



RECOMMENDED FALL 2024 COURSES FOR BEGINNING STUDENTS COURSE DESCRIPTIONS

ART

ART-126-01,

Making art in the 21st century draws upon a long tradition of methods, materials, and conceptual and philosophical perspectives, and combines those traditions with new and expanding approaches. This course is intended to be a hands-on introductory exploration of both traditional and contemporary materials and ideas that influence contemporary practices of design and fine art. Students will be introduced to methods of creative research, with projects and discussions designed to help illuminate the considerations one must take into account when designing two-dimensional imagery, three-dimensional objects and spaces, and time-based or virtual projects. There will be a strong emphasis on understanding how these three categories relate to one another, and on the practice of "reading" visual information in a more sophisticated manner. Traditional and emerging media - including but not limited to drawing, painting, sculpture, and digital technologies - will be explored.

ART-202-01,

This course will explore the dynamic relationship between film and art from the late 20th century to the present, examining how visual art and important art historical moments and personas are featured in film. By studying films about art, the course will address the impact of visual arts and the ways that films use particular effects of the moving multi-sensory image to capture characteristics of art history.

ART-204-01/HSP-270-01,

This course will explore the art and architecture of the great civilizations of Mesoamerica and the Andean region of South America from around 1500 BC until the arrival of Europeans in the New World. Similarities and distinctions in such aspects as urban planning, architecture, monumental sculpture, and portable arts will be explored among the great cultures of the Olmec, Teotihuacan, Maya, Aztec, Nazca, Moche, and Inca.

ART-220-01,

This filmmaking studio production course is an introduction to high-definition digital filmmaking and ephemeral media as an expressive art form. It will provide a basic understanding of digital film technology, techniques, and terminology. Course assignments may include exploring archival footage mash-ups, chroma key composites, 2-D key-frame animation collages, voiceover, and experimental/narrative live-action projects. No previous editing, sound, or camera experience is required.

ART-225-01,

Do you enjoy sketching or drawing? In this course, you will not only develop your drawing skills but bring your drawings to life with animation. Using Adobe After Effects and Photoshop, students will learn effective ways to animate their drawings and explore their ideas. Through a series of prompts, the class will create short animations that explore various drawing media such as graphite, charcoal, and ink. Experimentation, aesthetic sensibilities, and creating unique, original visual images will be stressed in every animation. Some projects may also incorporate the use of digital scanners to include original textures, materials, and objects. This class does not focus on traditional hand-drawn animation methods of creating multiple drawn frames to produce the illusion of movement (it's much easier and less time-consuming than that. You only have to draw something once to animate it.) No previous drawing or software experience is required.

ASIAN STUDIES

ASI-112-01/ENG-11-01,

From Akira Toriyama's Dragon Ball to Sui Ishida's Tokyo Ghoul, manga and anime have earned a reputation for being globally influential mediums of literature and entertainment. Manga storytellers often use their works to interrogate complex themes, issues, and queries of humanity, technology, gender, race, existential beliefs, and culture. Likewise, anime adaptations make use of cinematic visual storytelling to expand on the source material of manga stories with voice acting and music to increase the thematic depth and audience immersion. This course will feature a wide selection of manga and anime and consider what can be learned from understanding their narrative dimensions. Texts will range from Dragon Ball and Sailor Moon to Haikyuu, Fullmetal Alchemist, and Tokyo Ghoul. The material for the course will be read/viewed in translation, so it is not necessary to know Japanese to take this course.

ASI-238-01/PSC-240-01/PPE-240-01,

Trade politics are a complex nexus of domestic and international politics, economic conditions, global and regional institutions, business interests, and civil society. This course aims to provide an understanding of trade politics in the Asia-Pacific region - the largest market and manufacturing base in the world. The course introduces the latest developments in the Pacific Rim by reviewing cutting-edge research. The first half of the course

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United States. The second half of the course focuses on the politics of multinational corporations, foreign direct investment, trade in services, and digital trade. We will then examine the impacts of global trade on Asia-Pacific's labor rights, development, and environment. There are no prerequisites for this class as we will go over the trade models throughout the semester if needed.

BIOLOGY

BIO-111 and BIO-111L

Must register for both lecture and lab. First semester of a two-course sequence in the concepts of biology for biology majors. This course is a prerequisite for all advanced courses in biology. BIO 111 covers biomolecules, cell biology, genetics, and evolution. Three lectures and one laboratory period weekly. Offered in the fall semester.

BLACK STUDIES

BLS-201-01,

This is the methods course for the field. Ideally minors will take this course in the fall or spring of their sophomore year. This course will introduce students to the history, methodology, and major problems in Black Studies through an interdisciplinary survey of literature, cultural theories, and historical works. Meets the Diversity Requirement for the PPE major.

BLS-280-01/PSC-214-01/HIS-240-01,

This course offers an in-depth look at the African American civil rights movement and its significance to the political development of the United States. Topics will include the organizations and campaigns that comprised this historic social movement; the mobilization and experiences of individual civil rights movement participants; the impact of the civil rights movement on public policy; and contemporary social movement efforts to mitigate racial inequality. Particular attention will be paid throughout the course to the role college students played in the civil rights movement.

CHEMISTRY

CHE-111 and CHE-111L

Must register for both lecture and lab. This is the introductory course for science concentrators. Topics include atomic theory, stoichiometry, thermo chemistry, equilibrium, gas laws, states of matter, solutions, atomic structure, and acid/base chemistry. The laboratory, which emphasizes the basic principles discussed in lecture, includes significant synthetic and analytical work. Three lectures and one laboratory each week. This course is offered in the fall semester.

