

### **MUSC 393 Senior Project (1)**

The culmination of a student's undergraduate musical study, the senior project is an extended endeavor in the student's area of interest within music. This may take the form of a musical composition(s), musical scholarship, or another appropriate project agreed on by the student and a moderating faculty member. Students will have a writing requirement, including a reflective paper. Offered for A-F grading only. Prerequisite: Consent of the department and faculty moderator.

### **MUSC 394 Senior Project (0)**

The culmination of a student's undergraduate musical study, the senior project is an extended endeavor in the student's area of interest within music. This may take the form of a musical composition(s), musical scholarship, or another appropriate project agreed on by the student and a moderating faculty member. Offered for S/U grading only. Prerequisite: Consent of the department and faculty moderator.

### **MUSC 397 Internship (1-16)**

Individual projects tailored to student needs/career. Prerequisite: consent of department chair. Completed Application for Internship Form REQUIRED.

**MUSC 410 VoiceCare Topics courses (1-5)**

NO COURSE DESCRIPTION

## **SUBJECT: Natural Science**

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### **NATS 271 Independent Study (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students

### **NATS 371 Independent Study (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **NATS 397 Internship (1-16)**

Completed Application for Internship Form REQUIRED See Internship Office Web Page.

## **SUBJECT: Numerical Computation**

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### **NMCP 372 Senior Research in Numerical Computation (4)**

Individualized experimental, theoretical or applied projects for seniors. Each student intensively explores a topic, writes a major research paper, and makes a formal presentation to the department. Offered for A-F grading only. Prerequisite: Consent of program director. May be repeated for up to 4 credits.

## **SUBJECT: Nursing, Graduate - Doctoral Level**

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### **NRSG 501 Research Methods (3)**

This course prepares the advanced practice nurse to provide leadership for evidenced based practice. The course emphasizes the integration of knowledge across disciplines and from a variety of sources. Review of research methodology applicable to advanced practice nursing with a focus on application of science to practice and practice to science to solve practice problems and improve health outcomes.

### **NRSG 502 Informatics (3)**

This course provides a foundation for the use of information systems and technology to support and improve healthcare systems. The student will be introduced to core informatic principles and information literacy skills in order to evaluate information systems used in healthcare organizations and be positioned to provide the leadership for improvement in those systems. Students will demonstrate knowledge of standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues.

### **NRSG 503 Methods of Program Evaluation and Quality Improvement (3)**

This course emphasizes the importance and meaning of evaluation as an integral part of program design, planning and implementation. Types of evaluation models will be discussed and applied. Established principles and approaches to quality improvement, patient safety, risk management, and performance improvement will be examined and applied.

### **NRSG 504 Evaluation and Translation of the Evidence (3)**

This course explores the theoretical, ethical and practical challenges to translation of evidence across disciplines into practice. The course emphasizes various methods of critical analysis and translation techniques using information technology for direct application across advanced care settings and evaluation strategies focused on problem solving and improvement in patient centered care and outcomes of practice.

### **NRSG 510 Theoretical Basis for Nursing Inquiry (3)**

This course explores the theoretical foundations for advanced nursing. Theoretical foundations are the framework that serves as the structure and support for all aspects of nursing inquiry, including the rationale for the inquiry, the problem statement, the purpose, the significance, and the research questions. Focus will be on applying a variety of theories from within and outside of the discipline of nursing to advance nursing practice, education, and administration.

### **NRSG 513 Global Perspectives (3)**

This course emphasizes the tools necessary for advanced practice nurses to identify the correct uses and interpret biostatistics for epidemiologic and global health nursing research. The application of these tools will occur through critical appraisal of the nursing literature focused on population health.

### **NRSG 514 Ethics, Health Policy and Advocacy (3)**

This course explores the ethical and legal issues for advanced nursing practice and the role of the APRN in healthcare policy and patient advocacy. Ethical foundations are the framework that serves as the structure and support for all aspects of nursing practice. Focus will be on ethical and legal challenges from within and outside of the discipline of nursing to advanced nursing practice, education, and administration in healthcare. Advanced practice nurses should have specialized knowledge and skills of research, medical, legal and business ethics, health care reform and policy relevant to evidence-based practice in order to advocate for a reduction in health care disparities.

### **NRSG 515 Health Care Systems and Organizational Leadership (3)**

This course prepares the advanced practice nurse leaders to demonstrate understanding of the healthcare system, delivery models and work flow, and the environment in which health care leaders and providers function, within 4 levels of analysis: Customers, staff, systems, and community/environment (HLA1). Graduates will learn to facilitate improvements in health care through application of health economics theory.

### **NRSG 520 Transition to Advanced Practice (3)**

This course explores the role of the advanced practice nurse in healthcare. Understanding the role of the APRN is essential for providing a framework of understanding of the role and level of practice. This course will focus on the history of the advanced practice nurse and evolution of the role, competencies of the advanced practice nurse, MS/DNP competencies and essentials, scope of practice, advanced practice roles, advanced practice environments and legal considerations.

### **NRSG 535 Advanced Physiology/Pathophysiology (3)**

This course is designed to prepare advanced practice nurses to diagnose, treat, and manage pathophysiological disorders across primary, tertiary and secondary levels of care. Emphasis is placed on a solid understanding of mechanism of disease and corresponding clinical manifestations for application of evidenced based strategies for diagnosis, treatment and management. Appropriate screening and diagnostic evaluations will be included.

### **NRSG 536 Advanced Pharmacology I (2-3)**

This course is designed to prepare advanced practice nurses to use relevant health assessment data to identify appropriate pharmacological treatment using evidenced based guidelines and conforming to the applicable laws, codes and regulation of prescribing. Application of the principles of pharmacokinetics, pharmacodynamics, and evaluation of drug effectiveness, including herbal and natural remedies is emphasized.

### **NRSG 537 Advanced Pharmacology II (2)**

This course will build on the foundation of knowledge from the pharmacology course. Focus will be on the clinical application of advanced pharmacology and pharmacotherapeutics for specialty populations including the older adult, and pediatric populations for disease conditions encountered in primary care settings. Students will learn clinical application of pharmacology with specialized areas including psychiatric medications, the mental health population and prescribing for the complex patient. Uses a body systems approach and includes principles of altered pharmacodynamics related to age, race, and ethnicity. This course will explore the principles of pharmacotherapeutics in advanced practice, including pharmacodynamics, assessment, and decision-making for appropriate drug use, monitoring, education and cost versus benefit of the prescribed drug. Pre-requisite: NRSG 520 and 536

### **NRSG 539 Advanced Health Assessment (2-3)**

This course will focus on learning the principles, skills, diagnostic reasoning and practice of advanced assessment for clients within a variety of healthcare settings. The student will learn skills to increase his/her knowledge base regarding diagnostic skills, techniques and integration resulting in a patient diagnosis. The student will develop complex skills for problem solving and critical thinking to improve the health and wellness of clients. The course will address the collaborative teamwork required of health care professionals for the person seeking care. The student will learn about principles of role transition from registered nurse to advanced level practice which requires the ability to independently manage care for a client.

### **NRSG 551 Family Systems (2)**

The focus of this course is to review major family perspectives, and theories and to apply this information to modern family issues that can impact health care delivery. The student will analyze the interrelationship between family and society in contemporary life in the United States and globally and reflect on past and present trends in family structure, relationships, and ethics. The course will examine various types of relationships, marriages, and families and how these factors can influence situations in healthcare.

### **NRSG 552 Advanced Diagnostics I (2)**

This course will explore the advanced level procedural and diagnostic skills required for independent practice as an APRN. Students will learn and demonstrate advanced diagnostic and procedural skills that are used within primary care, urgent care and acute care settings. Students will increase their critical reasoning skills as it relates to selecting appropriate diagnostic tests and completing advanced level procedural skills to allow for diagnosis and treatment of a client's healthcare problem. Students will learn and demonstrate these advanced diagnostic and procedural skills within a lab setting. Pre-requisites: NRSG 535 and 539

### **NRSG 553 Advanced Diagnostics II (2)**

This course will explore the advanced level procedural and diagnostic skills required for independent practice as an APRN. Students will learn and demonstrate advanced diagnostic and procedural skills that are used within primary care, urgent care and acute care settings. Students will increase their critical reasoning skills as it relates to selecting appropriate diagnostic tests and completing advanced level procedural skills to allow for diagnosis and treatment of a client's healthcare problem. Students will learn and demonstrate these advanced diagnostic and procedural skills within a lab setting. Pre-requisites: NRSG 535, 536, 539

### **NRSG 554 The Influential Nurse Leader (3)**

This course prepares advanced practice nurse leaders to inspire individual and organizational excellence by understanding the people they work with and how to effectively use that knowledge in building high-performance working relationships (HLA, 2004). AONL competencies emphasized will be: systems thinking; professional and personal accountability; communication and relationship processes; identifying and using resources to help deliver communications; and relationship and communication at the organizational and departmental level.

### **NRSG 555 Creating a Vision for Nursing Practice (3)**

This course prepares advanced practice nurse leaders to create and attain a shared vision, and to successfully manage change to attain the organization's strategic ends and successful performance (HLA). AONL competencies emphasized will be: identifying stakeholder expectations; communicating the organizational mission, vision, and strategic plan; facilitating alternative dispute resolution; practicing and valuing shared decision making; understanding public relations and involving the community; creating, participating in, and leading teams.

### **NRSG 556 Modern Decision Making in a Collaborative Environment (3)**

This course prepares the nurse executive to apply strategic leadership, business skills, and technology integration to perform at the highest level of nurse executive practice. Financial knowledge gained in this course includes developing and managing operating budget and capital expenditure plans, interpreting and managing statement and resources, and business models for health care institutions. Emphasis on strategic management, including role of governance, aligning expectations with new technological environments, to evaluate and promote achievement of institutional objectives and goals.

### **NRSG 557 Specialty Care Management (2)**

This course will build on the knowledge of holistic care of the patient learned in Advanced Practice Nursing I, II, and III. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan for complex patients within primary care, acute care and specialty areas. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within an acute care and specialty care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation. Co-requisite: NRSG 587 Clinical Practicum Elective. Pre-Req: NRSG 560, 561 and 562.

### **NRSG 560 Advanced Practice Nursing I (3)**

This course will focus on the holistic care of the patient within a primary care setting. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan within the primary care setting. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within a primary care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation in the primary care setting. The primary focus for this course will be common diagnosis in the adult patient. Co-Requisite: NRSG 584 Clinical Practicum I

### **NRSG 561 Advanced Practice Nursing II (3)**

This course will build on the knowledge of holistic care of the patient learned in Advanced Practice Nursing I. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan within the primary care setting. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within a primary care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation in the primary care setting. The primary focus for this course will management of the acutely ill patient and common diagnosis in the pediatric population. Co-Requisite: NRS 585 Clinical Practicum II

### **NRS 562 Advanced Practice Nursing III (3)**

This course will build on the knowledge of holistic care of the patient learned in Advanced Practice Nursing I and II. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan within the primary care setting. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within a primary care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation in the primary care setting. The primary focus for this course will be common diagnosis in Woman's health and specialty areas. Co-requisite: NRS 586 Clinical Practicum III Prereqs: NRS 535, 536, 537 and 539. Must be taken in sequence.

### **NRS 563 Capstone for the Advanced Practice Nurse: Transition to Practice (2)**

The focus of this course will be the role transition from registered nurse to advanced practice nurse. The student will analyze the changes in their new APRN role and how to increase their confidence in the role. Students will explore the requirements needed to successfully transition into their new level of practice including requirements for advanced certifications, licensure and professional requirements.

### **NRS 564 Curriculum Development, Assessment, and Evaluation for Nurse Educators (3)**

NO COURSE DESCRIPTION

### **NRS 565 Facilitating Learning (3)**

NO COURSE DESCRIPTION

### **NRS 566 Transition to Advanced Professional Practice (3)**

NO COURSE DESCRIPTION

### **NRS 567 Nurse Educator Role Transition (3)**

NO COURSE DESCRIPTION

### **NRS 580 Practicum Inquiry I (1-2)**

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader. AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19):  
“...These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity...”  
Must be taken in sequence

### **NRSG 581 Practicum Inquiry II (1-2)**

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader.

AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19):

“...These experiences should be designed to provide systematic opportunities for feedback and reflection.

Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity...”

Must be taken in sequence

### **NRSG 582 PRACTICUM INQUIRY III (1-2)**

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader.

AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19):

“...These experiences should be designed to provide systematic opportunities for feedback and reflection.

Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity...”

Must be taken in sequence

### **NRSG 583 Practicum Inquiry IV (2)**

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader.

AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19):

“...These experiences should be designed to provide systematic opportunities for feedback and reflection.

Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity...”

Must be taken in sequence

### **NRSG 584 Clinical Practicum I (2)**

The focus of this course will be the development of advanced practice skills as it relates to health promotion and disease prevention for clients within primary care. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients across the lifespan. Students will work with a faculty preceptor caring for patients in a clinical setting to use skills based on primary care delivery principles. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life. Pre-reqs: NRSG 535, 536, 537 and 539

### **NRSG 585 Clinical Practicum II (2)**

The focus of this course will be the development of advanced practice skills as it relates to health promotion and disease prevention for clients within primary care. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients across the lifespan. Students will work with a faculty preceptor caring for patients in a clinical setting to use skills based on primary care delivery principles. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life. Pre-reqs: NRSG 535, 536, 537 and 539

### **NRSG 586 Clinical Practicum III (2)**

The focus of this course will be the development of advanced practice skills as it relates to health promotion and disease prevention for clients within primary care. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients across the lifespan. Students will work with a faculty preceptor caring for patients in a clinical setting to use skills based on primary care delivery principles. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life. Pre-reqs: NRSG 535, 536, 537 and 539

### **NRSG 587 Clinical Practicum Elective (1)**

The focus of this course will be the development of advanced practice skills as it relates to care for complex clients within specialty care areas. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients within their designated specialty area. Students will work with a faculty preceptor caring for patients in a specialty care clinical setting to use skills based on primary care delivery principles to care for complex clients. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life. Pre-req: NRSG 584, 585 and 586

### **NRSG 590 Doctorate Project I (1-2)**

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence

### **NRSG 591 Doctorate Project II (1)**

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence

### **NRSG 592 Doctorate Project III (1-2)**

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence

### **NRSG 593 Doctorate Project IV (1)**

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the

final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence

**NRS 594 DOCTORATE PROJECT V (1)**

NO COURSE DESCRIPTION

## **SUBJECT: Nursing, Graduate - Masters Level**

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### **NRSG 401 Research Methods (3)**

This course prepares the advanced practice nurse to provide leadership for evidenced based practice. The course emphasizes the integration of knowledge across disciplines and from a variety of sources. Review of research methodology applicable to advanced practice nursing with a focus on application of science to practice and practice to science to solve practice problems and improve health outcomes.

### **NRSG 402 Informatics (3)**

This course provides a foundation for the use of information systems and technology to support and improve healthcare systems. The student will be introduced to core informatic principles and information literacy skills in order to evaluate information systems used in healthcare organizations and be positioned to provide the leadership for improvement in those systems. Students will demonstrate knowledge of standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues.

### **NRSG 403 Methods of Program Evaluation and Quality Improvement (3)**

This course emphasizes the importance and meaning of evaluation as an integral part of program design, planning and implementation. Types of evaluation models will be discussed and applied. Established principles and approaches to quality improvement, patient safety, risk management, and performance improvement will be examined and applied.

### **NRSG 404 Evaluation and Translation of the Evidence (3)**

This course explores the theoretical, ethical and practical challenges to translation of evidence across disciplines into practice. The course emphasizes various methods of critical analysis and translation techniques using information technology for direct application across advanced care settings and evaluation strategies focused on problem solving and improvement in patient centered care and outcomes of practice.

### **NRSG 410 Theoretical Basis for Nursing Inquiry (3)**

This course explores the theoretical foundations for advanced nursing. Theoretical foundations are the framework that serves as the structure and support for all aspects of nursing inquiry, including the rationale for the inquiry, the problem statement, the purpose, the significance, and the research questions. Focus will be on applying a variety of theories from within and outside of the discipline of nursing to advance nursing practice, education, and administration.

### **NRSG 413 Global Perspectives (3)**

This course emphasizes the tools necessary for advanced practice nurses to identify the correct uses and interpret biostatistics for epidemiologic and global health nursing research. The application of these tools will occur through critical appraisal of the nursing literature focused on population health.

### **NRSG 414 Ethics, Health Policy and Advocacy (3)**

This course explores the role of the APRN in healthcare policy, patient advocacy and ethical and legal issues. Emphasis will be placed on the leadership role of the APRN as an advocate for the patient and community to reduce health care disparities through healthcare reform and policy and ethical and legal challenges from within and outside of the discipline of nursing to advanced nursing practice.

### **NRSG 415 Health Care Systems and Organizational Leadership (3)**

This course prepares the advanced practice nurse leaders to demonstrate understanding of the healthcare system, delivery models and work flow, and the environment in which health care leaders and providers function, within 4 levels of analysis: Customers, staff, systems, and community/environment (HLA1). Graduates will learn to facilitate improvements in health care through application of health economics theory.

### **NRSG 420 Transition to Advanced Practice**

**Practicum I (1)**

NO COURSE DESCRIPTION

**NRSG 421 Practicum II (1)**

NO COURSE DESCRIPTION

**NRSG 422 Practicum III (2)**

NO COURSE DESCRIPTION

**NRSG 435 Advanced Physiology/Pathophysiology (3)**

This course is designed to prepare advanced practice nurses to diagnose, treat, and manage pathophysiological disorders across primary, tertiary and secondary levels of care. Emphasis is placed on a solid understanding of mechanism of disease and corresponding clinical manifestations for application of evidenced based strategies for diagnosis, treatment and management. Appropriate screening and diagnostic evaluations will be included.

**NRSG 436 Advanced Pharmacology I (2-3)**

This course is designed to prepare advanced practice nurses to use relevant health assessment data to identify appropriate pharmacological treatment using evidenced based guidelines and conforming to the applicable laws, codes and regulation of prescribing. Application of the principles of pharmacokinetics, pharmacodynamics, and evaluation of drug effectiveness, including herbal and natural remedies is emphasized.

**NRSG 437 Advanced Pharmacology II (2)**

This course will build on the foundation of knowledge from the pharmacology course. Focus will be on the clinical application of advanced pharmacology and pharmacotherapeutics for specialty populations including the older adult, and pediatric populations for disease conditions encountered in primary care settings. Students will learn clinical application of pharmacology with specialized areas including psychiatric medications, the mental health population and prescribing for the complex patient. Uses a body systems approach and includes principles of altered pharmacodynamics related to age, race, and ethnicity. This course will explore the principles of pharmacotherapeutics in advanced practice, including pharmacodynamics, assessment, and decision-making for appropriate drug use, monitoring, education and cost versus benefit of the prescribed drug. Pre-requisite: NRSG 536

**NRSG 439 Advanced Health Assessment (2-3)**

This course will focus on learning the principles, skills, diagnostic reasoning and practice of advanced assessment for clients within a variety of healthcare settings. The student will learn skills to increase his/her knowledge base regarding diagnostic skills, techniques and integration resulting in a patient diagnosis. The student will develop complex skills for problem solving and critical thinking to improve the health and wellness of clients. The course will address the collaborative teamwork required of health care professionals for the person seeking care. The student will learn about principles of role transition from registered nurse to advanced level practice which requires the ability to independently manage care for a client.

**NRSG 454 The Influential Nurse Leader (3)**

This course prepares advanced practice nurse leaders to inspire individual and organizational excellence by understanding the people they work with and how to effectively use that knowledge in building high-performance working relationships (HLA, 2004). AONL competencies emphasized will be: systems thinking; professional and personal accountability; communication and relationship processes; identifying and using resources to help deliver communications; and relationship and communication at the organizational and departmental level.

**NRSG 455 Creating a Vision for Nursing Practice (3)**

This course prepares advanced practice nurse leaders to create and attain a shared vision, and to successfully manage change to attain the organization's strategic ends and successful performance (HLA). AONL competencies emphasized will be: identifying stakeholder expectations; communicating the organizational mission, vision, and strategic plan; facilitating alternative dispute resolution; practicing and valuing shared decision making;

understanding public relations and involving the community; creating, participating in, and leading teams.

**NRSG 456 Modern Decision Making in a Collaborative Environment (3)**

This course prepares the nurse executive to apply strategic leadership, business skills, and technology integration to perform at the highest level of nurse executive practice. Financial knowledge gained in this course includes developing and managing operating budget and capital expenditure plans, interpreting and managing statement and resources, and business models for health care institutions. Emphasis on strategic management, including role of governance, aligning expectations with new technological environments, to evaluate and promote achievement of institutional objectives and goals.

**NRSG 464 Curriculum Development, Assessment, and Evaluation for Nurse Educators (3)**

NO COURSE DESCRIPTION

**NRSG 465 Facilitating Learning (3)**

NO COURSE DESCRIPTION

**NRSG 466 Transition to Advanced Professional Practice (3)**

NO COURSE DESCRIPTION

**NRSG 467 Nurse Educator Role Transition (3)**

NO COURSE DESCRIPTION

**NRSG 480 Practicum Inquiry I (1-2)**

NO COURSE DESCRIPTION

**NRSG 481 Practicum Inquiry II (1-2)**

NO COURSE DESCRIPTION

**NRSG 482 Practicum Inquiry III (1-2)**

NO COURSE DESCRIPTION

**NRSG 483 Practicum Inquiry IV (2)**

NO COURSE DESCRIPTION

## **SUBJECT: Nursing, Undergraduate**

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### **NRSG 201 Clinical Nursing I: Implementing Primary Prevention (5)**

In the context of health promotion across the lifespan, this course provides a foundation for quality and safe nursing care through holistic assessment, technical skills, and application of professional nursing standards, evidence-based practice and teaching/learning principles. This course will provide clinical experiences for application of previous and current course concepts. Prerequisites: NRSG 220. Offered for A-F grading only.

### **NRSG 220 Topics in Conversations & Culture (2)**

The course is designed to provide students with a comprehensive view of various cultures including social, political, and historical factors that have shaped it and continue to affect it. Cultures may include Hmong, Somali and Hispanic. Prerequisite: Admission to the nursing major. Offered for A-F grading only.

### **NRSG 220A Conversations in Culture: The Hmong Migration (2)**

The course is designed to provide students with a comprehensive view of the Hmong culture including social, political, and historical factors that have shaped it and continue to affect it. Students will understand that the Hmong culture is neither static nor monolithic, but rather shaped by gender, class, personal experience, migration patterns, and other factors. An exploration of the Hmong migration patterns will allow students to examine culture change as the Hmong people live and interact in refugee camps, and in the United States and other regions. Students will also be asked to explore their own cultural identity through self-awareness and assessment and articulate how their cultural identity shapes their interactions with those from another culture. Prerequisite: Admission to the nursing major. Offered for A-F grading only.

### **NRSG 220B Conversations in Culture: The Somali Migration (2)**

Through an in-depth exploration of the Somali culture, and through exploration of the nursing profession and culturally competent care students will demonstrate an understanding of how constructions of race, gender, and ethnicity shape cultural rules and biases and how these constructions vary across time, cultures, and societies. In addition, students will critically analyze the ways in which these forms of identity raise questions of justice in regard to access and participation in communal life. Prerequisite: Admission to the nursing major. Offered for A-F grading only.

### **NRSG 220C Conversations in Culture: The Hispanic Migration (2)**

The course is designed to provide students with a comprehensive view of the Hispanic culture including social, political, and historical factors that have shaped it and continue to affect it. Students will understand that the Hispanic culture is neither static nor monolithic, but rather shaped by gender, class, personal experience, migration patterns, and other factors. An exploration of the Hispanic migration patterns will allow students to examine culture change as the Hispanic people live and interact in refugee camps, and in the United States and other regions. Students will also be asked to explore their own cultural identity through self-awareness and assessment and articulate how their cultural identity shapes their interactions with those from another culture. Prerequisite: Admission to the nursing major. Offered for A-F grading only.

### **NRSG 240 Core Concepts I: Primary Prevention (2)**

This course is an introduction to select core concepts of nursing focused on primary prevention. Students are introduced to the values, standards, and code of ethics for nurses through a framework of health and wellness, motivating behavior change, and individual and community-based health education strategies. The development and beginning application of these concepts will occur in Clinical Nursing I. Prerequisite: NRSG 220. Offered for A-F grading only.

### **NRSG 255 Leadership: Introduction to Transformational Leadership (2)**

This course introduces selected leadership concepts, research and evidence-based practice, health literacy, and information technologies. Students are expected to develop the skills necessary for evaluating evidence to promote quality and safe nursing care and to function effectively in an interdisciplinary team. Prerequisite: NRSG 220. Offered for A-F grading only.

**NRSG 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

**NRSG 301 Clinical Nursing II: Implementing Secondary Prevention (8)**

In the context of secondary prevention across the lifespan, this course provides the application of quality and safe, culturally relevant patient centered nursing care in acute care environments. The emphasis of this course will be on the utilization of clinical reasoning models, inter/intra disciplinary collaboration, and crisis communication. This course will provide clinical experiences for application of concepts taught in all concurrent and previous courses. Prerequisites: NRSG 201, 240 & 255. Offered for A-F grading only.

**NRSG 302 Clinical Nursing III: Implementing Tertiary Prevention (8)**

In the context of tertiary prevention across the lifespan, the emphasis of this course will be on the application of quality and safe, culturally relevant family-centered nursing care through the utilization of family assessment and transitional and end-of-life care models in chronic physical and mental illness situations. This course will provide clinical experiences for application of concepts taught in all concurrent and previous courses. Prerequisite: NRSG 301, 314 & 341. Offered for A-F grading only.

**NRSG 303 Clinical Nursing IV: Community/Population Capstone (8)**

In the context of integrating levels of prevention across the lifespan, individuals, families and populations to affect change in the community. This course will provide clinical experiences for application of concepts taught in all concurrent and previous courses. Prerequisites: NRSG 220B, 302, 315 & 342. Offered for A-F grading only.

**NRSG 303A Immersion - South Africa (0)**

NO COURSE DESCRIPTION

**NRSG 303B Immersion - Dominican Republic (0)**

NO COURSE DESCRIPTION

**NRSG 303C Immersion - Belize (0)**

NO COURSE DESCRIPTION

**NRSG 303D Immersion - Local (0)**

NO COURSE DESCRIPTION

**NRSG 303E IMMERSION - PENNSYLVANIA (0)**

NO COURSE DESCRIPTION

**NRSG 303F IMMERSION- W. VIRGINIA (0)**

NO COURSE DESCRIPTION

**NRSG 303G IMMERSION-PERU (0)**

NO COURSE DESCRIPTION

**NRSG 303H IMMERSION-ST LUCIA (0)**

NO COURSE DESCRIPTION

**NRSG 305 Excellence/Care of Older Adult (0-4)**

As the older adult population increases in size and complexity, nurses need specialized knowledge, skilled know-

how and sharp relational skills to work effectively with these clients. This course emphasizes developing and maintaining a long-term, professional relationship with older adult(s) living in the community, application of wellness and illness concepts, and an analysis of issues and dynamics in the family(ies) of older adults. The successful student will manifest increasingly complex application of knowledge, skills, and professional identity each semester. Students are expected to enroll in this course for four sequential semesters.

#### **NRSG 314 Integrated Pathophysiology and Pharmacology I (4)**

This is part one of a two-course sequence that builds upon scientific knowledge. The course focuses on foundational pathophysiology, psychopathology and pharmacology concepts. Prerequisites: NRSG 201, 240 and 255. Offered for A-F grading only.

#### **NRSG 315 Integrated Pathophysiology and Pharmacology II (2)**

This is part two of a two-course sequence that builds upon scientific knowledge. The course focuses on foundational pathophysiology, psychopathology and pharmacology concepts. Prerequisite: NRSG 314. Offered for A-F grading only.

#### **NRSG 316 Methods of Program Evaluation and Quality Improvement (3)**

This course emphasizes the importance and meaning of evaluation as an integral part of program design, planning and implementation. Types of evaluation models will be discussed and applied. Established principles and approaches to quality improvement, patient safety, risk management, and performance improvement will be examined and applied.

Prerequisites: Approved application to take graduate courses for credit

#### **NRSG 318 Ethics, Healthcare Policy and Advocacy (3)**

This course explores the ethical and legal issues for advanced nursing practice and the role of the APRN in healthcare policy and patient advocacy. Ethical foundations are the framework that serves as the structure and support for all aspects of nursing practice. Focus will be on ethical and legal challenges from within and outside of the discipline of nursing to advanced nursing practice, education, and administration in healthcare. Advanced practice nurses should have specialized knowledge and skills of research, medical, legal and business ethics, health care reform and policy relevant to evidence-based practice in order to advocate for a reduction in health care disparities.

Prerequisite: Approved application to take graduate courses for credit

#### **NRSG 319 Health Care Systems and Organizational Leadership (3)**

Course Description: This course prepares the advanced practice nurse leaders to demonstrate understanding of the health care system, delivery models and work flow, and the environment in which health care leaders and providers function, within 4 levels of analysis: Customers, staff, systems, and community/environment (HLA1). Graduates will also learn to facilitate improvements in health care through application of health economics theory.

Prerequisites: Approved application to take graduate courses for credit

#### **NRSG 336 Practicum I (MS) (1)**

Course Description: The focus of this course will be the development of the student as a master's prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership, practice and education experiences that address graduate program outcomes and the Master's Essentials. These leadership practice experiences will lead to development of practice at the advanced level in practice, leadership, and education.

Prerequisites: Approved application to take graduate courses for credit

#### **NRSG 341 Core Concepts II: Secondary Prevention (2)**

This course focuses on the concepts related to secondary prevention (early identification and intervention) in the care of acutely ill individuals. The primary concepts addressed are: clinical reasoning and crisis communication in the context of acute mental and physical illness and injury across the lifespan. Application of these concepts will occur in NRS 301. Prerequisite: NRS 240. Offered for A-F grading only.

### **NRS 342 Core Concepts III: Tertiary Prevention (2)**

This course focuses on the concepts related to tertiary prevention (restoring optimal level of functioning). The primary concepts addressed are: family as context, end-of-life care, rehabilitation, grief and loss, advocacy, and chronic mental and physical illnesses across the lifespan. Application of these concepts will occur in NRS 302. Prerequisite: NRS 341. Offered for A-F grading only

### **NRS 343 Core Concepts IV: Integration of Levels of Prevention in Nursing Care of Populations (2)**

This course focuses on integrating the levels of prevention in the care of communities and populations across the lifespan. The primary concepts addressed are community as client and local/global public health. Application of these concepts will occur in NRS 303. Prerequisite: NRS 342. Offered for A-F grading only.

### **NRS 355 Leadership: Leading Transformational Systems (2)**

In this course, students will explore factors that influence the development and sustainability of complex organizational systems and their role within those systems. Students will be actively involved in policies that shape global health and/or health care. Prerequisite: NRS 255. Offered for AF grading only.

### **NRS 356 Leadership: Designer, Manager, and Coordinator of Care (4)**

This course focuses on the development of professional knowledge and skills to effectively integrate designer, manager, and coordinator of care roles in professional nursing practice. Students will articulate their leadership role as an entry level professional nurse. Offered for A-F grading only.

### **NRS 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **NRS 390 Healthcare Ethics (4)**

This course directs students to re-think ethics in today's system of healthcare, where the best possibilities for ethical healthcare in this century lie beyond traditional and mainstream thought. Students will question assumptions guided by the major principles of healthcare ethics and reflect deeply on clinical cases across healthcare disciplines from the perspective of professional and consumer.

### **NRS 395 Nursing Capstone (5)**

Utilizing knowledge and skills acquired in both nursing and liberal arts courses, this course emphasizes the integration of the full baccalaureate professional nurse role as provider, designer, and coordinator of care, and member of a profession. This course will require application of concepts taught in all concurrent and previous courses. These experiences will occur in a variety of health care settings. This course meets the college requirement for experiential learning and capstone. Offered for A-F grading only.

### **NRS 397 Internship (1-16)**

This course provides clinically-based learning opportunities to encourage application of theory and research-based knowledge in clinical practice. Students will engage in experiences to enhance the development of their professional nursing role. Prerequisites: approval of the department chair and a faculty moderator; completion of pre-internship seminar. Offered for S/U grading only.

## **SUBJECT: Nutrition**

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### **NUTR 110 Understanding Nutrition (4)**

This course is intended for non-health-related majors. The course introduces the basic concepts of nutrition. Content includes: the functions of the major nutrients (carbohydrates, lipids, proteins, vitamins, and minerals) and food sources of each. The principles of diet evaluation, nutritional assessment, energy balance, weight control, nutrition and fitness, and how food choices can enhance health, athletic performance, and reduce the risk of chronic disease are emphasized. Selected topics in current nutrition trends, protein quality, vegetarian diets, and food safety are explored. Laboratory required.

### **NUTR 125 Concepts of Nutrition Science (4)**

Basic concepts of nutrition are introduced, emphasizing the role of nutrition in health. Topics include: Dietary Guidelines, proteins, carbohydrates, fats, vitamins, and minerals; energy balance and weight control, sports nutrition and fitness, and food safety. Students are provided the opportunity to assess their own nutritional status through computerized diet analysis, blood cholesterol and glucose screening, and to learn principles of diet planning and food selection to promote health through a variety of experiences in lecture and a laboratory setting. Laboratory required.

### **NUTR 220 Exploring Weight Issues: Obesity and Eating Disorders (2)**

This course will examine the diagnostic criteria and current prevalence of obesity and eating disorders (ED) including anorexia nervosa and bulimia nervosa. The course will explore the multi-factorial causes and consequences of obesity and eating disorders, and the latest clinical treatment options, including an in-depth look at the theory and evidence behind many of the popular diets. The last section of the course will discuss prevention strategies for ED and obesity, and include novel public health approaches to the prevention of obesity. Prerequisite: NUTR 125.

### **NUTR 223 Introduction to Food Science (4)**

Introduction to Food Science is intended to provide an introduction to the principles related to the composition and chemical and physical properties of food. Chemical reactions that occur in foods due to formation, processing, and preparation procedures will be presented. This course includes a laboratory component that focuses on the functions of ingredients and preparation techniques in a variety of complex foods. The laboratory also focuses on sensory and objective characteristics of foods given certain changes in ingredients or preparation techniques. Laboratory required.

### **NUTR 225 Experimental Food Science (4)**

A laboratory-based foods course which examines the underlying principles of chemistry, biology, and physics that influence food quality. Employing the scientific method, students observe the effects of modifying ratios and types of ingredients, as well as altering food preparation methods on a variety of food products. Emphasis is placed on classic culinary techniques in the preparation of food, and sensory and objective evaluation of the results of food experiments. Issues in food safety, technology, and biotechnology are discussed throughout this course. Laboratory required.

### **NUTR 230 Food and Culture (2)**

Food and Culture examines how food functions in society and culture beyond the mere provision of nutrients. How do people use food to establish and communicate their individual, group, and social identity? How does food security contribute to social and cultural development? What are the primary factors influencing food choices and food preferences? These questions will be critically examined through reading, personal essays, and a group project that examines the foodways of a specific culture or ethnic group.

### **NUTR 240 Food Systems: Policy and Controversies (2)**

This course is focused on the interrelationships between nutrition, various food systems, and agriculture. Food security, genetic modification, sustainability, and factors that impact producers and consumers will be emphasized. Prerequisite: NUTR 125.

### **NUTR 260 Topics in Nutrition (2-4)**

A tightly focused class that provides in-depth inquiry into one aspect of nutrition. Structure of the class will vary depending upon the topic but will combine lecture, discussion, and readings specific to the topic. When appropriate, the course may also incorporate experiential, laboratory-based projects or a research project. Topics vary but may include: sports nutrition, complementary and alternative medicine, historical perspectives on the development of the discipline of nutrition, culinary arts, or prevention or management of a specific disease or condition through nutrition therapy. Prerequisites: vary by topic, either NUTR 125 and/or NUTR 225. This course may count as an elective for the Nutrition major or the Nutrition minor.

### **NUTR 260E Nutrition and Human Performance (2)**

This course is designed to provide an overview of nutrient use in physical activity and nutrition strategies to improve human performance across the lifespan. Within the course, students will learn basic concepts of energy metabolism, hydration, and nutrient requirements for a variety of physical activity levels for different age groups including childhood, adolescence, and older adulthood. Additional topics may include ergogenic aids, fad diets, weight gain/loss for physical performance, gastrointestinal issues, vegetarian/vegan diets for performance, and nutrient needs for physical activity in pregnancy. Prerequisite NUTR 110 or 125.

### **NUTR 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **NUTR 300 Culinology of French Cuisine (2)**

Learn about the history, preparation methods, and food science of traditional French gastronomy, including the creation of classic sauces at the heart of this archetypical cuisine. Structure of the class will combine lecture, discussion, readings, and laboratory experiences. Research on food production will be combined with the culinary preparation techniques to create appealing food from taste, texture, and visual perspective. Culinology (culinary science) combines culinary arts and food science. Prerequisite NUTR 223 or 225. Offered for A-F grading only.

### **NUTR 301 Diet, Health & Disease Prevention (4)**

A comprehensive overview of the evidence-based recommendations for diet and nutrition in the promotion of optimal health status and prevention of chronic disease. Dietary patterns and the role of genomics in health and disease will be examined. Diet and nutrition recommendations for the prevention of cardiovascular diseases, metabolic syndrome, Type 2 diabetes, cancer, and obesity will be emphasized. Does not meet curriculum requirements for the Didactic Program in Dietetics (DPD). Prerequisites: NUTR 125, BIOL 201 or 216, and CHEM 125, or permission of the instructor.

### **NUTR 302 Physiology of Weight Regulation (2)**

This is a combined discussion and lecture-based course which provides an overview of physiological processes that contribute to the regulation of body weight in humans. Concepts covered include the role of the brain in energy balance, adipose tissue hormones, gut hormones, the role of the gut microbiome in energy balance, and the influence of other physiological and environmental factors on adiposity. Students will be expected to read and interpret technical journal articles. Prerequisite NUTR 125, BIOL 201 or 216, and CHEM 125, or permission of instructor.

### **NUTR 303 Food Labeling and Regulations (2)**

This course will provide students with an understanding of the U.S. system of regulation of food products including formulation, manufacturing, labeling, and advertising. Understanding how regulation and food laws are affected by scientific developments and changing societal values and concerns will also be examined. The course is meant to give an overview of the basic laws and regulations governing the formulation, manufacturing, labeling, and advertising of foods in the U.S., and to introduce students to the different governmental agencies involved in food labeling, regulations, and advertising, such as the FDA, USDA, FTC. There is no textbook. Readings will be selected by the instructor and will include FDA regulations, other FDA documents such as proposed rules and industry guidance, USDA documents, FTC complaints and consent orders, laws affecting food regulation, and court decisions. Students will prepare brief summaries of the assigned reading, prior to class discussion. Each student will

select a commercial food product during the first week of class and will evaluate regulatory issues throughout the semester not only in a general sense, but also with particular reference to that product. Prerequisite NUTR 223 or 225.

### **NUTR 305 Leadership in Dietetics (2)**

This course is focused on professional knowledge and skill development related to practice issues in dietetics, such as Standards of Practice, professional ethics, health care ethics, health care policy and reform, and legislative involvement. Students will have the opportunity to develop a professional portfolio, and establish career goals. Prerequisites: NUTR 323, 330, and 343. Senior Dietetics students only. Course is offered for S/U grading only. Fall.

### **NUTR 310 SENSORY EVALUATION OF FOOD (2)**

Principles and procedures for sensory evaluation of food. Appropriate uses of specific tests are discussed, along with physiological, psychological, and environmental factors affecting sensory outcomes. Prerequisites: NUTR 125, NUTR 223/225.

### **NUTR 312 Nutrition Assessment (2)**

Concepts and skills related to the process of obtaining, verifying, and interpreting data related to nutritional health is the focus of the course. The Nutrition Care Process, recognized by the Academy of Nutrition and Dietetics, will be used for collection and analysis of data, establishing a nutrition diagnosis, and creating focused diet and lifestyle interventions to improve nutrition status and health. Prerequisites: NUTR 125 and 323.

### **NUTR 320 Micronutrient Metabolism and Nutritional Supplementation (2)**

Micronutrient metabolism is the study of micronutrients (vitamins and minerals) and includes discussion of the food sources, process of digestion, absorption, metabolism, and biochemical functions of micronutrients. Micronutrients are essential in the diet and often play supporting biochemical roles in energy metabolism of macronutrients. Micronutrients are often supplemented in the diet and this course will discuss the risks and benefits of supplementation for various conditions and diverse/ global populations at the biochemical level. Metabolism and biochemistry are explored in this class by investigating deficiency or toxicity manifestations and resulting metabolic and physiological consequences. For example, how might someone with vitamin D deficiency be at higher risk for other metabolic conditions? Classroom time will explore micronutrient metabolism in depth and provide opportunities to apply the concepts to deepen understanding. Prerequisites: NUTR 125, NUTR 323, and CHEM 125 and 250 (can be enrolled in CHEM 250 concurrently).

### **NUTR 323 Public Health Nutrition: Infancy Through Aging (4)**

Study of nutrition and human growth and development including pregnancy, lactation, infancy, childhood and adolescence, adulthood, and aging. Physiological, psychological, and chronic degenerative conditions associated with aging and related nutritional implications are examined. An epidemiological approach is utilized to examine relationships between diet, disease, and health status; implications for public health policy; and existing federal, state, and community programs. Course offered for A-F grading only. Prerequisite: NUTR 125.

### **NUTR 326 Global Malnutrition and Disease (4)**

This upper division Nutrition course will allow students to build upon fundamental concepts of nutrition and apply them to real-world applications in the context of global health. Food security, the burden and origins of disease, social economic status, policy, education, and natural disasters all impact nutrition globally and will be emphasized. Prerequisite: NUTR 125 and 323.

### **NUTR 330 Nutritional Biochemistry and Assessment (Macronutrients) (4)**

The physiological functions and biochemistry of carbohydrates, lipids, and protein will be explored comparing normal metabolism to the altered metabolism of selected disease states (alcoholism, diabetes, etc.). The laboratory will emphasize research design and techniques for determining nutritional status. Students will learn how to formulate a hypothesis, design experiments, collect data, measure and interpret nutritional assessment parameters, integrate and analyze information, answer research questions, and draw appropriate conclusions. Offered for A-F grading only. Prerequisites: NUTR 125, CHEM 250 or concurrently with CHEM 250. Fall.

### **NUTR 333 Nutrition Therapy - Chronic Disease (4)**

Intended for students enrolled in the Didactic Program in Dietetics (DPD), the course provides an overview of the role of the diet and nutrition in the management and treatment of selected diseases. Class theory will emphasize how diet contributes to the pathophysiology of disease process and why diet is altered in response to certain pathologies. Topics include the Nutrition Care Process, nutrigenomics, cardiovascular diseases, diabetes, obesity, food allergies and intolerances, and gastrointestinal disorders. Course offered for A-F grading only. Prerequisites: 323 & 330 or concurrent w/NUTR 330. Fall.

### **NUTR 337 Nutrition Therapy - Critical Care (4)**

Intended for students enrolled in the Didactic Program in Dietetics (DPD), the course presents an overview of the role of diet and nutrition in the management and treatment of selected conditions and diseases. Class theory will emphasize how diet is altered in response to certain pathologies, and will cover topics such as kidney diseases, cancer, critical care nutrition, nutrition support, and pulmonary diseases, . Prerequisites: 323 & 330 (or concurrent with NUTR 330). Spring.

### **NUTR 341 Nutrition Education (2)**

This course examines the principles and theories of effective nutrition education. Using the principles and theories, students engage in projects such as developing and delivering nutrition education presentations for adults and/or children, creating public displays, writing nutrition articles and materials, and using and evaluating media. Prerequisites: NUTR 125 and 323.

### **NUTR 342 Interviewing and Counseling Skills (2)**

The course examines the principles and theories that provide a framework for successfully influencing behavior and motivating behavior change. Basic concepts of counseling theory, methods, and interviewing strategies are addressed. Prerequisites: NUTR 125 and 323.

### **NUTR 343 Food Production and Procurement (4)**

The principles of food planning and production, menu planning, procurement, service and distribution, sanitation and safety, and facility management--including layout, design, and equipment selection--are addressed using a system approach to food service operations. Significant hands-on quantity food production laboratory experiences will take place in the large-scale kitchens of CSB/SJU and the surrounding community. A final class catering project will reflect a culmination of the theory discussed throughout the course and the experience gained in supervised practice. Laboratory required. Prerequisite: NUTR 223 or 225.

### **NUTR 345 Entrepreneurship and Management in Food Industry (4)**

The course will provide a forum for studying the process of management, which provides the framework for discussion of leadership in the profession. Emphasis will be placed on the foodservices system, where management and leadership decisions are made with the understanding of their effect on the whole as well as the parts. The course begins with a review of important background information: paradigms and societal transformations; systems theory; ethics; and social responsibility. The following major management functions are covered to provide the guiding structure for review of the fundamental principles and responsibilities of the modern leader in food and nutrition services: 1) planning, decision-making, and communication and marketing; 2) organizing structures; 3) leadership and organizational change; 4) human resources management; and 5) controls and financial management. Students will engage in a unique hands-on experience building on their prerequisite knowledge of Experimental Food Science (NUTR 225) and Food Production and Procurement (NUTR 343) as they develop and operate a small company. Students will develop a business plan and examine the managerial functions of planning, organizing, human resource management, leadership, and controlling the financial and quality factors within the structure of their system. In the process, students will market their company to potential clients and ultimately produce and serve foods designed to meet client expectations. The course consists of lecture, research, and development labs and outside catered events. Prerequisites: NUTR 223 or 225 and NUTR 343. Spring. Course is offered for A-F grading only.

### **NUTR 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or

concurrent registration of 12 credits within the department are required. Consult department for applicability towards major requirements.

#### **NUTR 377A Native Food Sovereignty (4)**

This co-taught course focuses on the role of food sovereignty and nutrition in the context of Native and Indigenous population experiences and health. This course will focus on the ways that colonization affected the norms and structures of Indigenous food practices. Students will also investigate different biological, social, and political factors that have led to Native populations experiencing a high prevalence of chronic disease in the United States.

#### **NUTR 380 Nutrition Research Seminar I (2)**

This course is the first in a two-semester seminar sequence intended to introduce students to the process of conducting research. In this seminar course, students will: develop a research question; conduct a literature search; learn about types of research designs and their appropriate use; write a research proposal; and learn about the institutional review process (IRB) and informed consent. Spring.

#### **NUTR 381 Nutrition Research Seminar II (2)**

This course is the second in a two-semester sequence intended to introduce students to the process of conducting research. In this second seminar course, students will: learn how to develop research budgets and seek funding; review and apply basic statistical methods to analyze data; practice data analysis and graphic presentation; write abstracts; and develop a poster presentation and a formal oral presentation. Fall. Prerequisite: MATH 124 (or another statistics course)

#### **NUTR 390 Independent Nutrition Research (1-4)**

Students, working with a research advisor, engage in independent research. Students are expected to meet regularly with the research advisor(s) and follow a jointly agreed upon schedule of planned meetings or stages of work. Students will be required to present the outcome of the research project to a public audience. Number of credits assigned will vary by project (1 credit = 4 hours/week of work). Permission of the chair required for registration.

#### **NUTR 395 Senior Nutrition Seminar (2)**

A discussion-based course that will focus on contemporary issues in food and nutrition. Students will prepare and present a major paper to participants in the course. Emphasis will be placed on analysis, interpretation, and application of evidence from major sources in the discipline. This course fulfills the Common Curriculum requirement for a capstone in the major. Prerequisites: NUTR 125, 225, 323, and 12 additional credits in nutrition, or permission of instructor.

#### **NUTR 396 Nutrition Research Capstone (2)**

This capstone experience focuses on individual research. Students develop their own individual research project and progress through each step of the research process. Suitable research topics are integrative in nature, requiring students to utilize their nutrition background and aspects of other disciplines. Students will design, collect, and analyze their data, complete a paper, and present their research. This course fulfills the Common Curriculum requirement for a capstone in the major. Prerequisites: NUTR 380 & 381, or permission of instructor. Course offered for A-F grading only.

#### **NUTR 397 Internship (1-16)**

A completed Internship form is required. See Internship Office Web Page.

## **SUBJECT: Pastoral Theology/Ministry**

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### **PTHM 401 Evangelization and Catechesis (3)**

This course examines contemporary theologies and principles of evangelization and catechesis; theories of human and faith development; and various models and methods of evangelization and catechesis. Particular attention will be given to advancing catechetical leadership skills in assessment and strategic planning for program improvement.

### **PTHM 405 Theology and Practice of Ministry (3)**

Utilizing practical theology methodology, this course introduces students to theological foundations for ministry, including historical and contemporary theologies of ordained and lay ministry. Students will explore the vocational call to ministry as well as the spiritual, human, and pastoral foundations for ministry. Finally, students will identify the theological principles that are foundational to their ministerial leadership.

### **PTHM 408 Introduction to Pastoral Care (3)**

The course addresses theological approaches to the “care of souls,” including theologies of suffering, grief, and death. Students develop skills in interpersonal dynamics of listening, empathy, systems assessment, professional judgment, and liturgical response in relationship to pastoral care of persons and communities.

### **PTHM 409 Pastoral Care Ministry: Grief, Illness, and Healing (3)**

Pastoral care is the ministry of compassion for the well-being of persons and communities. Traditionally the ministry has included four dimensions of care: healing, guiding, sustaining, and reconciling. This class focuses on healing and sustaining in the midst of loss, grief, illness, dying, and elder care and is grounded in a theology of Christ the healer and good shepherd.

### **PTHM 410 Pastoral Care Ministry: Guiding and Reconciling (3)**

Pastoral care is the ministry of compassion for the well-being of persons and communities. Traditionally the ministry has included four dimensions of care: healing, guiding, sustaining, and reconciling. This class focuses on guiding and reconciling. Guiding pertains to caring for people as they search out their calling and seek spiritual growth and maturity. Reconciling ministry is learning to help people and communities practice seeking and granting forgiveness. Both of these practices take place across a wide range of life experiences. This class will focus on life transitions, discerning callings, trauma and abuse, divorce, addictions, mental health, prison ministry, and community and social conflict. The course is grounded in a theology of Christ the reconciler and savior and future hope.

### **PTHM 411 Community Leadership (3)**

While some communities seem to form spontaneously, most require careful attention and consistent work in order to put down roots and thrive. This is the challenge of pastoral leadership. Outcomes for the course include identifying the principles that frame community as a theological, pastoral, and socio-cultural reality; learn and practice a model of gift discernment related to leaders and community members; create a framework for applying the functions of pastoral ministry to building and sustaining community life; articulate one’s personal vision of leadership for the sake of community; and exploration of the impact of culture, ethnicity, place, and mission on forming communities.

### **PTHM 412 Clinical Pastoral Education (3-6)**

MDIV Students are required to participate in a basic unit of an accredited Clinical Pastoral Education program. MAM students may choose CPE as part of their field education practicum. Clinical pastoral education is conducted at an accredited CPE center.

### **PTHM 413 Theology of Lay and Ordained Ministry (3)**

Students study the biblical foundations, historical development, systematic theology, and canonical structures of ordained and lay ministry in the Church. Cross-listed with DOCT 413.

### **PTHM 414 Theology and Spirituality of Vocation (3)**

This course will address the theological, spiritual, and practical dimensions of Christian vocation. Students will

examine the history and development of Catholic and Protestant theologies of vocation, with attention to creation, providence, and the gifts of the Holy Spirit. The course emphasizes vocation both as general, the calling Christians share together, and as particular, the unique ways God calls each person. We will study callings as they pertain to the whole of life, across the lifespan (children, teens, young adults, adulthood and the elderly), and in regards to work and professions. We will examine practices of discernment as well as interfaith perspectives on vocation. Cross listed with SPIR 414.

### **PTHM 415 Celibacy and Sexuality (2)**

This course explores both the understanding of sexuality and celibacy in the Christian tradition in literature and art and the spiritual dimensions of sexuality and celibacy through prayer and personal development.

### **PTHM 416 Contemporary Spiritual Practice (3)**

Why is spiritual practice on the rise? What do contemplation and social justice have to do with each other? Can people from different religions borrow practices from others? Students in this course will examine spiritual practices and ways of thinking about them that have become prominent in recent decades. These movements include the retrieval and redefinition of ancient practices (e.g., lectio divina, centering prayer, and the Jesus Prayer); the intersection of spiritual practice and social issues (e.g., the influence of other religions; the environment; and social justice); and contemporary theological emphases (e.g., work, the body, art, science, and gender). Students will explore recent scholarship on the rise of spiritual practice, the theological foundations as well as the actions and disciplines that comprise these approaches. Cross listed with SPIR 416.

### **PTHM 417 Homiletics (3)**

Development of speaking, reading, and preaching skills at the eucharist and in other liturgical contexts such as marriage and family counseling or counseling the chemically dependent.

### **PTHM 418 Dynamics of Spiritual Direction (1-3)**

The study of spiritual direction allows students to develop skills in guiding others to identify and articulate their relationship with God through the life of faith, religious experience, discernment, and prayer. Students learn various models of spiritual direction and the purpose and dynamics of peer and individual supervision. Prerequisites: SPIR 437 The Practice of Discernment in Prayer.

### **PTHM 420 Introduction to Ecclesiastical Law (3)**

Students study the theology, history and general principles of Church law. Students will build capacity to effectively analyze and solve canonical cases.

### **PTHM 422 Matrimonial Jurisprudence (2-3)**

This course focuses on specialized training in modern tribunal and administrative determinations of civilly dissolved marriages. Students examine modern annulment practices in local dioceses.

### **PTHM 426 Liturgical Presidency (3)**

Training in all aspects of liturgical presiding for those who will lead worship, including study of directives and rubrics in the relevant official documents. Use of gesture and voice, including singing, to relate well to the assembly and to other liturgical ministers. For future priests, emphasis on celebrating Mass. For future deacons, emphasis on their role at Mass, as well as presiding at Sunday Celebrations in the Absence of a Priest and other rites such as baptism. For lay students, emphasis on Sunday Celebrations in Absence of a Priest, and other rites such as funeral vigils. Prerequisite: Introduction to Pastoral Liturgy.

### **PTHM 428 Integrating Spiritual Direction (3)**

Capstone course for the Certificate in Spiritual Direction. Emphasis will be on integrating a theological understanding of spiritual direction with the experiences of practicum. This course will go more deeply into topics already introduced in the pre-practicum course, in addition to covering more advanced issues in spiritual direction. An exploration of Benedictine stability will support the on-going development of contemplative presence. Prerequisites: 1) Completion of the "Practicum for Spiritual Direction" 2) recommendation of the director of the Certificate Program in Spiritual

Direction.

**PTHM 441 Sacred Art (3)**

Study of the history of the church's use of art liturgically and for the sake of evangelization, including the church's embrace of the arts as it emerged from a Jewish aniconic tradition; how the relationship between the church and art evolved over the centuries; the different forms of sacred art; the possible differences between sacred art, liturgical art and devotional art; and implications for the establishment and maintenance of art collections. Cross listed with LTGY 441.

**PTHM 443 Sacred Architecture (3)**

Historical overview of sacred architecture with attention to the theology and practice of the worshipping community. Communalities between sacred architecture from varied faith traditions, with emphasis on the unique aspects of Christian architecture. Acoustics and lighting in relationship to their impact on the symbolic and practical functioning of a building. Varieties of American Christian religious architecture as reflections of traditions, exploring commonalities and differences. Cross listed with LTGY 443.

**PTHM 450 Church Administration (3)**

This course allows students to explore the theology and practice of administration in relationship to: leadership theory, parish governance, human resources, financial systems, facility management, office services, technology management, and conflict management.

**PTHM 452 Youth and Young Adult Ministry (1-3)**

This course will explore the theological foundations of youth ministry, campus ministry, and parish young adult ministry within the broader conceptual framework of evangelization, catechesis, and initiation espoused by Pope Francis, the General Directory for Catechesis, the RCIA, Renewing the Vision, and Empowered by the Spirit: Campus Ministry Faces the Future. This course will foster the development of effective ministerial leadership practices addressing the current contextual context of "the rise of the nones."

**PTHM 454 Ministry Through the Life Cycle (3)**

This course will provide an overview of pastoral and spiritual issues that ministers encounter with individuals and families in various life stages. Issues included in the course also include the lifecycle of a family and the cycle of healing for people.

**PTHM 456 Rural Social Issues (3)**

Students will learn about major social issues affecting rural America, the social justice dimensions of these issues, and their implications for ministry in the Church. Cross-listed with MORL 456.

**PTHM 457 Sacramental Catechesis (3)**

This course addresses catechetical methods for initiation into the sacramental life of the church and discipleship, including the sacraments of baptism, confirmation, Eucharist, reconciliation, and marriage. Issues of liturgical catechesis, readiness of candidates, preparation of the community and families will be incorporated.

**PTHM 458 Social Ministry (3)**

This course examines social outreach programs, which include direct service ministries such as homeless shelters, prison ministry, food pantries, as well as initiatives that address systemic social, political and economic change. Students explore how the Catholic social teaching traditions inform a broad range of ministries at the parish, diocesan, and national levels.

**PTHM 459 Practicum (1-6)**

Students work with an organization, project, or parish in the area of their ministerial interest. The supervised experience requires the students to integrate theological knowledge with pastoral practice in developing vocational identity as a public minister, exploring issues of leadership, power and authority; and gaining facility in articulating the

Christian faith and in fostering the development of faith with others. Students will reflect on the practice of ministry in theological reflection groups.

**PTHM 465 Integration Seminar (3)**

This course marks the culmination of the student's preparation for ministry. Students will demonstrate the ability to analyze and construct a response to pastoral situations utilizing biblical, theological, historical, and social scientific resources.

**PTHM 468 Topics in Ministry (1-3)**

Various Topics offered. See schedule each semester for offerings.

**PTHM 469 Topics in Canon Law (1)**

NO COURSE DESCRIPTION

**PTHM 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

**PTHM 598 MAM End-of-Degree Assessment and Ministry Learning Portfolio (0)**

Students preparing for ministerial leadership through the MAM degree are required to document and self-assess their readiness for ministry by developing a Ministry Learning Portfolio and presenting it first to a peer group, and second to faculty review group. The Ministry Learning Portfolios are developed over the duration of one's degree preparation. MAM degree students are required to present their Ministry Learning Portfolio in their last semester. Offered for S/U grading only.

**PTHM 599 MDIV Mid-Degree Assessment and Ministry Learning Portfolio (0)**

Students preparing for ministerial leadership through the MDIV degree are required to document and self-assess their readiness for ministry by developing a Ministry Learning Portfolio and presenting it first to a peer group, and second to faculty review group. The Ministry Learning Portfolios are developed over the duration of one's degree preparation. MDIV LEM students present mid-degree (39-42 credits), MDIV seminarians (54-60 credits). Offered for S/U grading only.

## **SUBJECT: Peace Studies**

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### **PCST 111 Introduction to Peace and Conflict Studies (4)**

Recognizing conflict as an inevitable part of the human condition, scholars in the field of peace studies seek answers to two fundamental questions: (1) Why do people use violence to settle conflicts? and (2) Are there effective nonviolent alternatives? This course surveys a broad range of issues in the field, from war to peace and from interpersonal to intergroup and international conflicts. Students will be introduced to foundational disciplinary concepts (such as negative peace, positive peace, structural violence, and restorative justice) and skills (such as mediation, negotiation, and nonviolent direct action). Fall and Spring

### **PCST 121 Solidarity & Difference (4)**

The United States is growing more diverse year by year and seemingly more divided as well. What does solidarity look like in a profoundly diverse and deeply divided society? How can people work together for social justice together with members of different identity groups? In this course, students will examine gender, race, ethnicity and class in the United States as forces that shape individual and group identities in ways that both unite and divide us. Students will learn to think critically about their own gendered, racial, ethnic and class identities; understand the social and cultural factors that shape and contribute to each of these identities; examine case studies of inter-group efforts to create justice; and identify resources to foster meaningful solidarity practices that can help to bring about social change. No prerequisites.

### **PCST 123 Islam in the USA: Gender, Race, and Ethnicity (4)**

After introducing Islam, this course examines gender, race, and ethnicity, among Muslims in the United States. It analyzes American Muslims' conceptions of gender, and those conceptions' relationships with historical ideas about gender in Islam while examining the relationships between ethnicity and religiosity among the largest ethnic groups of Muslims in the United States which include Arabs and non-Arab Middle Easterners, South Asians, and African Americans. The course will examine the role of race among persons in those and other groups in the United States. The course will give attention to Somalis in Minnesota, virtually all of whom are Muslims, their religiosity, and the similar and dissimilar sociological patterns with respect to them and other Muslims in the United States with respect to gender, race, and ethnicity. This course has no prerequisites because it is a CSD1 course. Offered for A-F grading only.

### **PCST 180 Summer Topics (1-4)**

A series of topics courses offered during the summer term.

### **PCST 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **PCST 277A Theory & Practice of Nonviolence (4)**

This course will examine the history, theory, and practice of nonviolence, focusing on the power and limits of nonviolent direct action as a force for social change. We will explore the historical and philosophical roots of nonviolence, compare case studies of historical and contemporary unarmed struggles, study some of the practical skills necessary for disciplined nonviolent action, and identify some important critiques of nonviolence.