CHI-101 and CHI-101L,

Must register for both lecture and lab. The student with little or no previous training in Chinese will become grounded in the language and gain some understanding of the culture of the Chinese-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct Chinese. This course is typically offered in the fall semester. Successful completion of both [CHI-101](#) and [CHI-102](#) satisfies the World Languages distribution requirement.

CLASSICS

CLA-101-01,

An introduction to the major gods and heroes of Greek and Roman antiquity. The course surveys their representation in ancient works of literature and art, as well as the major schools of interpretation of myth. Attention also to modern retellings of classical myths and to the power of these myths to create meaning. Counts toward the Gender Studies minor.

CLA-105-01/HIS-200-01,

This is a survey course of Greek political, military, cultural, and literary history from the end of the Bronze Age (ca. 1100 B.C.) to the time of Alexander the Great (4th century B.C.). A thematic focus will be the origins, evolution, and problems of the most important Greek political-social-cultural structure, the polis, or "city-state."

CLA-111-02/REL-290-02,

2nd Half Semester Course

Conceptions of afterlife frequently govern our 'now'-life, providing it with meaning and an overarching logic. Yet, we rarely pause to consider where our ideas about the afterlife come from, not to mention the historical events, social histories, and philosophies that gave rise to views of the afterlife now held to be obvious and timeless. There was a time 'before' heaven above, resurrection of the body, the immortality of the soul, and even angels. How do conceptions of the afterlife emerge, and what is the range of those conceptions in the Jewish, Roman, and Christian traditions? Moreover, how do these traditions mutually inform one another? This course will detail ancient

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ideas about the afterlife in a wide array of textual and archeological tradition in conversation with our contemporary world. Will our technology change our afterlife?

CLA-240-01/PHI-240-01,

This course surveys the Ancient Greek philosophy, including Pre-Socratics, Plato, and Aristotle; Hellenistic philosophy may also be included. This course focuses on acquiring and improving abilities in philosophical reading, thinking, and expression. In class, the norm is close textual analysis through lectures and discussion. Topics include the nature of the physical and human world, and questions about knowledge and ultimate being. This course is offered in the fall semester.

COMPUTER SCIENCE

CSC-101-01

An introduction to the field of computer science: the study of algorithmic processes and the machines that implement them. Students will study the history of computing as well as ethical issues raised by computing and automation. Students will study fundamental areas of the discipline, including basic digital circuits, computer hardware and architecture, data representation, issues of computability, and algorithm design and analysis. Students will also engage in hands-on activities involving basic digital circuits, hardware and programming.

ECONOMICS

ECO-101,

This introductory course, which covers the basic foundations of microeconomics and macroeconomics, is the gateway to the economics curriculum and an important part of a well-rounded education. The microeconomics portion of the course covers basic supply and demand analysis, market failure, present value, opportunity cost, and the theory of the firm. The macroeconomics portion of the course introduces issues such as inflation, unemployment, and government policy tools. In addition to discussion and problem solving, the class will focus on the use of Microsoft Excel to analyze real-world economic data.

EDUCATION STUDIES

EDU-101-01,

The course examines child and adolescent development through the lens of education. Using a variety of course texts, students are introduced to theories of development and to the concept of diversity as it relates to child and adolescent development. Focusing on elements of development, including biological/physical, cognitive, social, identity, and language with some attention to moral - students engage in school and community-based field placements as they are introduced to qualitative data collection/analysis techniques. EDU-101 students compose a variety of reflective essays and analytical reports based on field work and course texts. Field Component: EDU-101 students are required to complete a total of 15 hours of field work spread across the semester in three school settings (elementary, middle, and high school) and/or community-based organizations (e.g., Boys & Girls Club). While the nature of the field work is largely observational and students do not have explicit teaching responsibilities, they are expected to be engaged in the life of the host classes or community organization, and to interact with hosts in ways that are helpful and foster understanding of child and adolescent development. Background checks are required by local schools and community-based settings.

EDU-203-01,

This course examines adolescent literacy development, defined as an ongoing process distinct from early literacy development and characterized by intellectual and social practices both in and out of school. Students will explore the various dimensions of adolescent literacy, including digital and interdisciplinary literacies as well as the social, cultural, and political domains that inform adolescents' identity development. Students will learn about how the literacy experiences for adolescents have dramatically expanded in recent years. To reflect this expansion, course texts will include classic and contemporary young adult literature, digital texts including blogs and gaming, as well as popular music and social media. Part of the course will be devoted to investigating the ways in which middle and high school pedagogical practices have kept pace with the changing landscape of adolescent literacy. Other topics guiding our discussions will include: the impact multiple literacies have on adolescent development and how those literacies are valued and devalued in schools. EDU-203 counts as curriculum and pedagogy credit for the minor in Education Studies and is open to all students as an elective.

ENGLISH

ENG-105-01,

1st half semester class. This class will introduce you to the study of poetry through intensive reading and intensive written analysis. We will focus on close reading of a wide range of poems from a variety of historical periods, genres, and cultures. Through a study of image, symbol, diction, syntax, meter, rhythm, and sound, we will analyze the ways in which a poem creates meaning. Written analyses will emphasize the marriage of formal and thematic elements in particular poems.

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ENG-106-01,

2nd half semester course. This class has two goals: to introduce the study of short fiction through intensive reading, and to familiarize students with strategies and methodologies for writing about literature. In our readings, we will explore formal issues such as tone, structure, and symbolism as well as social issues such as sexuality, race, and gender. This class focuses on ways of grappling with these big questions in writing, as literary scholars do.

ENG-109-01/GEN-171-01/GHL-177-01,

This course focuses on world literature translated into English. Topics vary by semester, but themes in the course include national identity, exile, colonialism, gender inequality, political and religious conflict, and globalization. Refer to the Course Descriptions document on the Registrar's webpage for topics and descriptions of current offerings.

ENG-110-01,

This is an introductory course in Creative Writing. ENG 110 will offer students an opportunity to read and write in several genres: fiction, poetry, and creative nonfiction. The course will focus on writing through the practice of various methods of generation used by established writers, designed to introduce students to issues of language, form, image, character, and structure. Students will also learn critical tools for assessing good writing and be introduced to the workshop model for discussing creative work. Students will acquire these tools through peer review, through close reading of contemporary texts, and through revision. The course is especially suited to students who would like to learn a variety of creative genres before committing themselves to genre-specific creative writing courses.

ENG-171-01/ASI-112-01,

From Akira Toriyama's *Dragon Ball* to Sui Ishida's *Tokyo Ghoul*, manga and anime have earned a reputation for being globally influential mediums of literature and entertainment. Manga storytellers often use their works to interrogate complex themes, issues, and queries of humanity, technology, gender, race, existential beliefs, and culture. Likewise, anime adaptations make use of cinematic visual storytelling to expand on the source material of manga stories with voice acting and music to increase the thematic depth and audience immersion. This course will feature a wide selection of manga and anime and consider what can be learned from understanding their narrative dimensions. Texts will range from *Dragon Ball* and *Sailor Moon* to *Haikyuu*, *Fullmetal Alchemist*, and *Tokyo Ghoul*. The material for the course will be read/viewed in translation, so it is not necessary to know Japanese to take this course.

ENG-202-01,

This class addresses one of the most important questions of higher education, and, indeed, of life: how to express yourself clearly and gracefully. The premise of this class is that writing well is a potent form of power and beauty. To achieve that goal, we'll study the major principles of grammar, style, and clarity. Although all are welcome, this class will be of particular interest to freshmen and sophomores who either did not take the Composition or would like further practice in writing. This course does not count toward the creative writing track of the English major. This course is offered in the fall and spring semesters.

ENG-212-01,

The intermediate course in poetry writing will build upon the principles in English 110. The course will have a strong workshop component, starting early in the second week of instruction. The course will focus heavily on generating poetry and learning to read as writers. Usually a combination of an anthology and a book on the craft of writing poetry will comprise the required texts. Besides generating assignments, producing original workshoped poems, and reading a variety of texts, students will also be responsible for peer evaluation and critique. This will help hone their own aesthetic sense and provide the critical foundation necessary for the third tier of workshops.

ENG-240-01,

This survey introduces the writers and trends of our century, from realism and naturalism through modernism to the rich, fragmented energy of postmodernism and multiculturalism. Writers covered vary from year to year but may include Henry James, James Weldon Johnson, Edith Wharton, Robert Frost, Edna St. Vincent Millay, William Carlos Williams, E. E. Cummings, Ernest Hemingway, Margery Latimer, William Faulkner, Langston Hughes, Willa Cather, F. Scott Fitzgerald, J. D. Salinger, Allen Ginsberg, Gary Snyder, Amiri Baraka, John Barth, Raymond Carver, Galway Kinnell, Sharon Olds, Louise Erdrich, Sandra Cisneros, Toni Morrison, and Don DeLillo. This course is offered in the spring semester.

ENG-297-01,

This course offers an introduction to English literature as a field of study, an overview of genres (poetry, fiction, drama), and literary terms, the practice of close reading, and the basic premises of literary criticism. The course also focuses on developing research skills within the field. It is designed to help majors or potential majors utilize vocabulary essential to a successful literary and/or cultural analysis, study

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examples of published essays in the discipline, and consider the aims of literary criticism. This is a writing-intensive class. We welcome all students who are thinking about majoring in English to take this course. All English majors taking the literature track are required to take this course, preferably during their freshman or sophomore years. Students taking the creative writing track are encouraged but not required to take this course. This course is offered in the fall semester.

ENG-298-01,

Business and technical writing get work done. People who can communicate effectively have an advantage in the workplace. In this class, students will develop writing skills for a range of professional circumstances. Students will craft documents to address specific audiences and purposes, especially in increasingly diverse workplaces; design templates and visually appealing documents; create professional digital portfolios; and identify skills and qualities that make each individual an asset to professional organizations.

ENG-310-01/THE-217-01,

This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include *The Contrast*, *Secret Service*, *Uncle Tom's Cabin*, *Long Day's Journey Into Night*, *A Moon for the Misbegotten*, *Awake and Sing!*, *The Little Foxes*, *Our Town*, *The Skin of Our Teeth*, *Mister Roberts*, *A Streetcar Named Desire*, *The Night of the Iguana*, *Death of a Salesman*, *The Crucible*, *A Raisin in the Sun*, *The Zoo Story*, *Who's Afraid of Virginia Woolf?*, *Glengarry Glen Ross*, *True West*, *Brighton Beach Memoirs*, *The Colored Museum*, *A Perfect Ganesh*, *Fences*, *Angels in America*, *How I Learned to Drive*, and *The America Play*. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.