### **PCST 280 Poland: The Unbreakable Spirit (2)**

Short-term study abroad. Poland has a long and turbulent history. This course will provide an understanding of the diverse ways in which history, literature, and the fine arts explore the human condition in Poland's throughout WWI, WWII, the Solidarity era and modern Poland in the European Union. This course is designed to give students a deeper understanding of the tenacity of the human spirit as we visit Old Town Warsaw, marveling at how the city has been rebuilt after being "razed to the ground." You will learn about the professors who would not follow Hitler's proclamation that Poles did not need higher education and began the underground resistance university where the future Pope John Paul II, Karol Wojtyła, was a student. We will visit sites that played important roles during these times, but also visit places that inspired beauty, hope, and courage. While in Poland, a student will experience Polish culture, traditions, music, and faith. We will examine our own lived experiences through the experiences of people

who have endured much. No musical experiences is necessary to participate, only an appreciation for music and its unique form of connecting to others is required.

#### **PCST 333 Theologies of Violence/Nonviolence (4)**

This course examines theological perspectives on violence and nonviolence ranging from absolute pacifism to just war theory to the celebration of “redemptive violence.” Prerequisite: THEO 100, 111, HONR 240A

#### **PCST 334 Political Systems in the Middle East: Gender, Race, and Ethnicity (4)**

This course will analyze political systems in the Middle East chronologically beginning with political patterns set forth by the Muslim prophet Muhammad in the seventh century, through Islam's medieval periods, to political systems in that region during the modern and contemporary periods. The course will consider a variety of political and economic systems and ideologies in the Middle East including democracy, authoritarianism, nationalism, capitalism, socialism, and ethnic political mobilization, as well as Islam and Islamic political systems. The course will analyze the ways which the Middle East's political systems have appropriated gender, race, and ethnicity and their roles in political and economic systems, laws, constitutions, political participation, protests, and ideology. A-F Grading Only.

#### **PCST 343 Philosophies of Violence/Nonviolence (4)**

This course looks at the way that the search for security and the claim to possession of absolute truth can lead to violence. The way of thinking involved in technology easily structures the world so that whatever does not fit into that framework is discounted and ignored and treated violently, as the philosopher Martin Heidegger shows. How does such an attitude lead to violence? Finally, the course will look at the nonviolent ethical response which the philosopher Emmanuel Levinas demands from the person who hears the call of the poor and the oppressed when they cry out against their oppression and poverty.

#### **PCST 344 Human Rights in a Global Perspective (4)**

Human rights play an important role in our modern globalized world and are recognized as integral to social change. They affect individuals and societies alike and raise a number of complex and important issues. This course introduces students to the theoretical foundations of human rights from a social science perspective and places them in the economic, social, cultural, and political contexts in which they arise. This course is an elective offered at Nelson Mandela Metropolitan University for students participating in the CSB/SJU study abroad program in South Africa.

#### **PCST 345 Topics in Philosophy and Conflict Studies (4)**

Literature of both Western and Non-western traditions—not only for philosophy but epic, fiction, poetry, drama, narrative, memoirs—ranging from the classical period into the 21st century, presents us not only warring individuals and political entities, but with worlds in conflict. This course will look at issues of conflict and draw from the readings an understanding of the world opened up by the texts. Questions to be explored may include: How does the vision of the world drawn from text and language touch the way people respond in conflict? How does a study of the philosophy of language and critical theory help us to understand what conflict is and how it works? Alternate years in Fall.

#### **PCST 346 Mediation and Conflict Resolution (4)**

This course will explore the theory and practice of peacebuilding approaches to the prevention, resolution and transformation of conflict and the development of positive relationships. It will discuss case studies and theories of change. It will focus on negotiation, mediation and restorative justice and will include role plays and various exercises for skill development.

#### **PCST 347 Human Rights (4)**

This course will examine the history and development of international human rights concepts, organizations and institutions. The full range of human rights will be explored, including civil, political, economic and social rights as well as the right to development and a healthy environment. Topics such as the relationship between human rights and culture, women's issues, religion and globalization will also be discussed. Case studies will be used to examine the efforts of governments, nongovernmental organizations (such as Amnesty International) and the international community to implement and protect human rights.

#### **PCST 348 Social Change (4)**

How do social movements emerge and develop? How are they organized? What are the different strategies and tactics groups use for social change? Why are some social movements successful, while others fail to have an impact? This course will attempt to answer these and other key questions about social movements and social change by examining selected social movements in the U.S. and other countries. The course will also explore the globalization of social movements.

#### **PCST 349 International Law and International Organization (4)**

International law and international organizations are instruments for creating, maintaining, and altering our world. In domestic law, members are able to define the character of their society and design and enforce laws accordingly. But, can this be done in international society? This course explores the potential and limitations of law between sovereign states and those organizations comprised of states to address the challenges our world faces. In addition, we will go beyond the nation state to explore the ways in which non state actors are playing greater roles in the shaping of global values. Select non governmental organizations (NGOs), including multi national corporations (MNCs), the Catholic Church, women's organizations, drug trafficking organizations, terrorist organizations, and international development organizations will be examined to augment the traditionally state centric focus of many international law and organization courses.

#### **PCST 351 Gender and Peace (4)**

This course will explore the connections between gender and peace in theory and practice, from micro-level gender violence to macro-level international conflicts. We will study theories relating gendered notions of human nature to violence and peace, to militarism and other forms of institutionalized violence, and to violence against women. Other topics may include the relationships between motherhood, fatherhood, and peace, along with theoretical and practical connections between feminism and nonviolence.

#### **PCST 352 Race and Racism in the U.S. (4)**

This course will examine race and racism as sources of conflict and violence in the United States, along with nonviolent approaches to the transformation of race conflicts. We will examine the biology and social construction of race, the dynamics of white privilege, and the work of anti-racist and other race-related movements.

#### **PCST 354 Global Environmental Politics (4)**

This course explores the efforts of nation-states to collectively deal with global environmental problems, identifies alternatives to the nation-state (e.g. environmental NGOs), and studies domestic political movements to protect the environment. As a historically-rooted endeavor, this course examines how global environmental action has emerged as a result of increased international cooperation, newly available scientific information, ambivalence about the success of development, and changing attitudes regarding our responsibility to nature. Through the application of social science concepts such as the "tragedy of the commons," collective action theory, and regime formation theory, students will attempt to devise public policy solutions for global environmental issues. Many global environmental effects are felt most strongly in the developing world and these countries' experiences have given rise to many of the most potent critiques of modernization and development theory, both of which contribute to the course emphasis on areas outside of Western Europe and the United States. Alternate years.

#### **PCST 360 Poland: The Unbreakable Spirit (4)**

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. Poland has a long and turbulent history. This course will provide an understanding of the diverse ways in which history, literature, and the fine arts explore the human condition in Poland's throughout WWI, WWII, the Solidarity era and modern Poland in the European Union. This course is designed to give students a deeper understanding of the tenacity of the human spirit as we visit Old Town Warsaw, marveling at how the city has been rebuilt after being "razed to the ground." You will learn about the professors who would not follow Hitler's proclamation that Poles did not need higher education, and began the underground resistance university where the future Pope John Paul II, Karol Wojtyła, was a student. We will visit sites that played important roles during these times, but also visit places that inspired beauty, hope, and courage.

### **PCST 368 Special Topics (4)**

Offered by faculty members in areas of their special interest. Offered as schedule allows.

### **PCST 368A Conflict Transformation in Latin America (4)**

By using a case study approach, this course will explore environmental, economic and ethnic dimensions of conflict in specific sites in Latin America. The case studies related to issues such as indigenous social movements, resource extraction, and migration of peoples will be anchored in representations of lived experience (testimonial essay, film or narrative). Using John Paul Lederach's *Imaginación moral* as a guide we will combine analytical lenses and creative processes in a practice oriented approach to conflict transformation. Throughout the semester student groups will research their own case study of conflict and make use of the skills they are developing to design and facilitate an interactive learning event. The course will be conducted in Spanish. Prerequisite: HISP 312 or 316 & 1 additional course 320 or higher

### **PCST 368C Islam & Gender (4)**

This course will focus on the various ways in which relations between Muslim women and men have been appropriated, interpreted, and concretized in a variety of real-life situations throughout the early, medieval, and modern periods in Islam with a regional focus on Islam and gender in the Middle East, North Africa, South Asia, Europe, and/or North America. This course will use gender as a primary lens of analysis for examining course content by examining the, at times static and at other times dynamic, roles of women and men in societies where Muslims are in the majority and others where they are the minority in order to gain an understanding of the relationship between appropriations of gender with respect to Islam and its corresponding cultural contexts. Prerequisite THEO 100 or 111

### **PCST 368E Justice, Peace and Reconciliation (4)**

From the Book of Exodus to the Hebrew prophets and the New Testament, one finds the utopian vision of a just, peaceful and reconciled world, summarized in the biblical term "shalom." Through the study of biblical texts and contemporary writings, we will explore the Judeo-Christian tradition's vision of justice, peace and reconciliation. Through the analysis of case studies we will explore how individuals, organizations and communities in the tradition are working to bring about shalom in various parts of the world through such means as nonviolent action, the defense of human rights, methods to conflict resolution and transformation, and efforts for peacebuilding and reconciliation

### **PCST 368F Contemporary African Politics (4)**

Examination of politics and economics of sub-Saharan Africa. The course analyzes the different kinds of governments in the region, the relationship between economic development and political change, the social patterns that shape domestic policy and governance processes, and regional integration schemes, including the African Union. Alternate years.

### **PCST 368G Religion, Society and Politics (4)**

Recent developments in the United States and other parts of the world have led observers to look closely at religious groups, beliefs and activities concerning the state, society and sociopolitical issues like cultural diversity and war and peace. In this course we will examine the Judeo-Christian tradition and address such questions as: What is the relationship between religion and ethnicity and religion and nationalism? What is religious fundamentalism? How do various groups view their relationship with the state and the broader society? What kinds of social and political goals do religious groups have and how do they try and achieve them? We will try to answer these and other questions through the study of historical and sociological case studies and selected religious texts reflecting the range of belief and practice in the Judeo-Christian tradition.

### **PCST 368H Political Violence (4)**

Since the end of the Cold War most political violence has occurred within nation-states rather than between them. In this course we will explore theories and research on political violence, covering such topics as terrorism, ethnic violence and civil war. Besides looking at global patterns of political violence, the course will include selected case studies from Africa, Central America, and Europe. Methods of preventing and resolving violent political conflicts also will be examined.

#### **PCST 368I Hitler, Bin Laden & Peace (4)**

A common assumption used to justify war goes like this: "When facing threats of genocide or terrorism, military force is the only justifiable response, because only violence can succeed against an amoral enemy." Even President Obama, when accepting the Nobel Peace Prize, claimed: "A non-violent movement could not have halted Hitler's armies. Negotiations cannot convince al Qaeda's leaders to lay down their arms." Is Obama right? What does the available evidence tell us? In this course we will explore two of the toughest questions in peace studies: are nonviolent responses to terrorism, genocide, and other atrocities possible, and can they succeed against a brutally ruthless opponent? Our examination of the growing literature in this field will reveal answers that are more complicated, and more promising, than popular wisdom suggests.

#### **PCST 368J Nongovernmental Organizations (4)**

In this course we will explore such global topics as development, health, peace & conflict, environment, gender, food security, and human rights, and investigate the work of nongovernmental organizations (NGOs) in these areas. We will look at the work of both faith-based and secular NGOs within countries and at such intergovernmental organizations as the United Nations. We will also discuss transnational networks of NGOs and the concepts of civil society/global civil society. There are no prerequisites for the course.

#### **PCST 368K Masculinities in War & Peace (4)**

In this course we will examine the multiple definitions and constructions of masculine identity that emerge from human experiences with war and peace. We will examine the Warrior as the archetype of masculinity, discuss alternative conceptions of masculine identity, and explore ways of rethinking masculinity to help build cultures of peace. We will also take a look at some of the complex interconnections between masculinities, gender, sex, and nationality.

#### **PCST 368L Seminar: Hispanic Culture: Conflict Transformation in Latin America (4)**

Global Process—Local Conflict: By using a case study approach to conflict in Latin America, this course will consider events and experiences of the global colliding with the local. Environmental, economic and cultural considerations will be explored through representations of lived experience in the form of essay, film and narrative. Case studies may include: indigenous social movements, responses to privatization of water, and conflicts emerging around resources. Making use of specific sites in Latin America, the course will introduce tools for analyzing conflict and provide practice in approaches such as stakeholders mapping and role-play. Student groups will research their own case study of conflict and facilitate an interactive learning event. The course will be conducted in Spanish. Prerequisite: HISP 312 and at least one HISP course at 320 or above or instructor approval.

#### **PCST 368M Conflict & Peace in Africa (4)**

Our course will begin with a general introduction to the history of Sub-Saharan Africa (SSA) and a discussion of misperceptions and stereotypes. We then will identify where large-scale conflicts and civil wars have occurred in SSA, and explore what role such factors as resources, economics, ethnicity, gender, political institutions, environment and religion might play in these conflicts and their resolution. We also will discuss peacebuilding, transitional justice and reconciliation projects, and the challenges of democratization, human rights, development and globalization. After our overview of these topics we will focus on the case studies Liberia and Sierra Leone; Somalia, Kenya and Sudan/South Sudan. Our readings primarily will be social science texts but also will include some fiction and documentaries.

#### **PCST 368N Introduction to Nonprofits (4)**

This course will focus on nonprofit organizations and the nonprofit sector in the United States. We will begin by looking broadly at the history and theories of the nonprofit sector and their role in civil society. Then we will look at the structures and activities of nonprofit organizations, including what is involved in operating a nonprofit, developing and evaluating programming, and finding resources. Two of the classes will be taught by an experienced grant writer on proposal development and grant writing. The course will also have guest speakers from Minnesota nonprofits.

#### **PCST 368Q Modern Islam Political Movement (4)**

After providing an introduction to the beliefs, practices, and history of Islam, this course will analyze some of the

relationships between Islam and politics in the twentieth and twenty-first centuries among Islamist (or “fundamentalist Islamic groups”) in the Middle East, South Asia, and other parts of the world. Specifically, the course will examine the histories, ideologies, and structures of groups. This course will examine the religious, theological, and political, foundations of these groups while analyzing their work in education, literacy, social service to people in many sectors of societies (including the underprivileged), religious and political instruction, and community-building. The course will also explore the various perspectives of members of these groups and movements toward peace and violence as well as their religiously- and politically-based reasons for attacking various targets. Finally, the course will compare and contrast those Islamist trends with those represented by some liberal Muslims. Prerequisite THEO 111 or HONR 240A

#### **PCST 368R Islam (4)**

This course explores the history of Islam and its interpretations, as well as doctrines and practices among Muslims in various parts of the world. It examines the Quran and Hadith, and topics related to women and gender, Islamic law, and Islam and politics, and it examines the relationship between Islam and the Judeo-Christian tradition. Prerequisite: THEO 111 or HONR 240A

#### **PCST 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Projects are understood to be part of a student's concentration area work. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

#### **PCST 397 Internship (1-8)**

Each peace studies major is required to spend a minimum of 160 hours in a placement relating to his or her area of interest in the field. All student proposals for internships will meet the criteria established by the peace studies program and will demonstrate the relationship of the proposed internship to the purposes of the program. Ordinarily, the internship will precede PCST 399.

#### **PCST 399 Peace Studies Capstone (4)**

This course enables senior peace studies majors and minors to begin integrating their academic experiences into a more comprehensive view of the field, while giving them the opportunity to work together to study an important problem that is central to the discipline. The choice of that problem is left up to the individual instructor and may change from year to year. Recent topics have included “Why war?”, “What do we mean by development?” and “Is peace possible?”. Spring.

#### **PCST 399A Peace Studies Capstone: Is Peace Possible? (4)**

Are human beings naturally violent and warlike, or do we have the potential for peace? John Lennon once said, "If everyone demanded peace instead of another television set, then there'd be peace." Maybe it's not quite that simple, but is peace possible? If it is, how might we achieve it, and what roles can individuals play in the process? This course is designed to help senior peace studies majors and minors search for and evaluate answers to these and related questions by examining theories and evidence from a variety of fields (including, but not limited to: peace studies, anthropology, psychology, history, sociology, biology, and futures studies), with a view to integrating their four year academic experience. Preference given to senior Peace Studies majors & minors.

#### **PCST 399B Peace Studies Capstone: Building Peace (4)**

Peacebuilding encompasses all activities aimed at developing positive intergroup ties, providing an environment that guarantees rights, preventing violence, and promoting integral human development at various levels of society. In this course we will explore the theory and practice of peacebuilding and how it can be related to such areas as environmental issues, international development, business, sports, gender, health, and media, among others. Factors contributing to the success or failure of peacebuilding efforts, and methods for designing and evaluating projects, will also be examined.

#### **PCST 399C Capstone: What Do We Mean by Development? (4)**

Development is a dynamic process that involves the efforts of individuals, communities, nations, international organizations, and social movements. "Development" promises generalized gains, threatens people's livelihoods,

and provides powerful metaphors to justify large scale social change. In short, where you stand on development often depends on where you sit. Development's powerful polarizing and integrative dimensions are perfect for an intense evaluation of means and ends. This course will rely heavily on primary texts to explore the meaning of "development" from a wide variety of perspectives and help us to define our own meaning of development.

Prerequisite JN or SR standing

## **SUBJECT: Philosophy**

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### **PHIL 105 Identity and Social Ethics in United States (4)**

This course provides a theoretical and practical consideration of the concept of “identity,” and how we might understand diverse racial, ethnic, and gender identities in the contemporary United States. We will critique various classic philosophies alongside contemporary works that challenge our cultural presuppositions. The emphasis will be on the idea of selfhood within a democratic framework of constructive relations.

### **PHIL 115 Philosophical Perspectives on Identity (4)**

Who am I? What makes me me? Who gets to say who I am? How do personal qualities, relations with others, and social categories like race, gender, gender identity, ethnicity and class come together to form my personal and social identity? How does who I am inform what I know and don't know? Does who I am give me specific responsibilities? If so, what are they? This course invites you to explore multiple dimensions of who you are using philosophical ideas and tools.

### **PHIL 121 Great Issues in Philosophy (4)**

An introduction to philosophical questioning through a study of perennial issues in philosophy. Questions that might be treated: truth, freedom and responsibility, God, love, being, knowledge, death. Topics in this course may be treated in the context of introductory philosophical texts, past and present, or through a methodological approach to philosophical problems.

### **PHIL 123 Philosophy of Human Nature (4)**

An introduction to philosophical questioning through a study of what it means to be human. Questions that might be treated: body and soul; immortality; meaning of person and personality; determinism and freedom; reason and imagination; emotion and will; individuality and group; relationship to others and to God; language; labor; temporality.

### **PHIL 125 Social Philosophy (4)**

An introduction to philosophical questioning through a study of the human in society. Questions that might be treated: the meaning of society; individual and society; society and law; economy and society; work as social phenomenon; society and freedom; world of culture and society; violence and nonviolence; philosophy of power; philosophy of conflict in community; political philosophy.

### **PHIL 150 Philosophy in Literature (4)**

From the beginnings of human thought, imaginative literature—poetry, stories, plays and novels—has been a means for humans to reflect on profound questions: How should we live our lives? Can life put us in touch with higher truths, or is this world all there is? Is imagination the opposite of truth or a means of discovering it? How well do we know ourselves? Do we have a moral duty to other persons? Can I be responsible for suffering that I have not caused myself? We will read a number of novels, plays, and short stories ranging from classic literature to contemporary fiction, seeking to discover how imaginative writing is related to serious philosophical thought. Readings for the first half of the course focus on issues of truth, and in the second half, issues of justice.

### **PHIL 150A Philosophy in Literature I (2)**

From the beginnings of human thought, imaginative literature—poetry, stories, plays and novels—has been a means for humans to reflect on profound questions: How should we live our lives? Can life put us in touch with higher truths, or is this world all there is? Is imagination the opposite of truth or a means of discovering it? Is insisting on truth always a good thing, or can it be destructive to human well-being? How well do and can we know ourselves? Readings may include stories, novels and plays, as well as other literature. (Offered AB mods.)

### **PHIL 150C Philosophy in Literature II (2)**

From the beginnings of human thought, imaginative literature—poetry, stories, plays and novels—has been a means for humans to reflect on profound questions: How should we live our lives? Do we have a moral duty to other persons? Can I be responsible for suffering that I have not caused myself? Do the rules of justice and morality change in situations of distress such as war or natural disasters? Or does this duress give us insight into what should

be norms of just human interaction in “normal life”? Readings may include stories, novels and plays, as well as other literature. (Offered CD mods.)

#### **PHIL 155 Philosophy of Race and Ethnicity (4)**

This course explores philosophical questions surrounding race and ethnicity and gender and how the boundaries around these identities are enforced and resisted. We examine the historical evolution of racial and gender concepts up to the present day. This deeper philosophical understanding will be used to discuss contemporary topics like disparities in health, immigration policies, and barriers to political participation.

#### **PHIL 156 Buddhist Philosophy and Benedictine Spiritual Practice (4)**

How does one gain authentic insight into one's own true nature, into the true nature of the world we inhabit, and the relation between the two? This course will explore these questions by studying early sutras from the Theravada Buddhist tradition, the Taoist classic known as the Tao Te Ching, Mahayana Buddhist teachings, Zen Buddhism, the Rule of Benedict and, finally, a wonderful book conceived, written and on the campus of St. John's University – Benedict's Dharma, which explores the wisdom and practical insights shared by the Buddhist and Benedictine traditions.

Class participants will learn that there are striking affinities in the contemplative goals and practices endorsed by Benedictines and Buddhists. Students will also discover remarkable similarities in the Buddhist and Benedictine diagnoses of the challenges and difficulties faced by practitioners of a contemplative Way.

Course requirements will include regular journaling, contemplative practice (meditation, Qigong, and prayer), and reflective essays.

#### **PHIL 234 Modern Philosophy (4)**

A new turn in philosophy begins with the writings of Rene Descartes and ends with the Critiques of Immanuel Kant. This course will seek to highlight at least three thinkers or schools from that era.

#### **PHIL 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

#### **PHIL 279B Logic (4)**

This course is an introduction to formal symbolic logic. It focuses on the development of a symbolic language to capture the structure of natural-language arguments, in order to evaluate the validity of those arguments. Topics include truth functions, truth tables, natural deduction, and how logic relates to arguments in regular life.

#### **PHIL 318 Readings in Philosophy (0-1)**

Reading and discussion of philosophic works, moderated by a member of the Philosophy Department. Interested faculty and staff in other areas are welcome to participate as well. Each section of this course is typically devoted to a single work, but occasionally a group of smaller works by a single author may be selected. S/U grading only. May be repeated for credit.

#### **PHIL 321 Moral Philosophy (4)**

Introduction to philosophical thought about morality. Topics include major ethical theories (e.g. virtue ethics, consequentialism, deontology, care ethics), as well as big concepts such as rights and responsibilities, values and obligations, good and evil, right and wrong.

#### **PHIL 322 Environmental Ethics (4)**

This course investigates a variety of ethical issues that arise from consideration of the relation between humans and the non-human natural world (i.e., the environment, animals, land, ecosystems, wilderness areas). This course will introduce students to the basic concepts of environmental ethics, to specific ethical issues associated with environmental policy, and to philosophical theorizing about the environment.

### **PHIL 323 Biomedical Ethics (4)**

An examination of ethical questions raised by health-care practice and recent advances in medical technology. Both ethical theory and ethical decision-making will be addressed. Possible topics include: confidentiality, informed consent, genetic engineering, reproductive technology and death and dying issues.

### **PHIL 324 Business Ethics (4)**

This course will examine ethical and social issues associated with contemporary American business. Responsibilities of businesses to employees, consumers and the society at large will be considered. Questions of individual moral responsibility and questions of social justice and public policy will be addressed. Students will examine these issues from the point of view of a variety of stakeholders: business management, employees, investors, consumers, and citizens. Prerequisite: students are strongly encouraged to have taken at least one previous course in management, accounting, philosophy, or economics.

### **PHIL 325 Feminist Ethics (4)**

This course will examine how women's experiences and philosophical reflection on those experiences offer important and necessary perspectives in the field of moral and ethical thinking. Topics may include the nature of feminism, freedom and oppression; the role of care, trust, autonomy, reason and emotion in the moral life, and a consideration of how feminism has come to challenge basic premises and conceptual tools of traditional, western approaches to ethics and moral reasoning. The course will also explore social/ethical issues stemming from the intersection of gender with race, ethnicity, culture, class, and/or sexuality.

### **PHIL 326 Liberty, Equality & Race in American Political Thought (4)**

This course first examines historical links between the philosophical principles and foundational documents for the United States, slavery, and European colonization. It then engages with the work of contemporary African American authors who address this legacy of slavery and white supremacy as part of their inquiry into policies and practices aiming to establish racial justice in the United States. A guiding theme for the class will be the difficulty of striking a reasonable balance between liberty and equality in the pursuit of racial equity. The selection of contemporary African American authors will ensure that both liberal-progressive and conservative-libertarian points of view will be represented.

### **PHIL 327 Existential Ethics (4)**

Existentialism, a 20th century philosophy with roots in the 19th century and various developments in post-modern thought, rejects all foundational givens except the raw fact of existence. This means that it rejects ethical traditions grounded in religion, in reason, in "virtues," in particular theories of human nature, and in cultural tradition. Nevertheless, existentialist thinkers have often emerged as powerful ethical thinkers, precisely because they refuse to embrace any traditional foundations for ethics and thus keep ethical questions open for debate. We will examine existentialism's radical critique of traditional philosophical foundations using readings from such thinkers as Kierkegaard, Nietzsche, Heidegger, Sartre and Beauvoir. As we proceed, we will explore the ethical implications of these existential currents of thought by reflecting on short pieces of literature and narratives illustrative of ethical dilemmas of modern and contemporary life.

### **PHIL 331 Ancient Philosophy (4)**

Raphael's famous fresco The School of Athens accurately depicts the world of Ancient Philosophy studied in this course. The painting features a multitude of ancient philosophers and writers, mathematicians and scientists, thinkers and students, almost all of them involved in conversation, argumentation, writing or meditation in a beautiful public space. The foundation and focal point of the painting is the two central figures of Plato and Aristotle, who will also serve as the foundation and focal points for this course, which aims to help students become knowledgeable participants in the conversations about truth, reality, virtue and the good that shaped the beginnings of Western philosophy and continue to shape philosophical discourse today.

### **PHIL 333 Medieval Philosophy (4)**

Philosophy in the West did not take a long nap after the ancient era. This course in medieval philosophy will investigate the period which began with Augustine and reached its culmination in 13th- and 14th-century

Scholasticism, especially with Thomas Aquinas. It will investigate at least three major philosophers or schools of philosophy of that era. Note: This course can be taken for Theology Upper-Division credit (TU), but normally cannot double-count as both; exceptions must be pre-approved by the department chair.

#### **PHIL 336 19th Century Philosophy (4)**

Philosophy on the European continent followed no one pattern in the 19th century. G.W.F. Hegel, Karl Marx, and Friedrich Nietzsche make this century one of the most varied in the history of philosophy. This course will focus on one or more thinkers to explore European thought of that epoch. This course can be repeated for credit, with the approval of the department chair, when content varies.

#### **PHIL 338 American Philosophy (4)**

Though American thinkers have been heavily influenced by European philosophers, an indigenous philosophy began to develop in North America in the 19th century and continued into the 20th century. Philosophers that may be discussed include Charles Sanders Peirce, Josiah Royce, William James, John Dewey and Alfred North Whitehead. This course can be repeated for credit, with the approval of the department chair, when content varies.

#### **PHIL 339 Chinese Philosophy (4)**

An introduction to the Chinese philosophical tradition through selected foundational texts like the Tao Te Ching, the Chuang Tzu, the Analects of Confucius, the Mencius, the Platform Sutra of the Sixth Patriarch and selections from the writings of Chu Hsi. Students will also study early Chinese philosophical teachings concerning the nature of male and female and their appropriate social roles, contemporary analyses of the role Confucian teachings played in constructing these gender categories and institutions, and philosophical discussions of the compatibility of Confucian teachings with contemporary (Western) egalitarian gender sensibilities.

#### **PHIL 341 Existence and Care (4)**

Philosophies of Existence explored a new dimension of thought in the 20th Century. Humans are beings concerned about their being, about where it comes from and where it's going and what it means. We exist as being-in-the-world, for in our being we are concerned with other entities and beings that shape this world. Our being is existence or "standing-out into the world," both shaping and being shaped by it. Existence points to care, which shapes our concern for our being all the way to anxiety-in-the-face-of-death. We'll explore this way of thinking through an in-depth reading of Martin Heidegger's Being and Time, a watershed work for contemporary Continental philosophy.

#### **PHIL 346 Philosophy of Religion (4)**

While philosophy sometimes seems opposed to religious faith, their relation has often been friendly, as "faith seeking understanding." Philosophical reflection on religious belief critically examines the claims of faith as well as attempts to discredit or dismiss the claims of faith. This course will explore this tradition through one or more lenses: philosophical reflection on: a) the validity of religious experience, b) the reasonableness of belief in God, c) the problem of evil or reconciling the experience of evil and suffering with religious belief, or d) other historical or emerging themes in the philosophy of religion. The course will consider also the perspective of theology in responding to philosophical reflection. Alternate years. Note: This course can be taken for Theology Upper-Division credit (TU), but normally cannot double-count as both; exceptions must be pre-approved by the department chair.

#### **PHIL 355 Philosophies of Violence/Nonviolence (4)**

This course looks at the way that the search for security and the claim to possession of absolute truth can lead to violence. The way of thinking involved in technology easily structures the world so that whatever does not fit into that framework is discounted and ignored and treated violently, as the philosopher Martin Heidegger shows. How does such an attitude lead to violence? Finally, the course will look at the nonviolent ethical response which the philosopher Emmanuel Levinas demands from the person who hears the call of the poor and the oppressed when they cry out against their oppression and poverty. Alternate years.

#### **PHIL 358 Philosophy of Law (4)**

This course will consider some of the central conceptual and normative issues in the area of jurisprudence. Concepts such as legal responsibility, negligence, causality, cruel and unusual punishment, etc., will be considered. Frameworks for legal decision-making will be developed and applied.

### **PHIL 363 Souls, Selves and Science (4)**

What am I? This question will be explored through the study of the three periods marked by a change in scientific paradigms; the scientific revolution of the sixteenth and seventeenth century, the publication of Charles Darwin's *Origin of Species* in the nineteenth century, and the rise of cognitive science in the twentieth and twenty-first centuries. We'll read philosophers, scientists, historians, and novelists, as well as explore pieces by performance and visual artists. By the end of the course, you should have a basic understanding of different metaphysical views about human nature from the claim that humans are fundamentally autonomous and independent to the view that human nature derives from the unique social bonds we form. We will have studied various accounts of the relationship between the mind and body, especially dualism and materialism, and how these theories are shaped by various philosophical and scientific commitments. You will have a deeper understanding of the changing relationships humans have with the natural world and with each other. In studying these topics, you will learn to recognize in past debates a reflection of contemporary struggles over human nature and our place in the natural world and vice versa. No prerequisites.