FRENCH

FRE-101 and FRE-101L,

Must register for both lecture and lab. Requires FRE-101 placement OR placement at any level in a different language.

The student with little or no previous training in French will become grounded in the language and gain some understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. This course is offered in the fall semester. Successful completion of both FRE-101 and FRE-102 satisfies the World Languages distribution requirement.

FRE-201 and FRE-201L,

Must register for both lecture and lab. Requires FRE-201 placement.

A thorough review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read French texts that will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in French beyond the rudimentary level. This course is offered in the fall semester.

GENDER STUDIES

GEN-101-01,

This course introduces students to the interdisciplinary field of gender studies by exploring questions about the meaning of gender in society. The course will familiarize students with the central issues, questions, and debates in Gender Studies scholarship by analyzing themes of gendered performance and power in law, culture, education, work, health, social policy, and the family. Key themes may include but are not limited to the relationship between sex and gender, the legal and social workings of the private / public distinction, the way that disciplinary practices code certain behaviors as masculine or feminine, the intersection of gender with race and ethnicity, the gendered structure of power, the tension between difference and equality, the production and circulation of gender expectations in the media, and the contested role of the law in achieving equality. By course end, students will understand central themes and debates in the field of gender studies, demonstrate a facility with basic terms and concepts of the field, apply methods of analyzing gender to society and to their own life experiences and communicate effectively about these issues in writing and speech.

GEN-171-01/ENG-109-01/GHL-177-01,

This course focuses on world literature translated into English. Topics vary by semester, but themes in the course include national identity, exile, colonialism, gender inequality, political and religious conflict, and globalization. Refer to the Course Descriptions document on the Registrar's webpage for topics and descriptions of current offerings.

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GERMAN

GER-101 and GER-101L,

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The student with little or no previous training in German will become grounded in the language and gain some understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. This course is offered in the fall semester. Successful completion of both GER-101 and GER-102 satisfies the World Languages distribution requirement.

GER-201 and GER-201L

Must register for both lecture and lab. Requires GER-201 placement OR placement at any level in a different language.

A thorough review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read German texts which will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in German beyond the rudimentary level. This course is offered in the fall semester.

GLOBAL HEALTH

GHL-177-01/ENG-109-01/GEN-171-01,

This course focuses on world literature translated into English. Topics vary by semester, but themes in the course include national identity, exile, colonialism, gender inequality, political and religious conflict, and globalization. Refer to the Course Descriptions document on the Registrar's webpage for topics and descriptions of current offerings.

GHL-219-01/HIS-200-02,

What is a drug? This course examines the history of drugs in society by first asking what a drug or intoxicant might be. The class will then consider how different societies have accepted or rejected drugs based on their usefulness or danger to the social order. We will examine changing cultural attitudes toward drugs, the rise of modern drug regulation, and the development of the pharmaceutical drug. For example, why did drinking coffee and tea become an accepted activity, but smoking opium was increasingly frowned upon during the nineteenth century? Why did Viagra become medically acceptable, but mercury fell out of favor to treat disease in the 20th century? Key topics will include the growth and regulation of the opium trade in the 19th century, the cultural, economic, and social factors shaping alcohol policies in the late 19th and early 20th centuries, the medicalization of drug use and the development of the pharmaceutical industry, the impact of drug regulation, the emergence of the global war on drugs in the 20th century, the historical interpretations of cannabis, alcohol (tequila, absinthe), meth, Viagra, chocolate, etc. This course is suitable for all students interested in history, drugs, sociology, and public health! By the end of the course, students will have developed critical thinking and analytical skills to better understand the historical relationships between drugs and society. There is no immersion trip associated with this course, but to be blunt, students will have a daily dose of reading and discussion in addition to short assignments and two exams.

GREEK

GRK-101 and GRK-101L,

Must register for both lecture and lab. Requires GRK-101 placement OR placement at any level in a different language.

This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four class meetings each week. This course is offered in the fall semester. Successful completion of both GRK-101 and GRK-102 satisfies the World Languages distribution requirement.

HISTORY

HIS-101,

Exploration of the origins of human societies and the development of their hierarchical structures and the network connections between them across the world. An effort will be made to develop a conceptual framework for analyzing different societies and network interactions comparatively so as to highlight meaningful similarities and differences among them. This course, along with HIS 102, is especially recommended to those students taking their first college-level history course.

HIS-200-01/CLA-105-01,

This is a survey course of Greek political, military, cultural, and literary history from the end of the Bronze Age (ca. 1100 B.C.) to the time of Alexander the Great (4th century B.C.). A thematic focus will be the origins, evolution, and problems of the most important Greek political-social-cultural structure, the polis, or "city-state."

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HIS-200-02/GHL-219-01,

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This course is suitable for all students interested in history, drugs, sociology, and public health! By the end of the course, students will have developed critical thinking and analytical skills to better understand the historical relationships between drugs and society. There is no immersion trip associated with this course, but to be blunt, students will have a daily dose of reading and discussion in addition to short assignments and two exams.

HIS-200-03/MUS-205-01,

The rise of European art music from religious and folk traditions; Gregorian chant and early polyphonic genres; the growth of polyphony in mass, motet, and madrigal; early instrumental music; European genres of the 17th and 18th centuries: opera, oratorio, cantata, concerto, suite, sonata, keyboard music. Some emphasis on the music of J.S. Bach.

HIS-230-02,

This course examines evolving constructions of masculinity in Europe from the mid-16th century to the present day, covering historical transformations, ideologies, and representations of masculinity within the European. Class begins by examining the traditional ideals of masculinity prevalent in the 16th century and expectations placed on men to craft families and fortunes. We then move to an exploration of how social, political, and economic changes during the Enlightenment and Industrial Revolution impacted masculine identities and the expectations placed on men. Students will investigate how masculinity was shaped by medicine, nationalism, imperialism, and revolution, as well as by shifts in labor patterns and family structures. Moving deeper into the 19th century, we will face down challenges brought by feminist movements, as well as the impact of scientific developments on understandings of sex and gender. Themes such as the "cult of domesticity," militarism, and colonial masculinity will be explored. In medicine we will discuss the importance of men's health to a national audience. Readings for the tumultuous 20th century examine the impact of two World Wars, totalitarian regimes, and rapid social changes on masculine identities. Topics include the rise of fascism (Nazism) and its glorification of hyper-masculinity, the effects of mass media on shaping masculine ideals, and the challenges to traditional masculinity posed by post-war reconstructions. In the contemporary era, the course analyzes the ongoing transformations of masculinity in response to the introduction of condoms and "the pill", globalization, neoliberalism, and changing gender norms. Finally, students will explore new representations of masculinity, including those in LGBTQ+ communities, in hegemonic masculinity, and the influence of consumer culture and digital technologies on men.

Students will explore a combination of primary sources and scholarly readings. Classes will consist of discussion and lecture. Throughout, we will explore how masculinity has been constructed, contested, and renegotiated to shape societies and the power dynamics in the modern human experience.

HIS-240-01/BLS-280-01/PSC-214-01,

This course offers an in-depth look at the African American civil rights movement and its significance to the political development of the United States. Topics will include the organizations and campaigns that comprised this historic social movement; the mobilization and experiences of individual civil rights movement participants; the impact of the civil rights movement on public policy; and contemporary social movement efforts to mitigate racial inequality. Particular attention will be paid throughout the course to the role college students played in the civil rights movement.

HIS-240-02/HSP-250-02,

How has the Internet changed what we know about the past? In this hands-on course, we'll answer that question by focusing on the history of immigration in the US. We'll roll up our sleeves and collaboratively play (and sometimes fail) with digital technology, interrogating search engines and AI chatbots, exploring digital archives, and looking under the hoods of mapping, textual analysis, and network visualization projects. Throughout, we'll think about the methodological implications of doing immigration history online, including the ethical challenges of sharing immigrants' stories and reducing human lives to data. We'll conclude the semester with a Web-based, student-designed, group research project related to the history of immigration. No experience in computer science, digital media, immigration studies, or history required, although an interest in

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HISPANIC STUDIES

HSP-250-01/SPA-312-01,

2nd Half Semester Course. The history of baseball in the Caribbean is rich and deeply intertwined with the region's culture, social dynamics, and historical events. "The Dominican Republic" is a half semester course (2nd half) and will give students the chance to study the literature, culture, and history of the Caribbean through the lens of Baseball. The language of instruction will be English.

HSP-250-02/HIS-240-02,

How has the Internet changed what we know about the past? In this hands-on course, we'll answer that question by focusing on the history of immigration in the US. We'll roll up our sleeves and collaboratively play (and sometimes fail) with digital technology, interrogating search engines and AI chatbots, exploring digital archives, and looking under the hoods of mapping, textual analysis, and network visualization projects. Throughout, we'll think about the methodological implications of doing immigration history online, including the ethical challenges of sharing immigrants' stories and reducing human lives to data. We'll conclude the semester with a Web-based, student-designed, group research project related to the history of immigration. No experience in computer science, digital media, immigration studies, or history required, although an interest in at least one of these is recommended!

HSP-270-01/ART-204-01,

This course will explore the art and architecture of the great civilizations of Mesoamerica and the Andean region of South America from around 1500 BC until the arrival of Europeans in the New World. Similarities and distinctions in such aspects as urban planning, architecture, monumental sculpture, and portable arts will be explored among the great cultures of the Olmec, Teotihuacan, Maya, Aztec, Nazca, Moche, and Inca.

LATIN

LAT-101 and LAT-101L,

Must register for both lecture and lab. Requires LAT-101 placement OR Placement at any level in a different language.

This is a course for students who have had little or no preparation in Latin. The course is primarily concerned with the fundamentals of the language. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historic and linguistic) between English, Latin and the Romance Languages, and to gain exposure to Roman culture. Four class meetings each week. Students with more than two years of high school Latin who wish to continue the language must take a placement exam. Such students cannot take LAT-101 for credit, but LAT-102 may be taken for credit if they do not place into LAT-201. This course is offered in the fall semester. Successful completion of both LAT-101 and LAT-102 satisfies the World Languages distribution requirement.

MATHEMATICS

MAT-100,

Requires MAT-100 placement and instructor permission. Any Student wishing to take MAT-100 for the Fall 2024 semester must complete the form at this link: <https://forms.office.com/r/0FU4YU6rUb>

This course develops problem solving skills fundamental to further study in higher mathematics through mathematical modeling and applications. Students will study algebraic and graphical properties of polynomial, rational, exponential, logarithmic, and trigonometric functions, with a focus on using these to build and understand mathematical models. With a dual emphasis on sharpening core skills and understanding applications, this course provides a review of material relevant for continuing to a full course in calculus. This course is limited to students who intend to continue to MAT-111 as a requirement for his major, but whose placement indicates that a precalculus course is advisable. While it satisfies the Quantitative Literacy (QL) distribution requirement, enrollment in MAT 100 is only available through instructor permission. For students who need distribution credit in QL but do not require a subsequent course in calculus, MAT-103, MAT-104, MAT-106, and MAT-108 are recommended. MAT-100 does not count toward a major or minor in mathematics.