### **PHIL 364 Theories of Knowledge (4)**

What is meant by saying a sentence is true? What are the criteria to be followed in order to arrive at truth? Is it possible to reach definitive truth? Theories of knowledge and truth from Empiricist to Rationalist to Realist

### **PHIL 367 Philosophy of Mind (4)**

Philosophy of Mind explores a number of issues of interest to contemporary philosophers of mind and cognitive scientists. It is designed with a particular interdisciplinary aim: to examine how the empirical work of scientists informs the theories of contemporary philosophers. The course is designed around three topics: the relationship between the mind and the body; issues of personal identity and the self; and the nature of our concepts and mental representations. As we discuss these topics, we will be examining the ways these metaphysical questions are intertwined with questions of gender and race.

### **PHIL 368 Special Topics (4)**

Offered by faculty members in areas of their special interest. Offered as schedule allows.

### **PHIL 368B Economics, Philosophy & Method (4)**

An inquiry into the philosophy of social science and the methodology of economics. A survey of philosophical debates concerning what makes a "good" explanation in natural science and social science, and an examination of the debates within the history of economics concerning the requirements for good explanations of economic events. Prerequisite: Two courses in economics or two courses in philosophy

### **PHIL 368K The Moral of the Story: Literature & the Moral Imagination (4)**

Western philosophy has not traditionally depended upon literature and stories for philosophical insights. Philosophers like Plato have used literary forms, but most western philosophers (including Plato) have not seen literature as a special source for ethical wisdom. More recently, some philosophers have suggested that literature may indeed have special powers when it comes to thinking about the most basic ethical questions, "How should I live?" and "What sort of person should I be?" In this course we shall examine the general philosophical case for whether literature might have any such powers. We shall also put this general question to the specific test by appealing to some great literature to see what ethical wisdom the stories might have to offer.

### **PHIL 368L Vulnerable Lives (4)**

Who can deny that human lives and character are fragile? Even a quick glance at victims of rape, genocide, war, oppression, betrayal, and tragic loss suggests that ultimately we are all vulnerable. Yet, down through human history various lines of thought have suggested that this need not be so. For instance, various Eastern religions have held out the promise of relief from suffering through enlightenment. The Judeo-Christian tradition has often pointed to faith and divine grace as a balm for suffering and a shield against the same. Some Roman and Greek schools of thought have aimed at forms of detachment and serenity that could render human beings invulnerable. Using sources from psychology, memoir, philosophy, fiction and film, we shall consider some ways in which human lives and character can be compromised and disintegrated. We shall also consider strategies designed to render us less vulnerable or

even invulnerable. And finally, we shall consider whether such strategies hold out any promise and whether they might carry their own price for beings like us.

### **PHIL 368M Flourishing: Aristotle in Contemporary Perspectives (4)**

Aristotle's ideas regarding friendship, virtue, community, and the roles each play in human flourishing have been remarkably enduring. Contemporary scholars in philosophy and psychology are still mining his major works for insights into how to live a fulfilling and happy life. But Aristotle also argued that some people are natural born slaves and that women are naturally inferior to men, ideas that had real-world effects.

In this era in which many figures and institutions are being "cancelled", it's important to consider: How do we make sense of this complex intellectual inheritance by one of the founding figures of western thought? In this course we will explore how Aristotle's ideas have moved across time and disciplines. After situating Aristotle's Ethics within the context of his Politics and biology, we will examine contemporary perspectives on Aristotle in virtue theory, empirical psychology, and feminist/ race theory. We'll grapple with understanding both the promise and potential of Aristotle's views for living well in our contemporary situation and the more unsavory aspects of his philosophy.

### **PHIL 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **PHIL 377 Philosophical Topics in Justice (4)**

A philosophical treatment of justice and related concepts. What does it mean to live justly? What are the effects of injustice? The course explores the concepts of justice and injustice, as well as their implications for how we live and act in the world. Specific topics vary.

### **PHIL 377A Feminist Ethics (4)**

This course will introduce students to competing feminist conceptions of justice that envision a world free of systems of privilege, power, and oppression and in which the dignity and value of all persons is upheld. We will also examine feminist critiques of justice theory which argue that feminist conceptions of justice must be supplemented by alternate moral frames (e.g. care ethics, embodied feminism, an explicit grappling with intersectionality) if we are to inadequately to secure the flourishing of self and human and nonhuman others.

### **PHIL 377B Liberty, Equality & Race in American Political Thought (4)**

This course examines the relation between moral and political values and goods. Consideration of such questions as whether politics can be neutral among competing conceptions of morality, the nature, justification, and limits of political authority and whether politicians should be held to different moral standards from the rest of us.

### **PHIL 379A Modern Philosophy's Quest for Truth (4)**

Modern Philosophy is not "modern" in the everyday sense, but studies the 17th and 18th century shift in European thought away from the influence that classical thinkers had come to have, especially as their works were reinterpreted and incorporated into the religious dominion that Judeo-Christian and Islamic paradigms exercised over philosophical thought. This shift involved a radical re-appraisal of the human subject as thinker and knower. Even those thinkers skeptical of the human capacity to grasp absolute truths upheld the authority of human reason to understand its own limits and to assert itself as the ultimate judge of where and how "truth" could be claimed—though they disagreed significantly on these limits. These philosophers asserted an independence and autonomy for human reason that paved the way for later declarations of political freedoms. Thinkers studied include Descartes, Spinoza, Leibniz, Locke, Berkeley, and Kant.

### **PHIL 379B Theories of Knowledge (4)**

Epistemology, or the study of knowledge, is the philosophical discipline which studies the nature of knowledge and how it is acquired. This course will focus on feminist epistemology and the ways in which gender influences our conceptions of knowledge, knowers, and our practices of knowledge acquisition and justification, with a special emphasis on the sciences. Central to the topics of the course will be an examination of epistemic questions around

racial and gender oppression.

**PHIL 388 Philosophy Capstone (4)**

Required for philosophy majors for graduation with the philosophy major. Topics vary, but the course is an integrative philosophical experience centered around public philosophy and calling for research, writing, and presentations.

**PHIL 397 Internship (1-16)**

Approved Application for Internship Form REQUIRED. See Internship Office Web Page.

## **SUBJECT: Physics**

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### **PHYS 101 Perspectives in Physics (4)**

An introduction to the scientific enterprise: the course will treat selected issues in physics, their historical development and their effect on literature, philosophy and society at large. Topics might include Newtonian mechanics, optics, quantum physics and electromagnetism. Lectures, demonstrations, discussion, occasional laboratories. Intended for non-science majors.

### **PHYS 102 Light and Color (4)**

An introduction to optics, the science of light and color. A broad range of topics will be examined. Subject matter may include: rainbows and the color of the sky, vision and the eye, optical instruments, photography, wave aspects of light, lasers and holography. A background in physics or mathematics is not necessary. No prerequisites.

### **PHYS 105 Physics for the Life Sciences I (4)**

An introduction to mechanics and thermodynamics emphasizing applications to biological systems. Topics include Newton's laws of motion, equilibrium, torques, forces, conservation principles, work, energy, power, rotating systems, oscillations, temperature, heat transfer, laws of thermodynamics, fluid statics and dynamics. Intended for non-majors. Algebra and trigonometry are needed. Recommended: MATH 115 or equivalent high school mathematics. Fall and Spring.

### **PHYS 106 Physics for the Life Sciences II (4)**

An introduction to electricity and magnetism, wave phenomena, atomic and nuclear physics emphasizing applications to biological systems. Topics include electric and magnetic forces and fields, direct and alternating current circuits, light, sound, optical instruments, relativity, quantum physics, atomic spectra, nuclear physics, radioactivity. Intended for non-majors. Prerequisite: 105. Fall and Spring.

### **PHYS 110 The Physics of Forensics (4)**

An introduction to some forensics techniques, and the physics behind the techniques. The forensic techniques will also be discussed in context of the criminal justice system. Forensic topics such as ballistics, structural failure, blood spatter and spectrometry will be covered. Physics background will include motion, forces, energy, momentum, waves, light, and nuclear physics. Recommended: Math 115 or equivalent.

### **PHYS 150 The Physics of Music (4)**

Relationships between music and physics. Sound sources and modes of oscillation, sound as a wave phenomenon and the characterization of sound; scales and keyboard temperament, auditorium and room acoustics; the physics of musical instruments and particular tone color effects in these instruments; electronic sound production, recording and electronic music synthesis. Intended for non-science majors.

### **PHYS 152 The Physics of Forensics (4)**

An introduction to some forensics techniques, and the physics behind the techniques. The forensic techniques will also be discussed in context of the criminal justice system. Forensic topics such as ballistics, structural failure, blood spatter and spectrometry will be covered. Physics background will include motion, forces, energy, momentum, waves, light, and nuclear physics. Recommended: Math 115 or equivalent.

### **PHYS 155 Introduction to Engineering (2)**

An introduction to the field of engineering and the processes and principles engineers use. Engineering will be explored and practiced through solving problems and completing projects. The place of engineering in society and the types of engineering will also be discussed. Recommended: Math 115 or equivalent.

### **PHYS 163 Environmental Radiation (4)**

An introduction to nuclear radiation in the environment from natural and man-made sources. Topics include fundamentals of nuclear structure, stability, effects of radiation on matter, radiation detection, characteristics of

natural, industrial, medical, and military radiation sources, environmental mobility, and radiation protection practices and policies. Prerequisites: Math proficiency, high school biology, chemistry, or physics.

### **PHYS 182 NUMBER NOT IN USE (1)**

NO COURSE DESCRIPTION

### **PHYS 187 Introduction to Meteorology (4)**

A survey of the basic principles involved in understanding the earth's weather and climate. Topics include winds, fronts, cyclones, clouds and precipitation, thunderstorms, tornadoes and hurricanes, climate and climate change, global warming and ozone depletion. Prerequisite: Math proficiency. Corequisite: PHYS 187L.

### **PHYS 191 Foundations of Physics I (4)**

Mechanics: vectors, Newton's laws, work, energy, rigid body statics and dynamics. A calculus-based course that emphasizes analytical reasoning and problem-solving techniques. Laboratory places stress on data acquisition and analysis. Prerequisite: concurrent registration in MATH 119. Fall.

### **PHYS 200 Foundations of Physics II (4)**

Electric and magnetic fields and their sources, electric potential and electro-magnetic induction. DC and AC circuit elements and circuits. Electromagnetic waves. Emphasis on problem solving. A laboratory is included. Prerequisites: 191, concurrent registration in MATH 120. Spring.

### **PHYS 211 Foundations of Physics III (4)**

Thermodynamics and waves. Kinetic theory and the laws of thermodynamics are developed from a mechanical point of view. Temperature, entropy and heat engines. Wave phenomena (sound and light) are developed from a unified point of view. Geometrical optics. Prerequisites: 200, concurrent registration in MATH 239. Fall.

### **PHYS 217 Digital Electronics (2)**

Introduction to digital electronics at the integrated circuit level; logic families, gates, counters, registers and memories. Prerequisite: 200 or consent of instructor.

### **PHYS 222 C++ and Fortran for Scientists (2)**

C++ and Fortran language fundamentals with examples from numerical analysis. Topics may include scientific data analysis and curve fitting, simulation of physical systems and numerical algorithms for integration and matrix manipulation. Prerequisites: 200 and MATH 120.

### **PHYS 255 CAD Prototyping & Testing (2)**

An introduction to computer-aided design (CAD) software for designing and testing mechanical parts and systems. Students will learn to design and test solutions to mechanical engineering problems. Topics include creating solid bodies from 2D sketches, finite element analysis of structural integrity, and 3D printing of design prototypes. Prerequisites: PHYS 191

### **PHYS 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **PHYS 281 Problem Solving (0-1)**

An introduction to solving complex problems in interdisciplinary topics which will be drawn from mathematics, computer science, and physics. Students will work in groups and present their results. Prerequisite: MATH 119 and admission to MapCores program or consent of instructor.

### **PHYS 310 Special Topics in Physics (2)**

This course will apply basic calculus to topics on (1) linear and rotational kinematics, (2) forces, potential energy, fields, and potential, (3) conservation laws, (4) oscillations and waves, (5) electricity and magnetism, or (6) optics, kinetic theory, and modern physics. Prerequisites: education major who has completed PHYS 320 and 332 or 3 years high school science teaching experience.

### **PHYS 310A Topics in Mechanics (2)**

Principles of mechanics including (1) linear and rotational kinematics, (2) forces, potential energy, fields, and potential, and (3) conservation laws. Onsite laboratory experiences include experiments on data analysis, the acceleration of gravity, projectile motion, Archimedes' Principle, rotational dynamics, the ballistic pendulum, and two-body collisions. Prerequisite: 3 years high school science teaching experience or education major who has completed PHYS 320 and PHYS 332.

### **PHYS 310B Topics in Waves/Electromagnetism (2)**

Topics include oscillations and waves, electricity and magnetism, and laboratory experiments. Prerequisite: 3 years high school science teaching experience or education major who has completed PHYS 320 and PHYS 332.

### **PHYS 310C Topics in Optics & Modern Physics (2)**

Topics include optics, kinetic theory, modern physics, and laboratory experiments. Prerequisite: 3 years high school science teaching experience or education major who has completed PHYS 320 and PHYS 332.

### **PHYS 320 Modern Physics (4)**

Introduction to the ideas and mathematics of quantum theory. Bohr atom, kinetic theory, black body radiation, quantum mechanics in the Schrödinger representation. Applications of quantum mechanics to selected topics in atomic, molecular or other areas of modern physics. Prerequisite: PHYS 211.

### **PHYS 322 C++ and Fortran for Scientists (2)**

C++ and Fortran language fundamentals with examples from numerical analysis. Topics may include scientific data analysis and curve fitting, simulation of physical systems and numerical algorithms for integration and matrix manipulation. Identical to PHYS 222 except for additional required programming project. Prerequisites: 200 and MATH 120.

### **PHYS 332 Intermediate Physics Laboratory (1)**

Experimentation for sophomores. Quantitative measurements and analysis of data. Research approach is emphasized. Prerequisite: enrollment in 211 or 320. May be repeated for credit when different experiments are done.

### **PHYS 338 Analog Electronics for Scientists (2)**

Circuit theory, transistors, amplifiers, laboratory test equipment and integrated circuits. Prerequisite: 200 or equivalent.

### **PHYS 339 Physical Mechanics (4)**

The dynamics of particles and systems. Gravitational theory, particle oscillations, Hamilton's principle, Lagrangian and Hamiltonian dynamics, central force motion, rigid body motion, collisions, non-inertial reference frames, coupled oscillations. Prerequisites: 211, MATH 337. MUST register for PHYS 370 at the same time.

### **PHYS 341 Electricity and Magnetism (4)**

Electrostatic potentials and fields in vacuum and dielectric media, magnetic vector potentials and fields in vacuum and magnetic materials, electrostatic and magnetic energies, slowly varying currents. Prerequisite: 339. Spring.

### **PHYS 343 Thermodynamics (2)**

Foundations of thermodynamics and applications. Prerequisite: 320. Spring.

### **PHYS 344 Statistical Mechanics (2)**

Foundations of statistical mechanics. Applications to condensed matter systems, classical and quantum gases. Prerequisites: 320, 339. Spring.

### **PHYS 346 Quantum Mechanics I (4)**

Foundations of quantum theory, wave packets, Schrödinger's equation in one dimension, raising and lowering operators. Formal structure of quantum mechanics. Angular momentum and the hydrogen atom. Prerequisite: 339. Fall.

### **PHYS 348 Advanced Theoretical Physics (2-4)**

A continuation of 339, 341 and 346. Topics could include advanced Hamiltonian and Lagrangian mechanics, tensors, eigenvalue problems, small oscillation; Maxwell's equations, wave equation, radiation, antennas, waveguides; matrix methods in quantum mechanics, spin, perturbation theory, transitions, many-electron atoms. Prerequisites: 339, 341, or 346 (as appropriate), or permission of instructor. Spring.

### **PHYS 353 Applied Nuclear Physics (2)**

Applications of the interaction of radiation with matter to nuclear detection techniques. Current measurement methods for charged and uncharged radiation. Prerequisite: 320.

### **PHYS 357 Experimental Optics (2)**

Study of optical phenomena with emphasis on the needs of the experimentalist. Topics may include optical systems design, spectrum analysis, image processing, holography. Prerequisite: 320.

### **PHYS 358 Advanced Electronics (2)**

Topics will be selected from the following in advanced analog and digital circuitry: active filters, precision circuits, low noise techniques, high frequency techniques, advanced microprocessor circuits, scientific instrumentation. Laboratory. Prerequisites: 217 and 338.

### **PHYS 360 Topics in Applied Physics (2)**

Topics covered will vary from year to year. One such topic is physics of solids: crystal structure, lattice vibrations, band theory and electrical conduction in metals and semiconductors. Other topics such as magnetic and dielectric properties as time permits. Prerequisite: MATH 239 or CSCI 239.

### **PHYS 362 Topics in Modern Physics (2)**

The concepts and principles presented in 191 through 320 will be used to study specific areas of physics not available elsewhere in the curriculum. Subject matter will come from such areas as elementary particle, condensed matter, nuclear, atomic, molecular physics and cosmology. Topics will be announced. Prerequisite: 320.

### **PHYS 363 Topics in Nuclear Physics (2)**

Fundamental structure and properties of nuclei. Nuclear reactions, models and decay. Examples taken from current medical and industrial applications. Prerequisite: 320.

### **PHYS 364 Topics in Astrophysics (2)**

Selected topics in astrophysics. Such subjects as general relativity, cosmology, stellar formation and evolution and galaxies will be studied. Prerequisites: 320, MATH 239, 337.

### **PHYS 365 Topics in Elementary Particle Physics (2)**

Physics at the smallest known length scale. Topics will include relativistic particle decay, construction of baryons and mesons from quarks, the four fundamental interactions and corresponding gauge particles, the vision and

consequences of grand unified theories, the cosmic onion. Prerequisite: 320.

### **PHYS 366 Topics in Relativity (2)**

Foundations and application of the special and general theories of relativity. Topics covered may include: relativistic kinematics, structure of flat space-time, curvature and topologies of general space-times, Schwarzschild and Friedman solutions, cosmology, black holes and gravitational radiation. Prerequisite: 320.

### **PHYS 367 Optics (2)**

An introduction to geometrical and physical optics: matrix optics, interferometry, thin films, Fourier optics, spatial filtering, holography. Prerequisite: 320.

### **PHYS 368 Topics in Space Physics (2)**

Space physics is the study of plasma which fills the space between the Sun and planets of our solar system. The course will include an introduction to plasma physics, followed by a study of the atmosphere of the Sun, the solar wind, the Earth's magnetosphere, auroras, and space weather. Prerequisite: 320.

### **PHYS 370 Advanced Physics Laboratory (1)**

Research and experimentation for juniors. Topics selected by the student in consultation with a faculty member. May be repeated for credit when different experiments are done.

### **PHYS 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

### **PHYS 372 Senior Research (1)**

Individualized experimental or theoretical projects for seniors. Fall.

### **PHYS 373 Senior Thesis (1)**

Oral and written report based on the work done in 372. Spring. (If a PHYS major is taking 372-373 for "Distinction in Physics," that student needs approval of the department chair and director of the Honors Thesis Program. See COLG 398 for further information.

### **PHYS 374 Senior Engineering Design Project (1)**

Individualized engineering design project for seniors. Fall.

### **PHYS 381 Research Seminar (0-1)**

Solving complex problems in interdisciplinary topics which will be drawn from mathematics, computer science, and physics. Students will work in groups and present their results. Prerequisites: PHYS 281 or HONR 270C and admission to MapCores program or consent of instructor.

## **SUBJECT: Political Science**

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### **POLS 111 Introduction to U.S. Politics (4)**

In this course, students are introduced to the study of U.S. political institutions, processes and policies. Students learn about the structure of the federal government, and discuss constitutional rights and liberties, the functions of political parties, interest groups, media and political campaigns and elections. Students discuss their own political ideas and examine how political decisions are made in our democracy. Using political science analytical tools, students gain an understanding of the functioning of the political system and democracy in the United States. Every semester.

### **POLS 112 Election Prediction (1)**

Prediction of Congressional, presidential and gubernatorial races. Students will predict winners in all races in all states. Evaluation based on justifications of the prediction.

### **POLS 113 Election Consequences (1)**

Examination of election outcomes from preceding fall semester and the policy outcomes likely to emerge as a result.

### **POLS 114 Public Policy Analysis and Recommendation (2)**

In this course students will diagnose a public policy problem and recommend a specific course of action to address that problem. Policy fields from which problems are drawn might include foreign policy, environmental policy, health care policy, education policy, or any other field of interest to the student. There are no regular classroom meetings. Students will work in groups to meet with instructor on as-needed basis. Each student will write a focused 3-page policy memo. Students will also publicly present their recommendations at the end of the course.

### **POLS 115 Lawyers in American Cinema and Culture (1)**

This class offers students the chance to examine the interplay between the legal profession and popular culture. Students will view four films to see what meaning they can derive from them: what do these films tell us about the role of lawyers, the conflicts they face, and the power they wield in American society? How accurate are these images? How do these images change over time? How are our attitudes toward the legal profession shaped by these films?

### **POLS 121 Introduction to International Relations (4)**

Students learn about global issues through different theoretical lenses, including realism and liberalism. Using these lenses, students investigate international security, civil conflict, economic interactions, and the influence of globalization. They also examine the influence of important actors in the international arena, including states, intergovernmental organizations, and non-governmental organizations. Students examine their understandings of culture and how it shapes understanding of concepts like human rights. This broad overview helps students have a better understanding of the world around them and how their worldview shapes their perceptions of international events. Every semester.

### **POLS 180 Politics and Political Life (4)**

This is an intensive discussion and writing-oriented course that explores perennial issues of political life (such as freedom and justice, the individual and community, race and ethnicity, and gender and sexuality) through literature, drama, film, and essays. Students write a Political Autobiography reflecting upon their own political experiences and the formation of their own political perspective. The course carries a Gender designation, is required for political science majors, and open to students from all other majors. Every semester.

### **POLS 201 Book Club (1)**

Faculty-led book discussion group.

### **POLS 220 Data Analysis I (1)**

This course leads students through elementary statistical analysis and basic statistical software use.

**POLS 221 Political Theory: An Introduction (4)**

Introduction to the practice of thinking theoretically about politics. Readings will include classic works (such as Aristotle's Politics, Hobbes' Leviathan, Locke's Second Treatise on Civil Government) as well as some American and 20th-century political theory. The course stresses careful reading of texts, but also encourages students to theorize on their own about present-day political questions. The course is required for political science majors and minors, and open to students from all other majors. Every semester.

**POLS 222 Analysis: U.S. Policy and Elections (4)**

Investigation of scholarly work and methods in all areas of political science. Students form hypotheses in response to political questions, use a variety of methods and tools to gather evidence, and identify criteria for evaluating the quality of evidence. Not available to first-year students. Spring semester.

**POLS 223 Comparative Politics (4)**

In this course students learn about different political and economic systems throughout the world. They also learn about the field of Comparative Politics, which examines the institutional structures and cultural influences that lead to different approaches to similar problems. Finally, students are also introduced to advanced research skills and produce a research design which presents a plan for conducting original data collection. Spring semester.

**POLS 224 Courts, Law and Policy (4)**

Introduction to the study of law and legal process with an emphasis on the relationship between courts and public policy. Federal and state courts systems will be studied, as well as issues in criminal and civil law. Other subjects include the role of courts as political institutions, the selection of judges, the impact of court decisions on public policy, prosecutorial discretion in criminal cases, and the reliability of juries. Spring semester.

**POLS 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

**POLS 280A Bosnia Post-Conflict Societies (2)**

Bosnia and Herzegovina have a rich history, stretching from the Roman Empire through Ottoman Turkey and Socialist Yugoslavia. Many ethnic and religious groups have lived side by side in this territory, even if they did not always agree. After the death of Tito, ethnic nationalism led to the breakup of Yugoslavia, creating Bosnia and Herzegovina. This land, mixed with different ethnic and religious groups, sits between Croatia and Serbia, both already on the path to European Union membership, and wonders what its future will bring. In this program, students will learn about the breakup of the former Yugoslavia and the creation of Bosnia and Herzegovina. Beginning with the Dayton Accords, students will study the political institutions of the country and the reforms demanded by the European Union for membership. Students will also examine the evolution of different ethnic and nationalist groups and how they interact with political institutions. Finally, students will examine different memorials and monuments in Bosnia and explore their role, if any, in moving the country toward, or away from, post-conflict reconciliation.

**POLS 295 Public Policy Debate (0-2)**

This course will enable students to engage in debates on current events and public policy topics. Students will research current events and construct arguments on a variety of domestic and international issues. Students will learn how to structure a policy case (including inherency, significance/harms, and solvency) and numerous opposition arguments (disadvantages, counterplans, procedurals) used in competitive debate. Students will develop their listening, questioning, and refutation skills. Students will also develop research skills as they prepare briefs on particular issues.

**POLS 311 Classics/Political Theory (4)**

Each semester an important work of political theory will be examined in depth with attention to both the primary text and secondary sources from the author's period and today. The course examines interpretations of the primary text

in order to understand the process of interpretation and the tasks of political theory. Since the course assumes some background in political theory, students will be able to consider more carefully and in greater detail the insights these works provide for the study of politics. Recent semesters have focused on Tocqueville and Machiavelli. The class schedule will describe this semester's focus.

#### **POLS 312 American Political Thought (4)**

What is America? How have Americans thought about democracy, equality, power and justice through the last two centuries? This course focuses on the central questions that have shaped American politics by examining the primary texts written by men and women who have contributed to the continuing debates.

#### **POLS 313 20th Century Contemporary Political Thought (4)**

Examination of political thought throughout the turbulent 20th century, with special attention to writers who theorize about justice and the struggle to achieve it. Topics covered may include: just and unjust wars, imperialism, economic justice, justice in relations between men and women and between members of different racial and ethnic groups. A careful study of the ideas of the 20th century will prepare students to face the new challenges of the 21st century. Prerequisite: 221, equivalent, or consent of instructor.

#### **POLS 314 Sex, Gender, and Political Theory (4)**

Examination of the common theme that cannot be ignored in feminist thought: a claim to equality. This course examines the many varieties of feminist political theory including liberal feminism, radical feminism and socialist feminism. Students will look at how feminism has dealt with gender, ethnicity, sexual preference and examine where feminist theory is going into the future.

#### **POLS 320 Topics in Law (4)**

Examination of the relationship between law, considered broadly as a socializing force, and society. Topics will vary and may include the use of alternatives to courts for the resolution of disputes, challenges of legal authority, and the relationship between cultural pluralism and legal order. Alternate years.

#### **POLS 320B Supreme Court (4)**

This course examines the American Supreme Court as a legal and political institution. We will learn about how the Court affects issues like race, abortion, gun rights and presidential power. We will also explore the behavior of Supreme Court Justices, particularly through Moot Court simulations.

#### **POLS 320C Law & Literature (4)**

In this course we will read a series of books and discuss them as a group. This is not a lecture course. Some of the texts are novels, some are plays, some are monographs, some are short stories, some are collections of theoretical essays. There is something here for every taste. Each of the books illustrates some aspect of the law that is worth understanding, whether that aspect concerns interpretation or a particular problem such as vengeance. We will also read a selected set of essays related to the book of the week from various law journals and these are available on-line via Lexis/Nexis. The point of this course is to give each student an understanding of the law as something beyond the cases and institutions studied in POLS 111, 224, 323 and 324. This is not a course in the nitty gritty practicalities of the law. Here I want you to begin to see some of the theoretical complexity as well as the majesty and diversity of law. For the future lawyers among you, this is an undergraduate version of a seminar you might see during your second or third year in law school. For those of you who have no intention of ever setting foot in a court room, let alone a law school, this should be a challenging course that will improve your reading, writing, and critical thinking skills.

#### **POLS 323 Constitutional Law: Structure and Power (4)**

Examination of constitutional interpretation and development in the United States with an emphasis on the role of the Supreme Court in the U.S. system of government. The course uses a combination of case, historical and political analysis to acquaint students with the power of the Supreme Court as an institution of government. Themes studied include the development of constitutional doctrines regarding the power relationship among the president, Congress, and the judiciary and between the federal and state governments.

#### **POLS 324 Constitutional Law: Civil Rights and Liberties (4)**

Examination of the Bill of Rights and the 14th Amendment of the U.S. Constitution with an emphasis on noteworthy Supreme Court cases from the past 50 years. Subjects studied include the guarantees of equal protection and due process, the right to privacy, the doctrines of free expression, and the separation of church and state.

#### **POLS 326 Topics in Law (0)**

Examination of the relationship between law, considered broadly as a socializing force, and society. Topics will vary and may include the use of alternatives to courts for the resolution of disputes, challenges of legal authority, and the relationship between cultural pluralism and legal order. Alternate years.

#### **POLS 326A Sex, Death, Religion, and Politics (4)**

American politics has always been connected to religious thought in both positive and negative encounters. This is especially true surrounding issues of sex and death. This course will examine the role religion has played in the politics concerning reproductive rights, obscenity, sexual identity, and the right to die.

#### **POLS 330 Environmental Politics and Policy (4)**

This course is about the politics and policies surrounding environmental issues at all levels of government. Many issues are both local and global. Transportation, electricity, and food are locally experienced but have global as well as local environmental ramifications. Environmental politics and policies draw upon a range of disciplines including economics, history, ecology, and ethics in addition to political science, public policy, and public administration. In covering environmental politics, we focus on the themes of environmentalism from lobbying, legislating and litigating to protests and the politics of corporate sustainability. The policy focus emphasizes content related to major federal laws and the federal agencies that oversee environmental policy. The second half of the course concentrates on specific local, national and international issues such as the management of national forests, food politics, and local land use planning. We study each issue by discussing the players and major debates.

#### **POLS 331 U.S. Political Parties and Elections (4)**

This course examines United States political parties, campaigns, and elections. Students examine the effectiveness of political advertising, the impact of political news media, the influence of events on presidential, congressional, and local elections, and the electoral systems and political parties in other countries. The course analyzes the impact of partisanship, race and ethnicity, income, gender, and education on a citizen's vote choice, and assesses how political campaigns can be organized to turnout the vote and win elections.

#### **POLS 332 U.S. Congress (4)**

This course examines how Congress works within the American political system. The course begins by examining the structure and legislative procedures of the U.S. Congress before turning to a study of congressional elections, particularly who wins and why they win. Students study the major structures, players, and forces that shape legislative decision-making, including the impact of partisanship and leadership in the contemporary Congress. Students also examine their own beliefs about democratic representation, and debate institutional reforms that might improve the ability of members of Congress to represent their constituents.

#### **POLS 333 U.S. Presidency and Executive Leadership (4)**

Analysis of the president, organizational aspects of the executive office and relationship with Congress, the bureaucracy, the media and public opinion. Every year.

#### **POLS 334 U.S. Bureaucracy and Regulatory Law (4)**

Analysis of public policy organizations. Students examine values and processes that influence the regulations generated by the public sector at the national level, as well as the merit system of public service, and the web of connections among public bureaucracies at the state and national levels and institutions in other sectors.