MAT-111,

Requires MAT-111 placement.

This course studies the fundamentals of single-variable calculus, developing analytical and computational skills appropriate for students in quantitatively rigorous disciplines. Topics include limits, continuity, techniques of differentiation, applications of derivatives, the Mean Value Theorem, the Intermediate Value Theorem, the Fundamental Theorem of Calculus, and the method of substitution for integration.

MAT-112,

Requires MAT-112 placement.

This course continues the study of calculus from [MAT-111](#), developing analytical and computational skills appropriate for students in quantitatively rigorous disciplines. Topics include techniques and applications of integration, numerical integration, improper integrals,

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RECOMMENDED FALL 2024 COURSES FOR BEGINNING STUDENTS COURSE DESCRIPTIONS

infinite sequences and series, Taylor series, and an introduction to multivariable calculus including partial derivatives and multiple integrals.

MAT-223

Requires MAT-223 placement.

An introduction to linear equations and vector spaces. Topics include solving linear equations, matrix algebra, row operations, determinants, vector spaces, bases and dimension, linear transformations, eigenvalues and eigenvectors, and orthogonality. Optional topics include least squares problems, matrix factorization, and other applications. An important aspect of the course is to introduce the student to abstract thinking and proofs.

MILITARY SCIENCE & LEADERSHIP

MSL courses are exclusively for ROTC students at the campus of Purdue University and follow Purdue's term dates. Purdue's Fall semester dates are August 19 - December 7, 2024. If you are interested in joining ROTC, contact Dean Jon Jump via email (jumpj@wabash.edu).

MSL-001-01,

This is a course for ROTC students at the campus of Purdue University and follows Purdue's term dates. Purdue's Fall semester dates are August 19 - December 7, 2024. Purdue's Fall break is October 7-8, and their Thanksgiving Break is November 27-30.

MSL-101-01,

This is a course for ROTC students at the campus of Purdue University and follows Purdue's term dates. Purdue's Fall semester dates are August 19 - December 7, 2024. Purdue's Fall break is October 7-8, and their Thanksgiving Break is November 27-30.

MUSIC

MUS-052-01,

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Academic Coordinator at the beginning of the academic year.

MUS-053-01,

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Academic Coordinator at the beginning of the academic year.

MUS-055-01,

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Academic Coordinator at the beginning of the academic year.

MUS-205-01/HIS-200-03,

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RECOMMENDED FALL 2024 COURSES FOR BEGINNING STUDENTS COURSE DESCRIPTIONS

The rise of European art music from religious and folk traditions; Gregorian chant and early polyphonic genres; the growth of polyphony in mass, motet, and madrigal; early instrumental music; European genres of the 17th and 18th centuries: opera, oratorio, cantata, concerto, suite, sonata, keyboard music. Some emphasis on the music of J.S. Bach.

MUS-224-01,

This course is designed to develop awareness and analytical appreciation of global musical diversity found within a variety of world cultures. It covers the origin of Ethnomusicology as a sub-discipline, the classification of instruments, the musical and contextual roles instruments play in various cultures, tonal systems in use, and polyphonic and polyrhythmic textures as commonly applied. Course objectives are met through analysis and discussion of texts, audio recordings, and ethnographic fieldwork videos.

PHILOSOPHY

PHI-109-01,

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RECOMMENDED FALL 2024 COURSES FOR BEGINNING STUDENTS COURSE DESCRIPTIONS

POLITICAL SCIENCE

PSC-111-01,

An analysis of the powers, functions, and political bases of government in America, including attention to democratic theory, civil liberties, political parties and pressure groups, campaigns and elections, Congress and the Presidency, judicial review, federal-state-local relations, and public policymaking in domestic, foreign, and budgetary areas.

PSC-121-01,

This class will provide a general introduction to the study of political systems worldwide. The approach and many of the readings will be theoretical, but we will draw from real-world examples as illustrations of these theoretical concepts. Thus, a basic understanding of world history, current events, and even the American political system will be assumed. (A reasonable familiarity with elementary algebra will also be quite helpful.) This course is a requirement for all students who intend to major in political science and is a prerequisite for a number of other courses in the subfield of comparative politics. It is also a good choice for students wishing to satisfy a behavioral science distribution requirement.

PSC-131-01,

The survey of political theory will use selected political theorists to examine a series of major issues, concepts, and questions which are central to political theory, e.g., power, authority, justice, and liberty.

PSC-141-01,

A study of major contemporary approaches to understanding international politics, including political realism, liberalism, and constructivism. Through this framework, the course will take up concepts such as the evaluation of national power and the balance of power, the interplay of individuals and groups in international politics, the impact of capitalism on the development of the world-system, and the role of gender in world politics.

PSC-214-01/BLS-280-01/HIS-240-01,

This course offers an in-depth look at the African American civil rights movement and its significance to the political development of the United States. Topics will include the organizations and campaigns that comprised this historic social movement; the mobilization and experiences of individual civil rights movement participants; the impact of the civil rights movement on public policy; and contemporary social movement efforts to mitigate racial inequality. Particular attention will be paid throughout the course to the role college students played in the civil rights movement.

PSC-220-01/PPE-238-02,

Most conflicts today take place within states - either between governments and civilians or among different groups in the country. This course combines theories from international relations and comparative politics to examine a broad range of topics related to political violence. We will discuss various forms of domestic conflicts, including antigovernment protests, riots, state repression, civil war, terrorism, coups, electoral violence, and conflict-related sexual violence. We will also investigate the aftermath of conflicts and international interventions in these conflicts. This class is not a history class or a class on current events; instead, the focus will be on understanding the interests of important actors in political conflicts and the arenas in which these actors interact. At the conclusion of this course, students will be able to: (1) evaluate scientific explanations and key concepts of political violence and nonviolence; (2) explain the causes and consequences of various forms of internal conflicts; (3) understand how the international community deals with the conflicts; (4) apply theoretical approaches to analyze current events and make predictions about future developments; and (5) express ideas in a professional way on several topics and write an original paper.

PSC-240-01/ASI-277-01/PPE-238-01,

Trade politics are a complex nexus of domestic and international politics, economic conditions, global and regional institutions, business interests, and civil society. This course aims to provide an understanding of trade politics in the Asia-Pacific region - the largest market and manufacturing base in the world. The course introduces the latest developments in the Pacific Rim by reviewing cutting-edge research. The first half of the course covers trade policy preferences of Asia-Pacific countries, intraregional and extra-regional free trade agreements, and the political implications of Asia-Pacific's key position in the global supply chain. Specifically, we will analyze trade politics between Australia, China, Mexico, Peru, South Korea, and the United States. The second half of the course focuses on the politics of multinational corporations, foreign direct investment, trade in services, and digital trade. We will then examine the impacts of global trade on Asia-Pacific's labor rights, development, and environment. There are no prerequisites for this class as we will go over the trade models throughout the semester if needed.

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PSYCHOLOGY

PSY-101,

A survey of concepts, principles, and theories of an empirical science of behavior. Topics include behavioral biology, learning, memory, sensation, perception, cognition, motivation, emotion, social behavior, personality, and psychopathology.

PSY-110-01,

2nd Half Semester Course. Mindfulness has become increasingly popular in programs to help support health and wellness. Studies of mindfulness programs have focused on a range of potential benefits, from stress reduction and managing blood pressure, to helping with substance abuse and sleep quality. In this course, we focus on the psychology of stress and focus on developing mindfulness through practices drawn from Mindfulness-based Stress Reduction (MBSR), adapted for the college classroom. We will also consider how mindfulness today (which is often presented as set of secular tools) has roots in several contemplative traditions. Class activities will focus heavily on active participation in components MBSR and application of mindfulness to our daily life.

RELIGION

REL-103-01,

This course is an introduction to Islam, and the Indigenous religions of India. The first part of the course studies the history, beliefs, and practices of Islam in the Middle East from Muhammad to the present day. The second part studies the history, beliefs, and practices of the religions of India (Hinduism, Buddhism, and Jainism), down to the coming of Islam in the 8th century. The third part deals with the religious developments in India that have resulted from the interactions between Islam and Hinduism in the modern period. Emphasis is placed upon readings in primary texts of these religions. This course is offered fall semester.

REL-141-01,

This is an introduction to the Tanakh, or Hebrew Bible. The format of this course will be reading and discussion of primary texts from the Torah, Prophets, and Writings of the Hebrew Bible. The emphasis will be reading for literary and narrative themes and theological issues in the text, with some discussion of historical context. This course is offered in the fall semester.

REL-171-01,

An introduction to the history of Christianity from the patristic, post-New-Testament period to the medieval period and the early Renaissance. Principal themes include the emergence and meaning of early Christian beliefs and practices, their development during the Middle Ages, the social and cultural environments of the ancient, medieval, and early Renaissance church, and the trends leading up to the Reformation. This course is offered in the fall semester.

REL-181-01,

An introduction to the religious history of America, this course will explore the historical development of the primary religious traditions in America, especially Protestantism, Catholicism, and Judaism, as well as the formative influence of religion among women, African Americans, and American Indians. Principal themes include pluralism, the impact of religious disestablishment, revivalism and reform, theological movements, and religious innovation. This course is offered in the fall semester.

REL-208-01/SOC-208-01,

This course is designed to help students understand the sociological and religious dimensions to what counts as "healing." Are humans primarily like machines whose broken parts can be fixed? Could healing be present even if a sickness or its symptoms continue to be present? In what ways do social arrangements like stratification, power distribution and status affect health outcomes? While especially helpful for students considering careers in healthcare, the class is focused on "living humanely" by deepening your appreciation of the complexities behind the harms that come to human bodies and minds and the multiple ways the effects of those harms can be healed. The course is organized to meet expected learning standards for the Sociology portion of MCAT.

REL-280-01,

This discussion course examines the nature and contours of religion in the U.S. today and in recent decades. The American religious atmosphere is undergoing significant changes, from the diminishment of denominationalism and associated religious identities, to individualized bespoke spirituality and the substantial recent growth of "nones" (people with no declared religious affiliation). We will situate such changes historically, but our main focus will be analyzing the current landscape and its meaning for collective and individual religiosity, as well as for American culture and society generally. We will cover a diverse range of religious expressions, from more traditional to newer forms of religiosity.