#### **POLS 336 State and Local Government (4)**

Inclusive and comparative examination of governments and politics at the subnational level. In the federal structure of the United States, states and tribal nations share sovereignty with the national government. The course examines

subnational policies, processes, and political structures and their potential for success in addressing issues such as education, public assistance, pollution, health care, transportation, etc. Prerequisite: POLS 222 or permission of the instructor.

#### **POLS 337 Theory of Public Policy (4)**

This course introduces students to the processes and content related to federal public policies concerning economics, crime, social welfare, environment, education among other areas. The course focuses on the place of equality, efficiency, justice, authority, community, and other principles in the practice and evaluation of policy. Policy memos constitute the bulk of student writing assignments.

#### **POLS 338 Public Sector (4)**

This course focuses on the analysis of delivery systems related to the quality of public goods and services. Traditional governmental agencies, not-for-profit organizations, and privatization alternatives are examined and debated. The course also includes discussion of specific policy areas related to economics and other key areas of public sector involvement in societies.

#### **POLS 339 Gender and Politics (4)**

This course examines the way in which gender affects our political life and how it shapes our politics. Students focus on important questions about gender and politics including why women are still demographically underrepresented in the U.S. Congress and in other political institutions. Students investigate important gender and public policy issues including equal opportunity and the pay gap, gendered career choices, conscription, and health and education policy. The course also examines gender issues in other countries.

#### **POLS 341 European Politics - Abroad (4)**

Examines comparatively the political systems of Europe with particular emphasis on Western Europe in the context of Austria. In light of events at the end of the Cold War, the course includes the study of Eastern Europe and the Balkans. European integration through the European Union will be a major focus of the course. Issues of political and social change will be explored including a study of violence in Northern Ireland and the former Yugoslavia. This course is taught abroad as part of the Austrian study abroad program. (Taught in English)

#### **POLS 342 Democratization (4)**

Study of regime change and regime stability in a comparative context. This course examines the origins, structures, value, stability, and international consequences of democracy and democratization. Topics include trends over time in regime change, structural and actor-based explanations for democratization, authoritarian survival strategies (repression, elections, parties, media control), institutional variation (e.g. electoral systems and forms of government), backsliding and authoritarian resurgence, the role of civil society and political culture, and the international behavior of democracies and autocracies. While democracy is sometimes perceived as singular, Western experience, empirical cases are primarily drawn from Latin America, Africa, Asia, post-Communist Eastern Europe, the Middle East, etc.

#### **POLS 343 Revolutions and Social Movements (4)**

Analysis of revolutions and social movements as political, economic, and social phenomenon. Focuses on writing by both political actors and social scientists. Case studies are drawn from throughout the world, including movements within the United States.

#### **POLS 344 Middle East Politics (4)**

Study of the current political conflicts in the Middle East region with particular emphasis on the Arab Spring and its aftermath. Also emphasized will be the role of Islam and the political economy of oil.

#### **POLS 345 The Global South (4)**

Conceptual discussion of the term Global South, as well as other similar terms such as Third World and Developing Nations. Examination of important aspects of politics, economics, relevant historical experiences and the culture of countries identified as the Global South (nations in Africa, Asia, Latin America and the Middle East). Exploration of

developmental issues, focusing on how these nations have sought to solve major problems by using different theories and approaches to political, economic and social development.

#### **POLS 346 Asian Politics (4)**

This course examines of the politics and economics of Asian countries, including India, China, and Japan. Contemporary politics is examined through a broad study of history, cultural and social traditions, and economic conditions as well as the political institutions and systems. The relationships between the United States and each of these nations are also studied in light of distinct foreign policy approaches.

#### **POLS 347 Latin American Politics (4)**

Comparative analysis of Latin American politics focusing on the themes of the military in politics, economic dependency, reform and revolution, and agrarian reform. Case studies include Mexico, Brazil, Chile, Argentina, Nicaragua and Cuba.

#### **POLS 348 African Politics (4)**

Examination of politics and economics of sub-Saharan Africa. The course analyzes the different kinds of governments in the region, the relationship between economic development and political change, the social patterns that shape domestic policy and governance processes, and regional integration schemes, including the African Union.

#### **POLS 349 South African Politics Abroad (4)**

This course presents an historical and contemporary overview of the South African political situation. It will expose students to political developments and processes characteristic of a Third World, developing country. The topics and issues explored and debated will be the Apartheid paradigm; major actors, parties movements, institutions, and organizations in the socio-political arena (covering the whole political spectrum); constitutional development in South Africa; colonial and post-colonialism; political transformation; the nature as well as the resolution of conflict in contexts such as race, class, culture, political ideology (left-right, liberal-conservative) and economic systems (First and Third World); South Africa's historical and current international relations (with southern African states, African states, Western and Eastern Europe, the East, and North America). This course is taught abroad as part of the South Africa study abroad program.

#### **POLS 350 Topics in Public Policy (4)**

In different semesters this course will address various aspects of public policy. Topics that may be covered include the relationship between political philosophy and public policy, community organizations, issues of race and inequality, health care and education.

#### **POLS 350A Sustainable Urban Planning (4)**

A sustainable world requires continual examination and debate related to the ways we plan, design and manage human settlements. Urban planners and policy makers address both the built and natural environment and the relationships between town and country. Sustainable development has ecological, economic and social aspects. The organization and design of space is a prime source of resource and energy use, as well as being a key to well - functioning and healthy communities. The course includes discussion and debate on themes including land use, economic development, ecological footprint, social neighborhood planning, citizen participation, work and mobility, and urban ecology. Offered for A-F grading only.

#### **POLS 350B American Political Thought and Contemporary Political Applications (4)**

This course will explore how key ideas and debates in the history of American political thought have been translated into practice, both in the United States and elsewhere in the world. We will examine, for example, how the Framers attempted to create a presidency that was both effective and effectively checked, and ask how the presidency has changed in comparison to those initial hopes and fears. We will examine Abraham Lincoln's use of, and arguments for, presidential emergency powers during the Civil War; and how the Bush administration used (or some would argue, abused) the arguments of Lincoln and the Federalist Papers to justify sweeping presidential powers in the wake of the September 11, 2001 attacks. Other contemporary applications explored in the course will include the present-day Tea Party's appropriation of the rhetoric of the American Revolution, and the contemporary resurgence

of the pre-Civil War doctrine of state nullification of federal law. Finally, we will link the Declaration of Independence's claim of inalienable rights - rights to which all human beings are entitled, no matter what political community they belong to - to 20th and 21st Century understandings of "human rights," and to debates about whether and in what way the United States is obliged to honor international standards of human rights in its policies. The course as a whole will emphasize the fact that political theories have policy consequences, predictable or unpredictable, sometimes in their own place and time, sometimes decades or centuries later or in some other part of the world.

#### **POLS 350C Community Organizing (4)**

Community organizing is a set of principles and approaches to collective action by people who share common values and interests. It developed as a specific practice after World War II but has deep roots in the American social action tradition. In this course we will explore the historical roots of community organizing, its current status and contemporary debates in the field. We will learn basic organizing principles and techniques and study their application through field observations and case studies. We will compare community organizing to related forms of civic action, reflect on the social values that inform its practice, and explore key ethical issues inherent in community organizing practice. Students will describe and analyze current and historical practice, apply organizing techniques, and evaluate community organizing as a form of civic engagement.

#### **POLS 350D Political Psychology & Behavior (4)**

This course will apply psychological theories to the context of politics to help us better understand the political behavior of political elites and the citizenry. We will begin by analyzing how attitudes are formed. Then we will answer questions like, what does it mean to be a part of a particular identity group and how might that shape your political behavior and beliefs? We will examine what motivates people to take part in politics while others appear to sit on the sidelines. This course will investigate how people process and perceive information, and then we will critically examine the effectiveness of different campaign tactics given this knowledge. By the end of this semester students will gain a stronger understanding of how an interdisciplinary research approach can help us better comprehend and predict the political environment.

#### **POLS 351 U.S. Foreign Policy (4)**

In this course, students will learn about the many different factors that can influence U.S. foreign policy decisions. First, what are the most important interests? Nuclear proliferation, climate change, infectious diseases, or poverty? Second, who are the actors that play a role in shaping foreign policy? The Executive (including the President, military, and relevant agencies – CIA, EPA, Commerce Department), Congress and Supreme Court all play a role, as does the media, interest groups, and the public. Then, what are the different tools? Foreign policy can include military action, economic sanctions, trade incentives, foreign aid, among other tools. Finally, how does the U.S. decide on the best policy to address these issues? Using insights from scholarly literature and current events, students explore these questions.

#### **POLS 352 Global Gender Issues (4)**

Study of gender as a fundamental variable in social, political and economic developments around the world. In this course, the focus is to identify the significance of gender at a global level. Examination of gendered division of labor in industrialized and developing societies, in particular, gendered discourses in development policies and gender-based economic strategies of modernization and restructuring. Beyond the economic realm, the course will also deal with other issues, such as wars, peace movements and concerns over military spending, which show remarkably similar patterns in terms of gender differences over policies.

#### **POLS 353 International Law and Organization (4)**

International law and international organizations are instruments for creating, maintaining, and altering our world. In domestic law, members are able to define the character of their society and design and enforce laws accordingly. But, can this be done in international society? This course explores the potential and limitations of law between sovereign states and those organizations comprised of states to address the challenges our world faces. In addition, we will go beyond the nation state to explore the ways in which non state actors are playing greater roles in the shaping of global values. Select non-governmental organizations (NGOs), including multi national corporations (MNCs), the Catholic Church, women's organizations, drug trafficking organizations, terrorist organizations, and international development organizations will be examined to augment the traditionally state centric focus of many international law and organization courses. Cross-listed as PCST 349.

### **POLS 355 Globalization (4)**

In this course, students learn about the different institutions, actors, and ideational forces that shape the global economy. First, students are exposed to different theoretical explanations of the global economy, including free market liberalism, organizational models, and Marxism. Students then apply these theories to numerous case studies, including global financial patterns, international trade, regulation of multinational corporations, globalization and consumer patterns, and the relationship between the economy and the environment.

### **POLS 356 Security: Defense, Diplomacy and Development (4)**

What is security? Exploring this concept, students are introduced to a range of international relations theories from realism to constructivism. Examining numerous concepts of security, including traditional territorial security, transnational environment crises, and human security, students compare different explanations for events in the international arena. By scrutinizing the behavior of states, intergovernmental organizations, non-governmental organizations, students gain a better sense of the concepts of security and why and how it is pursued by different institutions and individuals.

### **POLS 357 War Games (4)**

Empirical examination of war and conflict. This course examines the actors, interests, preferences, and actions involved in war-making in order to understand what causes war, how it transpires, and when it ends. Students will develop the tools to describe, explain, and predict international conflict and cooperation. To do this, students explore several game models of conflict, applying them to real world cases to offer predictions about whether the actors will go to war, how conflict can be avoided, or who is more likely to win if conflict breaks out. Key topics include game theoretic explanations for war, alliance formation, the strategic use of terror and guerrilla tactics in insurgency, UN peacekeeping vs. unilateral intervention, structural inequalities causing civil wars, the changing nature of conventional warfare, and post-conflict power-sharing. This course aims to answer questions like the following: Why are there more civil wars than interstate wars? Can war be the result of completely rational decision-making? When do others intervene (and what are their true motives for doing so)? By the end of the course, students will understand why international actors go to war, how it can be mitigated or prevented, and what helps resolve it.

### **POLS 358 Topics in International Relations and Comparative Politics (4)**

Selected topics in contemporary international relations and comparative politics. Subjects covered could include social change in Latin America, civil-military relations in Central America, and global environmental politics. This course is taught abroad as part of the Chile study abroad program.

### **POLS 358A Global Public Health (4)**

"This course provides an introduction to the relationship between international relations, global health policy, and public health outcomes. As a survey course, students will examine public health in the context of globalization, and the ideas, actors, and institutions involved in campaigns to resolve health disparities and improve the effectiveness of health care systems. The first half of the course explores the concept of global health and analyzes the social, political, and economic forces influencing the health and well-being of individuals and communities. The second half covers global health governance, with special attention given to the norms, strategies, and debates shaping international health policymaking."

### **POLS 359 Spain and the European Union Abroad (4)**

This course addresses Spain's political and social development since its integration in the European Union, the Spanish political institutions and the role that Spain plays in the New Europe. The course will focus on Spain's regionalisms and explores how the Euro and European Union structure has affected Spanish society and influenced the patterns of national development. Students will be actively involved in group presentations on the complex interaction between "economy," "politics," and "society," at both the national and European Community/Union levels, including an examination of Spanish politics and the European Union in terms of popular participation, party structures, and political institutions. When taken as HISP 359, this class counts the culture requirement for the Hispanic Studies major. When taken as POLS 359 this course does not count towards the Hispanic Studies major or minor. Prerequisite HISP 312 or 313. This course is taught abroad as part of the Spain study abroad program.

### **POLS 360 Civil-Military Relations in Guatemala (4)**

This course will introduce the students to traditional and contemporary theories on civil-military relations, focusing especially on the Latin American context and situation. Next, the course will examine the historical and political development of Guatemala from the days of independence to the end of the civil war in 1996, focusing on the role of the military in Guatemalan politics and daily life. Taught in Spanish. This course is taught abroad as part of the Guatemala study abroad program.

#### **POLS 361 Research Seminar in Public Affairs (4)**

Preparation and presentation of a 35-50 page senior thesis in public policy, using standard scholarly research literature and primary source materials. Topic areas include but are not limited to health care, education, welfare, poverty, economic development and crime. Research projects focus on definition of a public policy problem, a review of existing alternative policy options for addressing the problem, and a recommendation for a preferred course of public action. Especially useful for students pursuing careers in public policy and public or non-profit management. Spring semester.

#### **POLS 362 Research Seminar in Law (4)**

Preparation and presentation of a 35-50 page senior thesis in the area of law and law-related fields. Students will learn how to research using legal materials and tools and how to organize and draft a legal writing project. Seniors only. Every year. Fall semester.

#### **POLS 363 Research Seminar in Political Institutions (4)**

Preparation and presentation of a 35-50 page senior thesis in an area related to U.S. political institutions and policies. Students work individually and collaboratively to plan and execute successfully their extended research projects. The senior thesis demonstrates the student's abilities to synthesize course work preparation in the major, to apply skills and knowledge to conduct research on important political questions, and to communicate the analysis and recommendations to appropriate audiences. Seniors only. Fall semester.

#### **POLS 364 Research Seminar in International Relations and Comparative Politics (4)**

Preparation and presentation of a 35-50 page senior thesis in the areas of international relations and comparative politics. Students will study different research methodologies and share the results of their research with other seminar participants. Assigned reading, seminar discussions and individual research project in international relations or comparative politics. Seniors only. Fall semester

#### **POLS 365 Research Seminar in Political Theory (4)**

Preparation and presentation of a 35-50 page senior thesis exploring in depth the work of particular theorists (Hobbes, Locke, Madison, Mill, Marx, for example) or particular themes in political thought (such as freedom, justice, power). It will also provide students interested in constitutional law an opportunity to study/investigate law from an aspect of political theory. Seniors only.

#### **POLS 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Projects are understood to be part of a student's concentration area work. Not available to first-year students.

#### **POLS 377A Justice (4)**

This course examines several of the most important contemporary conceptions of justice, especially the contrast between liberal egalitarian and libertarian approaches, along with their implications for the design of political, economic, and social institutions. This course will examine critiques of these approaches and ask students to reflect on their own choices regarding fair and equitable conditions, actions, policies, and laws. The course is an elective for political science majors and minors, counts as a Thematic Focus: Justice, and is open to students from all majors.

#### **POLS 380 Topics in Cultural and Social Difference Systems (0)**

Cultural and Social Difference Systems topics courses.

### **POLS 380A Ethics in War (4)**

What do ethics mean during a time of war? If you agree with General Sherman and his view that “war is hell,” this notion seems odd, if not completely irrelevant. However, as human society has evolved, numerous politicians, philosophers, and religious figures have agreed on the need for an ethics in war, even if they have not agreed on the content of those ethics. Students will be introduced to ethical perspectives and discover the dilemmas they encounter when applying these frameworks to real world situations. Students will compare how these ethical perspectives overlap and diverge from political values. We will debate particular dilemmas in warfare, including which authorities can declare war and when they are justified in doing so, what means can be used in war, and what obligations both combatants and non-combatants have.

### **POLS 380B Inequality, Race, and Gender in Brazil (4)**

This course combines classroom learning at CSB/SJU during CD mod and ends with an experiential component abroad. Brazil is a complex country. Blessed with abundant natural resources, it has constantly failed to transform this potential into sustained economic development. The economic growth of the past century has exacerbated long lasting inequalities that date back to the colonial period, with the legacy of slavery looming large to this day. These inequalities, when analyzed more deeply, show that race and gender are important categories in understanding the country’s struggle for social and economic development. This class explores the relationship between development, inequality, race and gender in Brazil. Students will learn about the historical contexts that have created Brazil as a nation while also seeing firsthand the economic, social, cultural, and racial diversity of the country. Prerequisite FYS 101, HONR 101 or FYS 201.

### **POLS 380C Comparative Health Care Policy (4)**

This course examines the challenges and solutions to contemporary health care in countries across the world, from Europe and the Americas, to Asia and Africa. The course will focus on various parts of the United States’ health care system in comparison with that of the United Kingdom, Canada, Austria, Australia, Botswana, Japan, and others, with guest speakers from some of those countries. We examine how national health systems were shaped by different political, historical, cultural and socio-economic traditions and the political, social, and economic consequences of each system.

### **POLS 395A Model United Nations Seminar (1)**

Preparation for participation in a national Model United Nations Conference, usually held in New York City or Boston during the spring semester. Covers the structure and functions of the United Nations, plus selected international issues such as the environment, terrorism and human rights. Prerequisite: 121 or permission of instructor. Every year.

### **POLS 395B Model United Nations Seminar (1)**

Preparation for participation in a national Model United Nations Conference, usually held in New York City or Boston during the spring semester. Covers the structure and functions of the United Nations, plus selected international issues such as the environment, terrorism and human rights. Prerequisite: POLS 395A. Every year.

### **POLS 396A Washington, D.C., Summer Study (4)**

Preparation with faculty and other learning community participants, followed by a ten week internship experience in Washington, D.C., working full time for members of Congress, committee staffs, federal agencies, media or lobbying organizations. Includes evening seminars, discussions with Congressional delegation, and guest speakers. Every summer.

### **POLS 397 Internship (1-8)**

Experiential learning in the field, including work with faculty researchers, elected officials, other public officials, lawyers and judges.

## **SUBJECT: Psychology**

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### **PSYC 108 Psychology of Gender (4)**

In this course, we will examine psychological research and practice through the lens of gender. We will explore gender as a psychological and social construct that influences our experiences in a number of contexts. The course will address how gender, as a social identity, relates to privilege, oppression, and emotional well-being. Sample topics include: gender roles, stereotypes, gender socialization, and gender inequality. Moreover, we will take an intersectional perspective, attending to the complex ways that gender combines with race and other social identities. As we engage with a broad survey of scholarship on the psychology of gender, we will grapple with controversial issues confronting the field of psychology and consider both personal and professional applications.

### **PSYC 111 Introductory Psychology (4)**

Prerequisite to all upper-division psychology courses. Survey of the major content areas of psychology, introducing the basic vocabulary, concepts, principles, and theories of the discipline. Specific topics include history and methods of psychology; biological bases of behavior; sensation and perception; learning and memory; cognition, language, and intelligence; motivation and emotion; lifespan development; personality; psychological disorders; psychological treatment/psychotherapy; and social psychology. Multiple sections offered every semester.

### **PSYC 200 Empirical Research Project (1-4)**

Supervised study including an empirical data-based research project. Requires permission of instructor and department chair and completion and/or concurrent registration of less than 12 credits within the department. Students with 12 or more credits should enroll in 300 Empirical Research Project.

### **PSYC 221 Applied Behavioral Statistics (4)**

Understanding and analyzing data in psychology research; descriptive statistics, inferential statistics, appropriate use of statistics, use of computer to do necessary computations and data analysis. Prerequisite: PSYC 111. Multiple sections offered every semester.

### **PSYC 235 Research Methods (4)**

This course is designed to introduce students to the principles of research in psychology. In addition to learning how to design and conduct research projects of high quality, students will develop the skills necessary to interpret and critique others' research. Emphasis will be placed on the strengths and weaknesses of the various research designs so that students will be able to choose the appropriate methodologies to address particular research questions. The course will provide students with hands-on experience in all aspects of empirical research in psychology. This includes designing, conducting, analyzing, interpreting, and reporting their own research, as well as evaluating the research of others. Prerequisite: 221.

### **PSYC 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Approval of department chair required. Not available to first-year students.

### **PSYC 300 Empirical Research Project (1-4)**

Supervised study including an empirical data-based research project. Required permission of instructor and department chair and completion and/or concurrent registration of 12 or more credits within the department.

### **PSYC 302 Reading in Psychology (0-1)**

Reading and discussion of classic or contemporary works in psychology, moderated by a member of the Psychology Department. Interested faculty and students in other areas are welcome to participate as well. Each section of this course is typically devoted to a single work, but occasionally a group of smaller works by a single author may be selected. S/U grading only. May be repeated for credit.

### **PSYC 304 Industrial and Organizational Psychology (4)**

The study and application of the principles of psychology to work place behavior in a wide variety of organizations (e.g., industrial/profit making, governmental, human service, non-profit, etc.). Industrial/organizational psychology attempts to answer two major questions: Why do people behave the way they do within organizations? How can we use this information to improve the effectiveness of the organization and lives of its members? Topics include selecting and evaluating employees, training and development, organizational culture, job satisfaction and motivation, leadership, communication, decision making, quality of work life, work stress and health. Prerequisite: 111 and SO, JN, or SR standing Typically offered every other year.

### **PSYC 309 Selected Topics in Psychology (2-4)**

Topics in psychology of particular relevance to the interests and needs of psychology majors and/or students in psychology. The topics for the course will be announced each semester. Prerequisite: announced with course listing. One or more sections typically offered each semester.

### **PSYC 309A Psychology of Language (4)**

This course provides an opportunity to learn about language and how it is processed and understood. Topics will include speech perception, word and sentence processing, reading, discourse, sign language, language development and language disorders. Psychological and neuropsychological research and theories will be examined. Prerequisite: PSYC 111

### **PSYC 309C Cross-cultural Psychology (4)**

Cross cultural psychology examines traditional topics in the field of psychology (for example, research methods, cognition, development, emotion, psychopathology, social behavior, etc.) with a special emphasis on the comparison of these topics across different cultural groups. We will explore these topics with a particular emphasis on the methodological challenges associated with developing a scientific understanding of the influence of culture on human behavior and mental processes. Prerequisite: PSYC 111

### **PSYC 309E Positive Psychology (4)**

What do people need in order to thrive? In this course we will explore topics such as happiness, meaning, human flourishing, career development, satisfaction with life, and psychological well-being. In addition reviewing the latest positive psychology research, the focus of the course will also be on application and experiential learning. This personal development course is designed for first year and sophomore students. Prerequisite: PSYC 111 and first year or sophomore standing.

### **PSYC 309F Animal Minds (4)**

This class will attempt to look inside the minds of animals. It's an interesting, fun, and constantly changing field that is very accessible. We will explore issues focusing on Animal Cognition, Consciousness, Emotion, and Morality; constantly looking across species lines for commonalities and differences. The psychological capacities of human infants, children, and adults will be compared with widely varied species to understand not only how animals think, but also what makes us different. We will also discuss evolutionary theories and scientific methodologies used to explore varied minds. Prerequisite: PSYC 111

### **PSYC 309J Evolutionary Psychology (4)**

This course examines the major areas of psychology from an evolutionary perspective. We will, for example, look at sensory systems, emotions, interpersonal relationships, and mental disorders and ask question such as the following: Why did these particular attributes of human nature evolve? Why do all people in all cultures share similar sensory experiences, emotions, and developmental stages? Specific topics of study: Evolutionary psychology (EP) vs. the standard social science model; evolution by natural selection; the genetic basis for evolution; major topic areas of psychology from an evolutionary perspective, including sensation and perception, consciousness, motivation and emotion, cognition, learning, individual differences (intelligence and personality), health, abnormal psychology, the psychology of human mating, families and development, social behavior, and culture. Prerequisite: PSYC 111

### **PSYC 309K The Amazing Brain (4)**

In the realm of neuroscience, truth is often stranger than fiction. Much has been learned from bizarre and unfortunate

cases of brain damage, such as the historic account of Phineas Gage, a railroad worker whose brain was penetrated by a 3' 7" iron rod during an accidental explosion. Amazingly, Gage survived the trauma, but his personality was never the same. This course implements a cooperative learning approach to exploring what we have learned about the human brain from accidents, disease states, and other twists of fate, as well as from the study of healthy brains. Possible topics may include phantom limb syndrome, locked-in syndrome, brain death, autism, epilepsy, sleep disorders, and electrical injury. Neuroscience-related film and literature may also be explored. Finally, students will implement strategies for improving their own brain health. Student learning will be assessed in a variety of ways including in-class assignments, quizzes, discussions, group projects, papers, presentations, and exams. Prerequisite: PSYC 111 and SO, JN or JR standing.

#### **PSYC 309L Forensic & Legal Psychology (4)**

The general aim of this course is to learn about psychological knowledge as it applies to law. The course offers an overview of contemporary psychological theories, research, principles, concepts, and practices pertinent to the legal system. Although students will gain an appreciation for the culture and traditions of law, this is not a law course. The emphasis is on human behavior and mental processes and the interaction of psychology with the legal and criminal justice systems. Specific topics include psychological assessment, testing, and the law; psychology and the courts; mental health law (competencies, criminal responsibility, civil commitment; the psychology of the jury (procedural considerations and jury decision making; the psychology of evidence (eyewitness testimony, the polygraph, hypnosis, facial composites, profiling, pretrial publicity); correctional psychology; family law; juvenile delinquency and justice; criminal behavior; and the psychology of law enforcement. Prerequisite: PSYC 111

#### **PSYC 309M Multicultural Psychology (4)**

This seminar-style course will focus on the contemporary scholarship in multicultural psychology. The course will emphasize the psychological and social experience of discrimination, oppression, and privilege. Students will learn about how one's social identities (race, gender, sexual orientation etc.) make up an individual's cultural experiences. Students will be expected to explore these topics about themselves and others. The course will include readings, discussion, and experiential activities to interactively learn these topics. Prerequisite: PSYC 111

#### **PSYC 309N Environmental Psychology (4)**

Human behavior is the major contributing factor to all environmental problems we face today. Thus, if we are to understand both the causes and potential solutions to the many environmental problems our planet is facing, we need to understand how psychological principles influence the human behavior that causes those problems. We can then begin to develop strategies for addressing environmental problems based upon our knowledge of human behavior. The purpose of this special topics course is to examine psychology's role in leading society toward a more sustainable existence. We will review many of the psychological principles covered in the introductory course with the purpose of applying those principles to environmental issues. Prerequisite PSYC 111 or permission of instructor.

#### **PSYC 309O Psychology of Political Leadership (4)**

The course will examine conceptual and methodological perspectives on the psychological assessment of presidential candidates and the role of personality on political leadership. The course will cover topics such as alternative approaches to the study of personality in politics, presidential leadership and management styles, and psychological "fitness for office." Students will participate in a group research project involving psychological and leadership assessments of the presidential and vice-presidential candidates in the 2016 election and, with the help of the instructor, will publish a series of newspaper articles dealing with the subject matter of the course. The class will be structured like a seminar or workshop and performance evaluation will be based on class discussion, participation, presentations, and short papers that will be edited and submitted for publication in the news media.

#### **PSYC 309P The Psychology of Prejudice and Discrimination (4)**

This course examines stereotyping, prejudice, and discrimination from a social psychological perspective. Students will learn about why prejudice and discrimination occur and how prejudice and discrimination can be addressed and reduced. Additionally, students will use research findings to interpret and explain real-world events and will be given the opportunity build a more inclusive campus community by identifying institutionalized policies and practices that discriminate against marginalized student groups on campus.

#### **PSYC 309Q Cognition in a Digital Age (4)**

This course will focus on research into how people's cognition may be affected by the use of digital media and technology as compared to more traditional ways of accessing and processing information. We will address questions such as: How does reading text on computers, tablets, smartphones, etc. differ from reading books and other printed materials? Is there a difference in comprehension level, attention span, the likelihood to skim, or other variables? How does the ubiquity of smartphones and social media affect people's attentional focus, productivity, and emotional well-being? Can people effectively multitask or is the presence of such technology and apps always detrimental? How does reading fake or inaccurate news affect people's understanding of the world? After exposure to such information, are there effective methods to combat the misinformation so that people gain a more accurate understanding of the topic? Does easy access to Google, Wikipedia, and other online sources affect people's idea of what it means "to know" something? Does it affect people's motivation to commit information to memory?  
Prerequisite PSYC 111.

### **PSYC 310 Community Psychology (4)**

Community Psychology is an applied field that uses psychology and other social science research to develop community interventions for the purpose of preventing psychological disorder, promoting mental health, and enhancing the quality of life for individuals and communities. As a result, community psychologists are actively involved in the community and within community organizations. Sample topics include: Collaborative community research, the psychological sense of community, psychological stress and social support, community and social change, citizen participation and empowerment, and intervention in schools, human service organizations, and the mental health system. Prerequisites: 111 and junior/senior standing. Typically offered every other year.

### **PSYC 311 Sport and Exercise Psychology (4)**

The scientific study of the behavioral, affective, and cognitive reactions of participants and spectators to various sport settings, with emphasis on the potential of sport to contribute to psychological health and wellbeing, as well as the potential for sport to increase anxiety, aggression, violence, and injury. The role of the sports and exercise psychologist is examined, including increasing the level of athletic performance, dealing with the emotional problems of athletes, educating athletes, coaches, and spectators, and studying human behavior and mental processes in sports settings. Prerequisite: 111 and sophomore, junior, or senior standing. Typically offered every other year.

### **PSYC 320 Principles of Learning and Behavior (4)**

An exploration of the basic principles of conditioning and learning. The course covers the phenomena of Pavlovian and Operant conditioning as well as their place in the larger theoretical framework of psychology. The course also covers application of these principles to understanding social and individual behavior. Prerequisite: 111. Typically offered every semester.

### **PSYC 330 Sensation and Perception (4)**

An exploration of the ways in which we construct a world of things and events from the flow of stimulus energy. Covers such topics as color vision, form perception, perception of space and movement, perceptual constancies, and music and speech perception. Prerequisite: 111. Typically offered every year.

### **PSYC 331 Cognitive Processes (4)**

The study of the higher mental processes. Special emphasis is given to perception, memory, attention, imagery, problem solving, decision making, and language. Prerequisite: 111 Typically offered every semester.

### **PSYC 340 Physiological Psychology (4)**

A survey of psychological topics of psychology from the biological perspective. Topics may include behavior genetics, neuroanatomy, sensation and perception, learning and memory, drives, emotion, language and abnormal behavior. Physiological psychology typically includes a hands-on laboratory component involving either empirical research with rats or sheep brain anatomy. Prerequisite: PSYC 111 & SO, JN or SR standing. Typically offered every semester.

### **PSYC 342 Psychopharmacology (4)**

This course is designed to familiarize students with current drugs including antipsychotics, antidepressants, anti-anxiety agents, and drugs of abuse. An emphasis will be placed on the action of these drugs at the synaptic

level, indications and contraindications for their use, and potential side effects. Prerequisite: 111. Typically offered every other year.

### **PSYC 343 Health Psychology (4)**

This course will survey various models of the mind-body interaction as related to physical health. Topics may include: psychoneuroimmunology, the role of stress on mental and physical health, psychosomatic disorders, behavioral medicine, and the psychology of illness and wellness. Recommended for pre-med, pre-physical therapy, and pre-occupational therapy majors. Prerequisite: 111. Typically offered every other year.

### **PSYC 347 Advanced Statistics and Measurements (4)**

Develops the most basic concepts of evaluating psychological measures: reliability, validity, and normative data and then proceeds to show how these principles can be used to evaluate new and existing measures. Topics covered include basic review of descriptive statistics, ability and achievement assessment, personality assessment, and factor analysis. Prerequisite: 221. Typically offered every other year.

### **PSYC 349 Motivation and Emotion (4)**

The words "motivation" and "emotion" come from the same root: both refer to the psychological "forces" underlying action (behavior). This course will examine the biological, psychological, and social bases that consciously or unconsciously direct our behavior. Topics may include: the physiology of emotion, moral development, attachment and "free will." Prerequisite: 111. Typically offered every other year.

### **PSYC 350 Social Psychology (4)**

This course reviews the major theories and methodologies in social psychology, the scientific study of how people think about, are influenced by, and behave in relation to others. The course will examine how people view themselves and others and the accuracy of those thoughts, the social forces that impact people's behavior and attitudes, and how people relate to each other (prejudice, aggression, attraction, and helping). Prerequisite: 111. Typically offered every semester.

### **PSYC 360 Developmental Psychology (4)**

The study of age-related changes that occur as the individual moves through life. Major theoretical perspectives, concepts, and research methods for examining physical, cognitive, moral and social-emotional development. Prerequisite: 111. Multiple sections offered every semester.

### **PSYC 370 Clinical and Counseling Psychology (4)**

The purpose of this course is to provide an introduction to the fields of clinical and counseling psychology. Major topics covered include: the historical backgrounds of these fields, the educational requirements for professionals, the use of assessment techniques and professional issues and issues related to clientele. Basic helping skills, which are useful in any form of communication, are developed. In addition, the theories most representative of the various schools of psychotherapy are explained. Prerequisite: 111. Offered every year.

### **PSYC 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Approval of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first year students.

### **PSYC 380 Personality Psychology (4)**

Foundational issues in personality psychology, including the personality construct, levels of analysis in personality psychology, the nature and purpose of personality theories, and criteria for evaluating the adequacy of psychological theories. Major domains of knowledge and theoretical perspectives on the psychology of personality, including biological, psychodynamic, dispositional (trait), cognitive, affective, and social/cultural approaches. Consideration of psychological adjustment and psychopathology in relation to personality psychology. Prerequisite: 111. Typically offered every year.

### **PSYC 381 Abnormal Psychology (4)**

This course is designed to be an overview of the various forms of abnormal behavior. Etiology, assessment, and treatment for each disorder will be included. Diagnostic classification will be emphasized. Prerequisite: 111. Offered every year, typically each semester.

### **PSYC 392 History of Psychology (4)**

Historical analysis of psychology from the field's beginnings in philosophy and the natural sciences through the 1980s. Students will give presentations and engage in other activities (e.g., class discussion) based on their own research on the history of psychology. Prerequisites: PSYC major, Senior standing and 20 credits in psychology. Offered every year.

### **PSYC 393 Psychology Seminar (4)**

Detailed consideration of special topic; library research and possible laboratory work included; participants will prepare and present a major paper to seminar participants. Prerequisites: PSYC major and Junior or Senior standing. Typically offered every semester.

### **PSYC 393A Controversies in Psychology (4)**

In this discussion-based course, we will examine a number of controversial topics within the field of psychology. The main objective of the course is to help psychology majors develop informed opinions on a variety of important issues that are currently being debated in the field. Participation in class discussions will be expected of all students and will constitute a significant portion of the course grade. In addition, students will write a major paper and present it to the group; they will also lead discussions and complete frequent short writing assignments. Potential topics include the following: Is it ethical for psychologists to be involved in the interrogation of suspected terrorists? Are abstinence pledges effective in reducing teen sexual activity, pregnancy, and STDs? To what degree is the diagnosis and treatment of psychological disorders influenced by drug companies? How well does evolutionary psychology explain human sex differences? What effect does media violence have on children? What is emotional intelligence and is it a useful construct? Do certain vaccines increase the chances that a child will develop autism? What is involved in sexual orientation "conversion" therapy, and should therapists offer such treatment? Prerequisites: PSYC major and Senior standing or permission of instructor.

### **PSYC 393B Personality Assessment & Profiling in Criminal Psychology (4)**

Psychology Seminar involves detailed consideration of a special topic and requires seminar participants to prepare and present a major paper. This section is designed to help senior psychology majors integrate diverse psychological concepts, principles, theories, and methods to the applied areas of criminal investigation. The course will draw from several areas of psychology, including the biological foundations of personality; perception and cognition; motivation and emotion; human development; personality psychology; psychopathology; and social psychology. Students will develop offender and victim psychological profiles in unsolved criminal cases. Prerequisites: PSYC major and Senior standing or Permission of instructor.

### **PSYC 393C Buddhist Psychology (4)**

This course will explore the interface between Western and Buddhist psychologies by a re-examination of traditional substantive areas in psychology including (but not limited to): historical development, research methodology and ways of knowing, neuroscience, sensation and perception, consciousness, conditioning, cognition, motivation and emotion, personality, social interaction and psychopathology. Class meetings will be spent discussing assigned readings from both the psychological and the Buddhist literature. Students will select a psychological topic of interest, extensively research the topic from both perspectives, and prepare a term paper to be presented to the group. In addition, students will receive basic instruction in mindfulness meditation and will be asked to adopt a daily practice, journaling their reactions and experiences, as an experiential component of the course. Prerequisites: PSYC major; Senior standing or Permission of instructor.

### **PSYC 393F Guidance for Life: Psychological and Benedictine Wisdom (4)**

Modern society often portrays science and religion as being at odds with each other. This course will emphasize how science and religion both point to similar suggestions for how to live well. More specifically, students will learn about the Benedictine Wisdom Tradition (e.g., values, practices) and identify a set of principles that are central to a

Benedictine way of life. Students will then find and examine psychological research related to those Benedictine principles to illuminate how psychological science and religion often concur in their guidance for how to live fulfilling lives that can contribute in meaningful ways to one's community and the broader world. Among the principles to be examined: listening, attentiveness, humility, and community. Ultimately, students will complete a major paper and presentation where they focus on a particular world problem of interest to them and how the guiding principles derived from both psychological research and Benedictine wisdom could be utilized to help make the world a better place. Prerequisites: PSYC major and Senior standing or permission of instructor.

#### **PSYC 396 Senior Thesis (1-4)**

Limited study examining a student's own researchable hypothesis in consultation with one or more department members. Prerequisites: Senior standing and 20 credits in psychology. Students typically enroll for 3 credits in Fall and for 1 credit in Spring, in their senior year.

#### **PSYC 397 Internship (1-8)**

Internship in an approved setting. Work experience in an area of applied psychology supervised by agency personnel and department coordinator. Prerequisites: Senior standing, 20 credits in psychology and approval of department chair.

## **SUBJECT: Scripture - New Testament**

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### **SSNT 400 Reading the New Testament (3)**

A general introduction to the history, literature and theology of the New Testament with special emphasis on reading the strategies appropriate to both pastoral work and further academic study. Particular attention is paid to the Gospels and the Pauline Letters.

### **SSNT 401 New Testament Greek (3)**

The elements of New Testament Greek, with emphasis on reading comprehension with the aid of a dictionary. The study of grammar and its practical application in reading New Testament texts.

### **SSNT 402 New Testament Greek II (3)**

Continuation of SSNT 401, with particular focus on New Testament texts as primary translation sources.

### **SSNT 417 Gospel of Matthew (3)**

Extensive investigation of the Gospel of Matthew within its theological, social, and historical context

### **SSNT 418 Gospel of Mark (3)**

A theological, historical and literary analysis of the second Gospel. Special emphasis is placed on the narrative quality of Mark and its relationship to the early Christian community.

### **SSNT 419 Gospel of Luke (3)**

A study of the major themes of the Lucan corpus through an historical critical examination of selected passages. Special attention will be given to Luke's soteriology.

### **SSNT 420 Synoptic Gospels (3)**

A study of Matthew, Mark, Luke and John, their history, literary style, and theological vision. Emphasis on hermeneutical questions, text formation, and the interrelation of the four books in forming a unified Gospel tradition.

### **SSNT 422 Pauline Tradition (3)**

A theological, historical and literary analysis of the Pauline letters. Topics may include the conversion and mission of Paul, the historical situation of the Pauline communities, the literary and rhetorical quality of the letters and major theological themes.

### **SSNT 424 The Johannine Tradition (3)**

Extensive investigation of the Johannine corpus within its theological, social and historical context.

### **SSNT 468 Topics in New Testament Literature (1-3)**

NO COURSE DESCRIPTION

### **SSNT 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

## **SUBJECT: Scripture - Old Testament**

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### **SSOT 400 Reading the Old Testament (3)**

The Israelites forged their identity as a people and sustained their common bonds through interaction and communication with YHWH. This course will examine the testimony of the Old Testament to this relational dynamic between YHWH, the people, and their leaders through the exegesis of representative texts from the Pentateuch, the Prophets, and the Writings.

### **SSOT 401 Biblical Hebrew (3)**

Study of the elements of Old Testament Hebrew, with emphasis on reading comprehension with the aid of a dictionary. The study of grammar and its practical application in reading Old Testament texts.

### **SSOT 406 Biblical History and Sites (1)**

This course forms the educational component for the study tour of the Holy Land. This course studies the lands which gave birth to the Bible, particularly Israel and Palestine. In addition to Istanbul, the Turkish sites include the cities mentioned in the Book of Revelation. Depending on the political climate, parts of Egypt, Sinai, or Jordan may be added. While the primary focus of the course is the historical and archaeological context for both the Old and New Testaments, the class also visits places held sacred by Christians as well as those revered by Jews and Muslims.

### **SSOT 410 Pentateuch (3)**

Survey of the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy in the Hebrew Bible, introducing the student to their content, the traditions of interpretation and the methods employed in their exegesis. Themes of creating, liberating, and covenanting are emphasized.

### **SSOT 412 Prophetic Tradition (3)**

Survey of the writings of the prophets in the Old Testament with special attention given to the historical contexts of the biblical prophets and the language, genres, images, and theological content of various prophetic texts. Further consideration of the relevance of the prophetic message in contemporary church and society.

### **SSOT 414 Wisdom Tradition (3)**

Introduction to the wisdom material of the Old Testament with special attention given to the historical background of the wisdom tradition, and the structure and content of the wisdom books (especially Proverbs, Job, Qoheleth, Sirach and Wisdom), the development of the OT wisdom tradition in later writings including the New Testament, and the relevance of the wisdom tradition to the present.

### **SSOT 416 Psalms (1-3)**

Study of the backbone of Jewish and Christian prayer for three thousand years. In addition to the exegesis of selected psalms, topics include: the formation of the Psalter, various translations, the spirituality of the psalms, and the use of the psalms in Christian prayer, especially the Eucharist and the Liturgy of the Hours.

### **SSOT 468 Topics in Old Testament Literature (1-3)**

Various topics offered. See schedule each semester for offerings.

### **SSOT 469 Topics in Jewish Biblical Theology (3)**

NO COURSE DESCRIPTION

### **SSOT 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

## **SUBJECT: Social Science**

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### **SOSC 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **SOSC 397 Internship (1-16)**

Supervised field work and experience in a variety of social, administrative and research settings. Subject to approval of faculty advisor and department chair and completion of the pre-internship seminar.

## **SUBJECT: Sociology**

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### **SOCI 111 Introduction to Sociology (4)**

Systematic description and analysis of the creation and composition of groups; development of the sociological imagination as the key to understanding the interconnectedness of individuals, cultures and social institutions. An introduction to sociological theory, methodology, and analysis as well as to the major topics studied by the discipline.

### **SOCI 121 Introduction to Anthropology (4)**

This course will provide an introduction to the field of anthropology. Anthropology is a holistic and comparative study of human diversity. Students will examine cross-cultural examples to shed light on all the aspects of human life and culture from language and religion, to technology and medicine, to the study of our human and non-human ancestors.

### **SOCI 206 Qualitative Research Methods (4)**

This course serves as a follow-up elective to SOCI 205. This course will focus on qualitative research methods such as participant and non-participant observation, in-depth interviews, content analysis, and photography. Students will design their own qualitative research, collect qualitative data, and analyze their data in the context of existing literature.

### **SOCI 229 Intimate Relationships (4)**

Friendships from childhood to adulthood; the development and maintenance of relationships; the impact of social forces on sexual behavior, dating, courtship and mate selection; challenges and issues in intimate relationships. Limited to First and Second Year Students.

### **SOCI 230 Family and Society (4)**

Explores the family as a SOCIAL institution, recognizing the diversity of families around the world and within various cultures. The course places particular emphasis on the history, current challenges, and future directions of the family in United States, while examining how societal perspectives on gender, race, ethnicity, social class, and immigration status impact interactions and roles within the family. Students examine how families are influenced and shaped by social forces such as the economy, politics, and religion.

### **SOCI 250 Social Problems (4)**

This course provides an overview of the sociological study of social problems and issues, both in the United States and in global perspective. The course will examine the nature and causes of social problems as well as possible solutions. Theoretical and methodological perspectives used to analyze social problems will also be considered.

### **SOCI 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **SOCI 277 Global Health, Culture, and Inequality (4)**

This course explores global health from an anthropological perspective. It examines how medical anthropologists attempt to understand global health challenges within a larger historical, cultural, political, and economic framework. This course will cover a wide range of health challenges from a variety of cultural and geographic contexts. We will examine a number of topics and diseases – both infectious and non-communicable – through case studies and ethnographies. Students will consider issues of gender inequality, maternal and child health, humanitarian aid, global mental health, and the bioethics of global health practices. The course emphasizes the numerous political, economic, structural and cultural forces that lead to the unequal distribution of disease globally. Thematic Focus Justice

### **SOCI 277A Global Health, Culture and Inequality (4)**

This course explores global health from an anthropological perspective. It examines how medical anthropologists

attempt to understand global health challenges within a larger historical, cultural, political, and economic framework. This course will cover a wide range of health challenges from a variety of cultural and geographic contexts. We will examine a number of topics and diseases – both infectious and non-communicable – through case studies and ethnographies. Students will consider issues of gender inequality, maternal and child health, humanitarian aid, global mental health, and the bioethics of global health practices. The course emphasizes the numerous political, economic, structural and cultural forces that lead to the unequal distribution of disease globally.

#### **SOCI 279 SOCI THEMATIC FOCUS TOPICS (0)**

NO COURSE DESCRIPTION

#### **SOCI 279A QUANTITATIVE METHODS SOCI(SS,SW) (4)**

This course will use a “hands on” approach by students to grapple with the quantitative analyses of data in the social sciences. Students will learn about the operationalization, computation, and transformation of variables. Students will create and test hypotheses using SPSS. They will also write up their results using a journal article format and give presentations of their results.

#### **SOCI 301 Student Delegation to the United Nation Framework Convention on Climate Change (1-2)**

NO COURSE DESCRIPTION

#### **SOCI 304 Sociological Theory (4)**

This course focuses on the central ideas and assumptions of the founders of modern Sociology: Durkheim, Weber, Marx, and Simmel. We will read these influential theorists’ original work, discuss the epistemological significance of sociological theory, survey recent schools of thought and intellectual trajectories within the discipline, and apply sociological theory to contemporary issues. Prerequisite SOCI 111 or permission of the instructor.

#### **SOCI 319 Sex and Gender (4)**

A survey of sociological knowledge about sex and gender as fundamental organizing principles of our social world. Examines the interplay of sex, gender, and sexual orientation as they change over time and across cultures. Critical analysis of what it means to live as a gendered, sexual being in today's society.

#### **SOCI 323 Medical Anthropology (4)**

Medical anthropology seeks to understand human health and wellbeing, the experience and distribution of illness, and methods of healing across cultures. While illness and health are universal concepts, the specific conditions that lead to illness and health, and the understanding of what these various states do to one’s body and one’s spirit, vary greatly. In our biomedically-oriented society, we often take for granted the various ways that culture, political economy, social structures, religion, and environment impact health. In this course, we explore the cultural variations that exist in the ways people experience, diagnose, and treat illnesses. We will cover a variety of topics from childhood disease and stress to medical travel and pharmaceutical marketing. The course readings will be rooted in ethnographic inquiry – that is, we will read about the lived experiences of people seeking health and healing, the methods anthropologists use to collect such data, and the theories that help us explain them. Course readings include a graphic novel about medical promise, an ethnography about Malawian medical students, and numerous case studies from all over the world that will bring us closer to understanding the various and complex ways people experience health, illness, and healing.

#### **SOCI 324 Anthropology of Africa (4)**

Africa is an immense continent of strikingly rich and diverse geography, politics and cultures. This course explores many of the central issues and debates in the anthropological study of contemporary Africa, with a focus on sub-Saharan Africa. Media representations of Africa often focus solely on suffering, poverty, disease and corruption. African life is also frequently portrayed as a singular unified experience. Yet, African societies and communities are dynamic: both in their cultural, political and historical diversity, and in their responses to the legacies of colonialism and the challenges of the contemporary global context. While this course will examine many of the problems that contemporary Africans face, we will also contextualize these problems and counter prevailing narratives about Africa by exploring the resilience and rich cultural life on the continent. Topics will include: colonialism and post-colonialism, political economies, kinship and social organization, religion, health, gender, globalization, sexuality, and arts.

### **SOCI 326 Cultural Thought and Meaning (4)**

How have engagements with cultural “others” helped create knowledge, expand our understanding of ourselves and the world, and inspired us to think about humanity? In this class, we will learn about some of the key theoretical paradigms in cultural anthropology, from its earliest inception through contemporary, experimental anthropological thought. As anthropological theory must be deployed in ethnographic practice to have any effect, theoretical material in this class will be paired with ethnographies, articles, manuscripts, and films-which exemplify, challenge and build upon abstract concepts.

### **SOCI 327 Food, Culture and Society (4)**

Food is central to human life, but how food is defined, acquired, and consumed varies widely throughout the world. This class takes a four-field anthropological approach to the study of food. In this course, students will explore how food nourishes and shapes our bodies, how historical changes in food acquisition have shaped society, and how globalization is re-shaping what and how we eat. The social and cultural importance of food will be emphasized in this class, and students will examine the role of food in building identity, making meaning, organizing society, and creating social practices. This course will draw on anthropological theory and methods to understand the importance of food in shaping and giving meaning to human life.

### **SOCI 330 Family Violence (4)**

Analysis of incidence, causes and treatment of major forms of family violence. Includes abuse, neglect and exploitation in parent-child, courtship and marital relationships.

### **SOCI 333 Sociology of Medicine and Health Care (4)**

Western medicinal practices and the organization of the health care system including medical education, health insurance, problems of medical practice, hospital organization, health personnel, the doctor-patient relationship, alternative medicine, and death and dying. Alternate years.

### **SOCI 334 Deviant Behavior (4)**

Definition, causes and theories of deviant behavior in the framework of social norms and institutions. Major deviant identities in American society. Prerequisite: 111.

### **SOCI 335 Sociology of Religion (4)**

Sociological phenomena of religious expression. Role of religion in society. Sociology of denominational differences and religious communities.

### **SOCI 336 Special Topics (CS) (4)**

NO COURSE DESCRIPTION

### **SOCI 336A Cultural Journeys in Latin America (4)**

This course offers an introduction to the region of Latin America and to the field of anthropology. Latin America is a vast expanse of geographic extremes from the glaciers of Patagonia to altiplano desert to the Amazon basin. The region is home to more than half a billion people, speaking over eight hundred languages, and living in twenty different nations. It is a region of contrasts, where wealth and poverty are often in proximity. It is the world's most urbanized region, yet Latin America is often associated with agrarian communities. Using anthropological concepts such as culture, community, identity, and political economy, students will explore Latin America's great diversity while also identifying the cultural factors that unify and shape Latin America.

### **SOCI 336B Men and Masculinities (4)**

This course will offer an exploration of current topics in the field of men's studies. What is masculinity? How is it formed? Who does it benefit? What are its hazards? Readings from a variety of disciplines will challenge students to analyze the way masculinity functions across cultures and in their own cultural context.

### **SOCI 336C Corrections: Gender and Power in Prisons (4)**

In this course, students will examine how the corrections system works to enforce, shape, invent, and constrain people's behavior related to gender. Students will use first hand accounts, statistics, and ethnography to understand the relationship between gender, power, and the corrections system. The experiences of inmates, corrections officers, judges, and victims will be central to understanding how corrections systems work in relationship to power, gender, and race. Finally, we will consider how this can be used to shape corrections policy in the future.

### **SOCI 337 Special Topics (2-4)**

See official class schedule. Offered when needed.

### **SOCI 337B Wealth and Poverty (4)**

Social and economic inequality is receiving increased attention in recent years. This class will explore a range of issues and research related to inequality. These questions include: Is economic and social inequality necessary? How does inequality overlap with race, gender, religion, and other demographic characteristics? How does inequality shape everything from the things we buy to how long we live? How does the United States compare to other nations in regards to inequality? Although some class days will involve lectures, many class days will examine these questions through discussions, films, and other activities.

### **SOCI 337F Sociological Perspectives on Environmental Issues (4)**

Issues such as depletion of natural resources, pollution, loss of habitat, global warming (or not), population growth, urban growth and sprawl, biodiversity, toxic waste management, transportation, energy, vegetarianism, sustainable community development, and globalization will be considered. Aspects of these issues to be covered include: conditions of emergence, theories, applicable social movements and counter-movements, cross-cultural perspectives, and social change. Special attention will be given to consideration of low or minimal impact lifestyle efforts.

### **SOCI 337I Global Health, Culture and Inequality (4)**

This course explores global health from an anthropological perspective. It examines how medical anthropologists attempt to understand global health challenges within a larger historical, cultural, political, and economic framework. This course will cover a wide range of health challenges from a variety of cultural and geographic contexts. We will examine a number of topics and diseases – both infectious and non-communicable – through case studies and ethnographies. Students will consider issues of gender inequality, maternal and child health, humanitarian aid, global mental health, and the bioethics of global health practices. The course emphasizes the numerous political, economic, structural and cultural forces that lead to the unequal distribution of disease globally.

### **SOCI 337J Climate Studies: Culture, Science and Policy in a Changing Environment (4)**

This course uses a cultural focus to understand how humans study, experience, interpret, and mitigate global climate change. We investigate climate science, politics, and economics, along with how climate change intersects with matters of justice, gender, globalization, media, development, and higher education. As we learn about these topics, we will conduct applied research on particular climate topics at various scales—local, state, national, and international—to work towards defining solutions and ways forward in a rapidly changing environment.

### **SOCI 337K Political Anthropology (4)**

Why does Minnesota co-manage fishing with Ojibwe tribes? How do Somali refugees navigate life outside their homeland? How do the Hmong and other stateless nations respond to pressures from state governments? This course addresses these and other pressing questions where politics and intercultural knowledge meet. Political Anthropology began as the study of societies that live without a state government, such as tribal and egalitarian nations. Today, the field has grown to include the intercultural dimensions of state governments, especially the impacts of colonialism, migration, and war. Prerequisite: Any one of the following: SOCI 111 or 121, PSYC 111, ECON 111, POLS 111 or 121, PCST 111, or Permission of Instructor.

### **SOCI 337N Social Movements (4)**

How do social movements emerge and develop? How are they organized? What are the different strategies and tactics groups use for social change? Why are some social movements successful, while others fail to have an

impact? This course will attempt to answer these and other key questions about social movements and social change by examining selected social movements in the U.S. and other countries. The course will also explore the globalization of social movements.

#### **SOCI 337P Love, Sex, and Marriage: Anthropological Perspectives on Kinship (4)**

Families are universal, yet their form varies widely across the globe. People hold strong ideas about who belongs to their family, what responsibilities family members have towards each other, who they can have sex with, and who they should marry. While our ideas about family seem natural and rigid, they are in fact eminently flexible and constantly changing. Kinship is a term used in anthropology to mean the web of social relations that make up families. In considering the different ways that people come to see themselves as related to one another, we will examine familial practices of different cultures, and consider how contemporary social changes like new reproductive technologies, migration, and transnational marriage are shaping family life around the world.

#### **SOCI 337R Native North Americans (4)**

Why do some Native nations have unique fishing rights? Why do some operate casinos? This topics course explores these and other questions that examine the ways Native nations continue to assert self-governance. For centuries, colonizers used military and assimilationist campaigns against Native nations. Fortunately, these campaigns failed to account for Native nations' resilience and North America continues to be home to hundreds of distinct tribal governments. By exploring the histories and cultures Native nations in Minnesota and across North America, students in this course will learn from the strategies they use to resist colonization and assert their independence.

#### **SOCI 337S Communities (4)**

Community has always been a central concept in Sociology, and this course will introduce you to the history of sociologists' analyses of communal life. We will study the relationship between the individual and the community, as well as relationships between communities. We will consider both geographic and relational communities, the degree to which these overlap, and changes in the structure and function of communities over time. The first half of the course will cover the history of sociologists' theoretical and empirical work on community, while the second half of the course will focus on contemporary American communities. Much of our time will be spent studying new, emerging forms of community made possible by technology and mobility.

#### **SOCI 338 World Populations (4)**

Analysis of population statistics, population dynamics, the use of socially constructed ways of classifying subgroups, projective models, and social policy. Some topics covered include: immigration policies; the "limits to growth" controversy, analysis of vital statistics. Alternate years.

#### **SOCI 340 Criminology and Corrections (4)**

Theoretical causes of criminal behavior. Strengths, limitations, and challenges to the effectiveness of police, judicial, and corrections systems in the U.S. Attention to the role of the media and cultural biases in analyzing the "crime problem." Course includes an optional Service Learning component. Alternate years.

#### **SOCI 341 Urban Studies (4)**

An overview of the development of community forms and life-styles in central cities and suburbs. Disintegration and renewal. Competition and conflict over territory and services. Churches, schools, diversity, pressure groups and parties. Selected policy problems. Attention is paid to cultural, structural and ecological components of urban issues. Alternate years.

#### **SOCI 342 Self and Society (4)**

Micro-sociological analysis of interaction in social settings. Varied topics considered with special emphasis upon research findings as illustrations of theories considered. Perspectives could include symbolic interactionism, ethnomethodology, dramaturgy, as well as some exercises in exchange theory and phenomenology.

#### **SOCI 349 Environmental Anthropology (4)**

This course examines the relationships between human cultures and the environments they inhabit. We will engage

with the ways in which environments are collusions of human knowledge, perspective, histories, and economic and other cultural systems. Many of the course texts grapple with environmental management systems throughout the world, and ways that people plan for, participate in, subvert, and are affected by environment management schemes. Furthermore, this course also emphasizes the ways in which people shape knowledge about the environment and environmental management throughout historical vantages as well as Western science, particularly of conservation biology and ecology.

#### **SOCI 351 Race and Ethnic Groups in the United States (4)**

The current situation of and issues concerning African-Americans, Hispanics, Native Americans, Asian-Americans, Jews and other races and ethnic groups.

#### **SOCI 353 Political Sociology (4)**

Political participation, power and ideology as expressed in political structures and processes. Voting, political parties, social movements.

#### **SOCI 355 Social Gerontology (4)**

Study of the later years of life from a life-course perspective which views aging as a life-long process. Exploration of how social institutions shape the process of aging in society, the role of social policy in defining old age and the impact of social forces on the aging process.

#### **SOCI 356 Global Health Service in Zambia (4)**

Zambia is a vibrant, complex, multicultural country. Compared to many sub-Saharan African countries, Zambia has a high literacy rate, good gender equality indices and robust mining and tourism industries. Yet, high rates of poverty and inequality exist in Zambia, with almost 60% of Zambians living in poverty. Not surprisingly, many health and healthcare delivery challenges exist, including a shortage of healthcare workers, high rates of infectious diseases such as HIV/AIDS, malaria and TB, and a growing burden of noncommunicable diseases. In this course we tackle the complex dynamics driving global health challenges in Zambia. In-class sessions will cover the cultural, linguistic, political economic and historical context of Zambia's health and healthcare challenges and we will consider effective ways to engage in service learning around health issues. Students will contribute independent research about the country's history and context and will prepare rigorously for the projects they will embark on when in-country.

#### **SOCI 357 Sociology of Education (4)**

Examines the social factors affecting learning and educational processes. Considers the relationship between types of societies and systems of education and the rise of education as a social institution, the links between schools and social stratification, and the contribution of schools to the preservation of the social order. Prerequisite: 111.

#### **SOCI 370B Pride and Prejudice: LGBTQ Histories, Rights, and Contemporary Issues in London (4)**

NO COURSE DESCRIPTION

#### **SOCI 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year or second-year students.

#### **SOCI 377A Indigenous and LBGTQ+ Allyship (4)**

What roles do Two-Spirit and other Indigenous gender identities play in Native American communities? How did colonialism impact these identities and what steps are being taken to reclaim them? As we explore the similarities and distinctions between Indigenous and Western gender constructions, students in this course will understand the roots of Indigenous and LGBTQ+ allyships and the tools necessary for develop successful coalitions.

#### **SOCI 378A Transnational Anthropology (4)**

Cultures and cultural groups have never been bounded to a single location – people have always been in movement,

learning from people outside their cultural groups, and hybridizing ideas and ways of life. This course uses cultural anthropology theory and method to study transnational cultural groups that are present in contemporary Minnesota. In particular, we will study ethnographic manuscripts about Hmong, Somali, and Mexican people and topics including ethnicity, migration, refugeeism, tourism, nomadism, political economy, and medical anthropology. Students will be conducting original ethnographic research in a semester-long project that analyzes a particular transnational cultural case study.

#### **SOCI 379A Conspiracy Theory and the Social Construction of Reality (4)**

This is a course grounded in the sociology of knowledge. As sociologists, our approach to the study of conspiracy theory will focus on how truth and falsehood are socially constructed in our society. We will ask a variety of questions in this class: Why do conspiracy theories seem so wildly popular at this moment in history? How are people convinced of the truth of either a conspiracy theory or an official narrative that contradicts it and aims to debunk it? How can people in one society find evidence for—and claim as true—wildly incompatible and mutually exclusive versions of reality? How can power, science, and media be used to bolster or undermine truth claims? While we won't reach a final conclusion on the "reality" of any particular conspiracy theory, this course will improve your ability to weigh the plausibility and legitimacy of competing arguments about social reality.