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REL-290-02/CLA-111-02,

2nd Half Semester Course. Conceptions of the afterlife frequently govern our 'now'-life, providing it with meaning and an overarching logic. Yet, we rarely pause to consider where our ideas about the afterlife come from, not to mention the historical events, social histories, and philosophies that gave rise to views of the afterlife now held to be obvious and timeless. There was a time 'before' heaven above, resurrection of the body, the immortality of the soul, and even angels. How do conceptions of the afterlife emerge, and what is the range of those conceptions in the Jewish, Roman, and Christian traditions? Moreover, how do these traditions mutually inform one another? This course will detail ancient ideas about the afterlife in a wide array of textual and archeological tradition in conversation with our contemporary world. Will our technology change our afterlife?

RHETORIC

RHE-101,

This course covers the fundamentals of rhetoric composition and delivery. Students research, compose, and deliver informative and persuasive speeches, and they lead a small group of their peers in a deliberative discussion. In addition, students learn and employ introductory principles of reasoning, argumentation, and rhetorical criticism. Finally, they analyze the videotape recordings of their speeches and learn to use electronic media in public presentations.

SPANISH

SPA-101 and 101L, *e a*

Must register for both lecture and lab. Requires SPA-101 placement OR placement at any level in a different language.

The student with little or no previous training in Spanish will become grounded in the language and gain some understanding of Hispanic cultures. Upon successful completion of the course students will understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. This course is offered in the fall semester. Successful completion of both SPA-101 and SPA-102 satisfies the World Languages distribution requirement.

SPA-103 and 103L,

Must register for both lecture and lab. Requires SPA-103 placement.

This is an accelerated Introduction to Spanish course that reviews the basic grammar elements and vocabulary for students with a limited background in high school Spanish. The course covers in one semester the material presented in SPA 101 and 102. Successful completion of the course satisfies the Wabash language requirement and prepares students to move on to SPA 201.

SPA-201 and 201L,

Must register for both lecture and lab. Requires SPA-201 placement.

This course provides a thorough review of the fundamentals of the language. Students will continue their growth via active use of the language in order to develop communication skills: speaking, listening, writing, and cultural awareness. Students will also read Spanish texts that reinforce the study of the language and knowledge of Hispanic cultures. Particular attention will be given to improving self-expression in Spanish beyond the rudimentary level.

SPA-202 and 202L,

Must register for both lecture and lab. Requires SPA-202 placement.

This course focuses on the active use of Spanish. Its goals are to develop the student's command of Spanish through guided practice in the use of the language and to increase his understanding of Hispanic cultures as reflected in the language and life in the Spanish-speaking world.

SPA-301,

Requires SPA-301 placement.

This course focuses on the continued development of the student's command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. Students gain competence in writing and speaking and read selections of both Spanish and Spanish American fiction and nonfiction.

THEATER

THE-101-01

This course explores many aspects of the theater: the audience, the actor, the visual elements, the role of the director, theater history, and selected dramatic literature. The goal is to heighten the student's appreciation and understanding of the art of the theater. The plays we will encounter will range from the Greek tragedies of 2,500 years ago to new works by contemporary playwrights: from Sophocles' *Antigone* to

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Lin-Manuel Miranda's Hamilton. Students will see and write reviews of theater productions, both on- and off-campus. This course is appropriate for all students, at all levels.

THE-103-01,

Interested in creating your own unique performance piece? Want to build an interactive game to baffle your friends? In this course, students will learn and practice theater devising methods such as Moment Work and Viewpoints to build a performance of their own creation. Students will also work together to create an immersive, theater-themed Escape Room using ideas from gaming and devising to construct and solve their own mysteries.

THE-104-01,

This course is intended to introduce students to film as an international art form and provide an historical survey of world cinema from its inception to the present. The course will focus on key films, filmmakers, and movements that have played a major role in pioneering and shaping film. Selected motion pictures will be screened, studied, and discussed, with special emphasis placed on learning how to "read" a film in terms of its narrative structure, genre, and visual style. Specific filmic techniques such as mise en scene, montage, and cinematography will also be considered. Genre study, auteurism, and ideology will be explored in relation to specific films and filmmakers, as well as the practice of adaptation (from theater to film, and most recently, film to theater).

THE-105-01,

This course introduces students to the fundamentals of acting through physical and vocal exercises, improvisation, preparation of scenes, and text and character analysis. Students will prepare scenes for classroom and public presentation. Students will also collaborate with the directing class in producing an evening of original one-act plays for the community. This course is appropriate for all students, regardless of artistic background.

THE-203-01,

This course is an in-depth look at the process of costume design from start to finish. Through a series of design projects, students will explore the relation of costuming to theater history and performance, and the culture at large. Combining historical research, character and script analysis, collaborative projects, and the intensive study of the elements and principles of design, color theory and rendering, students will gain a comprehensive understanding of the costume designer's creative practice.

THE-217-01/ENG-310-01,

This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include The Contrast, Secret Service, Uncle Tom's Cabin, Long Day's Journey Into Night, A Moon for the Misbegotten, Awake and Sing!, The Little Foxes, Our Town, The Skin of Our Teeth, Mister Roberts, A Streetcar Named Desire, The Night of the Iquana, Death of a Salesman, The Crucible, A Raisin in the Sun, The Zoo Story, Who's Afraid of Virginia Woolf?, Glengarry Glen Ross, True West, Brighton Beach Memoirs, The Colored Museum, A Perfect Ganesh, Fences, Angels in America, How I Learned to Drive, and The America Play. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.

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