#### **SOCI 396 Sociology Capstone (4)**

An integrative academic experience which engages majors in key debates and issues of concern to sociologists. Preparation for the transition to graduate school and/or exploration of the applicability of sociology in the workplace. Students demonstrate mastery of core concepts, theoretical perspectives, and methods of the discipline through original research. Emphasis placed on critical reading of scholarly journals and on student participation in sociological discourse. Topics determined by expertise of the faculty. Prerequisites: Sociology major and senior standing or consent of instructor.

#### **SOCI 397 Internship (1-8)**

Supervised field work and experience in a variety of social, administrative and research settings. Subject to approval of faculty advisor and department chair and completion of the pre-internship seminar. S/U grading. No more than 4 credit hours may be applied to the major.

# **SUBJECT: Spirituality**

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## **SPIR 414 Theology and Spirituality of Vocation (3)**

This course will address the theological, spiritual, and practical dimensions of Christian vocation. Students will examine the history and development of Catholic and Protestant theologies of vocation, with attention to creation, providence, and the gifts of the Holy Spirit. The course emphasizes vocation both as general, the calling Christians share together, and as particular, the unique ways God calls each person. We will study callings as they pertain to the whole of life, across the lifespan (children, teens, young adults, adulthood and the elderly), and in regards to work and professions. We will examine practices of discernment as well as interfaith perspectives on vocation. Cross listed with PTHM 414.

## **SPIR 416 Contemporary Spiritual Practice (3)**

Why is spiritual practice on the rise? What do contemplation and social justice have to do with each other? Can people from different religions borrow practices from others? Students in this course will examine spiritual practices and ways of thinking about them that have become prominent in recent decades. These movements include the retrieval and redefinition of ancient practices (e.g., lectio divina, centering prayer, and the Jesus Prayer); the intersection of spiritual practice and social issues (e.g., the influence of other religions; the environment; and social justice); and contemporary theological emphases (e.g., work, the body, art, science, and gender). Students will explore recent scholarship on the rise of spiritual practice, the theological foundations as well as the actions and disciplines that comprise these approaches. Cross listed with PTHM 416.

## **SPIR 424 History of Christian Spirituality I (3)**

An exploration of the significant formative elements, experiences and writers of Christian spirituality in its first 700 years. Cross-listed with HCHR 424.

## **SPIR 425 History of Christian Spirituality II (3)**

A study of the Christian spirituality of the Middle Ages, especially from the end of the seventh century to the Reformation. Special attention will be given to notable figures, writings, events, institutions and movements that shaped the expression of Christian convictions and practice, up to the dawn of the "modern" period. Cross-listed with HCHR 425.

## **SPIR 426 History of Christian Spirituality III (3)**

The development of Christian spirituality from the Protestant and Catholic Reformations to the present. Also included will be events in Asia, Africa, North and Latin America. Cross-listed with HCHR 428.

## **SPIR 429 Spiritual Biography, Spiritual Journey (3)**

This course involves critical and reflective reading of works that might be classified as "spiritual autobiography" in the Christian theological and spiritual tradition. Examining these "self-presentations" as theological fonts, the course introduces students to this genre and an understanding of each work in its historical and theological context. Particular attention is given to presentations of life as a "journey" with emphasis on those experiences which advance the person in his or her relationship with God. Themes such as grace, sacramental action, self-examination, prayer, and good works inform the way in which the course considers progress in the life stories, and the course will invite students to think about how biography might shape on-going insights into current Christian thought and practice. Cross listed with HCHR 429.

## **SPIR 430 Theology and Spirituality (3)**

The relationship between concrete experience and theological inquiry as seen in the works of outstanding spiritual writers of the Christian tradition. Prayer in Christian life. Forms of spirituality and asceticism.

## **SPIR 431 Christian Prayer (3)**

A study of the place of prayer in Christian life, with special emphasis on the Our Father, using various classical commentaries as a case in point. Theological problems and considerations related to doctrine of prayer are included, e.g. discernment in prayer, content of prayer, polarities in prayer (such as its apophatic and mystical, individual and

communitarian, sacramental and liturgical aspects), and laws of the spiritual life emanating from teachings on prayer.

### **SPIR 432 Spirituality and Mysticism (3)**

The mystical dimension of Christianity as exemplified in ancient and modern mystics. Questions of discernment of true from false mysticism; comparative studies; influence of psychology on studies of mysticism to the Church.

### **SPIR 434 Monastic Spiritual Theology (3)**

The development of monastic spiritual theology will be studied from the perspective of monastic primary sources. Texts will be studied as guides and sourcebooks for models of monastic spiritual progress and human maturity. Special emphasis will be placed on: (1) the original meanings of "active" and "contemplative" in the vocabulary of early monasticism; (2) models of spiritual development in the early church and in the early monastic movement; (3) the interrelationship between the cenobitic and eremitic lifestyles; (4) the theory and practice of lectio divina; (5) the mystical interpretation of the scriptures and the practice of liturgical prayer; (6) monastic reform and renewal; (7) spiritual guidance in the monastic tradition. Cross-listed with MONS 434.

### **SPIR 435 Christian Asceticism (3)**

The development of Christian asceticism will be studied from the perspective of primary sources, drawn chiefly from the Christian monastic tradition. Texts will be studied as guides and sourcebooks for models of conversion, growth in human maturity, and spiritual progress. Special emphasis will be placed on: (1) classical and Christian understandings of ascesis; (2) repentance and the call to conversion as the basis for authentic ascetical practice; (3) the dynamic interrelationship between ascetical practice and contemplative vision; (4) philosophical and monastic models of virtue and vice; (5) the contrasting and interdependent asceticism of hermitage and cenobium; (6) friendship as the form and ascetical school of virtue; (7) spiritual exercises and the love of learning-implications for monastic reform and renewal. Cross-listed with MONS 435.

### **SPIR 436 Bible and Prayer (3)**

This course will examine early Christian and monastic attitudes toward the biblical text and the interplay between the Bible and forms of prayer. Topics will include: methods of interpreting the Bible; ways of encountering the Bible (reading, memorization, meditation), kinds of early monastic prayer and their biblical basis. There will also be some attention to the subsequent history of those traditions and a consideration of present-day implications. Cross-listed with MONS 436.

### **SPIR 437 The Practice of Discernment in Prayer (0-1)**

An exploration of how our personal image of God evolves as we discern God's ways of being present to us in prayer and in life. By both studying and practicing discernment of spirits we can become sensitive to inner movements, understanding where they come from and where they lead us. The course will include an introduction to the practice of lectio divina applied to our lived experience. Required: Access to computer with built-in camera OR attached web cam. Grading is S/U only.

### **SPIR 467 Topics in Jewish Spirituality (3)**

NO COURSE DESCRIPTION

### **SPIR 468 Topics in Spirituality (1-3)**

NO COURSE DESCRIPTION

### **SPIR 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

## **SUBJECT: Theater**

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### **THEA 105 Introduction to Modern Dance (4)**

This class is an exploration of movement fundamentals for the purpose of developing and strengthening individual creativity and artistic expression in dance. Class work is designed to: 1) Give individuals a basic understanding of anatomical structure and kinesiological principles as a foundation for developing technical skills needed to create articulate and expressive movement; 2) Provide an embodied experience of time and energy principles as related to dance; 3) demystify dance as an art form and make it accessible and relevant to all.

### **THEA 113 Stagecraft (4)**

Beginning theory and practice of scenography. Study of materials and techniques used in stage scenery. Also an introduction to the theories and equipment used in theater lighting and sound. Lab required. Fall.

### **THEA 117 Acting Foundations (4)**

Introduction to acting. Designed to develop the actor's imagination, observation and concentration through sense awareness, relaxation, pantomime and theater games. Techniques will be introduced with the purpose of bringing the actor's body, voice and mind together onstage to fully communicate choices through strong psychological and physical action. Also an introduction to building the foundation of a good voice. Training in breathing, physical structure and relaxation.

### **THEA 140 Fundamentals of Movement (2)**

This course is an introduction to movement fundamentals and is designed for actors, athletes, musicians, visual artists, and anyone desiring to improve fine motor skills, flexibility, coordination, posture, or body image. The goal is for students to develop somatic awareness so that they can recognize their own habitual movement patterns and learn to explore new movement options, with an emphasis on decreasing effort and increasing sensitivity. The course uses somatic methodologies and modern dance techniques to enhance students' understanding of basic anatomical and kinesiological principles, expand their range and quality of movement, and improve individual performance skills. And the course also offers an experience of movement as a creative form without the perceived stereotypical definitions and limitations of dance.

### **THEA 200 Theater Audience (4)**

A presentation of theater from the audience's rather than the performer's perspective. Designed to acquaint non theater students with live theater as a meaningful and enjoyable event. Approached from the student's present exposure level. Lecture, group discussions and field trips to live performances required. Students may not receive credit for both THEA 200 and THEA 204.

### **THEA 209 Theatrical Dance Styles and Physical Theater (2)**

This course builds on the basic physical preparation for the actor and explores different dance forms and styles which are commonly used in theatrical productions. A variety of dance techniques and somatic methodologies will be studied, including ballet, ballroom, jazz, yoga, martial arts.

### **THEA 210 Dance Studies: Technique, Improvisation, Choreography and Performance (2)**

This course will offer students the opportunity to develop technical skills to improve flexibility, coordination, and strength and to use those skills to increase their range of abilities in creating and performing dance. Modern dance techniques will serve as the foundation for students to build a movement vocabulary, and students will be expected to develop their own movement material in improvisation and composition exercises. Choreographic elements, form, and styles will be explored to guide students in the creative process and performance will be an on-going focus within the class. The goal is for the students to be able to clarify and fulfill all movement so they can physically express their ideas and emotions in movement which is authentic and meaningful, i.e., dance. Prerequisite: THEA 105, or THEA 140, or permission of Instructor. May be repeated for up to 6 credits.

### **THEA 211 Playwriting (4)**

The theory and practice of writing plays for theater performance. Writing exercises and reading assignments will

culminate in a public reading of the student's original one-act play.

### **THEA 215 Sophomore Seminar (2)**

This course is a practical seminar for those intending to major in theater. Content includes the integration of various aspects of theatrical production, an introduction to theater as a profession, portfolio and résumé development, and assistance in application to the major. Spring of sophomore year. Offered for A-F grading only.

### **THEA 218 Readings in Culture and Dramatic Literature (1)**

In this course students will read and discuss classic, modern or contemporary plays from a specific culture or genre. The class may perform a minimum of one public reading. The topics will vary from semester to semester. For a detailed description on the course topic, please go to: <https://www.csbsju.edu/theater/curriculum/new-course-descriptions>. May be repeated up to six times for credit. Course offered for A-F grading only.

### **THEA 219 Intermediate Acting (4)**

Continuation of THEA 117 with more advanced levels of theory and performance. Includes intensive scene and monologue work, with emphasis on text analysis and rehearsal techniques designed to expose the emotional and relational content of the scenes and monologues. Further work on the voice including the development of tone, resonance, range, power, articulation and projection. Prerequisite: THEA 117. Course offered for A-F grading only.

### **THEA 240 Production Laboratory (0-2)**

A minimum of 50 hours' work in acting or stagecraft involving a crew responsibility. Prerequisite: Instructor's permission. May be repeated for up to 6 credits. Topics: Acting, scenography, costume, stage management, dramaturgy, publicity/marketing, dance. Course offered for S/U grading only.

### **THEA 250 Make-Up (2)**

Principles and application of various make-up techniques. Laboratory projects. Alternate years.

### **THEA 253 Introduction to the Costuming Process (4)**

A basic comprehensive study of the process a stage costumer employs from character analysis to costume execution. Practical application and production-work are emphasized through laboratory experience. Spring.

### **THEA 267 Alternative Fashion Trends of the late 20th century (4)**

Alternative Fashion Trends of the late 20th century: How politics and music helped shape the alternative fashions of the last century. This class will examine how the hippy and psychedelic fashions of the 1960's, punk fashions of the 1970's/1980's, grunge/Goth fashions of the 1980's/1990's and rap/hip-hop fashions of the 1990's were influenced by the music and politics of their time. The course will also relate these fashions to the mainstream clothing of the time period they originated in and how these fashion trends continue today in fashions of the 21st century. Course offered for A-F grading only.

### **THEA 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

### **THEA 279A Alternative Fashion Trends (4)**

Alternative Fashion Trends of the late 20th century: How politics and music helped shape the alternative fashions of the last century. This class will examine how the hippy and psychedelic fashions of the 1960's, punk fashions of the 1970's/1980's, grunge/Goth fashions of the 1980's/1990's and rap/hip-hop fashions of the 1990's were influenced by the music and politics of their time. The course will also relate these fashions to the mainstream clothing of the time period they originated in and how these fashion trends continue today in fashions of the 21st century. Course offered for A-F grading only.

### **THEA 280 Summer Courses (2)**

Courses offered during summer term.

### **THEA 310 Dance Studies: Technique, Improvisation, Choreography and Performance (2)**

Continuation of THEA 210 Dance Studies for more advanced students, taught concurrently with THEA 210. Prerequisite: THEA 210 or permission of instructor. May be repeated for up to 6 credits.

### **THEA 319 Actor's Work (2)**

This course uses the theories, practices, and skills learned in THEA 219 for advance, intensive scene study of various dramatic genres. Because the work will focus on different genres each time the course is taught, this course is repeatable for credit. Prerequisite: THEA 219. Course offered for A-F grading only.

### **THEA 321 Costume History (4)**

From a costume design perspective, this course explores the evolution of clothing from Adam and Eve to Lady Gaga. The class will draw from film, art history, world history, sociology, living history and theatrical design. It will explore the changes over time in clothing caused by practical needs as well as the influence of fashion.

### **THEA 327 Drama Form (4)**

Analysis, through representative dramatic texts and theories, of the development of literary and theatrical elements in the major dramatic forms and modes from the Greeks to the late 19th century. Content will also include early Asian theater forms. Open to sophomores. Fall.

### **THEA 328 Directing (4)**

Laboratory course covering the basic responsibilities of the director. Concentration on developing the beginning director's rehearsal methods for working with actors. Script analysis, auditioning, rehearsal schedules and blocking will be addressed. Direction of class projects. Prerequisites: THEA 113, THEA 117, THEA 219 or permission of instructor. Alternate years.

### **THEA 332 Basic Costume Design (4)**

Introduction to the art of costume design through study of contemporary designers, assigned readings and weekly critiques of sketch problems. Alternate years. Fall

### **THEA 333 Basic Principles and Design Elements of Lighting and Sound (4)**

This course examines the principles, practices and technology of stage lighting and sound. Emphasis is on developing basic skills and a solid understanding of lighting and sound equipment and their use in theater production. Attendance at productions may be required. Prerequisite: THEA 113

### **THEA 334 Basic Scene Design (4)**

Introduction to the art of scenic design through study of contemporary designers, assigned readings and weekly critiques of sketch problems. Alternate years. Spring

### **THEA 337 History of Theater to 18th Century (4)**

Survey of theatrical activity in the West: acting styles, theater architecture, dramatic literature and theory, production techniques such as costuming, scenery and directing in the context of the historical social milieus. Content will include Western theater. Prerequisite: Junior/Senior status. Alternate years. Spring. Course offered for A-F grading only.

### **THEA 338 Theater Through Time II (4)**

A continuation of 337 from late 18th century to the 21st century. Prerequisite: Junior/Senior status. Alternate years. Spring

### **THEA 340 Technical Problems (1-4)**

Independent projects by advanced theater majors in an area of special interest. Consent of instructor. May be repeated for credit. Topics: Acting, scenography, properties, costumes, stage management, dramaturgy, sound, lighting, setting.

### **THEA 350 Theater Practicum (8-12)**

A specialized program for the theater major to work in a theater situation away from the Saint Benedict's/Saint John's campus theaters. An internship program arranged with another college or professional company or a touring theater company. Arranged with the department chair the previous semester.

### **THEA 353 Theater Materials and Techniques (4)**

Advanced work in scenic materials which are useful to the theater practitioner. The course explores face casting and mask-making, painting techniques, sculpting, upholstering, and stage weapon construction. Attending Theater Performances may be required. Prerequisite: THEA 113 or consent by instructor.

### **THEA 365 Topics in Theatrical Design or Technology (2-4)**

Study of a major theater topic focused on design and technology. Prerequisite: Varies according to the particular offering. Upper-class standing. Offered irregularly. Attendance at theater productions may be required. Course offered for A-F grading only.

### **THEA 365C Topic: The Beauty of Function and Form: Structural Aesthetics and Beyond (2-4)**

The Relationship between Beauty and Practice: What makes an object beautiful and practical? Can a chair, a room, a house, or even a soup ladle be both? This course will look at objects from the past (such as the Bauhaus designs) and present (plastic chairs and utensils from Target) and imagine ones for our future. Students will research, draw, create small models and compare environments such as the Abbey Church, the Saint Joseph Church and the Sister's Church to see how the relationship between form and function differs. Students will discuss the ways challenges were solved. (These might include extremes in temperatures and weather, safety, traffic patterns, and the qualities of beauty.)

### **THEA 366 Topics in Performance (2-4)**

Study of a major theater topic focused on performance. Prerequisite: Varies according to the particular offering. Upper-class standing. Offered irregularly. Attendance at theater productions may be required. Course offered for A-F grading only.

### **THEA 366D Improvisation (4)**

The art of improvisation has its origins in the early mists of time; according to Aristotle, the art of comedy originated in improvisation. The most famous theater form of the renaissance, Commedia dell'Arte was a highly evolved form of improvisation complete with stereotyped characters and stock comic bits. In the twentieth century British theater practitioners began to use improvisation to develop specific human skills and from that point on improvisation began to be adapted to serve a myriad of functions. Today the form is used to train applicants for job interviews, to "try out" possible solutions to difficult interpersonal situations, to develop scripts for production, to create interactive theater pieces for social action and, to create the performance art of improvisation as live theater. This course is experientially based, although it will briefly cover the history, theory, creation and uses of improvisation. Students will learn basic methods of improvising conversations, scenes, comic sketches and interactive pieces geared towards solving interpersonal miscommunication. There will be a midterm and a final public sharing of pieces created through improvisation. In order to become more familiar with the relationship between performer and audience, students are required to attend live theater productions as part of this course; a fee is required to cover the cost of the tickets and the transportation to the Twin Cities. A-F grading only.

### **THEA 366E Acting for the Digital Medium (4)**

Whether you're creating content for TikTok or acting in an industry film, this course will cover the performance tools necessary to be successful in the digital medium. Acting for the Digital Medium will engage the students love of being on camera with acting techniques and theories specific to working on camera. The study of auditions, commercial work, television and film acting, screenplay analysis and onset vocabulary and protocol will culminate in a short film.

**THEA 367 Topics in Theater History, Literature or Theory (2-4)**

Study of a major theater topic focused on history, literature or theory. Prerequisite: Varies according to the particular offering. Upper-class standing. Offered irregularly. Attendance at theater productions may be required. Course offered for A-F grading only.

**THEA 368 Modern Drama Seminar (4)**

Analysis and interpretation of English, Continental and American drama from Ibsen to the present. Prerequisite: Junior/Senior status.

**THEA 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

**THEA 380 Theater Capstone (2)**

A synthesis of all aspects of theater, including dramaturgy (theory, literature, and history), design, directing, technical production, stage management, acting (includes voice work), and movement. Students will create a production concept and all paperwork usually required before a play moves from the world of ideas into the realized production phase. Attendance at specified theater productions is required. Required for theater majors. Prerequisites: THEA 113, THEA 117, THEA 215, THEA 253, 327 and THEA 368, or permission of department chair. Course offered for A-F grading only.

**THEA 395 Senior Project in Theater (1-4)**

Working with a faculty advisor, the student plans and implements a creative project, a research project, or a thesis. This project might be in any area of theater including acting, playwriting, design, technical production, theater history, dramatic theory and criticism. Prerequisite: senior theater major.

**THEA 397 Internship (4-16)**

A full semester or summer placement in a variety of professional theater settings doing supervised work. The individual projects are tailored to student needs/career. Subject to approval of faculty advisor and department chair.

## **SUBJECT: Theology, Graduate**

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### **THY 406 History & Geography of the Early Christian World (3)**

A study of the artistic, cultural, and social foundations of Christianity through visits to many of the locales in various parts of Greece and Turkey mentioned in the Pauline writings and the Book of Revelation as well as other early Christian and monastic sites. Exploration of how one historical age influences another and the importance that art and archaeology play in theology and religion.

### **THY 465 Th.M. Research Seminar (3)**

The research seminar is designed to direct and guide students in advanced theological research in preparation for writing a thesis. Students may prepare the thesis proposal in the course, or if approved, can begin writing the thesis. Students will be engaged in dialogue and critique of each others' work in order to enhance understanding of theological research and writing. The proposal will contain: a persuasive and debatable thesis statement, a description of the project that maps the argument with a brief summary of the positions and the lines of argument to be developed; a tentative outline, a preliminary bibliography of primary and secondary sources from current scholarship as well as the history of research on the topic. The bibliography will also include sources in the ancient and/or modern language being utilized in the thesis.

### **THY 467 Consortium (0)**

Registration for students from Bethel Theological Seminary, Saint Paul Seminary at the University of St. Thomas, Luther Seminary, or United Theological Seminary who are taking classes at Saint John's.

### **THY 467A CONSORTIUM - BETHEL (0)**

NO COURSE DESCRIPTION

### **THY 467B CONSORTIUM - LUTHER (0)**

NO COURSE DESCRIPTION

### **THY 467C CONSORTIUM - ST THOMAS (0)**

NO COURSE DESCRIPTION

### **THY 467D CONSORTIUM - UNITED THEOL (0)**

NO COURSE DESCRIPTION

### **THY 468 Consortium (1-6)**

Registration for Saint John's students who are taking classes at Bethel Theological Seminary, Saint Paul Seminary at the University of St. Thomas, Luther Seminary, or United Theological Seminary. For more information, see the School of Theology and Seminary Student Handbook.

### **THY 468A CONSORTIUM - BETHEL (1-4)**

NO COURSE DESCRIPTION

### **THY 468B CONSORTIUM - LUTHER (1-4)**

NO COURSE DESCRIPTION

### **THY 468C CONSORTIUM - ST THOMAS (1-4)**

NO COURSE DESCRIPTION

### **THY 468D CONSORTIUM - UNITED THEO (1-4)**

NO COURSE DESCRIPTION

**THY 470 Independent Study (1-3)**

NO COURSE DESCRIPTION

**THY 580 Thesis (6)**

The Master of Theology degree requires submission and defense of a Master's Thesis, an integrated research paper of at least 80 pages. The Master's Thesis process consists of three steps: Development of a Thesis Proposal, Defense of the Thesis Proposal and writing the Thesis, and Public Defense of the Thesis. Students will explore an extensive bibliography of relevant primary and secondary sources, and foreign language sources and citations that support the content of the topic. The Master's thesis is typically written over the course of an academic year.

**THY 597 MA Comprehensive Exams Seminar (3)**

This seminar provides a context in which students will prepare for the Comprehensive Examinations which complete the MA Degree in Theology. To that end, students will revise and submit a graduate paper begun in a previous course, and they will develop a research paper on a thesis that compares and contrasts content and method from two different theological areas of concentration (e.g., scripture, systematics, church history, etc.). The research paper must have a bibliography of at least twenty items (books and/or journal articles). Students will be expected to have (1) completed and submitted an approved graduate paper and (2) completed an initial draft of the integrative research paper by the end of the seminar. A completed and approved graduate paper and research paper will constitute the written portion of the MA comprehensive examination.

**THY 598 Reading for Comprehensive Examinations (1-6)**

The Master of Theological Studies degree requires 48 credits: 45 credits of coursework and 3 credits for the Comprehensive Exam written process and the Oral Comprehensive Exam. In order to facilitate the full time enrollment of students in the Comprehensives term, THY 598 Reading for Comprehensive Exams has a variable 3-6 credits to assure full time status. The extra credits in THY 598 Reading co Comprehensive Exams would follow or accompany the final term of the completion of 45 credits of course work. In preparing for Comprehensive Exams students master a 10 book reading list and submit an annotated bibliography and summary of research of the texts in the booklist as preparation for the Oral Comprehensive Exam (registered under THY 599 at 0 credits).

**THY 599 Comprehensive Examinations (0)**

NO COURSE DESCRIPTION

## **SUBJECT: Theology, Undergraduate**

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### **THEO 100 Theological Explorations (4)**

This course welcome participants to an introductory college exploration of Christian theology, providing a group inquiry into faith, belief, and the religious dimensions of human existence, whether one's own or that of others. The course also offers an introduction to the hallmarks of the Benedictine tradition and their grounding in local Benedictine communities. Participants also examine examples of religious engagements, discussing how religious beliefs and practices inform people's social actions. They also begin to explore the notion of the "common good," debating different ideas of what the common good is and contemplating their own roles in communal flourishing. Overall this course hones student skills in theological reasoning and in the analysis of texts, of religious engagement, and of the common good through exploring Benedictine Tradition, central themes in the diverse field of Christian theology, and the practices of deep inquiry and personal reflection.

### **THEO 210 History of the Development of the Christian Church (4)**

As an introduction to the history of Christianity and the Christian church from the New Testament era to the present, this course traces key Christian figures, events, trends, and projects against the larger socio-cultural backdrop of world history. Intended primarily for majors and minors. Ordinarily offered once a year in spring and taken during the first or second year. Prerequisite: THEO 111 or HONR 240A.

### **THEO 220 Philosophy for Theology (4)**

The method, content and status of theological reasoning have always been influenced by the wider intellectual world in which it operates. This course will examine the nature of that influence by surveying major thinkers and developments in the history of Western thought that have played a formative role in Christian theology. Intended primarily for majors and minors. Ordinarily offered once a year in fall and taken during the first or second year. Prerequisite: THEO 111 or HONR 240A.

### **THEO 221 Thinking Theologically (4)**

Offering an overview of topics within systematic theology, such as God, Trinity, Christ, grace, salvation, the Church, and sacraments, this course fosters skills of theological thinking, speaking, and writing, and provides a foundation for more specialized courses. Prerequisite: THEO 111 or HONR 240A. THEO 210 and 220 recommended. Intended primarily for majors and minors. Ordinarily offered once a year in fall and taken during the sophomore or junior year.

### **THEO 265 Readings in Theology (0-1)**

In this course, students and various members of the theology faculty will read and discuss current and classic writings in the discipline. Topics will vary. Prerequisite: THEO 111 or HONR 240A.

### **THEO 271 Individual Learning Project (1-4)**

Supervised reading or research at the lower-division level. Consult department chair for applicability towards major requirements. Not available to first-year students.

### **THEO 300 Engaging Scripture (4)**

The goal of the course is to deepen students' familiarity with foundational biblical texts and with different ways these texts have been interpreted through the centuries. Content will ordinarily include at least one major section from the Old Testament (Pentateuch or Prophets) and the New Testament (Gospels or Pauline Letters). Prerequisite: THEO 111 or HONR 240A. THEO 210 and 220 recommended. Intended for majors and minors. Ordinarily offered once a year in fall and taken during the sophomore or junior year.

### **THEO 301 Old Testament Theology (4)**

A survey of writings sacred to both Jewish and Christian traditions, this course examines the three parts of the Hebrew Bible/Old Testament (Law, Prophets and Writings). The various types of literature found in the Old Testament (narrative, law, prophetic oracle, poetry, etc.) are analyzed according to traditional and contemporary techniques of biblical interpretation. Special attention is paid to theological themes (God, creation, redemption, etc.). Prerequisite: THEO 111 or HONR 240A

### **THEO 302 New Testament Theology (4)**

This course provides a historical and theological overview of the major New Testament writings. While studying select portions of the Gospels, the Pauline letters, and other writings, this course analyzes various types of literature found in the New Testament (apocalyptic, homiletic, liturgical, etc.). Prerequisite: THEO 111 or HONR 240A.

### **THEO 303 The Beginnings of Israel: Pentateuch (4)**

This course focuses on the Israelites' encounter with God at the time of their liberation from slavery in Egypt, and on their reflection upon God's special relationship with them and their ancestors from the time of creation until their entry into the Promised Land. Emphasis is placed upon Genesis, Exodus and Deuteronomy. Prerequisite: THEO 111 or HONR 240A

### **THEO 304 The Prophets of Israel (4)**

Through a study of select prophetic writings from the Hebrew Bible/Old Testament, this course focuses on the prophets sent by God to challenge the Israelite people to be faithful to the covenant with God and to promote justice in the society of their time. Prerequisite: THEO 111 or HONR 240A

### **THEO 305 Jesus and the Gospels (4)**

This course explores the origins of the Gospels and the meaning of the teachings and deeds of Jesus as presented in the writings of Matthew, Mark, Luke and John. Prerequisite: THEO 111 or HONR 240A or 240B.

### **THEO 306 Paul and His Letters (4)**

This course presents a survey of Paul's life and thought as recorded in the Acts of the Apostles and other writings, and it pursues a historical and theological study of the genuine letters of Paul as he confronts challenges during the development of early Christian communities. Prerequisite: THEO 111 or HONR 240A

### **THEO 307 Bible, Church and Gender (4)**

Focusing on the importance of Bible and Church for society, ideas about femininity and masculinity, roles of women in the Christian tradition, the use of the Bible as a norm for modern sexual ethics and family values, and views on marriage and sexuality, this course explores the engagement between the Christian biblical tradition and modern perspectives arising from the study of gender. Prerequisite: THEO 111 or HONR 240A

### **THEO 308 Theology in the Light of Science (4)**

This course will comprise an investigation of the historical and evolving relationship between theology and the natural sciences. This will involve some study of a) the rise of science in the western world, b) the reception and resistance it has encountered within Christianity, c) recent theologies that have taken account of major scientific advances, and d) some major issues that require and bring together contributions from both theology and the natural sciences. Prerequisite: THEO 100, 111 or HONR 240A

### **THEO 309 Topics in Scripture (4)**

Course title(s) and description(s) appear in the official class schedule published each semester.

### **THEO 309B Sexuality & Renunciation in Early Christianity (4)**

This course will investigate the theological and social construction of sexual expression and gender roles among various Christian groups from the first to the fifth century of the Common Era. We will focus on the reading and interpretation of primary texts, biblical and early Christian, with a twofold objective in view. First, to gain a better understanding of how theological and cultural considerations informed the early Christians' understanding of sexuality and gender; second, to explore the implications such understanding has for exploring contemporary attitudes toward sexuality and gender. Prerequisite: THEO 111 or HONR 240A

### **THEO 309C Reading Biblical Women (4)**

This course offers an exploration of the Bible as sacred text, cultural document and literary masterpiece, with special attention to the women of scripture. In addition to close readings of texts such as Genesis, Exodus, The Song of Songs, the Gospels and Revelation, class members will become acquainted with a range of techniques of biblical and literary analysis, from historical and textual criticism to mysticism and feminist theory. In the final unit of the course, students will explore, as interpreters and creators, artistic responses to scripture (the study or creation of translation, stained-glass, theatre, poetry, mystical writings, prose fiction, etc., based on the biblical text). Prerequisite: THEO 111 or HONR 240A

#### **THEO 310 Forms of Christian Community (4)**

This course provides an overview of Church history with a special emphasis on Christian communities from the earliest monastic communities and parishes to contemporary Catholic Worker houses. Prerequisite: THEO 111 or HONR 240A

#### **THEO 311 Christian Lives: Biography and Autobiography in the History of Christianity (4)**

This course provides an overview of Church history with special emphasis on the shape of individual lives from the early martyrs and monks to twentieth-century leaders. Prerequisite: THEO 111 or HONR 240A

#### **THEO 312 Christianity in Relation to Judaism (4)**

This course explores the emergence of Christianity within and from Judaism, traditional anti-Jewish formulations of Christian faith, contemporary Christian affirmations of Judaism's validity, and the implications of these new affirmations for Christian self-understanding and for Christian-Jewish relations. Prerequisite: THEO 111 or HONR 240A

#### **THEO 314 Global Christianity (4)**

This course examines the development of Christianity in specific contexts around the globe. Special emphasis is given to Africa, Asia, and Latin America, continents that are now home to more than half of the world's Christians. Prerequisite: THEO 111 or HONR 240A

#### **THEO 317 Religion in Latin America (4)**

The changing nature of religious cultures in Latin America from the pre-Columbian period to the present day. Includes the study of indigenous religious practices, the European "spiritual conquest" of the New World, the creation of syncretic forms of Catholicism, 19th century conflicts between religion and secularism, the spread of Protestantism in the 20th century, and the advent and course of liberation theology in Latin America. Within a historical context, examines the role of religion in shaping sense of self, forms of community, and human interaction with the physical world. Usually offered every third semester. Prerequisite: THEO 111 or HONR 240A

#### **THEO 319 Topics in Church History/Historical Theology (4)**

Course title(s) and description(s) appear in the official class schedule published each semester.

#### **THEO 319A American Catholic History & Thought (4)**

This course is a historical-theological survey of American Catholicism from pre-colonial times to the present, with attention to the origins, personalities, struggles, and possibilities of the American Catholic Experience. The analytical thrust of the course focuses on the Catholic community's ability to engage the great religious/theological questions of the last three centuries, as well as its potential to address the critical issues of a new century and a new millennium. Prerequisite THEO 111 or HONR 240A

#### **THEO 319E Age of Reformation (4)**

This course undertakes a study of the Protestant and Catholic Reformations in the 16th and 17th centuries with a particular emphasis on social history, including the causes and characteristics of religious change and its effects on European society and culture. Topics include the reception and implementation of the Protestant Reformation, Catholic responses to this challenge, radical religious movements, the role of women in religious reform, changes in family relations, and popular religion. Alternate years. Prerequisite: THEO 111 or HONR 240A

### **THEO 319F God, Human Beings and Salvation (4)**

At the heart of Christian faith lies the conviction that sinful human beings are redeemed and saved through Jesus Christ who introduces them into a new and grace-filled relationship with God. While such a belief is universal to all Christians, the specific way in which redemption and salvation is understood has assumed varied expressions throughout the history of Christian thought. This course will explore Christian attempts to understand human salvation with particular focus on the notion of “justification” – the movement of a person from a state of sin into a state of grace. Central to this exploration will be the study of how God and human beings both play meaningful roles in the process of justification and the movement toward eternal life. As they relate to this central theme, the course will also explore topics including Christ’s role as savior, faith, grace, merit, sin, free will, and predestination. Surveying justification from a historical perspective, the course will offer students the opportunity to compare and evaluate diverse viewpoints using skills and vocabulary acquired during the semester. Prerequisite: THEO 111 or HONR 240A

### **THEO 319I Missionaries and the British Empire (4)**

This course focuses on the role of missionaries within the British Empire, focusing specifically on the African continent. Scholars have long debated the complicated relationship between missionaries and imperialism. Has the mission field been a place that aids imperial conquest, or one that resists it? What happens to religious belief in sites of colonial contact? In this course, we will explore these and other questions about the history of Christian missions and imperialism in Africa. In addition to studying the theological reasoning for missionary work, we will examine the effects of evangelism on anti-colonial resistance movements and postcolonial criticism. This course is suitable for students of any major, including those who have not taken a previous history course. Prerequisite THEO 111.

### **THEO 319J East Asian Christianity (4)**

East Asia’s unique application of Christian belief and ideology to its indigenous cultures and beliefs offer a fascinating complement and contrast to Christianity in other parts of the world and in various doctrine. This course will explore the theological and historical underpinnings of Christian practice and faith in China, Japan and the Korean peninsula in the modern period (1600 to present). Prerequisite THEO 111

### **THEO 320 Fairness and Faith: What is Justice? (4)**

People today disagree about “What’s fair?” – both personally and in the life of nations. From the Scriptures to the 21st century, Christians have struggled to answer the underlying question, “What is justice and what does justice require?” The development of doctrine in the Christian tradition means that we today have lots to learn from the tradition but also that we have to apply traditional insights to new settings where the concrete implications of those insights are often different today from those in the past. Is there too much economic inequality today? Is US capitalism just? Is liberation theology or libertarianism a better answer? Students will analyze a variety of theological and philosophical texts to understand how Christians have engaged issues of justice, both historically and in contemporary debates from left to right on the political spectrum. Prerequisite: Theological Explorations (THEO 1).

### **THEO 321 A Mysterious, Terrible Beauty: Catholic Theology in Fiction (4)**

The claim has often been made that good literature trains us to see reality more truthfully. That claim may be no more compelling than in the realm of theology, where basic themes (creation, sin, redemption, evil, grace) are often illustrated in fiction more clearly than they can be defined in systematic theology. This course will provide an encounter with a fascinating collection of modern literature – primarily but not exclusively authors identified as Catholic – and a series of wicked questions: Is there “Catholic” fiction? If so, what makes a work of literature “Catholic”? How does a “Catholic imagination” shape the way authors struggle with questions of meaning, purpose, and suffering? Does the “Catholic imagination” tell us anything about the good life? Does this literature have anything to say to a post-Christian culture?

### **THEO 322 Christian Social Ethics (4)**

This course examines the implications of Christian theology for the ethical life of contemporary society. Drawing from the social dimensions of biblical ethics, Catholic Social Teaching, and diverse theological approaches to communal and civic life, students will both explore what it means to discern and craft a “social ethic,” and will apply those ethics to particular contemporary social issues. Topics will include the social and civic implications of the sanctity of human life, subsidiarity and solidarity, the dignity of work, and the connections between Christian sacramental life and social ethics. As they relate to these topics, particular focus will be given to issues of race, labor rights/practices, LGBTQ+

issues, and issues associated with the use of coercive force/violence.

### **THEO 323 Diverse Approaches to God (4)**

This course explores perspectives on the meaning of the existence, nature, attributes, revelation, and presence of God. Emphasis is on Christian and Jewish theological perspectives, but views about God found in other religious traditions — especially Islam and Hinduism — are also examined. Special attention is given to what it means to have faith in God, the sources of and challenges to such faith, the variety of views about God, theological approaches to religious diversity, the relationship between morality and faith in God, the effects of scientific knowledge on beliefs about God, feminist critiques of and alternatives to traditional patriarchal perspectives on God, and the relationship between views about God and approaches to ecological issues. Prerequisite: THEO 111 or HONR 240A

### **THEO 325 The Meaning of Christ (4)**

This course examines understandings of the person and work of Jesus Christ as expressed by biblical writers, church councils and creeds, and writers throughout Christian history. The course may also consider expressions of Christ in liturgical prayers, hymnody, and art. Attention will be given to diverse understandings of Christ in contemporary contexts. Prerequisite: THEO 111 or HONR 240A

### **THEO 326 The Catholic Church Today (4)**

Focusing on Vatican Council II as a pivotal event in the Roman Catholic Church, this course examines models for understanding the Church today, its leadership structures, its tasks in society, and its ecumenical and inter-faith endeavors. Each semester, special attention is paid to current issues facing the Church. Prerequisite: THEO 111 or HONR 240A

### **THEO 327 Christian Approaches to Other Religions (4)**

This course examines a variety of Christian theological positions on other religions. Perspectives from the Bible, Church councils, doctrinal statements, and works of theologians are studied. Concurrently, attention is given to other religions and their relationships to Christianity. Prerequisite: THEO 111 or HONR 240A

### **THEO 328 U.S. Latino/a Theologies (4)**

This course in “U.S. Latino/a Theologies” aims to introduce students to the analytic and constructive practice of “theological discourse” as distinctively enriched by U.S. Latin American perspectives. Like all theological endeavors, U.S. Latino/a theological perspectives seek to express the reality of God’s revelation to humankind and God’s ongoing presence among human beings in ways that add understanding and wisdom to people’s experience of God, one another, and the world around them. While much of the Christian tradition is continuous and shared among diverse peoples, this course will enable students to explore how U.S. Latino/a experiences (e.g. religious, social, cultural, gender, racial, economic, political, etc) provide vital theological insight and approaches to work of Christian theology and practice. To that end, the course will look at the development of U.S. Latino/a Theology (1) in connection with the Latin American traditions of liberation theology, (2) in its distinctive methodological perspectives, (3) in its constructive treatment of God, human beings, and salvation, (4) as a source for Christian Spirituality, and (5) for the way in which it is giving shape to the U.S. church in general and the Roman Catholic Church in particular. As the course proceeds, it seeks to build an increasingly rich and multifaceted sense of what it means to engage or practice U.S. Latino/a theologies. To that end, the course cultivates comprehension of the central ideas shaping U.S. Latino/a theologies and the skills to engage, analyze, and assess the theological content and merit of various positions and perspectives, thereby affording students the opportunity to practice theological discourse in their own right.

### **THEO 329 Topics in Systematic Theology (4)**

Course title(s) and description(s) appear in the official class schedule published each semester.

### **THEO 329A Feminist Theology (4)**

This course analyzes feminist biblical interpretation, feminist readings of Christian history, and the work of feminist and womanist scholars in systematic theology and theological ethics. Attention is given throughout to the ways in which embodiment and social location, especially in terms of race, class, sexuality, and ethnicity, shape theological work. Prerequisite THEO 100, 111 or HONR 240A

### **THEO 329B Medieval Philosophy (4)**

Philosophy in the West did not take a long nap after the ancient era. This course in medieval philosophy will investigate the period which began with Augustine and reached its culmination in 13th- and 14th-century Scholasticism, especially with Thomas Aquinas. It will investigate at least three major philosophers or schools of philosophy of that era. Prerequisite THEO 111 or HONR 240A

### **THEO 329C Aquinas, Salvation, and Sacraments (4)**

This course will focus on God's plan of salvation as expressed in Thomas Aquinas' Summa Theologiae. Students will read and analyze texts from Part I and III and discuss Thomas' pedagogy, theological method, definitions, and arguments. Participants will consider the historical and cultural context of these texts and discuss their ongoing impact. Prerequisite THEO 111 or HONR 240A

### **THEO 329D Theologies of Liberation (4)**

Liberation theology is the name for a well-known and, to some, notorious form of religious action and reflection that emerged in Latin American some forty years ago. Today, it has now grown into a family of related though different theologies, which have similar methods, and which all start for the experience of oppression. Although Latin American theology of liberation is perhaps the most influential expression of this relation in the twentieth century, other forms of religious reflection owe a debt to liberation theology, even as they add to the profundity of its insights. This course will begin with Latin American liberation theology and then turn to the work of black, feminist, womanist, U.S. Latino/a, gay/lesbian and ecological theologies to broaden our understanding of the relationship between the Gospels and the imperative to structural change in our society. Prerequisite THEO 111 or HONR 240A

### **THEO 329E Queer Theology (4)**

This course considers how Christian theologies-biblical, ancient, and modern - have contributed to the cultural construction of gender. Conversely, the course studies the ways in which cultural ideas of gender, and gendered ideas about sexuality, have shaped understandings of God, Christ, church, and theological anthropology. In analyzing scriptural, historical, and contemporary sources, including ecclesial documents, the course draws upon scholarship at the intersections of Christian theology and feminist theory, masculinity studies, queer theory, and sexuality studies. Prerequisite THEO 100, 111 or HONR 240A

### **THEO 329F Philosophy of Religion (4)**

While philosophy sometimes seems opposed to religious faith, their relation has often been friendly, as "faith seeking understanding." Philosophical reflection on religious belief critically examines the claims of faith as well as attempts to discredit or dismiss the claims of faith. This course will explore this tradition through one or more lenses: philosophical reflection on: a) the validity of religious experience, b) the reasonableness of belief in God, c) the problem of evil or reconciling the experience of evil and suffering with religious belief, or d) other historical or emerging themes in the philosophy of religion. The course will consider also the perspective of theology in responding to philosophical reflection. Prerequisite THEO 111 or HONR 240A

### **THEO 329G Big Questions of Christian Theology (4)**

This course is designed to help students explore the categories and content of the Christian theological tradition through a close examination of historical and contemporary theological writings. It does this by looking at the significant issues and debates that have shaped and continue to shape Christian beliefs and communities. More than a theological survey, this course looks at the "big questions" in Christian theology about the divine, human existence, and the natural world, as well as the ways in which contemporary theologians have sought to rearticulate these questions for our increasingly global and diverse world using the categories of race, gender, class, and so on. Topics covered in this course include: the existence of God, God and poverty, the humanity and divinity of Jesus, Christ and the world religions, the problem of evil and suffering, and Christian hope in the "last things." Prerequisite: THEO 111 or HONR 240A.

### **THEO 330 Christian Spirituality (4)**

This course provides a study of the Christian tradition of spirituality as reflected by some classic and contemporary Christian writers, with particular focus on the influence of beliefs (about Trinity, Christ, grace, etc.) and elements of

spiritual formation (such as prayer, reading, solitude, and social responsibility) on Christian living today. Prerequisite: THEO 111 or HONR 240A

### **THEO 331 Benedictine Spirituality (4)**

This course explores the origins and essentials of Benedictine spirituality, giving special attention to how this spirituality is expressed in the lives of the monastics at Saint Benedict's Monastery and Saint John's Abbey. It encourages students to envision for themselves and others how the lessons of Benedictine spirituality can influence their lives whatever their vocation might be. Prerequisite: THEO 111 or HONR 240A

### **THEO 333 Suffering and Christian Healing (4)**

This course considers human suffering and the Christian ministry of healing from historical, literary, psychological, scientific, and theological perspectives. Prerequisite: THEO 111 or HONR 240A

### **THEO 334 Spirituality of the College Male: Male Spirituality and Sexuality (4)**

This course will use the experience of the college male as the point of departure for a consideration of the interplay between male sexuality, masculine identity and spirituality, and the ways in which these might be better integrated. This course will examine concepts found in long-established and contemporary studies of spirituality, male sexuality, and masculinity. Of special interest will be the ways in which male sexuality, masculine identity and spirituality affect men's relationships with God, self and the other. Underlying this course is the assumption that the development of a personal spirituality will help one to be more attentive to the voice of God, more aware of one's own existence, and better able to form communities founded on respect for individual persons. Prerequisite: THEO 111 or HONR 240A

### **THEO 339 Topics in Spirituality (2-4)**

Course title(s) and description(s) appear in the official class schedule published each semester.

### **THEO 339A Discernment & Christian Decision Making (4)**

This course introduces participants to the teachings on discernment found within the Christian tradition. The topic of discernment will be considered both as a way of life and as a specific process for vocational decision-making. Participants will apply discernment principles in differing contexts through course assignments and class activities such as discussion of case studies and reflection on personal experiences. Prerequisite THEO 111 or HONR 240A

### **THEO 339B Spiritual Companionship (4)**

This course will introduce participants to the ministry of spiritual companionship. They will explore the growing need for "soul friends" in contemporary life and consider the various contexts for cultivating spiritual community: one-to-one, small groups, marriage, family life, place of worship, and the workplace. Participants will apply companionship skills to their own lives through course assignments and class activities such as role-plays, discussion of case studies, and reflection on personal experiences. Prerequisite THEO 111 or HONR 240A

### **THEO 339D Theology, Spirituality, and the Arts (4)**

This course introduces students to the relationships between theology, spirituality, and the arts, with a primary focus on the visual arts. The course will explore how the making of art and experiencing art can inform both theology and spirituality. We will look at what is central in a theological reflection on the arts beginning with the contributions of theologians who have reflected on art, beauty, and aesthetics. We will also examine the significance of artistic style in the presentation of religious subject matter and meaning, and the importance of formal analysis of a work of art in the process of theological interpretation. Prerequisite THEO 111 or HONR 240A

### **THEO 339E Art and Religion in Spain and the Americas (4)**

This course explores the transmigration of Christian art and iconography from Spain, including its Jewish and Muslim influences and its convergence with indigenous cultures and African expressions in the Americas. The course will consider the ways religious art and iconography reflects, transmits, changes and maintains theological, socio-political, cultural, and aesthetic meanings over space and time. Designed with an art historical focus with attention to theological issues, interdisciplinary methods will be used to assess religious imagery, devotional objects, and sacred spaces that continue to hold significance for Latin American and Latino/a populations today. Prerequisite

THEO 111 or HONR 240A.

### **THEO 339F Songs of Love and Freedom (4)**

Songs of Love and Freedom will survey the spiritual practices and devotional traditions of Christianity and Hinduism as well as their transformative impact upon individuals and communities. Practices like yoga, meditation, lectio divina, and the Spiritual Exercises will be examined in both practice and theory. Devotional traditions embodied in the poems and songs of these traditions' mystics will be explored to see how experiences beyond words are nevertheless communicated. Finally, the class will highlight the transformative impact of these spiritual and devotional traditions as they are made manifest in the lives and communities of modern figures who strove and strive to live lives of love and freedom. Prerequisite THEO 111 or HONR 240A.

### **THEO 340 God and the Moral Life (4)**

This course explores how God, our image of God, and our speech about God makes a difference in the way Christians live. It develops views of the moral life within a Christian theological vision of goodness, sin, redemption, vocation, and human community. Within this vision, various ethical issues will be examined with the aim of living into right relationships. Prerequisite: THEO 111 or HONR 240A

### **THEO 342 Christian Sexual Ethics (4)**

Given the inescapable complexities surrounding human sexuality, gender, and embodiment, how might we live and relate to one another in ways that are increasingly fulfilling, and in ways that deepen our relationships with ourselves, others, and God? This course will introduce students to the methodology of Christian ethics, i.e., the process of drawing upon sources of knowledge (scripture, tradition, reason, and contemporary experience) to formulate responses to contemporary issues regarding sexuality and relationships. Specifically, we will be exploring the concept of justice as it relates to sex, contemporary hookup culture, love, and relationships. In the end, students will be equipped to construct and articulate a compelling theological sexual ethic for college students. Prerequisite: THEO 100, 111 or HONR 240A

### **THEO 343 Theology and the Environment (4)**

This course explores what major religious traditions about humanity's relationship to the rest of creation. Among the religious traditions surveyed in this course are Buddhism, Islam, Judaism, and Christianity. Certain aspects of Native American spirituality are also considered. Particular attention is given to different Christian perspectives on the human relationship to creation. Prerequisite: THEO 111 or HONR 240A

### **THEO 344 Religious Perspectives on Economic Life (4)**

Moral theology asks what religious faith means for living a good life—for each person and for society as a whole. This course examines various visions of economic life held by religious people in the West, focusing on the Christian understanding of economic life. Prerequisite: THEO 111 or HONR 240A

### **THEO 345 Theologies of Violence and Nonviolence (4)**

This course examines theological perspectives on violence and nonviolence ranging from absolute pacifism to just war theory to the celebration of “redemptive violence.” Prerequisite: THEO 100, 111, HONR 240A

### **THEO 346 DIFFERENCE AND JUSTICE (TU, TI) (4)**

This course explores diversity as a dynamic component of Christian communities and studies the contextual nature of Christian theology. The course also analyzes the ways in which racism and classism are experienced, perpetuated, and sometimes dismantled in Christian communities. In addition to theological texts, including those based on scripture and contemporary Catholic social teaching, the course relies upon service-learning in local organizations. Prerequisite: THEO 111, 100 or HONR 240A

### **THEO 348 Religion, Society and Politics (4)**

Recent developments in the United States and other parts of the world have led observers to look closely at religious groups, beliefs and activities concerning the state, society and sociopolitical issues like cultural diversity and war and peace. In this course we will examine the Judeo-Christian tradition and address such questions as: What is the

relationship between religion and ethnicity and religion and nationalism? What is religious fundamentalism? How do various groups view their relationship with the state and the broader society? What kinds of social and political goals do religious groups have and how do they try and achieve them? We will try to answer these and other questions through the study of historical and sociological case studies and selected religious texts reflecting the range of belief and practice in the Judeo-Christian tradition. Prerequisite: THEO 100 or 111.

#### **THEO 349 Topics in Moral Theology/Christian Ethics (4)**

Course title(s) and description(s) appear in the official class schedule published each semester.

#### **THEO 349A Family, Church, and Society (4)**

Drawing on historical, sociological, and religious sources, this course introduces students to a range of perspectives concerning the intersection of family, church and society, focusing on issues such as cohabitation, marriage, divorce, homosexuality, and gender roles. Prerequisite: THEO 111 or HONR 240A

#### **THEO 349C Biomedical Ethics: Theology, Biomedical & Health Care (4)**

This course will examine the role of faith in addressing a variety of moral issues raised by the advancement of medical science and technology and by ongoing research to cure diseases. The course will survey issues such as stem cell research, reproductive technologies, health care reform, the patient-physician relationship, euthanasia, beginning and end of life questions and HIV/AIDS. Each issue will be explored from the perspectives of theology, medicine, and other pertinent disciplines, such as psychology. Theological themes will be looked at to see what theology and faith offer in addressing the variety of moral issues. These themes include theological anthropology (how we understand the human person), views on God, sin, grace, the communal nature of morality, the Resurrection (as a framework to discuss what it means to die a good death), as well as Catholic social teaching and the Christian obligation to care for the poor and vulnerable. Prerequisite: THEO 111 or HONR 240A

#### **THEO 349D Justice, Peace & Reconciliation (4)**

From the Book of Exodus to the Hebrew prophets and the New Testament, one finds the utopian vision of a just, peaceful and reconciled world, summarized in the biblical term “shalom.” Through the study of biblical texts and contemporary writings, we will explore the Judeo-Christian tradition’s vision of justice, peace and reconciliation. Through the analysis of case studies we will explore how individuals, organizations and communities in the tradition are working to bring about shalom in various parts of the world through such means as nonviolent action, the defense of human rights, methods to conflict resolution and transformation, and efforts for peacebuilding and reconciliation. Prerequisite THEO 111 or HONR 240A

#### **THEO 349E Economic Thought & Religious Values (4)**

An examination of how economic life has been viewed from the perspective of religion, particularly Western Christianity: from roots in the Hebrew and Christian scriptures, through the early church, middle ages and the Protestant Reformation, up to contemporary debates about free markets, Marxism, feminism and the social teaching of the Roman Catholic Church today. Prerequisite: ECON 111 & THEO 111 or HONR 240A.

#### **THEO 349F Liberation Ethics Abroad (4)**

An exploration of the ethical and moral perspectives developed by theologies and philosophies of liberation, with a focus on Latin American liberation thought and its influence on contemporary Catholic Social Teaching and faith. The themes of liberation and the preferential option for the poor that are central to liberation theology and its mainstream developments will be compared to traditional moral theology and traditional philosophical approaches to ethics, as well as to traditional conceptions of Christian faith. Emphasis will be given to practical applications for understanding contemporary issues of faith, ethics and justice.

#### **THEO 349G Moral Vision of John Paul II (4)**

This course introduces students to the moral vision of Pope John Paul II (1920-2004), with a particular focus on the distinctions and connections between the human person (anthropology), the human family (sexuality), and human creativity (work). From his early years as a boy in small-town Poland to his ascent through the church hierarchy, the course begins with a brief historical overview of the man many have referred to as the “man of the century.” Students then will have the opportunity to critically and charitably engage all or parts of the following primary source

documents: Redemptor Hominis, Familiaris Consortio, Laborem Exercens, and Centesimus Annus. Secondary source material will be drawn from contemporary Catholic and Protestant theologians both commenting on and engaging specific themes/issues regarding the human person, family, sexuality, and work. Prerequisite THEO 111 or HONR 240A

#### **THEO 350 Christian Worship (4)**

This course offers an overview of the origin, development, and cultural aspects of Christian worship, giving special attention to the Church's celebration of the mystery of Christ in word and sacrament, and to the meaning and rhythm of Sundays, feasts and seasons. Prerequisite: THEO 111 or HONR 240A

#### **THEO 351 Initiation and Eucharist (4)**

This course focuses on the Christian rites of initiation (Baptism, Confirmation, and First Communion) and the Eucharist as primary sacraments in the Church, exploring their Christological and anthropological foundations, historical evolution, contemporary forms, and pastoral effectiveness. Prerequisite: THEO 111 or HONR 240A

#### **THEO 359 Topics in Liturgical Studies (4)**

Course title(s) and description(s) appear in the official class schedule published each semester.

#### **THEO 360 History of Judaism (4)**

This course presents a survey of the history of the Jewish people and an analysis of the development of Judaism from biblical to modern times. Prerequisite: THEO 111 or HONR 240A

#### **THEO 361 Studies in Jewish Thought (4)**

This course explores Jewish thought from biblical times to the present, unified around three principal themes: God, Torah, and the people Israel. Prerequisite THEO 111 or HONR 240A

#### **THEO 362 Contemporary Jewish Theology (4)**

This course explores the theological perspectives of leading contemporary Jewish thinkers, particularly on topics central to traditional Judaism and it compares those views with classical Jewish teachings. Prerequisite THEO 111 or HONR 240A

#### **THEO 363 Religions of the World (4)**

This course focuses on major religions of the world cross-culturally in terms of categories such as sacred text, sacred time, sacred space, myth, ritual, symbol, ethics, and politics. The relationships among the religions and topics pertaining to inter-religious dialogue are examined. Prerequisite THEO 111 or HONR 240A

#### **THEO 364 Ethics & World Religions (4)**

Analysis of the changing cultural meaning and experience of religion in America. Considers why American religious experience has been so diverse, how religiosity has shaped our society, and how in turn society's values and structure have shaped religion. Primary focus on the 19th and 20th centuries. Yearly. Prerequisite THEO 111 or HONR 240A

#### **THEO 365 Islam (4)**

This course explores the history of Islam and its interpretations, as well as doctrines and practices among Muslims in various parts of the world. It examines the Quran and Hadith, and topics related to women and gender, Islamic law, and Islam and politics, and it examines the relationship between Islam and the Judeo-Christian tradition. Prerequisite: THEO 111 or HONR 240A

#### **THEO 369 Topics in Jewish Studies and World Religions (4)**

Course title(s) and description(s) appear in the official class schedule published each semester.

### **THEO 369A Jewish Encounters with Jesus and Christianity (4)**

An exploration of the theological and historical encounters between Judaism and Christianity, from the emergence of both Christianity and Judaism out of biblical religion, the disagreements and distancing of one faith from the other over the centuries, but culminating, in the late 20th century, in efforts at rapprochement and mutual acceptance. Prerequisite THEO 111 or HONR 240A

### **THEO 369B Modern Islam Political Movement (4)**

After providing an introduction to the beliefs, practices, and history of Islam, this course will analyze some of the relationships between Islam and politics in the twentieth and twenty-first centuries among Islamist (or “fundamentalist Islamic groups”) in the Middle East, South Asia, and other parts of the world. Specifically, the course will examine the histories, ideologies, and structures of groups. This course will examine the religious, theological, and political foundations of these groups while analyzing their work in education, literacy, social service to people in many sectors of societies (including the underprivileged), religious and political instruction, and community-building. The course will also explore the various perspectives of members of these groups and movements toward peace and violence as well as their religiously- and politically-based reasons for attacking various targets. Finally, the course will compare and contrast those Islamist trends with those represented by some liberal Muslims. Prerequisite THEO 111 or HONR 240A

### **THEO 369C Islam and Gender (4)**

This course will focus on the various ways in which relations between Muslim women and men have been appropriated, interpreted, and concretized in a variety of real-life situations throughout the early, medieval, and modern periods in Islam with a regional focus on Islam and gender in the Middle East, North Africa, South Asia, Europe, and/or North America. This course will use gender as a primary lens of analysis for examining course content by examining the, at times static and at other times dynamic, roles of women and men in societies where Muslims are in the majority and others where they are the minority in order to gain an understanding of the relationship between appropriations of gender with respect to Islam and its corresponding cultural contexts. Prerequisite: THEO 100 or 111

### **THEO 371 Individual Learning Project (1-4)**

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department chair for applicability towards major requirements. Not available to first-year students.

### **THEO 380 Discipleship and Ministry (4)**

This course is an introduction to the theology and spirituality of pastoral ministry, which explores pastoral leadership and the structural components of parish life and ministry. Prerequisite: THEO 111 or HONR 240A

### **THEO 381 Youth Ministry (4)**

This course focuses on the theology and practice of parish youth ministry with special emphasis on specific methodologies for youth ministry. Prerequisite: THEO 111 or HONR 240A

### **THEO 382 Family Ministry (1)**

This one credit course explores the theology of Christian marriage and family life, focusing on pastoral approaches to marriage preparation and to families. Prerequisite THEO 111 or HONR 240A

### **THEO 383 Retreat Work (1)**

This one credit course focuses on the theology and practice of retreat ministry, in which students design a retreat. Prerequisite THEO 111 or HONR 240A

### **THEO 384 Social Concerns (1)**

This one credit course focuses on Catholic social teaching and its implications for pastoral ministry. Prerequisite THEO 111 or HONR 240A

**THEO 385 Ministry to the Sick and Dying (1)**

This one credit course examines pastoral ministry to the sick and dying, with a special emphasis on the grieving process. Prerequisite THEO 111 or HONR 240A

**THEO 389 Topics in Pastoral Theology and Ministry (1-4)**

Course title(s) and description(s) appear in the official class schedule published each semester.

**THEO 389A Ministry in a Technological World (4)**

NO COURSE DESCRIPTION

**THEO 390 Moral Theology (4)**

This course introduces students to basic ethical concepts (such as human action, human agency, natural law, freedom, conscience, and the Christian moral life) and to the application of Christian moral reasoning to contemporary ethical issues. It offers theology majors a common grounding in Catholic moral theology. Ordinarily offered once a year in fall and taken in senior year after the completion of most requirements for the major. Prerequisite: THEO 111 or HONR 240A. Recommended: THEO 220, 221, 300.

**THEO 396 Theological Conversation (4)**

This course provides an integrative exercise in theological thought based on a conversation between two theological sub disciplines (e.g. scriptures and ethics) guiding the development of a capstone research paper. Prerequisite THEO 111 or HONR 240A

**THEO 397 Internship (10-16)**

This is a supervised practicum for students majoring in theology, serving as a capstone experience for those specializing in education or in pastoral ministry.